

## **Counsellors' And Psychologists' Motivational Strategies In Solving Students' Restiveness In Public Secondary Schools In Nsukka Education Zone**

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### **Abstract**

Motivation is an inner impulse that can make the individual feel positive about their endeavour. The study aims to investigate the extent school counsellors and psychologists apply motivational strategies in controlling students' restiveness in public secondary schools in Nsukka Education Zone of Enugu State, Nigeria. The study was borne out of the numerous cases of restiveness behaviours among students of secondary schools within the zone. Results show that the respondents agree that psychologists and counsellors apply motivating strategies to a little extent for solving students' restiveness in public secondary schools in Nsukka Education Zone. Also, there was no significant difference between the mean ratings of counsellors and psychologists on the extent to which they use motivational strategies for solving restiveness in public secondary schools in Nsukka education zone.

**Keywords:** School Guidance and Counsellors, Psychologist, Motivation, Strategies, Students, Restiveness and Public Secondary Schools, Nsukka Education Zone.

### **Introduction**

Motivation is an inner impulse that can make the individual feel positive about their endeavour. Ekpe and Nwigwe (2006) opine that motivation is an internal stimulator that enables one to move towards achieving organizational aims and objectives. Clients learn better when they are encouraged than when not. It, therefore, implies that psychologists and counsellors need to motivate their clients as a way of encouraging them to disregard associations of behaviour that was not public ordered. Rabideau (2005) asserted that motivation is the enablement behind all the actions of an individual. The needs and desires of an individual have a strong impact on the direction of his/her behaviour. Motivation, therefore, is based on emotions and achievement-related goals, psychologists and counsellors should help in building the motivational state of their clients as a way of discouraging restiveness among them. In other words, it is paramount that restiveness of students can only be dealt with if psychologists and counsellors will properly utilize management strategies as identified and treated because the respondents have indicated fully that management strategies are essential in curbing the restiveness of students.

Considering the level of restiveness among students of public secondary schools in Nigeria, Aderson (2003) believed that psychologist and counsellor as a solution giver, school controller, supervisor, an instructional leader, a curriculum innovator and a catalyst towards the achievement of educational goals in schools of learning especially at secondary school level should utilize motivation strategies for educational goal attainment. Responding to this, Inyang (2002) defined motivation strategies as well planned approach through which the counsellor establishes effective communication, use of reward and positive regards among others for the attainment of expected goals. Mgbodile (2013) noted that motivation strategies are those steps initiated by heads of firms for directing and repositioning human and material resources to attain the objectives of the organization. Enyi in Ogbonnaya, et. al. (2013) stressed that motivation strategies are the total of the various processes of organizing, stimulating, coordinating, communicating, and evaluating, which aid administrators in the utilization of resources in the achievement of organizational goals. Nevertheless, some scholars were of the view that restiveness among students of public secondary school arises because of governmental inability to provide a conducive place for learning, facilities for learning and expected manpower that would improve learning and avert restiveness for academic focus (Onyekpe, 2007). Therefore, motivation strategies are the instrumental tools to checkmate and shape organizational structure for the attainment of organizational goals through the adequate application of coordinating, positive response, effective communication and reward. By the views of scholars, it seems like the ugly trend of restiveness among students of public secondary schools can only be abolished if psychologist and counsellors of public secondary schools will strictly apply motivational strategies. The word student restiveness has gained notoriety in usage especially in the Nigerian context as related to matters of agitation by students of different learning institutions including those of Nsukka Education Zone. Students' restiveness is a despicable act being perpetrated by a significant proportion of the student in various schools and communities that can no longer be ignored. As the name implies, it is a combination of any action or conduct that constitutes unwholesome social unacceptable and unworthy activities engaged in by students in any school. It is a phenomenon, which in practice has led to a near breakdown of law and order, low productivity due to disruption of production of activities, increased crime rate, intra-ethnic religious hostilities; harassment of prospective developers and other criminal tendencies (Iwoke, 2011). According to Ajegbomogun (2008), students engage in restiveness as a result of the counsellor's inability to utilize motivational strategies like coordinating and effective communication that can rebrand the individual with sound information of their basic needs. The author saw students' restiveness as the act of going contrary to the acceptable norms of the school. The level of restiveness among students of public secondary schools is quite alarming as psychologists and counsellors seem not to have applied motivational strategies that would have dissolved the unusual behaviour of students. Elegbeleye (2005) defined restiveness as unlawful protestation embarked upon to enforce the desired outcome which is marked by violence, riots, sexual harassment, cultism and examination malpractice.

Ekwealor (2012) reported that students' restiveness has dangerous effects on educational goals and societal development and thereby needs urgent attention. The author further stressed that restiveness is an enemy to quality education and makes students inefficient learners. Casmir (2006) opined that youth restiveness in Nigeria dates back to 1934 when Herbert Macaulay floated a political party to kick against National Council for Nigerian Citizens (NCNC), the Northern People's Congress (NPC) and the Action Group (AG). Stressing further, the scholars added that unpleasant attitude to children, denial of participatory opportunities to students, resource scarcity, financial constraints and leaders

failures were constituting factors to restiveness among students. To agree with this, Ofem and Ajayi (2008) maintained that students' restiveness is related to lack of humanitarian and social welfare, lack of good governance, corrupt practices of administrators, inadequate programmes in school by the school psychologist and guidance counsellor and lack of quality education.

According to Lipson (2001), sexual harassment is any act of sexual relationship without express permission from the other party. The author noted that people abuse others sexually as a result of self-sexual gratification. The Organization for Economic Cooperation and Development (OECD) (2001) asserted that sexual harassment is any act of sexual insulting and intimidation of one another. This implies that an attempt of humiliation by senior students with an ulterior motive of demanding sexual relationships with junior students in most public secondary schools within the study area and beyond is sexual harassment. Therefore, psychologists and counsellors need to utilize motivational strategies to curtail the situation as it remains worrisome to parents, researchers, psychologists, educational stakeholders, significant others and the government in general. Moreover, the press down of students' to engage in sexual harassment sometimes result to school riot, mounting destruction of lives and properties through unlawful demonstration within or outside the school community. For instance, Uduma, Samuel and Agbaje (2015) in their study on the prevalence of sexual harassment find among others that secondary school girls in Ohafia of Abia State were sexually abused based on intimidation from both students and psychologists. Sexual harassment is the unaccepted behaviour of sexual relationships (Elegbeleye, 2005). Deducing, sexual harassment is unacceptable, unlawful, and illegitimate behaviour of sexual nature. Therefore, unlawful demand of sexual relationships may result in rioting especially when a psychologist is involved. So, psychologists and counsellors of secondary schools need to effectively employ motivational strategies in addressing students' sexual abuse so that it doesn't degenerate to rioting. Rioting can lead to a noisy environment while the noisy environment is evidence of inadequate application of motivational strategies by psychologists and counsellors of secondary schools. Benson (2008) believed that a riot is any act that is capable of disturbing the general peace of an environment. The scholar noted further that riot rises as a result of psychologists and counsellors' deficiency in administrative styles in the areas of rewarding, positive regards, posting and coordination of human resources. According to Ulo (2011), a riot is deserting a place out of control. The author was of the view that riot happens in a school where psychologist and counsellors neglect their professional roles. By this implication, the restiveness of students may work in harmony with weak psychologists and counsellors and could disappear where they initiate effective motivational strategies. Ossai and Nwalado (2011) opined that riot in schools is evident of psychologist and counsellors' behavioural and structural disorder. The author noted that repugnance of riot demands psychologists and counsellors' thorough coordination, investigation, and coordinating. Furthermore, there is every need for psychologists and counsellors to initiate a workable plan on how to eliminate restiveness among Nigerian youths especially those at secondary schools. This is because secondary school has a lot of relevance to the positive growth of Nigerian society. Its importance is of both consumer and producer status. This is because it consumes the product of primary schools and produce candidates for tertiary education in the nation. Realizing the need to solve restiveness which has been attributed to the ineffectiveness of psychologists and counsellors' motivational strategies which ought to be repositioned through their improvement in motivational strategies is a concern to all educationalists and the researcher in particular.

However, observations have shown that many secondary schools in Nigeria involve in examination malpractice, sexual harassment and several other social disorder either as a means to excel or achieve the personal desire. Therefore, neglect of psychologist and counsellors' motivational strategies have contributed to the height of restiveness among secondary school students in Nsukka Education Zone as they have engaged in different social vices. The situation has elements of motivational error; lack of positive regard, organizing, effective communication, and coordinating. It grieves and naturally energizes conflicts as students in the public secondary schools observe their mates in the private secondary schools going to school and being exposed to school programmes as expected. The absence of motivational strategies to regulate students' activities has turned their places of learning into places of unaccepted behaviour. The report that students beat up their psychologists and vandalized school properties worth thousands of naira on 23rd October 2008 at Nru-Nsukka secondary school and many other schools of the zone is evident. There is also the prevalence of examination malpractices in the zone because most schools have only two psychologists which do not permit one-third of the education needed by the student. Therefore, students are less busy and thereby utilize such ugly opportunities to engage in deviant behaviour to the expense of their future and that of the state. Therefore, the school psychologist and guidance counsellors are expected to succeed with their students and gain their confidence; they have to lead by example because students expect them to be directing and coordinating them. Thus, psychologists and counsellors have to rise to this challenge to save the educational sector and students from imminent danger and extinction. Given this background, the aim of the present study is to examine and identify psychologist and counsellors' motivational strategies for resolving restiveness among secondary schools students in NsukkaEducationZone.

## **2. Significance Of The Study**

Most students prefer joining cultism to forming group reading while some teachers of the study area in particular and Nigeria in general today promote examination malpractice to enrich themselves because students contribute a lot of money for such. These and more have made secondary school students, especially those of public secondary schools to publicly advance and live in restive behaviour. More so, restiveness of students has bad effects on students as cultism, examination malpractice and violent activities that might lead to the death of students or sometimes closure of the school in order to investigate its cases thoroughly before normal activities will continue. Thus, school psychologists and counsellors are sometimes the victims of this ugly trend as students on a little provocation launches an attack on them and destroying lives and properties. Violence is becoming more pronounced in Nigeria public secondary schools, maybe as a result of psychologists and counsellors' deficiency in the area of motivational strategies that would have assisted them for easy organizational goal attainment. Violence according to Elegbeleye (2005) is a physical force involvement of two or more individuals. The author believed that secondary school students involve in violent activities within the last three decades as a way of driving their selfish and poor understanding home. Ajegbomogun (2008) maintained that violence is inevitable in the environment since they strive for their survival with different orientations and understanding of their desire. Ajegbomogun further stated that violence involves an unpleasant relationship with one another. By implication of the above assertion, many students especially in public secondary schools of the study area express an unfriendly relationship with one another. They underrate psychologists and tolerate no instruction from fellow students and even psychologists and counsellors in some cases. Deducing, violence is the conflicting state of an individual's relationship destroying lives. Violence results

among students sometimes as a way to derive their sexual-ego home. Thereby, some students of public secondary schools engage in violence either because their fellow student turned down their sexual request, to be recognized or create fear among the female folk.

### **3. Review Of Related Studies**

Concerning the findings on psychologists and counsellors' use of motivating strategies for solving students' restiveness in public secondary schools, the findings showed that both psychologists and counsellors share the view that they are to a high extent solve students' restiveness in school with appropriate motivating strategies. Equally, the result showed that both groups of respondents share the view that they encourage students to be dedicated to their academic work to avoid exam malpractice, encourages students to be good ambassadors of their respective schools and families. The cluster means of both groups of respondents showed that they motivate students to shun restiveness in public secondary schools.

The above findings of the study on motivating strategies of psychologists and counsellors disagree with that of Olowoselu, and Bello (2015) on challenges to secondary school disciplinary in government own secondary schools in the areas of instructional supervision and provision of funds and it was recommended that psychologist and counsellors of government secondary schools should be re-trained through attending conference and seminars for improvement on motivational strategies. And that the government should provide adequate funds directly to the state schools bank account for psychologists and counsellors to execute their school activities effectively. But on the contrary view, Ajiboye, Adebayo and Adegboyega (2016) investigated perceived solutions to youth restiveness by guidance counsellors in Kwara State, Nigeria which revealed that acquiring and the use of assertiveness skills by youths was perceived as the major solution to youth restiveness while the major category of solutions is the youth-related.

In response to the hypothesis, a summary of the t-test analysis on the difference between the mean ratings of counsellors and psychologists on how they use motivating strategies for solving students' restiveness in public secondary schools in Nsukka Education Zone, Enugu State shows that the difference is not significant. In specific terms, there is no significant difference between the mean ratings of psychologists and counsellors on the way they use motivating strategies for solving students' restiveness in public secondary schools in Nsukka Education Zone.

### **4. Objectives Of The Study**

The main purpose of this study is to determine the motivational strategies of the school counsellors in solving the secondary school students' restiveness in Nsukka Education Zone of Enugu State. Specifically, the study seeks to;

- Determine counsellors' motivating strategies for solving students' restiveness in public secondary schools in Nsukka education zone.
- Determine psychologist motivating strategies for solving students' restiveness in public secondary schools in Nsukka education zone.

### **5. Hypotheses Of The Study**

- There is no significant difference between the mean ratings of psychologists and counsellors' motivating strategies for resolving students' restiveness in public secondary schools in Nsukka education zone.

## 6. Population And Sample

The population includes psychologists and counsellors' of Nsukka Education Zone. The investigators used a simple random sampling technique and randomly selected 136 psychologists and counsellors' of Nsukka Education Zone.

### 6.1. Statistical Techniques Used in the Present Study

Mean and standard deviation were used to analyze the data.

### 6.2. Data Analysis and Interpretation

**Table.1.** showing the Mean Rating of the psychology and counsellors' motivating strategies for solving students' restiveness in public secondary schools in Nsukka Education Zone.

SN	Items	Counsellors (N = 32)			Psychologists (N= 32)		
		$\bar{X}_1$	SD <sub>1</sub>	Dec <sub>1</sub>	$\bar{X}_2$	SD <sub>2</sub>	Dec <sub>2</sub>
1	Encourages students to be dedicated to their academic work to avoid exam malpractice	3.63	0.49	SA	3.71	0.63	SA
2	Encourages students to be good ambassadors of their respective schools and families	3.54	0.61	SA	3.64	0.68	SA
3	Allots responsibility to psychologists in order to encourage them to work harder in their teaching	2.57	1.00	A	2.73	0.80	A
4	Gives communities of their school's sense of belonging	3.00	0.64	A	3.06	0.49	A
5	Need not to invite professional bodies to strengthen students on their career building	2.45	1.14	D	2.76	1.18	D
6	Encourages psychologists not to organize extra-moral classes for students	1.94	0.90	D	1.60	0.87	D
7	Doesn't discourage bad behaviours of students	1.80	1.05	D	2.22	0.102	D
8	Involves security agents in any demonstration in the school in order to stimulate students zealously	2.86	0.77	A	2.83	0.74	A

counsellors' and psychologists' motivational strategies for solving students' restiveness

9	Students are encouraged to avoid any act of intimacy with the opposite sex to avoid sexual harassment	3.11	1.02	A	3.43	0.98	A
10	Does not tolerate any acts of bullying and truancy	2.97	1.04	A	3.51	80	SA
<b>Cluster Mean</b>		<b>2.79</b>	<b>0.43</b>	<b>A</b>	<b>2.95</b>	<b>0.38</b>	<b>A</b>

Keys: = Mean; SD = Standard Deviation; AS = Strongly Agree; A = Agree; N = number of Respondents, Dec1= Decision for Counsellors, Dec2= Decision for Psychologists

From the data obtained and presented in table one above, items 1 to 4 and 10 scored above 2.50 criterion level set for accepting an item as agreed. This showed that the respondents agree that psychologist counsellors' motivating strategies for solving students' restiveness in public secondary schools in Nsukka Education Zone are through; encouraging students to be dedicated to their academic work to avoid exam malpractice, encouraging students to be good ambassadors of their respective schools and families, allocating responsibility to psychologists in order to encourage them to work harder in their teaching, giving communities of their schools sense of belonging, inviting professional bodies to strengthen students on their career building, involving security agents in any demonstration in the school in order to stimulate students zealously, encouraging students to avoid any act of intimacy with the opposite sex to avoid sexual harassment and not tolerating any acts of bullying and truancy. Items 5 to 7 mean scores are below 2.50 criterion level set for accepting an item as agreed. This indicates that the respondents did not agree that psychologists and counsellors' motivating strategies for solving students' restiveness in public secondary schools in Nsukka Education Zone are through; encouraging psychologists not to organize extra-moral classes for students and not discouraging bad behaviours of students. With cluster mean and standard deviation of 2.79 (43) and 2.95 (38) respectively, the respondents agree that psychologists and counsellors apply motivating strategies to a little extent for solving students' restiveness in public secondary schools in Nsukka Education Zone.

There is no significant difference between the mean ratings of psychologists and counsellors' motivating strategies for resolving students' restiveness in public secondary schools in Nsukka education zone.

The summary of the t-test analysis is presented in table 2.

**Table 2: Summary of t-test Analysis of the Mean Ratings of Psychologists and Counsellors motivating strategies for resolving students' restiveness in public secondary schools in Nsukka education zone**

S/N	Groups	$\bar{X}$	SD	N	DF	Std. Error	P-value Sig.	Rmk
1.	Counsellors	2.79	0.43	76				
					136	0.022	0.72	NS
2.	Psychologists	2.95	0.38	60	50.11			

**Keys:**  $\bar{X}$  = Mean; *SD* = Standard Deviation; *N* = Num. of Respondents; *DF* = Degree of Freedom; *NS* = Not Significant.

From the data on summary of t-test analysis presented in Table 2 above, it is observable that the p-value (sig.) of 0.72 was greater than the 0.05 level of significance. This implies that there was no significant difference between the mean ratings of counsellors and psychologists on the extent to which they use motivational strategies for solving restiveness in public secondary schools in Nsukka education zone. Therefore, the null hypothesis of no significant difference between the mean ratings of counsellors and psychologists is accepted.

## 8. Conclusion

Based on the findings of the study, there is evidence that psychologists and counsellors do not employ enough motivational strategies for solving restiveness in public secondary schools in Nsukka Education Zone, Enugu State. There will be a loss of career and future if students engage in restiveness in public secondary school in Nsukka Education Zone, Enugu State. This is because secondary education is the foundation upon which the journey of life starts properly after primary education. Going the extra mile in the use of motivational strategies will help in solving the restiveness of students. Therefore, if parents, communities and Education Board could contribute their own quota in moulding individuals' character for better future realization, then the environment of learning will become a better place to train future leaders.

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