

THE INFLUENCE OF COUNSELLING STRATEGIES ON DEVIANT BEHAVIOUR MODIFICATION AMONG SECONDARY SCHOOL STUDENTS

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Abstract

The study investigated the influence of counselling strategies on deviant behaviour modification among secondary school students in Nigeria, with focus on Imo state as a study area. The population of study was Guidance Counselors in secondary schools in Imo State totaling - one thousand and sixteen (1,016) counselors. The sample for the study was drawn from the population using Taro Yamani formula, which amounted to four hundred (400) respondents. Social learning theory was adopted for better explanation of the study. The instrument for data collection was 27 – items. The instrument for data collection was rated on four modified

Likert format, and analyzed using standard deviation for research questions. The result of the findings revealed that counseling strategies have great influence on modification of deviant behaviour using cognitive restructuring, and time-out, thereby indicating significant relationship between the counseling strategies and modification of deviant behaviour. Base on the findings, recommendations were made that government through the organization of Counselling Association of Nigeria (CASSON) should organize seminars and workshops annually where school guidance counselors should receive adequate orientation and professional update on the strategies for modifying deviant behaviour, and also ensure the institutionalization of guidance counseling through the employment of guidance counselors and establishment of guidance counseling units in secondary schools.

Keywords: Counselling Strategy, Deviant behaviour, Behaviour Modification, and Social learning theory

Introduction

Societies thrive well on the accepted social norms and values they have entrusted to the people. The breakdown in these social norms cause disruptions to the normal functioning of the institutions created in such societies. Deviance can be said to be all types of behaviour or acts which are inconsistent with the rules and regulations of an organization. Uche (2017) explains that deviancy in adolescents has assumed a very high percentage in various aspects which is really getting out of hand to education stakeholders and other organs which have the responsibility of handling issues as such.

Deviant behaviour can be considered as a behavioural disposition which is not in line with the school rules and regulations and also not in accordance with the norms and ideals of a particular society.

According to Crossman (2019), deviant behaviour is any behaviour that is contrary to the dominant norms of a society. Deviant behaviours are actions which conflict with the societal norms (Idris, 2016). It could also be referred to as the engagement of people in criminal offences, illegal, antisocial and unethical behaviour. In a nutshell, any behaviour that violates the norm or social standard of the society is deviant. Deviant behaviour could also be any form of behaviour that contravenes the rules and regulations or even laws that govern an establishment. Among secondary school students, deviant behaviour which are also referred to as school offences include stealing, fighting, dishonesty, destruction of school properties, assault, insult, carrying weapons, sexual indulgence, bullying, examination malpractice, substance abuse, lying, noise making, intimidations, lack of respect for elders, dirtiness and aggression. Idris (2016) and Anyanwu (2024) affirmed that there is an increase in the rate of moral decadence among students and youths as a result of the lack of discipline. Such undisciplined acts among students have culminated in juvenile delinquency.

Today, deviant behaviours among teenagers have become a thing of concern to parents, teachers and other people in the society as the problem gets worst year by year. In spite of the good objectives for the inclusion of social studies, civic education, and religious studies

among others in the school curriculum to ensure moral development of learners, the society still faces various challenges among which are deviant behaviours among the students.

How to modify deviant behaviour encountered in classroom should be a concern to guidance and counseling through the deployment of various counseling strategies. Desirable behaviours provide the best conditions under which dynamic teaching and learning can proceed. Gibbs (2014) importantly noted that an individual needs to have desirable behaviours in order to be a happy, well adjusted person and also to be able to appreciate what his/her community approves and what it disapproves. Desirable behaviour helps a child to develop conscience. Classroom discipline is essential if the teacher is to achieve the objective of the lesson. Desirable behaviour whether in government, in school, in the home or in industry is designed to facilitate the achievement of set objectives. When deviant behaviours are not taken care of in good time, they can have negative effect not only for the students but also for the society. This is so because if deviant behaviour persists, it can alienate the students from the classroom activities and this will eventually lead to school drop-out. The guidance counselor employs counseling strategies to handle those deviant behaviours in students in order to assist them to acquire desirable behaviour that is acceptable by the society (Dougblegist, 2017).

In an effort to control deviant behaviours among students, counseling strategies and various corrective measures have been used and are still in use to maintain peaceful, orderly, self control, progressive and

productive life among students. There are many counseling strategies for modifying deviant behaviours among secondary school students.

Reinforcement is a form a behavioural modification that helps to modify undesired behaviour among school children. It is a stimulus that strengthens behaviour and increases the frequencies of its occurrence. Reinforcement is an educational and parenting technique recommended by most pediatricians and Developmental Psychologist as an effective form to strengthen desirable behaviour.

Modeling is one way in which behaviour is learned. This is sometimes known as observational learning or social learning. Ordinarily, the more attractive or desirable the model is to the observer, the more likely the model will be imitated. The desirability or attractiveness of the model is partially influenced by the prestige the model has to the observer.

Time out is a form of behavioural modification that involves temporarily separating a person from an environment where an unacceptable behaviour has occurred. Time out is often used to decrease undesirable behaviour, the goal is to remove the person from an enriched enjoyable environment and therefore, lead to extinction of the offending behaviour.

The counselor must be careful when using the method so that other negative behaviours are not strengthened. Often a corner (hence the common term corner time) or a similar space where the person is to stand or sit during time-out is designated. This form of discipline is especially popular in Western Culture. In the UK for instance, the punishment is often known as

the naughty step or naughty chair. This term became popular in the US, thanks to two reality TV series, super nanny and Nanny 911.

World Youth Report (2007) holds that children's deviant behaviour has been consistently heard in the news and hardly a week passes without a report in the national dailies of serious anti-social acts which have been committed by school children. Deviancy is a very serious obstacle to the academic progress of school learners. According to World Youth (2007), Young people who are at the risk of becoming indiscipline, often live in different circumstance, for instance, children who by various reasons including parental alcoholism, poverty, breakdown of their marriage/family, abusive conditions in the home, the death of parents, orphans without the means of subsistent housing and other basic necessities of life are at greater work of falling into deviant behaviour.

The observed rate of deviant behaviour amongst secondary school students is very worrisome, and the appropriate counseling techniques to apply are of concern which formed the thrust of this study.

Research Questions

The following research questions guided the study:

1. How do counselors perceive the influence of use of cognitive restructuring in modifying bullying among secondary school students in Imo State?
2. How do counselors perceive the influence of use of time out in modifying noise making among secondary school students in Imo State?

Methodology

The descriptive survey design is adopted for the study. This method is chosen because it helps to describe, analyze and interpret the variables that exist in the study. The study covered all government secondary schools in Imo state of Nigeria, using the guidance counselors in the Government owned secondary Schools. There are one thousand and sixteen (1,016) Guidance Counselors in the state (SEMB, Owerri, 2021). The sample size is 400, derived using Taro Yamane formula.

Since the Government owned secondary schools guidance counselors are many, to ensure feasibility the study deploys cluster sampling approach where counselors were clustered base on the three political zones in the state – (Owerri zone, Okigwe zone and Orlu zone) through which all parts of the state were captured. The researcher selected a sample from the population under study representing the total population.

The instrument used for this study was structured questionnaire designed by the researcher for the guidance counsellors. The questionnaire consists of two (2) sections A&B; the section A sorted information on the bio-data of the guidance counselors. Section B consists of 16 items questionnaire rated on 4 point modified Likert scale of Very Great Extent (VGE) 4 points, Great Extent (GE) 3 points, Little Extent (LE) 2 points, Very Little Extent (VLE) 1 point for positively skewed items. The data collected from guidance counsellors were analyzed quantitatively using - Mean and standard deviation for the analysis of research questions.

Conceptual Review

Deviant Behaviour

The term “deviant behaviour” is a problem-producing behaviour committed by an individual or groups that interferes with the enjoyment of life or essential role performance of the society (Eremus, 2015). Goode (2015) defines deviant behaviour as, a behaviour, beliefs and physical characteristics that break social norms and produce negative reactions. In his view, deviant behaviour may be mild or more extreme. In the case of mild deviance, such as telling a little lie or parking illegally, the penalties imposed might involve harsh words or a small fine. Extreme deviant behaviours include behaviours or beliefs that are so far outside the norms of that people who have been extremely heavily tattooed or pierced and people who claim they have been abducted by aliens (Goode, 2015). This is to say that deviant behaviour is not considered normal or morally correct by most people.

Deviant behaviour varies from one society to another. It is certain that what might be seen as normal behaviour in another community might be seen as abnormal in another. For example, in Eastern part of Nigeria, young adults can greet their elderly ones by just a handshake without prostrating (Anyanwu, 2023). This would not be seen as morally unacceptable unlike the South- Western states where it might be labeled as “one who does not respect his/her elders”. In the opinion of Angel (2015), deviant behaviour is any behaviour that lacks conformity and acceptability of the people in the society. Deviant behaviour describes an action or behaviour that significantly contravenes the accepted or

prescribed norms of a given society. It is a deviation that attracts punishment or sanction in the society or school.

Deviant Behaviour in Nigerian Schools

Deviant behaviour can be seen as not keeping to the rules or norms of the society, or the schools norms. The Oxford Advanced Learners Dictionary 6th edition defines deviant behaviour that different from others behaviours' that are usually expected or approved; while Chambers Dictionary in twentieth century sees deviant behaviour as to deviate from the norms of a particular people in the society or community. That is turning aside or away from set down rules of political system or principle of a social, such behaviour could be seen as crime, drunkenness, indiscipline in school, home prostitution, cultism, gambling, other, (Pere, 2014).

As Nigeria is developing, it requires an educational system that will enable the youth to understand the society and her cultural heritage. This will help in the preservation of the society and the culture and will also help in preparing of citizens for a changing attitude, knowledge, skills, manpower, and experience in the societies. The education of the pupils and also the youths is very essential in order to ensure the confidence of the citizens to the social and economic development of the country as well as raising the standard of living generally (Paschal, 2015).

Lanaap (2017) argues that Nigerian educational system must stimulate the spirit of patriotism and lay the solid function of national and international understanding and cooperation in our children. Through counseling education services, those manifestations of

deviant behaviour in schools - like smoking, drunkenness, stealing, abortion, murder, gambling, prostitution can be eradicated. The eradication can be done by attempting to restructure the organization of the school, peer group, religious institutions and all other primary organizations in the society.

Agi (2015) identified some deviant behaviours that are common in secondary schools, these include:

- 1) **Examination Malpractice:** This is unacceptable act perpetrated by the students, examiners and other agents before, during and after examination with intention to have undue advantage and earn unmerited grades. It has been discovered and announced almost every year that most students in our schools at various levels indulge in examination malpractice, which contravenes the examination act 1999. It could be said that Exam malpractice make students get undeserved high grade which might make the various examination bodies to cancel or mark down certain centres where such anomalies are committed. Most times, this action might affect all candidates who may be in that particular examination centre.
- 2) **Cheating:** Cheating means deceiving or tricking people or acting in dishonest way to gain advantage over people. According to Denga (2010), cheating may take place within and outside the school. Cheating in the school is often referred to as malpractice. The importance attached to grades and academic certificates make youths engage in cheating in order to earn good grades for a certificate that can merit a job or further education for them.

Cheating out of school may occur in business transactions, family relations and even between members of the church or mosque. Those who cheat may enjoy some temporary gain or get away with offences, but cheating is a vice and not a virtue. Youths must be taught in school, at the family level, in the church/mosque and through the mass media to shun cheating.

- 3) **Stealing:** This entails taking fellow students' or school properties. Howard (2017) explained that most students indulge in the habit of taking what does not belong to them in school. This behaviour if not checked could give rise to other unwanted behaviours in a student and may affect their academic performances in school.
- 4) **Lying:** Lying is the act or practice of telling or speaking falsehood. It is an act which when repeated often becomes a habit. Quite often, lying is resorted to as a cover up for some misdeeds or pranks. Youth often tell lies to the teachers, parents and school authority to avoid being punished for wrong doings.
- 5) **Truancy:** This is being away from home and school during school hours. Sometimes the student in question might pretend going to school from home. This habit makes students to spend their time in inappropriate places which could lead to drug abuse in male and unwanted pregnancy in females. Similarly, Dike (2015) explained that, truancy involves leaving the school premises and coming back any time without permission.
- 6) **Absenteeism:** This means staying away from school without any genuine reason and permission. Most

students do absent themselves from school without adequate permission from the school authority even without minding whether it is the period for test or examination as the case may be.

7) **Lateness to school:** Pere (2014) states that there is prescribed time for resumption of school but some students often come to school late when morning assembly is almost over and in some cases, when the teacher is already in the class teaching. This often leads to distractions in class.

8) **Sleeping in the classroom:** Pupils who sleep during classes are as a result of sleeping late at night, stress, health problems, bored in class or not interested in the topic of the lesson. The pupils might not cope with their lessons, and as result get low grades. Pupils sleep in the class due to several factors that may originate from their classroom itself or from somewhere else. Sleeping in the classroom is generally perceived as lack of interest in the subject or teacher. Pupils need to get a good amount of sleep during the night as this will avoid sleeping in the class.

9) **Bullying:** This is an aggressive behaviour. It is a behaviour intended to hurt (Pascal, 2015). Some students bully other students in a way of showing superiority over the younger or tender ones. Okechukwu (2016) enumerated various forms of bullying such as, physical assault, extortion and verbal humiliation and intimidation. Most students bully other students in school in order to subdue them physically.

- 10) **Quarrelling and Fighting-** Psychologists regard quarrels as cathartic (i.e., helping the people quarrelling to off-load their grievances) and didactic, yet quarrels are not a healthy development. When quarrels are not controlled, they usually escalate into physical fights. In school, workplace or home, quarrels generate ill feelings, bad blood and thus, weaken interpersonal co-operation and relationship. Fighting is an aggressive behaviour and involves muscle flexing, exchange of blows, beating, battering of women or domestic violence. Some may even faint as a result of fighting. Some who fight with rods, chains and mortars have killed their opponents.
- 11) **Destruction:** Destruction has certain goals or causes which according to Nwoye (2007), include, the need for attention, reaction to feelings of rejection, anger, a need for power or revenge as well as envy and jealousy or reacting to failure. Destruction could also arise due to envy and hatred (Tor – Anyiin 2015). The guidance counselor should identify a model for emulation and provide resource persons for discussion.
- 12) **Disobedience/Insubordination:** This is refusal to obey either at school or at home. It is also called indiscipline or defiance, while insubordination refers to rebellion, defiance and ungoverned ability. A disobedient and insubordinate youth or child is somebody who does not obey his teacher, parent or elder, and one who does not easily follow the ruler ship of the teacher, parent and elder. The teacher's instruction and teaching are not accepted by such pupils. The Guidance Counselors should develop

skills of persuasion and encouragement to apply so that the pupils will be drawn back to the teacher, parent and elder.

- 13) **Noise making:** Pupils make noise in the classroom because they are bored in the classroom. Students make noise in a variety of ways. They tap their pencils, click their tongues; sing a song or erode their knuckles. The noises can drive other pupils to distraction. Although you might be able to ignore some extraneous noises, others interfere with your lesson or with your pupil's ability to concentrate.
- 14) **Improper Dressing:** Improper dressing simply refers to a way of dressing that tends to expose one's body especially the parts that are meant to be covered or private. In primary school they have two school uniforms they used to wear to school like games wear (PE) and school uniform. Some pupils will wear their games wear (PE) the day they supposed to wear school uniform to school. And some pupils will wear the school uniform without button down the shirts; some will even wear their shoes without wearing stocking when going to school.
- 15) **Dirtiness:** a state of being filthy, grimy or otherwise unclean is dirtiness. Some students do not wash their school uniform or inner wears. This maladjustment will create discomfort to the classmates. It involves children being unkept to come to school.
- 16) **Cultism:** This happens when a group of students come together under one name or umbrella with the intention of intimidating fellow students or disrupting the activities of the school for their evil

objective (Wadsworth, 2000). According to him, some students involve in cultism to compensate their academic inadequacy.

- 17) **Drug Abuse:** This is indiscriminate use of drugs without doctor's prescription or use of drugs other than their main purpose. Chamberlin (2015) opined that students in school and outside the school setting have been found smoking Indian hemp, cigarette, heroine and other drugs not recommended by doctors, and such students at secondary and tertiary levels have tendency of joining cultism.
- 18) **Sex offences:** This involves various degrees of sexual misconduct exhibited by students which include, masturbation, lesbianism, homosexual, premarital sex and abortion. This usually affects their academic performances and may lead to dropping out of school (Wadsworth, 2000).

Behaviour Modification

Modification is a change that is made, or is the act of changing something. A modification changes what a student is taught or expected to learn, it is a change or alteration, usually to make something work better. Modification is the act of making something different or the condition of being modified (Collins dictionary, 2021)

Behavioural modification can simply be defined as the systematic application of principles derived from learning theories and experience in psychology (Asonibare, 2016). This definition is corroborated by Cocchimiglio (2021), as he holds that behaviour modification is the process of changing patterns of

human behaviour over a long time using various motivational techniques. He further states that, the ultimate goal is to swap objectionable, problematic or disagreeable behaviours with more positive desirable behaviours. Behaviour modification is used to treat obsessive – compulsive disorder (OCD), attention deficit hyperactivity disorder (ADHD), irrational fears, drugs and alcohol addiction issues, generalized anxiety disorder, lateness to school, bullying, fighting, lying, stealing, Truancy, cultism, and others (Cocchinimiglio, 2021)

Guidance and Counseling

Guidance and counseling is a process of helping students and individuals discover and develop their educational vocational and psychological potentialities and thereby to achieve an optimal level of personal happiness and social usefulness (Encyclopedia Britannica, 2018). Shruti (2016) views guidance and counseling as oriented to helping students understand themselves, becomes self-sufficient in making realistic and positive selections and grow in human relationships and concern. Nwachukwu (2012) opined that guidance and counseling are services that make the recipient to take a look at himself and examine his abilities, aptitude, personalities, characteristics, his assets and shortcomings and make realistic decision about himself.

Guidance and counseling is necessary to assist young people to be disciplined and to be able to deal with challenges and realities they face in their ever changing environment, to understand themselves, their academic, social and physical environment, to realize

their potentials, as well as identify opportunities in a world where there is chance for further training, and employment.

Accordingly, the American Counselling Association of Nigeria defined counseling as a professional relationship that empowers diverse individuals, families and group to accomplish mental health, wellness, education, and career goals. It involves helping people make needed changes in ways of thinking, feeling and behaving. It is equally seen as a goal based collaborative process involving a non-judgmental and supportive counsellor who works with a client in telling his or her story, setting viable goals and developing strategies and plans necessary to accomplish these goals.

Some Counseling Strategies used in Behaviour Modification

These techniques are used in extinguishing unwanted behaviour and at the same time helping to increase existing positive behaviours. It can also be used to teach new behaviour patterns. In extinguishing unwanted deviant behaviour among primary school pupils, there are many strategies that can be employed.

The behavioural approach is based on the assumption that negative behaviour can be unlearned and replaced with positive ones (Esere 2011). In schools, counselors use different behavioural modification techniques in managing deviant behaviour.

1) Cognitive Restructuring

Cognitive Restructuring is sometimes known as cognitive reframing is a technique derived from Albert

Ellis. Cognitive restructuring is a group of therapeutic techniques that help people notice and change their negative thinking patterns. According to Modo, Akpabio & Archibong (2010) this technique teaches a client how to reduce negative reactions by getting him or her to interpret situations with greater accuracy. This is done by counselor teaching the client on how to critically look at any issue that is capable of causing disturbance to the client's well being, and help him adopt measures to deal with the situation. Clark (2013) pointed out that cognitive restructuring helps the client discover, challenge and modify or replace their negative, irrational thoughts. Reiss and Dombeck (2014) maintain that cognitive restructuring is aspect of techniques for becoming more aware of our thoughts and for modifying them when they are distorted or are not useful. They added that cognitive restructuring aims to help people reduce their stress through cultivating more positive and functional thought habits. Most people experience negative thought patterns from time to time, but sometimes these patterns become so entrenched that they interfere with relationships, achievements, and even well-being.

2) Timeout

Time-out is a form of behavioural modification that involves temporarily separating a person from an environment where an unacceptable behaviour has occurred. The goal is to remove that person from an enriched, enjoyable environment, and therefore lead to extinction of the offending behaviour. It is an educational and parenting technique recommended by

most pediatricians and developmental psychologists as an effective form of discipline. Often a corner (hence the common term corner time) or a similar space where the person is to stand or sit during time-outs is designated. (Morawska & Alina 2011).

Time-out means putting a child in a boring place for a few minutes to correct misbehaviour. It is one of the most effective consequences (discipline technique) for misbehaviour in 2- to 5-year-old children. Every parent needs to know how to give a time-out. Time-out teaches a child to stop and think. Alberto, Heflin & Andrew (2016) explains that time-out has been effective in reducing such behaviours as tantrums, inappropriate social behaviours, yelling, aggression, time spent out-of-seat and inappropriate verbalizations.

3) Modeling

Modeling, which is also called observational learning or imitation, is a behaviourally based procedure that involves the use of live or symbolic models to demonstrate a particular behaviour, thought, or attitude that a client may want to acquire or change. Modeling is a process by which a client learns and performs a behaviour or response by observing and internalizing some aspects of a models performance (Akinade, 2013). According to Pam (2013) Modeling occurs when a behaviour is deliberately displayed by a role model to a learner or observer who then may learn that behaviour and carry it on. Modeling is a general process in which persons serve as models for others, exhibiting the behaviour to be imitated by the others. Modeling therapy is based on social learning theory; this technique

emphasizes the importance of learning from observing and imitating role models, and learning about rewards and punishments that follow behaviour. The technique has been used to eliminate unwanted behaviours, reduce excessive fears, facilitate learning of social behaviours, and many more. Modeling may be used either to strengthen or to weaken previously learned behaviours.

4) Reinforcement

Reinforcement is a term used in operant conditioning to refer to anything that increases the likelihood that a response will occur. Psychologist B.F. Skinner is considered the father of this theory. Alyssa (2021) explains that reinforcement increase desired behaviour. Note that reinforcement is defined by the effect that it has on behaviour, it increases or strengthen the response.

5) Aversion therapy

Aversion therapy is a behavioural therapy in which an undesirable behaviour is paired/ administered with an aversive stimulus to reduce the frequency of the behaviour. It is the pairing of an experience with a negative stimulus for the client to experience uneasy feelings. Aversive technique can be used on cigarette smokers who want to quit smoking, bed wet behaviour, aggressive behaviour. It is the creations of conditions that will encourage people behave the way they should (Ugwuegbulum, Uloha & Duru, 2018).

6) Systematic Desensitization

Systematic Desensitization is a techniques developed by Joseph wolpe. A classical conditioning technique also called reciprocal inhabitation systematic desensitization uses relaxation skills for the purpose of fear, anxiety, phobia (Egbule, 2009). It is used to reduce or eliminate anxiety disorder e.g phobic reactions like interview. It is a technique in which up anxiety is presented to a client who is physically relaxed. Umezulike and Enactor (2006) stated that it involves introducing a client gradually to increasing fear arousing stimuli in such a way that his/her fear is extinguished gradually.

Theoretical Framework

Social Learning Theory

Social learning theory was propounded by Albert Bandura (1977). Behavioural modeling was most memorably introduced by Albert Bandura in his famous 1961 Bobo doll experiment. In this study, 72 children from age's three to five were divided into groups to watch an adult interact with an assortment of toys in the experiment room, including an inflated Bobo doll. For the children assigned the aggressive condition, the confederate spent the majority of the time physically aggressing the doll and shouting at it. This theory addresses how the behaviour of an individual influences the behaviour of others in a group. After the confederate left the room, the children were giving the opportunity to individually interact with similar toys. Children who watch the aggressive confederate were likely to imitate

the confederate behaviour by hitting, kicking and shouting at the Bobo doll.

Social learning theory is based on the idea that we learn from our interactions with others in a social context by observing the behaviours of others, people develop similar behaviours. After observing the behaviour of others, people assimilate and imitate that behaviour, especially if their observational experiences are positive ones or include rewards related to the observed behaviour. According to Bandura, imitation involves the actual reproduction of observed motor activities (Bandura, 1977). Social learning theory has become perhaps the most influential theory of learning and development. It is rooted in many of the basic concepts of traditional learning theory. This theory has often been called a bridge between behaviourist learning theories and cognitive learning theories because it encompasses attention, memory, and motivation. (Alao, 2014). However, on this regards, Bandura believes that direct reinforcement could not account for all types of learning. For that reason, in his theory he added a social element, arguing that people can learn new information and behaviours by watching other people. According to the elements of this theory there are three general principles for learning from each other. Social learning theory posits that people learn from one another, via:

- Observation
- Imitation
- Modeling

The people who are being observed are called models and the process of learning is called modeling (Alao, 2014). Bandura's stated second and third stages

of social learning, imitation and behaviour modeling, will occur if a person observes positive desired outcomes in the first stage. Examples that can be cited on this regards are, students can watch teacher read, students can watch the demonstrations of mathematics problems, or see someone acting a bravely and fearful situation (Bandura, 1977). Based on this point, aggression can also be learned through models. Moral thinking and moral behaviour are influenced by observation and modeling. He demonstrated that children learn and imitate behaviours which they have observed in other people.

Social learning theory emphasizes that peoples' behaviour are acquired through their social interaction. It considers how both environmental and cognitive factors interactions influence human learning and behaviour. This theory is relevant to this study, on the fact that children learn through observation, imitation and modeling behaviour, especially when behaviour observed facilitates positive desired behaviour outcome. Observation and imitation of models influences learning of both deviant behaviours and modification of deviant behaviours. However, following the explanation of this theory, parents, teachers and others should model positive desired behaviours for children to imitate and which will reduce the high incidence of deviant behaviour in the school. Furthermore, the interaction between Guidance counselor and the students in employing the appropriate counselling strategies will assist in modifying the students' behaviour.

Data Analysis

Research Question One: How do counselors perceive the influence of use of cognitive restructuring in modifying bullying among secondary school students in Imo State?

Table 1.1 Respondents' opinion on research question one

Questions Items	V.G.E	G.E	L.E	V.L.E	Mean	Standard Deviation
Cognitive restructuring prevents bullying among students	210	101	80	9	3.28	0.95
Cognitive restructuring promotes love speech among students	260	107	30	3	3.56	1.01
Cognitive restructuring encourages dialogues among students	241	90	61	8	3.41	0.98
Cognitive restructuring enhances corporation among students	321	70	5	4	3.77	1.05
Total of Grand Mean and Standard Deviation					14.02	3.99

Source: Field survey, 2024.

The table above shows that guidance counsellor agreed to a great extent in items 1-4 that cognitive restructuring prevent bullying, promote love speech among students, ensuring dialogues among students, enhance corporation among pupils. The mean scores respectively are - 3.28, 3.56, 3.41, and 3.77 as obtained from question items 1-4. A grand mean and standard deviation of **14.02** and **3.99 respectively** were obtained. These means that they are above the criterion mean of 2.50, therefore, it shows that most respondents agreed to a great extent that cognitive restructuring is used in modifying bullying among secondary school students.

Research Question Two: How do counselors perceive the influence of time out in modifying noise making among secondary school students in Imo State?

Table 1.2 Respondents' opinion on research question two

Questions Items	V.G.E	G.E	L.E	V.L.E	Mean	Standard Deviation
Time out stops students from insulting others in the class room	200	70	60	70	3.00	0.89
Time out reduces dragging of desks and legs in the class when the teacher is teaching	152	148	70	30	3.05	0.90

Time out disengages students from playing pranks in the class	210	121	60	9	3.33	0.93
Time out reduces noise making with peer mates in the class	221	98	72	9	3.32	0.96
Total Grand Mean and Standard Deviation					12.7	3.68

Source: Field Survey, 2024.

The table above shows that respondents agreed to a great extent in items 1-4 that use of time out prevent students from insulting others, reduce dragging of logs and desks in the class, disengages students from playing pranks, reduce noise making with peer mates in class. The mean scores are respectively as follows – 3.00, 3.05, 3.33 and 3.32. A grand mean and standard deviation of 12.7 and 3.68 respectively were obtained which is not less than criterion mean of 2.50, which therefore indicates that highest number of respondents agreed that the use of time out modifies noise making among secondary school students.

Discussion of Findings

This discussion was done according to the findings on the research questions and hypotheses of the study. The result of the findings in table 1.1 with grand mean scores of 14.02 showed that majority of the respondents are of the view that cognitive restructuring

prevents bullying among secondary school students, promotes love speech among students, encourage dialogue among students, and enhance corporation among students. These findings were supported with the point that was stressed by Modo, Akpabio and Archibong (2010) that cognitive restructuring teaches client how to reduce negative reactions by getting him or her to interpret situations with greater accuracy. Clark (2013) pointed out that cognitive restructuring helps the client discover, challenge and modify or replace their negative, irrational thoughts. Mills, Reiss & Dombeck (2014) added that cognitive restructuring aims to help people reduce their stress through cultivating more positive and functional thought habits.

The result of findings in table 1.2 with grand mean of 12.7 showed that timeout - stops students from insulting others in the class when teacher is teaching, engages students from playing pranks in the class, reduce noise making with peer mates in the class. This findings were supported with Alberto, Heflin & Andrew (2016) that time-out has been moderately effective in reducing such behaviours as tantrums, inappropriate social behaviours, yelling, aggression, time spent out-of-seat and inappropriate verbalizations. To further buttress this point Gartre (2017) believes that time-out when used as discipline is one of a group of techniques that still rely on blame and shame to bring child's behaviour back into line, though does not work in some cases.

Conclusion

The research was necessitated due to the fact that our society is gradually being polluted as a result of secondary school students growing deviant behaviour. Diverse counseling strategies were employed to find out their effectiveness in controlling or modifying the deviant behaviours of secondary school students of the study area. The research established that counseling strategies such as cognitive restructuring, positive reinforcement, modeling and time-out are effective tools in modifying deviant behaviours among which are lateness to school, bullying, noise making, quarreling and fighting, improper dressing, drug abuse, dirtiness, truancy, absenteeism, sleeping in the classroom and so on. These counseling strategies, if adopted by counselors will go a long way in restoring and sanitizing our society and institution of learning thereby enhancing our values and moral system.

Recommendations

Based on the findings and conclusion of this study, the paper therefore makes the following recommendations:

1. Cognitive restructuring should be employed to prevent bulling among students. To ensure this, the school administrators should clearly spell out the rules and regulations guiding the expected behaviour of students within the school environment. This will enable counselors to apply an appropriate strategy to manage deviant behaviours.

2. To prevent students from engaging in insults and abuses, time-out strategy should be employed by counselors. To ensure uniformity, government through the associations of guidance counselors in Nigeria should organize seminars and workshops annually where school guidance counselors will receive adequate orientation on the strategies for modifying deviant behaviour.

3. The government and management of secondary schools should employ guidance counselors and establish counseling units in every secondary school and complement this with training and curriculum reviews on techniques of managing deviant behaviour.

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