
Disruptive Behaviour and Its Influence on Social Development of Students in Selected Secondary Schools: Implications for Counsellors in the Bamenda Ii Sub-Division North West Region

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Abstract. This study sought to examine the impact of parental control, home environment and counselling services on social development of students in secondary schools in Bamenda II Sub-Division. The sample was constituted of 215 students drawn from three secondary schools in Mezam Division. The purposive and simple random sampling techniques were used to select the form five, lower and upper sixth students of the selected schools. Six counsellors in these schools were included in the sample. Three research questions and three hypotheses guided the study. The study adopted the disruptive survey design. A 15 item questionnaire was used to collect data. Percentages were used to calculate the raw score while chi square was used in testing the hypotheses, while the level of significance was set at $p=0.05$. The findings revealed that there is a significant relationship between home environment and students' social development, there is a significant relationship between parental control and students' social development, and there is a significant relationship between counsellors' activities and students' social development. Based on these findings, some recommendations were made to students, teachers, counsellors, parents and school authorities on how to help improve on students' behaviour. Finally, some suggestions were made for further studies to be carried out in similar situations deemed necessary.

Keywords: disruptive behaviour, student social development, parental control, home environment, guidance and counselling services

Introduction

Background and Problem

Disruptive behaviours, especially in classroom and social settings have become the bone of contention in our society. These behaviours have eaten deep into the roots of the school system which have resulted sometimes to boycott of classes, riot, destruction of school property, abusing and attacking teachers, examination malpractice, to name only a few. A school is a place of learning and studying for students (Fayombo, 2004). On the other hand, social development refers to the way a child interacts (relate and work) with others in the society. It refers to the understanding of rights and responsibilities as members of the family and community (Holmes, James & Jarad, 2001). Any behaviour that is not commensurate to the school norms is considered a disruptive behaviour. There have been laxities, irresponsibility, late coming, loitering, bullying, truancy, delinquency, lawlessness, disobedience to school rules and regulations, in schools today. Another fact is that some students stay away from classes and even when they decide to come to school, they come late for their lessons (Burrell et al., 2009). It should be noted that the goal of education is not to teach only intellectual knowledge, nor only to teach virtues in the sense of honesty, courage, etc. The function of any individual, within a society, goes far beyond the above mentioned;

they must learn to work and to consume within the norms demanded by the means of production and the consumption patterns of their group and the society in which they live. This implies that when students go to school, it is not only for them to earn and pass their exams; they must learn other social values which will enable them come in the society.

The high rate of disruptive behaviours has resulted in very poor social standards in our societies. Nowadays, some students no longer perform well in school not because they are dull but because they do not concentrate on their studies due to disruptive behaviour in school. The rate of disruptive behaviours has also led to high rate of failure and dropout and thus leading to high crime wave in the society. Disruptive behaviours have been manifested in various forms such as late coming, absenteeism, truancy, disobedience, drug abuse, noise making disorders, bullying that hamper the ability of instructors to teach and students to learn. Example can be drawn from a child who comes late to school every day, as this retards that student in some of the lessons and school activities which sometimes are very difficult to recover. These disruptive behaviours sometimes arise from homes, the society in which the child is brought up and the environment in which the child studies.

In most secondary schools, disruptive behaviours take many forms. That is why through the ministry of secondary education in Cameroon, the state is working hard to see that learners are brought up in the most up- right manner. Law No.98\004 of 14 April 1998, Laying down guidelines for education in Cameroon; Section 4 of this law states that "the general purpose of education shall be to train children for their intellectual, physical, civic and moral development and their smooth integration in the society bearing in mind prevailing economic, socio-cultural, political and moral factors." According to Nsamenang (2005), humans are not a blank sheet of paper on which society writes their text. They have their own basic needs, which they share with all the human race; they need to relate to others; they need to feel rooted in a world they consider their own; they need to transcend their feelings to be a creature either by creating or destroying; they must have their own sense of identity that allows them to say and to have a frame of orientation that gives some meaning to the world they live in. This can be seen in a situation where a student manifests a certain behaviour so that the friends should look at him\her as a brave person or better still, hail him/her. But for social purpose, human beings must have the objective of their social character for the ends of man, for his well-being and his self-realisation; he/she must create a society that will fulfil the goals of human race. A society will be a healthy society, if it tends towards the creation of a social character that approximates the generally acceptable character. So, the absence of quality conditions that make for the achievements of goals impossible amounts to being disruptive. Disruptive behaviours in themselves are seen as a state of disregard to lay down rules and regulations.

It has been realised that there are several aspects which are practically contrary to what the school advocates. Thus, it is for these reasons that the researcher tried to examine the prevalence of disruptive behaviours among secondary school students and what role(s) guidance counsellors can play in modifying or minimising such maladaptive habits among secondary school students in Bamenda II Sub Division in Mezam Division, North West Region of Cameroon. For the education industry to continue to produce quality products (qualified graduates), there is need to ensure effective learning by checking all possible forms of behaviour. Teachers in secondary schools have observed with dismay and regret the nonchalant attitudes of some students towards their studies. Some of them do not come to school regularly and others when they come do not stay in class quietly for their lessons, as most of them prefer moving from one place to the other. Most of the students as a result of surfing the internet and watching, adopt poor moral standards, with a tendency to desire what is irresponsible and unnecessary for their age such as; early sexual intercourse and an unprotected sex, prostitution, abortion, getting involved in online dating, while some in the course of prostituting end up with unwanted pregnancies, sexually transmissible infections like HIV/AIDS, Gonorrhea, syphilis,

just to name a few. This leaves them psychologically maladjusted, lost, absent minded, unstable and even drop out of school. As such, they are seldom in the right sense of mind to study as they spend very limited or no time in school.

The aftermath of excessive consumption of alcohol, cigarette and marijuana increase the production of adrenaline which leads to lack of control, low level of concentration, rage, drowsiness, drunkenness, loss of memory, boldness and increase in temperament. As such, they can keep fighting in school/class with pals and teachers. They destroy school property, possess dangerous weapons, steal and in extreme cases kidnap teachers and students. This often leads to either dismissal or suspension under severe punishment depending on the magnitude of the crime. This constitutes a problem as students do not often make use of the counsellors for their worries. It is for this reason that this researcher was interested to investigate whether parents, peer pressure, school environment and even the society influence the behaviour of students and the role played by counsellors in the adjustment of students' behaviour. Most schools are experiencing one form of disturbance or the other as a result of disruptive behaviours.

This study examined the relationship between students' social development and disruptive behaviour. The problem can arise due to the location of the school environment, which is too far and students have to trek for long distances, the attitude of their teachers, poor teaching methods, and overcrowded classrooms leading to poor ventilation. Furthermore, when the school environment is not favourable, students may drop out of school or have been dismissed which leads to high crime wave in the society. Consequently, the problem of this study was to determine the extent to which absenteeism, late coming, truancy, noise making, influence the social development of students in secondary schools in Bamenda II Sub-Division of the North West Region of Cameroon.

Objectives of the Study

The main objective of this study was to examine the extent to which disruptive behaviour influences social development of students in secondary schools and its implications for counsellors in Bamenda II Sub Division of Mezam Division of the North West Region of Cameroon.

Specifically, the study aimed at:

1. Examining the relationship between parental control and social development of their children in selected secondary schools in the Bamenda II Sub-Division
2. Investigating the relationship between home environment of students and their social development in selected secondary schools in Bamenda II Sub-Division
3. Ascertaining the relationship between Guidance and Counselling services with regards to social development of students in selected secondary schools in Bamenda II Sub-Division

Research Questions

1. What is the relationship between parental control and social development of their children in selected secondary schools in Bamenda II Sub- Division?
2. What is the relationship between home environment and social development of students in selected secondary schools in Bamenda II Sub-Division?
3. What is the relationship between school counsellors' involvement in the education of disruptive behaviour and social development of students in selected secondary schools in Bamenda II Sub-Division?

Research Hypotheses

The following research hypotheses were formulated and were tested at 0.05 level of Significance.

Ho1: There is no significant relationship between parental control and social development of their children in selected secondary schools in Bamenda II Sub-Division

Ho2: There is no significant relationship between home environment and social development of students in selected secondary schools in Bamenda II Sub-Division

Ho3: There is no significant relationship between Guidance and counselling services and social development of students in selected secondary schools in Bamenda II Sub-Division

Methodology

This study examined disruptive behaviour and its influence on social development of students in selected secondary schools in Bamenda II Sub-Division of the North West Region of Cameroon. The research design employed for this study was the descriptive survey design. The population of the study comprised of all the public, private, lay private and mission school students of the Bamenda II Sub Division. The Bamenda II Sub Division is made up of 14 secondary schools: 04 public or Government schools, 05 lay private and 05 mission secondary schools. The targeted schools included Government Bilingual High School (GBHS) Atiela Nkwen, Government Technical High School (GTHS) Bamenda, and Government Technical High School (GTHS) Nkwen with a total population of 2,154. All forms five, lower sixth and upper sixth students of the above schools made up the accessible population of the study. The sample size was 221 corresponding to 10% of the total population of 2154 students and counsellors. A 15 item questionnaire was used to collect data from the students while a 5 item interview guide was used for the counsellors. The Direct Delivery Technique was used for data collection while data was analysed both descriptively and inferentially. Percentages were used to calculate the raw score while chi square was used in testing the hypotheses at p-0.05 level of significance.

Findings

Table 1: Distribution of responses according to parental control and their children's social development

No	Items	SA		A		D		SD		Total	
		N	%	N	%	N	%	N	%	N	%
1	Lack of parental control influences disruptive behaviour of students.	86	40%	43	20%	75	35%	11	5%	215	100%
2	Students misbehave because their parents do not meet their needs.	97	45%	54	25%	45	21%	19	9%	215	100%
3	Severe punishment/sanction makes students to be stubborn.	24	11%	62	29%	54	25%	75	35%	215	100%
4	Students' behavioural problems can best be discussed with their parents.	75	35%	54	25%	60	28%	26	12%	215	100%

Note: Strongly Agree (SA), Agree (A), Disagree (D), strongly disagree (SD)

Table 1 above showed that lack of parental control influences social development of the respondents since 45% of the students strongly agreed and 30% agreed to the fact that lack of parental control influenced their disruptive behaviour. Students' misbehaviour was mostly

influenced by the inability of their parents to meet their needs as 35% of the students and 30% of the students strongly agreed and agreed respectively. 25% of the students strongly agreed and agreed to the fact that severe punishment cause them to be more stubborn whereas 30 disagreed and 20 strongly disagreed to this fact. 45% of the students reported on a strongly agreement manner that their behavioural problem can best be discussed with their parents while 35% agreed to this fact, only 10% were on a disagreement while 10% strongly disagreed to this fact.

Table 2: Home environment and students' social development

No	Items	For		Against		Total	
		N	%	N	%	N	%
1	Disruptive behaviour can be influenced by home environment	129	60%	86	40%	215	100%
2	The poor state of the home environment influence students' behaviour negatively.	151	70.2%	64	30%	215	100%
3	I carry out disruptive behaviour because I enjoy doing it.	86	40%	129	60%	215	100%
4	Students are disruptive due to peer pressure at the environment.	129	60%	86	40%	215	100%
	Total	495	57.6%	365	42%	860	100%

From Table 2 above, it was realised that disruptive behaviour is greatly influenced by home environment since 60% of the respondents were in support to this fact whereas 40% denied the fact that disruptive behaviour was influenced by the home environment by the students. In the same vein, the students went further to support the fact poor state of the home environment influence students behaviour negatively as 70.2% were for the fact that poor state of the home influenced destructive behaviour and only 30% were totally against. The students actually do not like carrying out destructive behaviour. 60% of the students reported that they carry out destructive behaviour not because they enjoyed doing it but because of peer pressure while 40% reported that they actually enjoyed carrying out destructive behaviour not necessarily because of peer pressure.

Table 3: Guidance and counselling services and social development

No	Items	For		Against		Total	
		N	%	N	%	N	%
1	Carry out lessons on deviant behaviour.	194	90.2%	21	10%	215	100%
2	Uses posters, pictures and other materials when carrying out lesson on disruptive behaviour.	193	89.8%	22	10%	215	100%
3	Provide individual counselling on disruptive behaviour for students.	204	94.9%	11	5%	215	100%
4	Encourage students to follow school rules and regulations	198	92.1%	17	8%	215	100%
5	Counsel students on the disadvantage of moving with deviant peers	204	94.9%	11	5%	215	100%
6	Counsellors are the right persons to students on their behaviour.	64	29.8%	151	70%	215	100%
	TOTAL	1057	81.9%	233	18%	1290	100%

In an attempt to bring out the role played by counsellors in the modification of the students' behaviour, the questions above were asked. It was realised that, 90.2% of the students supported the fact that the counsellors carryout lessons on deviant behaviour while only 10% were against. The use of posters, pictures and other didactic materials when carrying out lessons on disruptive behaviour by counsellors were highly accepted by the students as 89, 8% were in complete support to the fact while only 10% were against. 94.9% of the students applauded the commitment of counsellors in carrying out individual lessons on them while only 5% were against. The counsellors also played the role of an adviser since 92.1% of the students supported that the counsellors advised them to respect the school rules and regulations while only 8% were against. Equally, 94.9% of the students reported that the school counsellors actually counsel them on the disadvantages of moving with deviant peers while 5% were completely against. However, the students were not in full support to the fact that the counsellors were the right persons to guide them on their behaviour while 70% where against this idea.

Verification of Hypotheses

Ho1: There is no significant relationship between parental control and their children's social development in selected secondary schools in Bamenda II Sub-Division.

Chi-Square Tests			
Summary	Alpha		0.05
Count	Rows	Cols	df
860	4	4	9

CHI-SQUARE				
	Chi-sq	P-value	sig	Cramer V
Pearson's	58.79729	0.0000	Yes	0.150962
Max likelihood	59.3186	0.0000	yes	0.15163

From the chi-square analysis done above to test the hypothesis on the relationship that exist between parental control and children's social development, it was realised that there was significant relationship that exist between parental control and children's social development at $P=0.000$ and $X^2(9, N=215) F58, 80$. This therefore implied that the null hypothesis (H_0) is rejected and the alternate (H_a) accepted.

Ho2: There is no significant relationship between home environment and social development of students in selected secondary school in Bamenda II subdivision.

Chi-Square Tests			
Summary	Alpha		0.05
Count	Rows	Cols	df
860	4	4	9

CHI-SQUARE				
	Chi-sq	P-value	sig	Cramer V
Pearson	132.0265	0.0000	Yes	0.226215
Max likelihood	132.7892	0.0000	yes	0.226867

Also, to test the hypothesis stated above, a chi square analysis was done, It was realized that there was a significant relationship that exist between home environment and students' social development at $P=0.000$ and $X^2(9, N=215)=132.03$. This therefore signified that the null hypothesis (H_02) is rejected and the alternative (H_{a2}) was accepted.

Ho3: There is no significant relationship between Guidance and counselling services and social development of students in selected secondary schools in Bamenda II Sub-Division.

Chi-Square Tests			
Summary	Alpha		0.05
Count	Rows	Cols	df
860	6	4	15

CHI-SQUARE				
	Chi-sq	P-value	sig	Cramer V
Pearson	500.6861	0.0000	Yes	0.359689
Max likelihood	420.1621	0.0000	yes	0.329498

From the chi square analysis done above to test the hypothesis on the relationship that between guidance and counselling services and students' disruptive behaviour, it was realised that there was a significant relationship that exist between guidance and counselling services and students disruptive behaviour at $P=0.000$ and $X^2(15, N=215)=500.69$. Therefore, the null hypothesis (H_03) is rejected and the alternative (H_{a3}) accepted.

Discussion

This study was designed to examine the disruptive behaviour of secondary school students and its influence on social development, implications for counsellors in the Bamenda II Sub- Division. Specifically, it was intended to examine parental control, home environment and role counsellors in the social development of secondary school students. The findings of the study were discussed following the respective variables of the study.

The findings of the study revealed that parental control is a major factor that contributes to their children's social development. This is affirmed in the words of Myers et al. (1987) where he says frustration arising from negligence from the family, negative feelings towards a child, lack of motivation, failure in examinations or low family education expectation level contributes to the bad behaviour of students; thereby influencing their social development. Nelson (1996), support the view that withdrawal of the students by the parents for work, lack of interest by the parents in the students schooling, considerably variation between the standards and values held by the school and students home, personal problems of the students either at home or at school, boredom authoritarian methods at home contributes to students social development. Hay (2001) adds that parental interest and attitude towards the child and school as well as home discipline has a very important part to play in the child's up-bringing, He stressed that stability in the family is very important This is in contrary with his view that children who grow in loose discipline homes as a result of poor understanding with the parents tends to behave poorly because parental control is weak and this makes them develop poorly in the society. Also, he predicts that children may not develop poorly due to lack of parental control but rather, they might do so out of sheer disobedience due to parental indifferences in their wellbeing. Noman (1970) found that factors like lack of love for children, broken homes and parents' inability to provide school needs and finally parents' illiteracy cause students to misbehave. Hay (2001) says leading does not mean shouting and beating. For a parent who

beats and shout or exhibit poor social attitude or behaviour will push the child to be stubborn or behave in a like manner. So, parents should be warm and supportive, set standards for acceptable behaviour and provide reasons why certain behaviours are inappropriate. While using authoritative parenting styles, there should not fail to understand that these children have individual needs.

The study revealed that there is a statistically significant relationship between home Environment and students' social development. This corresponds with the findings of a study carried out by Norman (1970), where he classifies the home as the most frequent cause of emotional disturbance which affects the child's behaviour. This disturbance could be any of the following living condition of the children, the family size and the economic status of the family. The findings confirmed the words of Farrant (1980), which re-iterates that inadequate clothing, overcrowding and unsanitary living conditions contributes to chronic health problems. He further says that a home environment which is located besides motor parks, film halls, market places and other distracting spots causes students to spend most of their time in this distracting environment this makes them to engage in risky behaviours like smoking, fighting, and drugs just to name these. Holster (1971), Miller (1974), Lesters (1999) all agreed that drug abuse has negative social and academic implications on the victims (students). This may be due to peer pressure and this is in line with the adage that says 'show me your friend and I can tell you who you are'. The findings further confirmed the study of Suchman and Suniya (2007); which showed that there is direct effect and predictions that many peer group problems have previously been attributed to bad behaviours. Bronfenbrenner (1979) helps us understand that the environment in which children live is so complex and inter-twined that development cannot be reduced to any one single source. Therefore, emphases should be laid on the role the school, family and social agencies in the community play. This is because while the child is viewed as being disturbed by the environment, he/she is also viewed as disturbing the environment.

The study revealed that generally counsellors carry out lots of activities to help students prevent and modify their behaviours. This is in line with the words of Dahir and Campbell (2005) which stated that professional school counsellors meet the needs of learners in three basic domains: academic development, career development, social and personal development through classroom instruction, appraisal, construction, counselling, coordination and collaboration. This can be seen in the sense that during appraisal, school counsellor may use a variety of personality and career assessment methods to help learners explore an educational need and interest. Murphy and Peacock (2001) and Boutwell and Myrick (1992) all agreed that counselling improves school behaviour. School behaviour increases learners' achievement, their level of self-esteem and attitude towards learning if a child portrays a negative social behaviour towards others, then that child needs to be put to order by either the teacher or the counsellor. If this is not done, such behaviour might "stick" on him/her leading to hatred, isolation or poor interaction in the society. Apparently, counsellors are doing what they can to help students adopt healthy behaviour. This however does not seem to be yielding fruits as some respondents disagreed with the activities of the school counsellors. All these may be pointing to the ineffectiveness of counsellors interventions or because of the type of information, manner of presentation does not help the students to personalize the risk they run becoming deviants in the society. Counselling by its nature is personalized. Its different approaches client centered therapy; behaviour therapy etc. could come in handy in passing on information and handling challenges or difficulties related to behaviour. Strategies like behaviour education, prevention, modification and life skill are more appropriate because they help people personalize their risk to misbehave in particular environment and context. It is tools like this and the counselling approaches that should be reinforced if we expect behaviour change.

Conclusion

In a synopsis, the findings of the study revealed that students disruptive behaviour with variables such as the influence of home environment, parental control, role of the counsellors significantly influence their social development. The government, school administrators, teachers, parents and students have to seek means to provide long lasting solutions to disruptive behaviour amongst secondary school students. By so doing, the problem of falling social standard will be curbed.

Recommendations

- The government should put in place policies and programmes that will help modify students' unruly behaviours. This way, problems of bad behaviours in schools will greatly reduce.
- The Ministry of Secondary Education should increase the number of counsellors trained in the various training schools. This will help to reduce the counsellors' work load such that the counsellor-student ratio will be narrowed down.
- The school authorities should enforce working rules and routines that ensure effective school discipline and see to it that students adhere to such rules and regulations. Moreover, the school authority should make sure they include students in the process of making and adopting rules and regulations. Teachers should be given proper education on developmental stages and how it affects children growth and behaviour. This will enable them to know students better and how to deal with them. In the same way, seminars for teachers can be organized from time to time to harmonise their knowledge on behaviour problems as well as give up to date information based on the current trend of events. All these will help them facilitate behaviour change and prevention among students.
- The school counsellor should be friendly and easily available to students. He/she should make an effort to provide accurate and to date information about deviant behaviour, help employ and counsel students on the importance of good behaviour. This will help them to develop healthy attitudes, habit and decision making skills.
- The parents also have an important role to play in assisting students develop healthy behaviours; this is because they form the foundation for the child. Therefore parents should establish good relationships and good communication with their children to enable them freely discuss worrying issues. Also, parents should provide their children with the necessary school requirements and needs in order for them to be like their peers without feeling of low self-esteem.
- Students should be given leadership roles and opportunities to control the class and even the school. This way, vital virtues would be assimilated.
- The mass media should ensure that they transmit correct information about disruptive behaviours in order to prevent misbehaviour in the society. Also, campaigns on deviant behaviours can be carried out using the mass media to promote behaviour modification and prevention of bad behaviour in the society.

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