
**COUNSELING NEEDS OF STUDENTS WITH PERSONALITY
DISORDERS TOWARD BRIDGING THE GAP BETWEEN TEACHING
AND RESEARCH IN RIVERS STATE, NIGERIA**

HELEN CHIBUNDU ASITA Ph.D

*Department of Educational Psychology Guidance and Counselling,
Faculty of Education,
Ignatius Ajuru University of Education, Rumuolumeni,
Port Harcourt,
Rivers State.*

and

MBANG EKONG IMONA Ph.D

*Faculty of Education,
Cross River State University of Technology,
Calabar,
Cross River State.*

Abstract

The study investigated counseling needs of students with personality disorder towards bridging the gap between teaching and research in Rivers State, Nigeria. The sample consisted of two hundred and ninety one (291) secondary school students drawn from government owned secondary schools in the research area. Needs' assessment survey was adopted for the study. The researcher developed questionnaire titled counselling needs of students with personality disorder (CONSTPD) for data collection. Mean statistic was used for data analysis. The findings revealed that personality disorder exist among the students. The affected subjects find it difficult to restrain impulses and aggression. They do not experience anxiety, guilt and feeling of remorse. They act callously toward others, they do not obey rules thus reduces the quality of school learning. Based on the findings, it was

recommended that teachers should assess their students' needs, interests and properly direct their behaviours to desirable and socially accepted behaviour. Their attention should be directed to school acceptable behavior. Students should be enlightened on the implications of their behaviour in the near future. Regular counseling should be adopted.

Personality is basic to educational practices, therefore education at school transmits and instills in the child the right attitudes, values, interest, habits, motives, social sensitivity, curiosity, temperament, coping strategies, beliefs, appreciation, character, life style, social relationships and emotional adjustment so as to produce a healthy and balanced personality, (Asuru, 1994). The behaviourists refer to personality as the sum total of the individuals learnt behaviour. This implies that school at all levels is expected to provide the tripartite functions of administration, instruction and guidance counseling services for proper moulding of the young minds for a viable future.

According to Nevid (2007), personality is an individual's unique and relatively stable pattern of thoughts: feelings and actions. Huffman and Piggren (2003), defined personality as individual's fairly stable and enduring pattern of thoughts, emotions and actions. This implies that personality is the sum total quality of the individual's behaviour as reveal in his thoughts, action and attitude. Thus, the mind needs to be trained and counseled.

Personality is the totality of psychological characteristics and behaviour patterns that describe one as a unique person and portray the ways in which individual relates to the world and adapt to the demands placed upon him. Hence, education is geared towards self-realization, better human relationship, individual and national efficiency, effective citizenship, national consciousness, national unity as well as towards social, cultural, economic, political, scientific and technological progress (FRN,2004). Thus, for this dream to be achieved and sustained in this contemporary society, more efforts are needed in teaching and use of research to increase information on the facts of life.

Besides, education is oriented towards the following values: respect for worth and dignity of the individuals; faith in man's ability to make rational decisions; moral and spiritual principle in inter-personal and human relations, shared responsibility for the common good of social promotion of the physical, emotional and psychological development of all children and acquisition of competencies necessary for self-reliance, (FRN, 2004). This can be possible if the leaner is psychologically healthy.

In view of the above, it is evident that Nigeria believes in the efficiency of education as an instrument for healthy personality development. It also stressed the need for acquisition of competencies necessary for self-reliance and adaptation to the demand of the society. Therefore education is a necessity for every child and most

children grow into adult through school but some of them have nothing to show for it by ways of wholesomeness in behaviour, self reliance.

Learning is a change in behaviour and to genuinely actualize this change, serious efforts must be made to ensure proper teaching and learning in the schools. Moreover, school learning should serve the needs of the society, empower the recipients, socially, economically, morally and politically. Also personality of the learner should be assessed, thus, will enable the counselor or teacher to identify students with behavioural problems and such behaviour can be redirected to desirable behaviour (Nwachukwu, 2009).

In as much as government tries to make her educational system better, the nation is still faced with behaviour problems among secondary school students. One of such problems is personality disorder. It is a social malady that bedevils the nation. Those affected lack regards for social rules and regulations, lack concern for the welfare of others. They tend to act on impulse, doing what they want and when they want. If these behaviours are not checked, the future generation will be full of adults with impunity and corrupt practices, Iheanacho (2002). There are various types of personality disorder: antisocial personality disorder, narcissistic personality disorder, borderline personality disorder. In light of the above antisocial personality will be discussed.

Personality disorders are patterns of behaviour that becomes maladaptive because they either cause personal distress or impair the person's ability to relate to others and easily notice during adolescent period. They show disregard for the rules of society, lack concern for the welfare of others. They maintain reality but tend to do what they want, when they want, thus, highly resistant to change. It is difficult for them to adjust to the demands of the school environment and this interfere with their relationship with peers. Personality disorder is a psychological or mental disorder characterized by a set of inflexible, maladaptive personality traits that keeps a person from functioning properly in the society. Victims usually live normal lives but underneath are a set of inflexible, maladaptive traits that hinder them from proper functioning (Nevid, 2007).

This paper therefore determines if personality disorders exist, factors responsible for antisocial personality disorder and highlights the needs for proper counseling so as to have a healthy personality with appropriate skills and intellectual thinking that can contribute to the development of the nation thereby bridging the gap in teaching and research.

People engage in antisocial behaviour because they lack conscience, impulsive behaviour and superficial charm and even empathy. They selfishly take what they want and do as they please. Individual with antisocial personality disorder tend to have long histories of violating the rights of others, do not express anxiety, guilt or feeling of remorse when they cause great suffering (Anderson, Beachara, Damasio, Tranel, and Damasio, Tranel and Damasio, 1999) in Huffinn and Piggren (2003). However,

antisocial personalities can be quite charming and persuasive. They have remarkable good insight into the needs and weakness of others. Moreover, antisocial personality disorder leads to the falling standard in education and some of the social maladies in the society.

According to Shertzcr and Stone (1981), counseling is a learning process in which individuals learn about themselves, their interpersonal relationship and behaviours that advance their personal development. This implies that counseling is a personalized service which aims at understanding the individual, conceptualizing his problem or needs and being able to assist him overcome his needs or problems.

According to Okorodudu (2011), counseling is a process through which an individual who needs help is assisted by a professionally trained individual so that he can be helped to make necessary adjustment to life and his environment. Hence, students with behavioural problem need to be liberated thus, the need for adequate provision of counseling services in all secondary schools to help guide them into desirable behaviours. Guidance helps each individual to know his abilities, interest and personality traits. It also helps an individual to develop as well as possible in a flexible manner in order to meet the demands of a fluid environment. It helps the individual to become a desirable citizen of our democratic social order and of the world. (Nwachukwu, 2009). Thus, the need for effective guidance and counseling at all levels of education.

Statement of the Problem

A healthy personality leads to self-actualization and better human relationship. The schools instills the right virtue in the personality of the students. Moreover, teaching brings about a desirable change in the individual's behaviour.

However, observation has shown that the students in secondary school are exhibiting traces of antisocial personality disorders such as stealing, insensitively to the needs of others, lacking in conscience. These have affected teaching and learning adversely. The school environment is no longer conducive for both the students and staff. This study therefore determined whether personality disorder exist, investigated factors responsible for antisocial disorder, various forms of antisocial personality disorder and the needs for proper counseling.

Purpose of the Study

The main purpose of this study was to find if antisocial personality disorder exist, the effect on learning behaviour, factors responsible for antisocial personality disorder, the effect on school learning and the implications of problem behaviour in the individual life style in Obio/Akpor Local Government Area of Rivers State. Specifically the study was to:

1. Determine if antisocial personality disorders exist among secondary school students.
2. Examine the causes of antisocial personality disorder among secondary school students in Rivers State.
3. Examine the effects of antisocial personality disorder on school learning behaviour among secondary school students.
4. Examine the ways of improving behaviour patterns.

Research Questions

The following Research questions were raised to guide the study:

1. What acts constitute antisocial personality disorder among secondary students?
2. What factors are responsible for antisocial personality disorder among secondary school students?
3. What are the effects of antisocial personality disorder on school learning behaviour in Rivers State?
4. What are the ways of eradicating problem behaviour.

Methodology

The study adopted needs assessment survey method. Need assessment survey method is the one in which the researcher has to identify the difference between “What is there on the ground” and what ought to be there (Nwankwo, 1999). Thus, the use of needs assessment is appropriate based on the presumption that antisocial personality disorder exist and presumably affect school learning behaviour. Students in the senior secondary (SS2) school two (SS2) in Obio/Akpor make up the population.

The sample of the study consisted of two hundred and ninety one (291) students selected from six (6) senior secondary schools through the simple random sampling techniques.

A questionnaire titled “personality disorder and behavioural problem and its effect (CONSTPD) was used for data collection. The instrument was validated by 2 experts from the department of measurement and evaluation, Ignatius Ajuru University of Education, Rumuolumeni, Port Harcourt, Rivers State. In this process, some irrelevant items were dropped while new ones were added.

The instrument was administered by the researchers who also retrieved them on the spot. Means and standard deviation were used to answer the research questions.

Research Question 1

What acts constitute antisocial personality disorder that need counseling among secondary school students in Obio/Akpor Local Government Area of Rivers State?

Table 1: Mean Rating of Respondents on Acts that constitute Antisocial Disorders Among Students.

S/ N	Items	Mean	Decision
1.	Students have the power to attract people, but no remorse for their dangerous and destructive Behaviours.	3.0	Agree
2.	Students often steal from friends.	3.2	Agree
3.	Students often act in callous way.	3.2	Agree
4.	Students have been punished repeatedly but lack insight into their behaviour and its consequences.	2.3	Agree
5.	Some students are not afraid of punishment.	3.1	Agree
6.	Students are deceitful.	2.8	Agree

Cluster mean = 2.98.

Result of data in table 1 shows that students agreed with various acts that constitute antisocial personality disorder in the school.

The result shows that item 4 lack of insight into their behaviours and its consequences has a mean score of 2.3 which is below the criterion, which shows that

the students are not aware of antisocial personality disorders and the consequences. Item 2 which indicated that students often steal from friends has the highest mean score of 3.2 followed by item 3 which indicates that students act in callous ways. Item 5 states that students are not afraid of punishment. Therefore, they do not comply with rules and regulations has a mean score of 3.1 while item 6 indicates that students are deceitful has a mean score of 2.8.

Research Question 2

What factors are responsible for antisocial personality disorder among secondary school students in Rivers State?

Table 2: Mean Rating of Respondents' on the Factors Responsible for Antisocial Personality Disorder among Secondary School Students in Rivers State.

S/N	Items	Mean	Decision
7.	My parents are harsh	2.3	Rejected
8.	I find it difficult to restrain my impulses and aggressive behaviour.	2.9	Agreed
9.	We live in the ghetto.	3.2	Agreed
10.	I do not experience anxiety, guilt or feeling of remorse.	2.9	Agree

The Intuition

11.	I am an inflexible person.	3.0	Agree
12.	I was out rightly rejected by my parents.	3.1	Agree

Cluster mean = 2.95.

The result of the analysis presented on the table 2 shows that the students agreed with all the items as responsible for antisocial personality disorders except item 1, parents' harshness with a mean score of 2.3402 which is below the set criterion of 2.50 on a four point response rating scale. This shows that the students did not see the behaviour as antisocial disorder. Results also indicated that inability to restrain impulses and aggressive behaviours, living in the ghetto, lack of anxiety and feeling remorse, inflexible behaviour and reflection are factors responsible for antisocial personality disorder.

Research Question 3

What are the effects of antisocial personality disorder in learning behaviour?

Table 3: Mean Rating of Respondent on the Effects of Antisocial personality disorder on School Learning Behaviours

S/N	Items	Mean	Decision
13.	It leads to stealing.	2.3	Agree
14.	It affects the status of the students in the classroom and after school days.	2.8	Agree

15.	It leads to frustration.	2.8	Agree
16.	Antisocial behaviours reduce the quality of school learning.	3.0	Agree
17.	The affected students tend to be harsh on fellow Students.	2.8	Agree
18.	Are disruptive, noisy and trickish.	3.1	Agree

Cluster mean = 2.84

Table 3 shows that they all accepted the items as problem behaviours arising from antisocial personality disorder.

Result shows that item 18 disruptive, noise and trickish has the highest score of 3. 1, followed by item 16 which states that antisocial behaviour reduces quality of learning.

Research Question 4

What are the ways to improve the behaviour patterns of students?

Means Rating of Respondent on ways of Improving Behaviour Patterns of Students

S/N	Items	Mean	Decision
19.	I have heard of the counselor	2.6	Agree
20.	I have been to the counselor	2.1	Disagree

21.	I would like to see the counselor	2.7	Agree
22.	I like working in team	2.8	Agree
23.	I enjoyed been praise	3.0	Agree

Cluster mean = 2.6

The result of the analysis presented in table 4 shows that most of the students agreed with the items listed as solution to problem behaviours except item 20 which disagree with a mean score of 2.1.

Discussion of Findings

The result in table 1 shows that item 4 lack of insight into their behaviours and its consequences has a mean score of 2.3 which is below the criterion, which shows that the students are not aware of antisocial personality disorders and the consequences.

The results in table 2 reveal that students agreed with all the items as factors responsible for antisocial personality disorder except item I, parental harshness with a mean score of 2.3 which is less than 2.5.

This agree with Huffman and Piggrem (2007), findings which indicated that students with traces of antisocial behaviour lack consciousness and additionally, parental neglect can also cause antisocial personality disorder.

Students exhibit various acts of antisocial personality disorder. It also agreed with Iheanacho (2007) which says that lack of affection from parents contribute to the various acts of antisocial personality disorder.

Table 3 indicated that lack of affect can lead to vices such as stealing, can also affect classroom social interaction and cause reduction in the quality of school learning. The disruptive noise often distracts the class. These agreed with Iheanacho's finding which says that some of the trickish people have anti-social personality.

Psychological Implication and Counseling

The finding of this study implicated in the prevalence of negative values and attitudes as the subjects prefer stealing, callous way and violating the right of others,

not complying to school rules and regulations. Individuals who can manipulate and plan their way through the school system will lack success in human relationship. Therefore, the low quality of Nigerian education is caused by callous learners. The deplorable state of education and economy are caused by people who can manipulate and ruthlessly plow their way through the system.

These are psychological implications for all those responsible for human resources development especially the teachers, counselors and school administrators. The task of counselling these students with antisocial personality disorder includes:

1. Individuals with antisocial personality disorder hardly accept treatment so the parents training is adopted, parents should be trained to recognize antisocial behaviour and use praises and privileges to reduce problem behaviour.

Conclusions

From the results of the study, the following conclusions were made:

Antisocial personality disorder exists among secondary school students in Rivers State.

Acts that constitute personality disorder are, violating the rights of others; none experience of anxiety, feeling of remorse when they cause great suffering.

The training of mind is necessary so as to inhibit lack of conscience, impulsive behaviour, selfishly taking what they want and even steal from their friends. Some of the effects are; reduction of the quality of learning, frustration and the affected person tend to be harsh.

Summary of Findings

Acts that constitute antisocial personality behaviour include:

1. Difficulty in restraining impulses and aggressive behaviour.
2. Do not experience anxiety, guilt and feeling of remorse.
3. Living in the ghetto.
4. Inflexible pattern of behaviour.
5. Rejected by love ones.
6. Very harsh.

Acts that determine antisocial personality disorder

1. Act in callous way towards others.
2. Present in school but not obedient to the rules, norms and regulations.
3. They are deceitful.
4. They steal from friends and family members.

Effects of Antisocial Personality Disorder

1. Reduces the quality of school teaching.
2. It leads to frustration.
3. Affected students tend to be harsh on fellow students.
4. Affects the status of students in the classroom and after school days.
5. It leads to stealing.

Recommendations

Based on the psychological implication of the findings, the researcher has made the following recommendations.

1. Students' attention should be directed to school acceptable behaviour.
2. Students should be enlightened on the implications of their behaviours.
3. Regular counseling and reorientation should be adopted.

References

- Asuru, V. A. (1994). The Role of Non-Cognitive Assessment in Education in (ed) Asag C.G. *Reading in Applied Psychology in Education* mount Zion Road, Calabar, Nigeria.
- Federal Republic of Nigeria (2004) *National Policy on Education* (4th edition) (NERDC) Lagos: Nigeria.
- Huffman, K. & Piggren, G. (2003). *By Chology in Action*. John Wiley & Sons Inc United States of America.
- Iheanacho, R. E. (2002). *Introduction to Abnormal Psychology* G.O.C. International Publishers, Owerri Nigeria.
- Nevid, J.S. (2007). *Psychology concept and applications*. Houghton Mifflin Company. Boston New York.
- Isangedighi, A. J. (2007). *Child Psychology Development and Education*, Calabar. Edi-Nwa Associates. 171 Godie Street, Calabar.
- Nwachukwu, D. N. (2009). *Guidance and Counsellor in Pre-Primary, Primary and Secondary Schools*. Fourth Dimension Publishers. Enugu Nigeria.

