THE ROLES OF COUNSELLING EDUCATION IN THE REHABILITATION OF TEACHERS WITH PSYCHOPATHIC ISSUES IN ENUGU STATE, NIGERIA.

ABSTRACT

The study investigated the roles of counselling education in the rehabilitation of teachers with psychopathic issues in Enugu State, Nigeria. One research question and one null hypothesis formulated to guide the study was tested at .05 level of significance. The study adopted a descriptive research design. The population for the study consisted of 51 school counsellors in the 279 public secondary schools in the area. The number is small and manageable; so no sampling was done. The instrument used for data collection was a 6-item questionnaire. The instrument was validated by three experts from Faculty of Education, one from Measurement and Evaluation and two from Guidance and Counselling, all from the Faculty of Education, Nnamdi Azikiwe University, Awka. Mean, with standard deviation and t-test statistics were used for data analysis. The study revealed, among others that counsellors ought to assist *in providing a special psychological care to those vulnerable teachers and to identify the coping strategies they can use to adjust the changes that occur in their lives. Secondly, it was also found that there is no significant relationship between the mean ratings of male counsellors and female school counsellors in the role of counselling education in the rehabilitation of teachers with psychopathic issues in Enugu State, Nigeria. The study recommended, among others, that there should be sectional seminars, workshops, symposia on the mental health life adjustment of teachers as regards their psychopathic and psychological problems.*

UNDER PEER REVIEW

Keywords: *Counselling Education, Rehabilitation of Teachers and Psychopathic Issues*

INTRODUCTION

The increase in population, modernization, computerization, cultural enlightenment and transformation of human group in an industrial and digital information society have created number of problems for people. These problems range from environmental stress, human frustration, conflict within and among people, work hazard, strain from the present day's technological advancement, natural disaster, seasonal disease, viruses and deadly infections occasioned by exposure to harsh climatic conditions, which can in turn result to mental health consequences such as anxiety, depression, fear, despair and psychopathic stress disorder. However, a significant proportion of people affected by the aforementioned problems develop chronic psycho-social dysfunction in which teachers are not exempted, hence need for counselling education. Education is an important tool for instilling into citizens skills, good morals, attributes and values for creating national awareness, positive change and development. Education that is worthwhile is education that involves sustainable deepening of knowledge and acquisition of skills for improving the quality of various academic disciplines, especially Guidance and Counselling Service delivery in higher education within a career long life perspective (Onyilofor in Chigbu, Oguzie and Obi, 2021).

Sequel to the above, counselling education is vital to the present generation as all humans needed their services for overall development and well-being. Counselling education is a professional tool used for transmitting Guidance and Counselling Services, skills and objectives to the society in order to bring about improvement in the quality of life and prepare the recipient to meet the challenges of the society. It is also a training and acquisition of counselling skills and services through learning and practices. By implication, counselling education is Guidance and Counselling Services rendered to the needy. Guidance and Counselling is one of the educational support services provided in schools to help individuals manage their psycho-social and learning problems (Onyeahelu in Chigbu, Oguzie and Obi, 2021). Chigbu, Oguzie and Obi (2020) perceive counselling as a specialized helping process whereby information is disseminated to a group or individuals, so as to effectively engage them in interaction that will help them find solutions to their problems as well as makes decisions for a better future. Counselling from this point of view, entails a change in behaviour after a person has examined themselves, their communication method with other people and

UNDER PEER REVIEW

their general way of life. Such self-examination brings out the perfect way of conducting people's behaviour in a morally and socially acceptable manner. By so doing, an individual understands their strengths and weaknesses, study the environment in relation to people around them and imbibes such experiences required to develop the right attitude and values to living. All these character formation processes will help them to adjusting positively in society through rehabilitation and avert the ugly incidence, of mal-adaptive behaviours. All these change could be applicable to parents, school administrators, students and teachers. Notably, the American Counselling Association (ACA) in 1997 adopted the following definition of Professional Counselling as the application of mental health, psychological, or health development principles, through cognitive, affective, behavioural or systematic intervention strategies that address wellness, personal growth, career development as well as pathology (Sriram, 2016). In lieu of the above definition by ACA, Sriram, (2016) affirms the definition of ACA by stating that the primary role of a counsellor is to assist clients in reaching their optimal level of psychosocial functioning through resolving negative patterns, prevention, rehabilitation, and improving quality of life. The above assertion necessitates the question; what could be the possible roles of counselling education in rehabilitation of teachers with psychopathic issues. However, just like the students the teachers exhibit psychopathic behaviours.

Psychopathic issues cannot be ruled out among teachers as it gives vent to most of the abnormal behvaiour of teachers especially when they are under pressure. Psychopathy is characterized by diagnostic features such as superficial charm, high intelligence, poor judgement and failure to learn from experience, pathological egocentricity and incapacity for love, lack of remorse or shame, impulsivity, grandiose sense of self worth, pathological lying, manipulative behaviour, juvenile delinquency, poor self-control, promiscuous social behaviour, and criminal versatility among others (Martens, 2014). Moreover, psychopathic issues resolve around anti social personality disorder, which is used to describe people who are chronically law breakers, deceitful, manipulative and uncaring. They possess the following characteristics; antisocial behaviour, Narcissism, superficial charm, impulsivity, callous, unemotional traits, lack of guilt and lack of empathy (Carly Snyder, 2021). However, Coorke and Michie (2001) state that adult psychopathic personality commonly refers to a constellation of co-occuring traits that load onto three or four dimensions, including interpersonal, callous-unemotional, behavioural life-style, and antisocial dimensions. Adults with a

UNDER PEER REVIEW

psychopathic personality have been shown to engage in higher rates of crime, aggression, and bullying than non-psychopathic individuals (Oliver & Kostas, 2021).

The implication of the aforementioned negative traits from a psychopathic adults means that when a teacher posses such personality abnormality the students/pupils will suffer the consequences, which will at the long run affect the entire society. There have been a rising tide of social, emotional and behavioural difficulties among teachers, which in turn has proven to be a recipe for failure among students (Cooper and Jacobs, 2011). Psychopathic problems among teachers are prominent during Covid-19 era. Akpan, (2020) asserts the consequential effect of Covid-19 on teachers in Nigeria, which include among others; social economic problem such as increase in mental health problems.

Studies suggest that teachers have psychological symptoms and this reinforces the importance of reopening schools and universities (Al Lily et.al, 2020). In lieu of the above, a study conducted in Spain at the beginning of the pandemic discloses that teachers also reported having workloads, psychosomatic problems and exhaustion (Prado, & Gasco et.al. 2020). Teachers have suffered stress having to adapt in order to provide online classes. This stress has often been accompanied by symptoms of anxiety, depression, and sleep disturbances as consequences of the increased workload resulting from home teaching (Ng, 2017).

Indisputably, the existence of psychopathic issues among teachers will not only affect their academic improvement but will hinder their all round development both morally, academically, emotionally and socially. Hence, it may be necessary to develop a model that will enable counsellors to cultivate and empower their capacity to correct with the emotionall reality of teachers. In so doing, it may ameliorate the negative effect of psychopathic behavior or attitude among students. Kourkoutas & Giovazolias (2015) highlight the need for teachers to be supported by counsellors who are trained in education issues and have experience of collaborative partnership with education staff. Teachers definitely require specialized support as they strongly emphasizes the rising complexity of pupils' and students' social, emotional and behavioural difficulties and higher demands placed upon them in terms of effective dealing with a wide range of issue (Stavrou, 2018). Stavrou, went further to explain the need for instructive training model for personal and professional development that can sharpen teachers awareness and self introspection, allowing them to express and understand their own negative

UNDER PEER REVIEW

feelings (feeling of inadequacy, confusion, anxiety, stress, anger against parents, colleagues, or school principal).

In the light of the above, however, there may be need for counselling services as it could help to ameliorate the psychopathic issues of teachers especially in Enugu state. Teachers often need support and guidance because the emotional experience of teaching and pressure prior to it constitute an essential component of the educational process (Kourkoutas, et.al 2017). As teachers work with the students in the classroom every day, playing a pivotal role in the students' school inclusion, there may be need for counselling services to enhance the efficiency of teaching environment both in character and learning. Bartolo, (2015) states that a psychodynamic insight might be essential and helpful for many teachers, as it could allow them to get a deeper understanding of students' puzzling, hostile or ambivalent emotional cognitive states as well as their impeded potential and hindered skills. Adelman and Taylor, (2010) postulate the need for school based counsellors to work beyond their traditional assessment role and support teachers at an emotional and psycho-educational level so that they become more effective in discharging their duties without compromise. According to Karkoutes & Giovazolias (2015) to achieve the above mentioned goals, it seems necessary for school counselors to assume a systematic, resilient (strength-based) orientation in their work with teachers to provide them with useful insight into the way to conquer their emotional and psychopathic problems. There is need for giving enough space and time for empathetic listening and understanding of the teacher's problems, convictions, and perceptions, these will develop their professional capacities, knowledge, intuition and creativity (Hanko, 2002).

Suffice to say that when counsellors work with teachers they will help them gain deep insight into the causes and consequences of their negative behaviour as it affect the teaching and molding of students. MacDonald in Chigbu (2021) states that it is of great importance for school counsellors to assist teachers who are struggling with psychopathic issues with counselling services in order to help in their emotional wellbeing and professional development. Thus, the role of counsellors should be to facilitate among teachers, helping them to gain a psychodynamic insight into each case and to handle conscious and unconscious hostility feelings and rejecting attitudes. This is done in order to develop a productive and functioning relationship among all parts within a school framework (Elias, Pilios & Stefanos, 2018). In this circumstance the need

UNDER PEER REVIEW

for functional relationship between teachers and school environment should not be overemphasized as teachers are the bedrock to the overall development of students and determinant of quality education. If they are incapacitated in the discharge of their duties, then the whole nation is doomed. Therefore, there is urgent need to rehabilitate teachers with psychopathic issues for the growth and development of the country. Rehabilitation is the action of helping someone who has suffered illness/psychological problem to restore maximally his potentials for optimum achievement. When a teacher that is psychopathic is rehabilitated he/she will begin to function proficiently in discharging their duties, henceforth maintaining a good relationship with other staff members and the students.

The relationship between teachers and students has been linked to the success and progress of students, both academically and personally. Teachers play very important roles in a student's life. Inspiring them for greatness, they are assets to the students; they are role models, offer guidance, moral support and empower them academically. Thus, teachers are the backbone of the society and the brain behind the machine. Therefore, when teachers are derailed through psychopathic issues, the overall development of the child is at stake, which invariably will affect the society at large. Consequently, there is need for examining the role of counselling education in the rehabilitation of teachers with psychopathic issues in Enugu state, Nigeria.

UNDER PEER REVIEW

PURPOSE OF THE STUDY

The main purpose of this study was to examine the roles of counselling education in the rehabilitation of teachers with psychopathic issues in Enugu State, Nigeria.

Specifically, the study sought to;

Ascertain the role of counselling education in the rehabilitation of teachers with psychopathic issues in Enugu State, Nigeria.

RESEARCH QUESTION

This research question was raised to guide the study:

What are the roles of counselling education in the rehabilitation of teachers with psychopathic issues in Enugu State, Nigeria?

HYPOTHESIS

This null hypothesis was formulated and tested at .05 level of significant.

Ho_1: There is no significant difference between the mean responses scores of male and female school counsellors on the roles of counselling education in the rehabilitation of teachers with psychopathic issues in Enugu State, Nigeria.

METHODOLOGY

The study adopted the descriptive survey research design and was conducted in the 279 secondary schools in Enugu State, Nigeria. Enugu State consists of six education zone; Awgu (7 counsellors), Enugu (10 counsellors), Obollo (7 counsellors), Agbani (10 counsellors), Udi (10 counsellors) and Nsukka (7 counsellors). The population for the study consisted of all the 51 school professional counsellors currently serving in the 279 secondary schools in Enugu State. The population is small and manageable so no sampling was done. The researchers developed a self-structured instrument called counselling education role and psychopathic issues (CER-PI) with 4-point response format. The instrument has 6 items and was face validated by three experts, one from Measurement and Evaluation and two from Guidance and Counselling all from the Faculty of Education, Nnamdi Azikiwe University, Awka. The internal consistency of CER-PI was ascertained using Cronbach Alpha reliability estimate. A similar population of 18 school counsellors from Ebonyi State was used during the pilot study. The data collected from the pilot study was analyzed using the Cronbach Alpha reliability estimate and the reliability coefficient stood at 65. To collect data for the study, the researchers employed the assistance of two research assistants. 51 copies of CER-PI were distributed to the respondents and all collected at the spot with help of the research assistants signifying 100% return of dully filled copies of the administered instrument. Mean, standard deviation and grand mean were used to answer the research question while the t-test statistic was used to test the research hypothesis at .05 level of significance. The decision rule for the interpretation of the respondents responses was that for any items whose mean score is equal to or greater than 2.50 is regarded as agree, while any item whose mean score is less than 2.50 is regarded as disagree. For the research hypothesis, the decision rule was that if the calculated t-value

UNDER PEER REVIEW

is greater than the t able t value at a chosen confidence level (.05) and a degree of freedom (n_1- n_2 -2) the null hypothesis of no significant difference is rejected, on the other hand if the calculated t-value is less than the value of the t-critical from the table, then the null hypothesis is not rejected.

DATA ANALYSIS AND RESULTS

The analyzed data were presented in Table 1 and 2 in accordance with the research question and hypothesis that guided the study.

RESEARCH QUESTION 1: What are the roles of counselling education in the rehabilitation of teachers with psychopathic issues in Enugu State, Nigeria?

Table 1: Mean ($\overline{x}$) Rating with Standard Deviation of the roles of counselling education in the rehabilitation of teachers with psychopathic issues in Enugu State, Nigeria

S/N	The roles of counselling education in the rehabilitation of teachers with psychopathic issues	SA	A	D	SD	$\overline{x}$	SD	DECISION
1.	Providing a special psychological care to those vulnerable teachers	23	17	9	2	3.20	0.87	Agree
2.	Providing financial support to teachers	07	9	15	20	2.06	1.06	Disagree
3.	To identify the coping strategies they can use to adjust the changes that occur in their lives	21	19	9	2	3.16	0.86	Agree
4.	By engaging in relaxation activities or practicing calming techniques to manage stress	27	11	9	4	3.20	1.00	Agree
5.	Development of mental health models to address the barriers that are impeding teachers from succeeding psychological and emotionally	21	12	11	7	2.92	1.09	Agree
6.	Incorporation of their wellness-training as part of their professional development session	31	11	7	2	3.39	0.87	Agree
	N=51 **Grand Mean**					**2.98**	**0.96**	**Agree**

Data presented in Table 1 reveals that the respondents agreed with 5 of the items. Out of the 6 identified roles of counselling education in the rehabilitation of teachers with psychopathic issues in Enugu State, Nigeria. The items they agreed with are 1, 3, 4, 5 and 6 with mean scores of 3.20, 3.16, 3.20, 2.92 and 3.39 respectively. They however

UNDER PEER REVIEW

disagreed with item 2 as their recorded mean score is 2.06. The values of their standard deviation ranged from 0.87 to 1.09, which indicated that the respondents were not too far from the mean and from the opinion of one another in their responses, the items were valid. The respondents recorded a grand mean score of 2.98, which is above the 2.50 benchmark, indicating that roles of counselling education in the rehabilitation of teachers with psychopathic issues in Enugu State, Nigeria are to assist in Providing a special psychological care to those vulnerable teachers, To identify the coping strategies they can use to adjust the changes that occur in their lives, By engaging in relaxation activities or practicing calming techniques to manage stress, Development of mental health models to address the barriers that are impeding teachers from succeeding psychologically and emotionally and Incorporation of their wellness-training as part of their professional development session.

RESEARCH HYPOTHESIS 1: There is no significant difference between the mean responses scores of male counsellors and female counsellors on the roles of counselling education in the rehabilitation of teachers with psychopathic issues in Enugu State, Nigeria.

Table 2: T-test Result of the Mean Rating of Male and Female Counsellors on the roles of counselling education in the rehabilitation of teachers with psychopathic issues in Enugu State, Nigeria.

Gender	N	$\overline{x}$	SD	DF	T-Calculated	T-Critical	DECISION
Female Counsellors	15	2.98	0.96				
				51	0.93	$\pm$1.96	NS (Do not reject)
Male Counsellors	36	2.93	0.93				

Significant at P .05, df = 51, critical t-value =$\pm$1.96

The t-test analysis in table 2 above indicates that the calculated t-value is 0.93, while the critical t-value is $\pm$1.96 at .05 level of significance. This implies that the calculated t-value is less than the critical t-value. Thus, there is no significant difference between the mean ratings of male counsellors and female counsellor on the roles of counselling

UNDER PEER REVIEW

education in the rehabilitation of teachers with psychopathic issues in Enugu State, Nigeria.

DISCUSSION OF FINDINGS

The findings in table 1 revealed that the roles of counselling education in the rehabilitation of teachers with psychopathic issues in Enugu State, Nigeria are to assist in Providing a special psychological care to those vulnerable teachers, to identify the coping strategies they can use to adjust the changes that occur in their lives, by engaging in relaxation activities or practicing calming techniques to manage stress, development of mental health models to address the barriers that are impeding teachers from succeeding psychologically and emotionally and incorporation of their wellness-training as part of their professional development session.

This is in agreement with Etxebarria, Samtso, Mondragon and Santamaria (2021) who affirmed that special psychological care should be given to those teachers that are vulnerable to the impact of pandemic, so that they could better cope with this crisis and consequently perform better in their teaching role.

CONCLUSION

Indeed counselling education holds great prospects in the rehabilitation of teachers with psychopathic issues in Enugu State, Nigeria. However, without leaving anything to chance, the researchers have qualitatively and quantitatively dealt with the subject matter and the findings are affirmative of the above statement.

The study has indeed unraveled that some teachers are faced with number of challenges, which largely affect their ability to cope and perform efficiently in their teaching roles. This no doubt affects their relationship with the students as well. To the extent of the above therefore, the study advocates a number of measures in the form of recommendations aimed at enhancing the roles of counselling education in the rehabilitation of teachers with psychopathic issues. The study emphasized need for instructive training model for teachers, sectional workshops, seminars and symposia

UNDER PEER REVIEW

for teachers and enabling environment for teaching learning . These coupled with the support of school counsellors will help cushion the effects of psychopathic issues among teachers.

RECOMMENDATIONS

Based on the findings of this study, the researchers recommend that;

1. The school administration should provide an instructive training model for teachers on their personal and professional development that can sharpen their wellness and self-introspection, allowing them to express and understand their own negative feelings.
2. The school counsellor should support teachers at an emotional and psycho-educational level so they become more effective in handling the school environment.
3. There should be sectional seminars, workshops, symposia on the mental health life adjustment of teachers as regards their psychopathic and psychological problems.
4. The government should help in providing an enabling environment for teaching and learning, this will go a long way in correcting some psycho-social adjustment problems among teachers.

REFERENCE

Chigbu, E.F., Oguzie, A.E & Obi, J.C. (2020). Counselling an Advocacy for Balancing Gender Disparity for Sustainable National Development. *Sapientia Global Journal of Art, Humanities and Development Studies, 3(2), 88-99.*

Chigbu, E.F., Oguzie, A.E & Obi, J.C. (2021). Counselling strategies for mitigating Bribery and Corruption in Secondary Schools in Enugu Education Zone, Nigeria. *Journal of Guidance and Counselling Studies. 5(1) 51-61.*

Sriram, S., (2016). Counselling in India: Reflections on the process Reporters. *Retrieved from http://www.thehindu.com//0days-paper/tp-national/tp-newdelhi/only-3-private-schools-have-counsellors/article5607842.ece .*

UNDER PEER REVIEW

Martens, W., (2014). Hidden suffering of the psychopath: New insight on basis of self-reports of psychopaths; 2013. *https://www.smashwords.com/books/views/304901.*

Carly Snyder, M.D., (2021). What is a Psychopath? Very well Mind. *Retrieved from https://www.verywellmind,com/what-is-a-psychopath-5025217*

Coorke, D.J., et.al (2001). Refining the Construct of psychopath: Towards a hierarchical model psychological Assessment.

Oliver, F.C, & Kostas, A.F.,(2021). The Incremental Usefulness of teacher-rated psychopathic traits in 5 to 7years old in predicting teacher, parents and child self-reported antisocial behaviour at a six-year follow-up. *https//doi.org/10.1016/j.jcrimjus.2020.101771*

Besser, A., Wtem, S., & Zeigher-Hill, V. (2020). Psychological Stress and Vocal symptoms among University Professors in Israel: Implications of the shift to Online synchronous teaching during the Covid-19 Pandemic.

Akpan, I. (2020). Impact of Covid-19 on Nigerian Teachers. *Sapientia Foundation Journal of Education Science and Gender studies. 2(4)20-28.*

Prado, & Gasco et.al. (2020). Stay at home and teach: A Comparative study of psychosocial risks between Spain and Mexico during the Pandemic. *Frontier Psychology//:566900. Doi:10.3389/fpsyg. 2020. 566900*

Al-Lily et.al, (2020). Distance education as a response to pandemics: Coronavirus and Arab Culture. *Technol.Soc. 63:1013127. Doi: 101016// techsoc.2020.101317.*

Ng, K.C., (2017). Replacing face to face tutorials by synchronous online technologies: challenges and predagogical implications. *Int. Rev. Res. Open Distrib.Learning. 8:335*

Kim, L.E., & Asbury, K., (2020). Like a rug had been pulled from under you: The Impact of Covid-19 on researchers in England during the first six weeks of the UK lockdown. *Britain Journal of Education psychology. 90,1062-1083. Doi:10.1111/bjep.1238.*

UNDER PEER REVIEW

Kourkoutas, E., & Giovazolias, T., (2015). School-based work with terachers: An integrative comprehensive counselling model. *The European Journal of Counselling Psychology, 3(2), 137-158. Doi:10.5964/ejcop.v3i2.58*

Stavrou, P.D., (2018). Psychoanalytic psychotherapy as a method of treatment for a special educator experiencing disengagement in relation to her profession: A case study*. Global Journal of Human Social Sciences*, 18(2), 47-59

Kourkoutas, E., Stavrou, P. D & Loizidou, N. (2017). Exploring Teachers' Views on including Children with Special Educational needs in Greece: Implication for inclusive counselling. *American Journal of Educational Research*, 5(2), 124-130.

Bartolo, P. (2015). The Role of Psychologists in inclusive Settings. In D. Chambers (Ed.) Working with Teaching Assistants and other Support Staff for Inclusive Education (Vol.4 pp.49-63). *London: Emerald Group Publishing Limited.*

Adelman, H.S., & Taylor, L., (2010). Mental Health in Schools: Engaging learners, preventing problems, and improving schools. *Corwin Press.*

Hanko, G. (2002). Making psychodynamic insights accessible to teachers as an integral part of their professional task. *Psychodynamic Practice, 8(3), 375-389.*

Chigbu, E.F., Oguzie, A.E & Obi, J.S (2021). Perceived psychosocial adjustment problems in post Covid -19 era among secondary school teachers in Imo state. *International Journal of Studies in Education*, 17(2), 691-702.

Kourkoutas, E., Stavrou, P., & Plexousakis, S. (2018). Teachers' Emotional and Educational Reaction toward Children with Behavioural Problem: Implication for School-Based Counselling Work with Teachers. *Journal of Psychology and Behavioural Science, 6(2), 17-33. Retrieved from DOI: 10.15640/ipbs.v6n2a3 URL : https://doi.org/10.15640/ipbs.v6n2a3*

Cooper, P., & Jacobs, B. (2011). From Inclusion to Engagement: Helping students engage with schooling through. *Oxford: JohnWiley.*

Etxebarria, Samtso, Mondragon and Santamaria (2021). The Psychological state of teachers during the Covid-19 crisis: The challenge of returning to face to face teaching. *Frontier in psychology educational psychology retrieved from https://doi.org/10.3389/fpsyg.2020.620718.*

UNDER PEER REVIEW

Ray, D.C., (2007). Two Counselling Interventions to reduce teacher-child relationship stress. *Professional school Counselling. 10(4), 428-440. Retrieved from https://www.jster.org/stable/42732581.*

United Nations Educational Scientific and Cultural Organization (UNESCO), (2020). *Adverse effects of school closures, 2020 Paris UNESCO.*

Zhou, X., & Yoa, B., (2020). Social support and acute stress symptoms (ASSs) during Covid-19 outbreak: Deciphering the roles of psychological needs and sense of control. *European Journal of Psychotraumatology https://1779494.doi:10.1080/2000.8198.2020.1779494.*

UNDER PEER REVIEW