Modelling as A Counselling Technique for Reducing Delinquent Behaviour Among In-School Adolescents in Nigeria

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Abstract
Adolescence is a time of transition involving multi-dimensional changes: biological, psychological, including cognitive and social. Adolescents experience social changes through various agents such as the roles they are assumed to play in the family, community and school. The adolescent has needs and problems that arise from organic, psychological and social pressures. These pressures in turn exert influences on them, which makes them exhibit behaviours that are not in consonance with the societal norms leading to delinquency. This might be the reasons why in-school adolescents involve themselves in delinquent behaviours such as examination malpractice, bullying, stealing, truancy, destruction of school properties and even drug use.. Thus, this situation calls for concern in order to avert further damages that the phenomenon could exert on the society. The efficacy of modelling as a technique for reducing delinquent behaviours cannot be overemphasized. The technique has the advantage of involving both the counsellor and clients in the process of behaviour change and thus makes it participatory. This paper therefore provides explanation on the use of modelling as a technique for reducing delinquent behaviour; the steps involve are: attention, retention, reproduction and motivation.

Keywords: Adolescent, delinquent behaviour, modelling, counselling techniques.

Introduction

Adolescents are often described both as the wealth and pride of a nation. The future of any nation therefore depends on the young ones who constitute the potential human resources needed for the continuity of the society. However, the period of adolescence is characterized by different maladaptive behaviours, which range from school-related issues, such as absenteeism and drop out, to other social vices such as cultism, violence

and vandalism to mention just a few. Adolescence is a time of transition involving multi-dimensional changes: biological, psychological cognitive and social. Biologically, adolescents experience pubertal changes, changes in the brain structure and sexual interest. Psychologically, adolescents' cognitive capacities pass through stages of developments. Adolescents experience social changes through various agents during socialization such as the roles they play in family, community and school (National Research Council, 2002). These changes occur simultaneously and at different paces for each adolescent within the gender, with structural and environmental factors often impacting adolescents' development.

The achievement of the nation's growth could be possible when the society is able to find solutions to the problem of delinquent behaviours among the adolescents, particularly the in-school young boys and girls. Thus, efforts and strategies are required in this direction to ensure that in-school adolescents are assisted not to be involved in behaviours debilitating to their lives and the society. In this view, there are different counselling techniques that could be used to modify delinquent behaviour among in-school adolescents, these include behaviour contracting, desist strategy, verbal reprimand, modelling and punishment. However, modelling has been found among other techniques such as reinforcement, punishment, flooding, systematic desensitization, aversion therapy, extinction, shaping, fading, chaining among others to be significantly efficacious in handling maladaptive behaviours among adolescents. Thus, this paper discussed the application of the technique (modelling) as a counselling strategy for reducing delinquent behaviour among in-school adolescents. In so doing, the concept of adolescence is hereby highlighted.

Concept of Adolescence

Adolescence is a transition period from childhood to adulthood and like all transitions, it is full of challenges for adolescents themselves, parents and teachers. The adolescence, according to Busari (2010), is said to be a period of 'stress and storm', a period of ambivalence and conflict, a period of explosion. It is said to be a period when guidance counsellors, psychologists, social workers, teachers, family and social environment should be supportive of the adolescents to enable them successfully cross the threshold of stress and conflict into wholesome adulthood. Hence, the future of any society rests on how well the society succeeds in preparing adolescents to be productive adults who will be useful to themselves and society at large. The study of the adolescence is therefore very crucial for any forward looking society.

The term Adolescence has been variously defined by different authors. According to Adegoke (2012), the word adolescence comes from a Latin word *adolescere, which means, "to grow up,"* pointing to the period of life between childhood and adulthood. Adolescence begins with the onset of puberty which technically refers to the time at which an individual is first able to reproduce. Adolescence is commonly used to describe the transitional stage between childhood and adulthood. It is a critical period in human

development where the individual begins to develop a stance towards the world or an identity (Nwankwo, 2014). There are lots of things that happen in the life of adolescents which usually may not conform with the norms of the society where they found themselves, particularly the school setting. Adolescents involved in delinquent behaviours such as examination malpractices, bullying, stealing, truancy, destruction of school properties, staying away from school activities and even drug use which ideally, one may not imagine would happen at such stage of development.

Physical developmental changes typically start in early adolescence and go until middle adolescence. This includes the start of a woman's menstrual cycle and puberty for both men and women. Intellectual development occurs during all three stages of development, up until early adulthood. Social development also occurs during all three stages, where the teenager starts to have social interactions with friends and other groups of people outside of the home dynamic. Cognitive development includes; ability to think abstractly; exhibit increased communication skills and becomes argumentative and demonstrate an intense need to be right.

In the light of this, understanding the nature and scope of adolescent developmental characteristics and responding appropriately requires patience, empathy and a sense of humour. Adolescents therefore possess the following characteristics biological growth and development, an undefined status, increased decision making, increased pressures and the search for self (Benjamin, 2017).

Concept of Delinquent Behaviour
Ideally, every society has a way of measuring acceptable behaviour. This makes behaviour that deviates from the acceptable behaviour to be referred to as delinquent behaviour. Nwankwo (2006) stated that behaviour is considered delinquent if it is uncommon, different from the norm and does not conform to what society expects. Delinquent according to Lawson (2011), is a person who commits a misdemeanour. Adolescents' delinquent behaviour portrays individual's negative side of social development (Igbo & Ikpa, 2013). The definition of delinquent behaviour is elusive but one can simply put it as behaviour that violates the norms and expectations of a group. Delinquency has been from time immemorial a social evil. These delinquent behaviours consist of acts that violate the laws of the society (Jacob, Olawuyi & Jacob, 2015). According to Jacob, Olawuyi and Jacob (2015), delinquency is a behaviour that involves retraction from rules that govern behaviour among in-school adolescents. Delinquent behaviour is apparent when an individual finds it very difficult to adhere to the norms or standards of his social environment like home or school.

According to Roberts (2011), a particular behaviour is not acceptable or delinquent if any of these three criteria are seen; firstly, if the behaviour does not allow a person to function effectively with others as member of the society, secondly, if the behaviour does not permit

the person to meet his/her own needs and lastly, if the behaviour has a negative effect in the well-being of others.

Causes of Delinquent Behaviour among In-school Adolescents
The adolescent has needs and problems that arise from organic, psychological and social pressures. These pressures in turn exert influences on them, which make them exhibit behaviours that are not in consonance with societal norms leading to delinquency. Okorodudu and Okorodudu (2003) listed environmental factors, social factors, physical factors, psychological factors, peer group influence, drug abuse and the family factor as the main causes of delinquency among adolescents.

The type of environment that a child grows up according to Lawson (2011), affects how he/she will live his/her life. The type of neighbourhood and school a person goes to can have tremendous effects on the type of behaviour they exhibit in adolescence. Children's behaviours often correlate with the type of resources found in a home and school. For many adolescents, school is considered to be a major stepping stone in life. However, it can also be seen as an unpleasant challenge due to failure to meet academic or behavioural standards leading to frustration, loss of self-esteem and confidence, detachment and delinquent behaviour**.**These factors can result in a student acting out and holding aggression towards peers, parents, teachers and which can have long term effects on the child's behaviours.

Morongwa (2010) also listed some of the factors that can make in-school adolescents exhibit various delinquent behaviours such as parental/home influence, teachers/educators, political, social and economic factors, and learners with emotional problems, head teachers/principals factor, influence of gender and race; and public schools versus private schools. Also, Parson (2004) listed the school, the society, wrong ideals, idleness, and lack of good leadership, injustice, lack of realistic rules, peer influence, mass media, the curriculum, bad home training and upbringing as factors that can make in-school adolescents exhibit these various delinquent behaviours.

Consequences of Delinquent Behaviour on In-school Adolescents
The problem of delinquent behaviour affects in-school adolescents irrespective of gender, family type, school type and class level though, the degree and magnitude vary from school to school. It is noteworthy to mention some common delinquent behaviour among in-school adolescents. These include disobeying the school rules and regulation, vandalism, the use of obscene language, academic dishonesty, gang fighting to mention just a few. These unacceptable behaviours have caused many adolescents to become drop outs. Some are remanded in juvenile homes while many others have lost their academic and career dreams as a result of expulsion from school.

Counselling Strategies for Reducing Delinquent Behaviour
There are different counselling strategies that can be used to reduce delinquent behaviours

such as; punishment, reinforcement, stimulus satiation, systematic desensitization, desist strategy, verbal reprimand and modelling etc. Ali, Dada, Isiaka and Salmon (2014) explained the followings as a brief overview of some of the strategies to be employed in reducing delinquent behaviours among in-school adolescents in Nigeria: Positive Teacher-Learner Relationships, Environment, Clear Guidelines/Rules, Behaviour Contracting, Non-Traditional Methods and Modelling Behaviour.

Concept of Modelling
The origin of modelling techniques can be traced to Albert Bandura (1977).In this theory, Albert Bandura posits that human behaviour is learnt observationally through modelling. That is, he lays emphasizes on the importance of observation and imitation that takes place from an individual's perspective. Modelling is a behaviourally based procedure that involves the use of live or symbolic models to demonstrate a particular behaviour, thought, or attitude that a client may want to acquire or change. The major assumption of social learning theory is that all behaviours whether adaptive or maladaptive, social or antisocial, defiant or non-defiant, delinquent or non-delinquent, praiseworthy or condemnable are learned and can also be unlearned. It could be said therefore that all manners of delinquent acts that pervade secondary schools' environment today or that are prominent among students at all that levels of education might be as a result of poor learning experiences. Bandura suggests that a child who has seen his/her parents being kind and caring will tend to do the same. Conversely, a child who has seen aggressive behaviour of parents is likely to be violent in solving problems. Reward or vicarious reinforcement is some of the factors that influence imitation. A child that observes someone being rewarded for a certain conduct may be influenced to take up the behaviour that was rewarded. Therefore, people around the child will determine the way a child will respond to the behaviour he or she imitates. If a child got rewarded by imitating the behaviour of a model, he/she is likely to continue with that behaviour. In the light of foregoing, students are more likely to imitate behaviours exhibited by adults. The behaviour of parents, siblings, friends and teachers can define the behaviour expected from a student. Through observing teachers' behaviour, the students may be encouraged or discouraged from similar behaviours. Bandura identified three kinds of models: live, verbal, and symbolic. A live model demonstrates behaviour in person. A symbolic model can be fictional characters or real people who demonstrate behaviours in books, movies, television shows, video games, or Internet sources**.**

Steps in the Modelling Process
Bandura (1989) described specific steps in the process of modelling that must be followed if learning is to be successful: they are *attention, retention, reproduction, and motivation.*

Attention: This is the act or state of applying the mind to something. Various factors increase or decrease the amount of attention paid include distinctiveness, affective valence, prevalence, complexity, functional value. One's characteristics (e.g. sensory capacities, arousal level, and perceptual set, past reinforcement) affect attention.

Retention: This is the condition of retaining or keeping something in one's memory. It means remembering what one paid attention to such as symbolic coding, mental images, cognitive organization, symbolic rehearsal and motor rehearsal.

Reproduction: This is the act or process of copying or reproducing. Reproducing the image including physical capabilities and self-observation of reproduction i.e the model lee must be capable of carrying out the behaviour.

Motivation: This is the reason for acting or behaving in a particular way. Having a good reason to imitate includes motives such as past (i.e. traditional behaviorism), promised (imagined incentives) and vicarious (seeing and recalling the reinforced model)
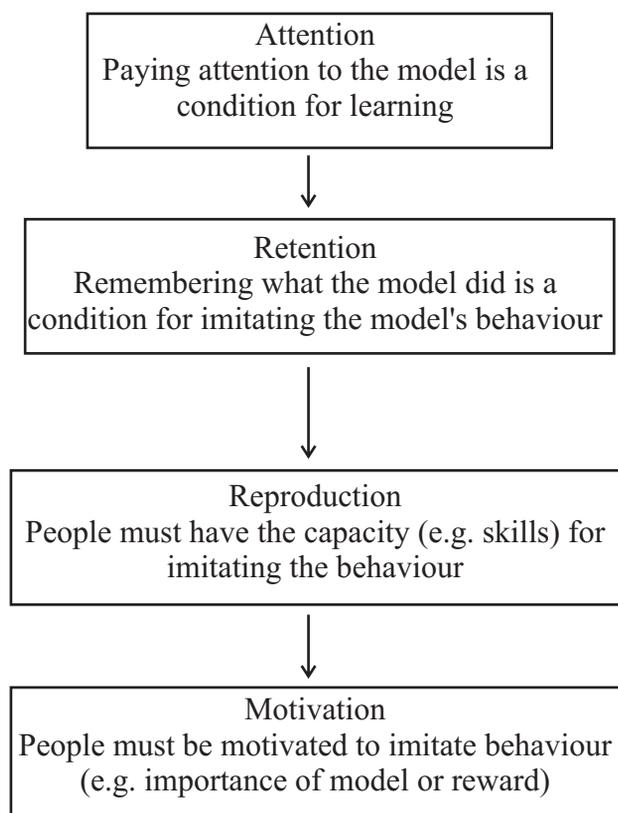This can be illustrated thus:

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┌─────────────────────────────────────┐
│            Attention                 │
│   Paying attention to the model is a │
│        condition for learning        │
└─────────────────────────────────────┘
                  │
                  ▼
┌─────────────────────────────────────┐
│            Retention                 │
│   Remembering what the model did is a│
│ condition for imitating the model's  │
│              behaviour               │
└─────────────────────────────────────┘
                  │
                  ▼
┌─────────────────────────────────────┐
│           Reproduction               │
│  People must have the capacity       │
│  (e.g. skills) for imitating the     │
│            behaviour                  │
└─────────────────────────────────────┘
                  │
                  ▼
┌─────────────────────────────────────┐
│            Motivation                │
│  People must be motivated to imitate │
│  behaviour (e.g. importance of       │
│         model or reward)             │
└─────────────────────────────────────┘
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Diagram of a modelling process
Source: Google search (2018)

How Modelling is used to Reduce Delinquent Behaviour
Modelling technique can be categorized into 5 stages (Bandura, 1977).

Stage One: Preparation Stage
The Counsellor will firstly identify in-school adolescents with delinquent behaviour (especially a truant) through various techniques such as observation, referral, Cumulative Record Folder (CRF), etc. The counsellor will thereafter look for an appropriate model. For instance, the Counsellor identifies a model (the student who has an adequate record of school attendance) would be used to modify delinquent clients. The types of behaviour to be emulated will be highlighted such as punctuality, obedience, respect etc.

Stage Two: Seeing an action portrayed in the media
Atthis stage, the client will be required to pay attention by viewing the records of attendance and performance of the model. Thus, the client here refers to the selected in-school adolescents with delinquent behaviour.

Stage Three: Viewer identifies with the actor
At this stage, the client(s) will be encouraged to identify with the model (actor) by accepting the personality or the nature of the model. For instance, the client will be discouraged from any sentiment that may reduce the value and the goal of the model. The counsellor will ask the clients to speak on the model presented, particularly the characters to be emulated such as honesty, punctuality, obedience, etc. Thus, learning will most likely occur if there is a close identification between the observer and the model and if the observer also has a good deal of self-efficacy. Identification allows the observer to feel a one-to-one connection with the individual being imitated.

Stage Four: Viewer imitates the actor
At this stage, the clients will be encouraged to demonstrate the behaviour to be emulated; this could be done in a role play. The counsellor will teach them how to imitate the model in a way that guarantees learning of such acceptable behaviours.
Stage Five: Viewer gets motivated if the activity gets some rewards

This last stage is purposively meant to provide a feedback to the client in form of reinforcement. The counsellor is therefore required to motivate clients who have adequately motivated the model in order to enhance permanent learning. Thus, the counsellor will pay attention to how each client imitates the model and simultaneously reinforce such action; it could be verbal or token reinforcement.

Conclusion
Delinquent behaviour in schools continues to be a matter of great concern globally and it varies from one society to another. These unacceptable behaviours have caused many adolescents to become drop outs. Some are remanded in juvenile homes while many others

have lost their academic and career dreams as a result of expulsion from school. However, modelling has been found to be instrumental in modifying different maladaptive behaviours particularly among adolescents. Thus, this was considered efficaciously useful while choosing on techniques to reduce delinquent behaviours among in-school adolescents. Hence, counsellors are encouraged to adhere to the patterns involved in applying modelling as discussed in this paper in order to enhance acceptable behaviour.

Suggestions
Based on this paper, the following suggestions are made:
➢ Parents should serve as good models to their children/wards.
➢ Teachers should set good examples for students to emulate since students learn both moral and immoral behaviours based on what they see than what they hear**.**.
➢ Professional counsellors should continue to counsel the in-school adolescents on the negative outcomes of delinquent behaviours using modelling.
➢ Government at all levels should provide conducive and enabling environment for in-school adolescents to adopt positive behaviours.

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Causative Factors of Child Sexual Abuse among Secondary Students in Akure Local Government Area of Ondo State: Counselling Implications

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Abstract

This study examined child sexual abuse among secondary students in Akure. Descriptive research design of Survey type was adopted for the study. Using a multistage sampling technique, 1162 students (590 females and 572 males) from 6 public secondary schools in Akure participated in the study and their age ranged from 10 to 20 years. The participants responded to a 10-items structured questionnaire titled "Socio-Demographics Knowledge on Sexual Abuse" after it has been revalidated with a reliability coefficient of Alpha α=.87. Three research questions raised were tested using frequency count and simple percentage while the research hypothesis was tested using Chi-squareanalysis. The result of the findings showed that 422 of the participants had experienced sexual abuse while 710 had never, 234 were female while 218 were males. Result further revealed that majority first experienced the abuse between the ages of 8 to 12 years. Result also showed that 61% of perpetrators were person known to the participants and only 39% were strangers. The study concluded that the prevalence of sexual abuse found in this study is high andthere is significant different in modes of child sexual abuse among secondary school students in Akure. Based on these findings, it was recommended that sex education should be inculcated in children all school levels and at home.

Keywords: Causative factors, child, sexual abuse, secondary schools.

Introduction

One of the most significant problems children face today is the threat of sexual abuse. Child sexual abuse is a global phenomenon that is regarded as one of the greatest social problems of the 21st century. It is recognised as a serious violation of human well-being and children's rights. Child sexual abuse is one of the oldest forms of child abuse in the history of mankind. It is a societal problem whose origins date back to the times of ancient Greeks and Romans. For decades the global community has been aware that violence against children, including sexual abuse was a significant but under-acknowledge scourge on humanity.

Child sexual abuse has been defined as the involvement in sexual activity that he or she does not fully comprehend and is unable to give informed consent to World Health Organization (WHO, 2016). It includes acts, forceful or otherwise, of inappropriate sexual solicitation, genital touching or fondling, exposure of a child by an older person, intercourse through oral, anal or vaginal penetration and attempted intercourse World Health Organization (WHO, 2013).Children may be sexually abused by both adults and other children(who are by virtue of their age or stage of development) in a position of responsibility, trust or power over the child victim (Finkelhor, 2014).

In Nigeria, most studies have been done in different parts with varying methodology thus giving varying prevalent rates (Bugaje, 2012; Manyike, 2015 Akinlusi, 2016; Ezechi, 2016; Hassan, 2016;). Most studies have reported a higher prevalence in girls than in boys with most sexual perpetrators (95%) known to the child and even highly trusted by them. (Relatives, neighbours, step- parents, highly trusted people), (Bugaje, 2012; Ezechi, 2016; Hassan, 2016). The trauma of sexual abuse leaves long term psychological and medical problems, some of which puts the adolescent at more risk for repeated sexual abuse.

This study investigates child sexual abuse among students caused by their peers, teachers, families and strangers. The school is one example of a social institution outside the family with which nearly all children have consistent, on-going contact. Learning institutions are venues of sexual assault (Richter & Smith, 2004). Inappropriate sexual relations between staff members and learners are a growing worldwide concern in the education system and tarnish the reputation of schools. Magwa and Ngara (2015) assert that abuse of learners by teachers in schools is rampant in Nigeria and globally. Parents, guidance, nephews, neighbour, friends, family members, teachers etc are in a position of power in relation to their child and hence can easily sexually abuse them. To children, parents, guidance, nephews, neighbour and teachers are authority figures who have a significant degree of influence on their lives.

Concepts of Sexual Abuse

Child sexual abuse involves any sexual activity, from sexual touching to full intercourse by an adult or adolescent with a child who developmentally is unable to understand fully or give consent to the activity. Louw, Duncan, Richter and Louw (2007) define child sexual abuse as any illegal sexual act, which is committed against a child. It includes rape, fondling of genitals or breasts, sodomy, exhibitionism, exposing the child to indecent acts and using a child in the A (2008b) and Heiberg (2005) assert that sexual abuse can be categorised into non-contact and contact sexual abuse. Non-contact sexual abuse can include sexual comments directed at the child, revealing sex organs to the child, and sexual gestures. Contact sexual abuse can include acts such as caressing, fondling, or tickling genitals, breasts, thighs, necks and hands, penetrative sexual activities, oral sexual activities for example, sucking of breasts or tongue kissing.

Factors Contributing to Child Sexual Abuse

Researchers have identified various factors that may contribute to sexual victimisation of children. Some of the contributing factors of child sexual abuse are poverty (Louw, et al., 2007), culture (de-la Vega and Dahlstrom, 2007; Kirton, 2011; Cheal 2008), and peer pressure (Phillips and Straussner, 2006). Household poverty often forces parents to shirk their responsibility of providing for the needs of their children.

Prevention of Child Sexual Abuse in Schools

Due to potential harmful consequences of sexual abuse, numerous intervention strategies have been proposed, for instance offering school based educational programmes to teach children the skills to identify dangerous situations and how to avoid these (Finkelhor, 2009).

One way to prevent sexual abuse in schools, society and immediate environment is to minimise the opportunity for it to occur. Mitchel (2010) says that more than 80% of sexual abuse cases occur in situations with one adult and one child in a closed/secluded environment. This means that sexual abuse occurs mainly between two people, the abuser and the abused.

Okagua and Alex-Hart (2020) determine the prevalence of sexual abuse and determine the factors associated with sexual abuse amongst secondary school students in Port Harcourt, South-South Nigeria. Chinyoka (2013) notes that close attention should be paid to non-verbal communication during interviewing. Qualitative interviews provide the only opportunity for the researcher to collect both verbal and non-verbal cues (Tom, Chigunwe & Nkala, 2011; Chiromo, 2006). The researcher in this study took note of the use of non-verbal communication such as the use of hands, facial expression and other emotional and physical representations which showed for instance, pain, confusion or anger. Thus, the interviewer in this research was able to acquire information through both verbal and non-verbal cues on sexual abuse of learners by teachers in the school context. Interview notes were scribbled as informants were speaking. The researcher also used a notebook to note some of the non-verbal cues expressed by some participants.

Statement of the Problem

One of the most significant problems children face today in Akure area of Ondo State is the threat of sexual abuse. Child sexual abuse received attention during the last two decades in the popular media and research literature. Cases of student maladaptive behaviours like truancy, withdrawal syndrome and ill health have significantly pointed to the effect of rape experience of many students in secondary schools in Ondo State. Child sexual abuse has a far reaching and negative impact on students' ability to adapt to society problems, social demand, learning, staying at home and school both at home and during school hours. It is

therefore imperative to study this vulnerable group of children in other to provide initiatives and life-saving skills with the schools as prime sight for dissemination of these solutions. The aim of this study is to determine and assess the factors associated with sexual abuse among secondary school students in Akure, Ondo State.

Research Questions

Based on the statement above this study were guided with the following research questions

1. What is the prevalence of child sexual abuse amongst secondary school students in Akure?

2. What is the gender prevalence of child sexual abuse amongst the secondary school in Akure?

3. What is the mode of child sexual abuse amongst secondary school students in Akure?

4. What are the ages at first child sexual abuse and numbers of times abuse amongst - secondary school students in Akure?

Methodology

The study adopted descriptive research design of survey type. The study population consisted of all secondary school students in Akure Local Government Area, Ondo State. The sample for this study comprised one thousand, one hundred sixty two (1162) respondents which were randomly selected from five Secondary School using simple random sampling techniques.

The instrument used for data collection in this study was questionnaire titled Socio-Demographic Knowledge on Sexual Abuse. It has two sections. Section A sort for demographic information of the respondents while Section B contains (10-items) that elicit information under each of the four research questions formulated on four Likert scale of Strongly Agree, Agree, Disagree and Strongly Disagree. The research instrument was given to some experts in the department of Guidance and Counselling to make sure that ambiguous items were corrected and irrelevant ones were removed for the success of the study. To ensure the reliability of the instrument, the test-retest method was used. The questionnaire was administered twice on the same set of respondents after some days (2 weeks) interval. The scores were correlated using Pearson Product Moment Correlation and a co-efficient of 0.75 was obtained. Permission was obtained from the Ondo State Ministry of Education and from the Head teachers of the 6 selected schools and the parents or guardians and assent from the selected students. Informed consent was obtained from the parents, caregiver, teachers and assent from the students of the selected schools and the researcher makes sure that the questionnaire was dully filled and gathered for further

analysis. The result of the investigation was presented in frequency count and simple percentage.

Results

Research Question One: What is the prevalence of child sexual abuse amongst secondary school students in Akure?
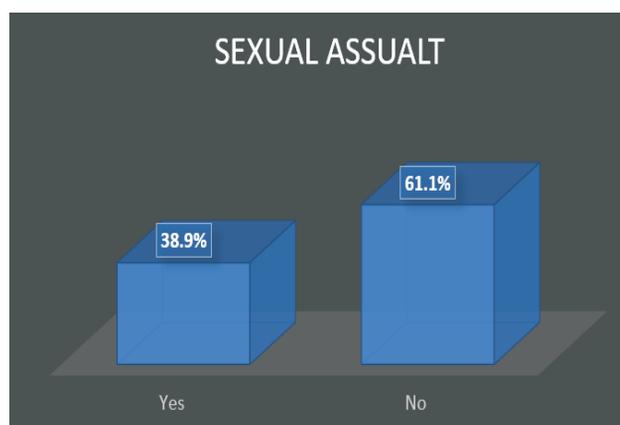

Figure 1: Prevalence of sexual abuse amongst the students.
Result based on the Prevalence of Sexual Abuse revealed that, 422 (38.9%) of the subjects had experienced at least one or more forms of sexual assault whilst 710 (61.1%) had never.

Research Question Two: What is the gender prevalence of child sexual abuse amongst the secondary school in Akure?
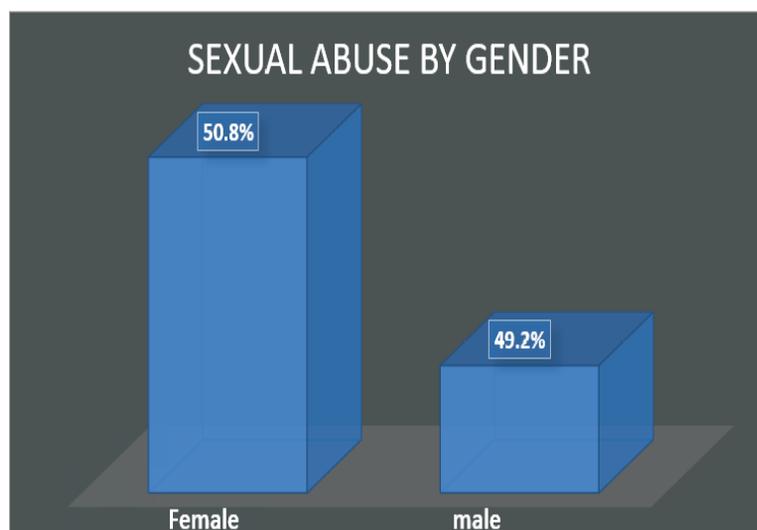
Figure 2: Gender prevalence of sexual abuse amongst the students
Result in figure 2 above indicated that of those who had experienced these, 234 (51.8%) were females while 218 (48.2%) were males, as shown in figures 1 and 2 respectively. This gender difference was not statistically significant ($\chi 2$ =0.3, p = 0.588).Of these perpetrators, 153 (33.8%) were care givers/familyrelatives, 123 (27.2%) were neighbours, 104 (23%) were friends/peers, whilst only 72 (16%) were strangers.

Research Question Three: What is the mode of child sexual abuse amongst secondary school students in Akure?

Table 1
Mode of Sexual Abuse Experienced by the Study Subjects

Variables	
Sexual Abuse	**n(%)**
Look at his/her genitals	14 (3.1)
Undress and show him/her your genital	20 (4.4)
Watch him/her masturbate	8 (1.7)
Undress with another child and fondle each other in front of him/her	12 (2.7)
Be fondled	10 (2.2)
Fondle him/her	24 (5.3)
Look at pornographic pictures, drawing, films, videotapes or magazines	146 (32.4)
Be naked and to expose your genitals for picture taking or filming	34 (7.5)
Submit to full sexual intercourse with penetration of the vaginal, anus	48 (10.6)
Submit to having his/her fingers or an object introduced into your body	136 (30.1)
Total	**452 (100)**

Results from the Table 2 showed that 146 (32.4%) of the sexual abuse were by exposure to pornographic pictures and movies, 136 (30.1%) were by using an object or his or her fingers into their anus or vagina whilst 48 (10.6%) was by forceful sexual intercourse with penetration.

Research Question Four: What are the ages at first child sexual abuse and numbers of times abuse amongst -secondary school students in Akure?

Table 2: Age at first sexual abuse of the subjects

Respondent Age (Years)	n(%)
6 to 7 Years	86 (19.0)
8 to 10 Years	93 (20.6)
11 to 12 Years	96 (21.3)
13 to 14 Years	91 (20.1)
15 to 16 Years	86 (19.0)
Total	**452 (100)**

Result based on the age at first sexual abuse and number of times abused of the students who experienced one or more forms of sexualabuse indicated that 86 (19%) occurred first between the ages of 6-7 years andgradually increased to 96 (21.3%) at 11-12 years then graduallydecreased to 86 (19%) at 1516 years as shown in table 3. Of the subjects abused, majority of them 208 (46%) were abused once, 200 (44.3%) were abused more than once whilst 44 (9.7%) were still being abused.

Discussion
In the present study, the overall prevalence of Sexual abuse was38.9%. In this study, there were different forms of sexual assault with a higher prevalence of the subjects (32.4%) haven been exposed to different forms of pornographic images and videos, whilst 10.6% were involved in forceful sexual intercourse with penetration. It is important to point out here the impact of pornography as a form of adolescent sexual abuse in this study. This is worrisome and may likely increase in the future as most of these images were aided and circulated to these young ones via different social media platforms and on the phones of the perpetrators in an unsuspecting manner.

Similarly, reported incidence of rape in this study of 10.6% is similar to the previous findings of Ajuwon (2006) in which 9% reported rape. However, Achunike and Kitause (2014) and Folayan (2006) have expressed the epidemic nature of sexual abuse most especially rape among Nigerian young girls. Thus, sexual abuse of boys may not be uncommon, but perhaps under recognized, under surveyed and therefore under reported. Moreover, most studies have concentrated on adolescent females without exploring these assaults on the males. A report by Ajuwon (2006) amongst adolescents in North East Nigeria revealed more males than females reported sexual coercion. One possible explanation given was the religious context in which the survey was conducted, as in many parts of northern Nigeria women are kept in purdah, i.e. exclusion and when it is absolutely necessary for them to leave the home such as visiting a health facility or attend school they put on a veil and are not expected to have any direct contact with males. It therefore becomes worrisome that in our environment where the present study was conducted, both males and females are getting exposed to almost a similar risk without

any protective factors. A scenario which over time if not curbed could put more and more adolescents at a constant risk of sexual abuse.

In this study, sexual abuse was reported to have occurred as early as 6 years with a steady increase in incidence and peaking at 12 years with 21.3%. The report in this study and other reports by different researchers (Olusanyan, 1986 Manyike, 2015; Hassan, 2016;) have become worrisome as most of these abuses occur very early in the lives of these young ones and especially as majority (60%) of these perpetrators were persons familiar with the subjects and probably put under their care for supervision and protection. It is quite disturbing that most children were assaulted by well-known persons trusted by both the children and their parents.

Counselling Implications of Sexual Abuse in Nigeria

Considering that at least 20% of women and 5 to 10% of men were sexually abused as children globally (Finkelhor, 2014), it is of utmost importance for counsellors to be trained and educated to provide effective treatments for survivors of sexual abuse. Since research on the efficacy of treatment modalities is still evolving, counsellors should have some awareness of the prevalence, dynamics, and approaches used with sexually traumatized adolescents. As counsellors and counsellor educators, preparation in this area is essential through experience under clinical supervision, and educational training.

Kessler, *et.al.,* (2014) identified common treatment decision-making practices of therapists treating adult survivors of childhood sexual abuse. Their study revealed that regardless of the treatment mode, the therapists found it important to assess the client presenting problems, the effects the abuse has on their current functioning, and how the client currently copes. Because clients often have trouble externalizing the abuse, therapists may need to work with client to increase their ability to accurately attribute responsibility. To help decrease levels of depression and anxiety, helpful goals for the survivor may be to increase their sense of control and increase their ability to accurately attribute responsibility (Hartman, Finn & Leon, 2017).

Consequently, it may prove beneficial for mental health professionals to refer individual clients to a group and organize same-gender therapy groups with those who have had similar experiences.

Conclusion
The finding of this study has clearly established that child sexual abuse is prevalent in Nigeria schools. Incidents of sexual abuse by teachers include a range of behaviours such as rape, sexual comments and touching, kissing, sharing pornography, transactional sex for marks, as well as favouritism. The prevalence of sexual abuse of 38.9% found in this study ishigh and is increasing with a changing pattern. Males are increasinglybeen assaulted, but female victims are still in the majority.Adolescents remain a highly

vulnerable group for sexual abusewith unsuspecting perpetrators. Without Guidance and Counselling, the problems associated with learning cannot be easily and understandably alleviated. This millennium is witnessing global rapid educational development with the aid of technology. To sustain the development in Nigeria and remove unwanted cataract, counselling has to be taken into serious consideration. Its importance cannot be overlooked.

Recommendations

Based on the findings of this study, it therefore recommended that;
1.   Government through its appropriate organs (legislation) should be put in place to mount campaigns aimed at making the law to be consistent with reality and to protect these vulnerable ones.
2.   The Ministry of Education, Science and Technology through school administrators should engage itself in continuous vigorous educational awareness campaigns on sexual abuse.
3.   Schools should ensure that the guidance and counselling teachers uphold confidentiality as victims need teachers who honour confidentiality as this would allow more victims to freely report cases of sexual abuse to the appropriate authorities.
4.   Research is needed concerning the development, and evaluation of child sexual abuse prevention programmes based on the findings considered in this study.
5.   Sex education should be included in all level of education in order to enlighten the children the extent of their relationship with opposite sex.
6.   Counselling centres should therefore be established in each school from basic to tertiary institutions. The effects of childhood sexual abuse last into adulthood and counsellors need to be well trained in order to provide the best services possible.

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