



Effectiveness Of Guidance And Counseling Services On Students' Discipline In Public Senior Secondary Schools In Port Harcourt Metropolis

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ABSTRACT

This study is focused on the effectiveness of guidance and counseling services on students' discipline in public senior secondary schools in Port Harcourt metropolis. In striving to achieve the set goals of this study, four objectives, four research questions, and four hypothetical statements in the null form were developed and put forward to enable us to provide answers to the research questions. The study adopted a descriptive survey research design and both primary and secondary sources of data collection were utilized. The population of this study consists of respondents, which comprises principals, teachers, counselors, and students of public secondary schools in two local government areas in Rivers State. The Taro Yamane Formula was used to determine the sample size of 398. The mean and standard deviation were used to answer the research questions, while the z-test statistics were used to test the null hypotheses at a 0.05 level of significance. The study concluded that information students are provided with information on physical changes in their bodies. Students are helped to become aware of the many occupations to consider after leaving school, and students are also helped by counselors to receive outside support concerning personal issues. Finally, the study recommended that individual and group counseling, especially in mixed schools, should be encouraged to assist individual students, and that there should be an assistant teacher counselor of the opposite gender from the teacher counselor appointed by the principal. Schools should also put in place peer counseling groups and adopt a system of student mentors whereby a teacher will be in charge of a specified number of students and will work with them as a parent. All teachers at every level of training should be provided with knowledge and skills in guidance and counselling to help them meet the needs of the students.

Keywords: Teacher, counsellor, students' discipline

INTRODUCTION

Education is aimed at inducing a change in individuals in some desirable way and adding to the knowledge they already possess. Education is a continuous process that encompasses teaching and learning, which commences from birth till death. These processes are what Fafunwa (1987) described as the aggregate by which a child or adult develops the abilities, attitudes, and other forms of behavior that are of positive value to the society in which they live.

Discipline is part of a very long tradition that may have been there from the beginning of human existence. It is through guidance and counselling that school administrators can manage discipline for students. Discipline is a rudimentary ingredient that plays a crucial role in the school system and insists on upholding the moral values of students. It is intended to suppress, control, and redirect behavior. In a

school system, all students must be aware of the rules before disciplinary action can be administered. The concept of matching discipline and guidance and counselling helps to determine the value of guidance and counselling to students in schools. Parents and schools share the responsibility of promoting values and standards that we hope will help younger people establish sound behavioral codes for their lives. Hence, they ensure that good discipline is maintained among students. Great effort has been made by the Ministry of Education to offer guidance and counselling services to schools, but still, cases of indiscipline in public secondary schools are reported, and Rivers State is not an exception. The researcher intends to explore the influence of guidance and counselling services on students' discipline in public senior secondary schools in Rivers State. Therefore, it is vital to the report that principals should assign a member of staff to be responsible for guidance and counselling services, and that all teachers should be trained in guidance and counselling skills and be made to do it as one of their normal duties. This paper therefore investigated the effectiveness of guidance and counseling services on students' discipline in public secondary schools in Rivers State. This paper therefore investigated the effectiveness of guidance and counseling services on students' discipline in public secondary schools in Rivers State.

A Theory of Social Learning

Social learning theory, as proposed by Albert Bandura in 1986, stresses that behavior is not solely determined by inner drives or the environment but is a result of an interactive association between inner processes and environmental variables. The inner processes are covert events based on earlier experiences and are controlled by external environmental influence to bring about overt responses (Feltham and Horton, 2006).

Bandura views verbal representation and imaginable representation of the environment as guiding a person's behavior. Thus, one can use both insight and foresight to solve his or her problems. Learning also occurs through observational learning in a process known as modelling. Therefore, students can acquire competencies such as academic, social, and personal through modelling. The counsellor needs to act as a role model for the student in each of the environments.

The anticipation of self-approval motivates or demotivated behavior. Students can also be motivated to achieve their academic, social, and personal capacities, thus meeting their basic objectives in their institutions of learning. Bandura also observed that learning is controlled by the limit of someone's expected efficacy. Thus, people learn from various environments by being modelled and through emotional contact. Among the environments that Bandura proposed in guidance and counselling and learning new behavior include: modelling, efficacy expectations, and phobia reduction. These processes can be enhanced through guided participation, modelling, and system desensitization.

The Concept of Guidance

Guidance usually involves providing actionable solutions to more general, immediate issues. It is the help all students receive from teachers, parents, community members, and others to assist them in their educational and career development (West Virginia Department of Education, 2011). Ezeji (2001) defined guidance as the help given by a person to another in making choices, adjustments, and solving problems. Denga (2001) saw guidance as a cluster of formalized educational services designed by the school to assist students to achieve self-knowledge or self-understanding, which is necessary for them to attain the fullest self-development and self-realization of their potential. In this study, guidance is the process of helping people make important choices that affect their lives, such as choosing a preferred lifestyle.

Concept of Discipline

Punishment is defined as the use of a negative stimulus to reduce or eliminate indisciplinary behavior such as defiance, noise making, disobedience, unrest, and so on. There are two types of punishment used on children: punishment involving verbal reprimands and disapproval; and punishment involving physical pain, as in corporal punishment.

There are two types of discipline, namely, preventive discipline and corrective discipline. In preventive discipline, an educational manager decides to take an administrative action aimed at encouraging students, teachers, and other school workers to follow the school's laid-down standards, rules, and

regulations. Here, preventive discipline aims at instilling self-discipline among all school participants. Principals, therefore, should at all times strive to attain self-discipline within their organization because it enhances participants' morale and productivity.

Causes of Indiscipline among Secondary School Students

Parental/Home Factor

Most authors regard parents as being of the greatest importance in creating a conducive teaching and learning atmosphere. It seems that the lack of parental involvement is the major cause of disciplinary problems in secondary schools. Some disciplinary problems in our schools today are sometimes a projection or maturation of what began at home. It is in the home that the student should be disciplined and brought up in the right manner. Variation in a student's performance may also be explained by factors such as parental support and parenting style (single or two-parenting system). Another study shows that social background remains one of the major sources of educational inequality. In other words, educational success depends largely on the socio-economic status of one's parents.

Political, Social, and Economic Factors

Schmidt (2003) claims that educators have reported that they are uncertain, confused, and afraid of infringing upon learners' rights and of being accused of misconduct. They say that an overemphasis on learners' rights may lead to a "don't-care attitude" and a disregard for educators' roles in the classroom. This may cause some learners to not strive to excel. Instead, they try to influence their classmates negatively to exhibit the same lack of discipline. Children who experience social alienation from others often misbehave. The political situation in Nigeria is also blamed for children's misbehavior.

School Environment

Every school manager is committed to ensuring that the school provides a safe and orderly environment in which teaching and learning take place each day. Apart from being legally incriminating and apart from being an act of professional misconduct on the part of school personnel, intimacy between a teacher and student poses irrevocable educational, administrative, and disciplinary problems. Therefore, given the changing value system of our society to prologue schooling and adaptation to change in organizational structure, many adolescents respond to social life in a way that is deviant. It is the cause of breaking school rules, examination malpractices, insubordination, etc. Children of rich families are not punished whenever they misbehave, for fear of what their parents would say or do. These are left to drift to such a level that it becomes irrevocably unimportant to call them to order. Some principals or teachers are so greedy and selfish that they tamper with food meant for students. They try to make personal gains at any given opportunity without regard to the student's feelings.

Poor teacher-student relationship

For better or worse, the teacher-student relationship can have a significant impact, for better or worse. The teacher functions more as an employee of the school board. The teacher is the school's parents of their students, both the well-behaved and the misbehaved ones. When a teacher interacts with his students, he fails to play such a fatherly or motherly role and allows himself to be led astray by engaging in mean lifestyles such as harassing the students, quarrelling with them, hurling abusive words at them, publicly humiliating them, sexually harassing the students, and so on. Children of rich families are not punished whenever they misbehave, for fear of what their parents would say. When the teacher is strict on the students, they will not be free to meet the teacher whenever they have problems, and it can lead them to disciplinary acts. Poor student-teacher relationships cause indiscipline among the students.

The Curriculum

The relevance of the curriculum to learners' needs also influences discipline at school. Learners can engage in several forms of deviant behaviour if the curriculum is not able to offer them opportunities for self-development and a sense of personal worth and does not address the aims that are promoted by society. Anyaogu (2011) observed that curriculum planning and physical expansion without adequate and sustainable human and material resources would definitely fail to produce the desired results. Learners

resort to taking matters into their own hands if they believe that the curriculum is irrelevant and boring. Deviant behaviour is always experienced if the curriculum that is offered to learners is irrelevant to their interests and the needs of their communities. As a result, there should be extracurricular activities. Most of these curricula are implemented without considering the needs of the learner.

Peer Group Influence

The peer group influences what the child values, knows, wears, eats, and learns. The extent of this influence, however, depends on other situational constraints, such as the age and personality of children and the nature of the group. There is no doubt that considerable evidence supports the statement that peer relationships influence the growth of problem behaviour in youth. The peer group can demand blind obedience to a group norm, which can result in socially alienated gangs with pathological outlooks. Poor peer relationships were closely associated with social cognitive skill deficits. When a child's family is unable to fully meet his or her needs, other adults who play a significant role in the child's life have extraordinary potential for influencing the child to take charge of his or her life. It is worth noting that peer influence can lead to discipline problems and delinquent behavior both inside and outside of school. It is also clear that one of the major ways that deviant youths become even more deviant is through unrestricted interaction with deviant peers. We can say that criminality is socio-culturally learned in the process of interacting with family members and peers in small, intimate groups. This process includes learning the techniques to commit delinquent acts and developing the rationalizations to protect one's self-concept.

Factors that Hinder Effective Guidance and Counselling

Lack of a legal and policy framework in the Ministry of Education is a factor that hinders effective guidance and counselling services in secondary schools (Ajowi and Simatwa, 2010). They stated that unless this measure is put in place, guidance and counselling will not succeed in promoting students' discipline. Many schools in Koibatek and other parts of the country lack guidance and counselling materials and facilities like books, video tapes, policy and counselling in the administration and management of student discipline in schools.

Nakipodia (2010) explains that most students and teachers do not take corrections seriously from guidance and counselling; hence, even after the termination of the counselling session, students will repeat the same mistake. Too much workload for teachers is another hindrance to effective guidance and counselling (Brinchi and Rukunga, 2009). With the coming of free primary and affordable secondary education, there has been a high enrolment of students and the government has not employed enough teachers. Hence, the few teachers have no time or enough time for counselling.

The imposition of western models that do not reflect African culture, ignorance and conservatism, which lead to the failure to implement guidance and counselling services, lack of trust and scepticism regarding guidance and counselling, have all made effective implementation of guidance and counselling programs difficult. There is no legislation to protect guidance and counselling services and a lack of support from senior management in the government and limited resources for implementation. It is not a secret that guidance and counselling teachers lack private rooms for guidance and counselling in Koibatek Sub-County and many other parts of the country. Privacy is part of the ethical issues of guidance and counselling. Without a private room, no meaningful counselling takes place.

Statement of the Problem

The school system in Nigeria has been faced with several issues that call for concern. Issues like drug abuse, addictions, irresponsible sexual behaviors, and other forms of violence are on the increase. Indiscipline levels in schools have generally gone up. The teacher, in his or her attempt to curb the situation, seems to be infringing on human rights. The Ministry of education has come up with a policy on guidance and counselling methods of containing pupils' behavior in schools. Parents and the general public are weeping for their children's wasted youth. The teacher and councillors seem to be the best people to rescue them. The government has banned the use of canes and other forms of corporal punishment in schools. Recently, the Ministry of Education has put all disciplinary responsibilities on the

shoulders of teacher counsellors. Indiscipline cases in public secondary schools in Rivers State have become a matter of concern in recent years to all stakeholders. Sources from the Education Office (2011) indicated that for the last three years, over ten schools have had major discipline cases that have caused harm to the students, teachers, and resources of unknown value destroyed, and academic performance has been adversely affected. The Students' Discipline Taskforce (2009) recognized the use of guidance and counselling services to manage indiscipline. The question that is left in search of an answer is whether guidance and counseling services will work it all alone and whether it is applicable in an environment where indiscipline cases are on the rise. It is against this background that the researchers examined the effectiveness of guidance and counselling services on students' discipline in public senior secondary schools in Rivers State.

Purpose of the Study

The study examined the effectiveness of guidance and counselling services on students discipline in public senior secondary schools in Rivers State. Specifically, the study sought to determine.

- The extent to which placement service influences students' discipline in public senior secondary schools in Rivers State.
- The extent to which information services enhances students discipline in public senior secondary schools in Rivers State.
- The extent to which follow-up services enhances students' discipline in public senior secondary schools in Rivers State.
- The extent to which referral services influences students' discipline in public senior secondary schools in Rivers State.

Research Questions

- To what extent does placement service influences student discipline towards academic excellence in public senior secondary schools in Rivers State?
- To what extent does information service enhance students discipline in public senior secondary schools in Rivers State?
- To what extent does follow-up service influence students discipline in public senior secondary in Rivers State?

Hypotheses

- There is no significant difference between the mean scores of male and female teachers on the extent to which placement services influences students' discipline towards academic excellence in public senior secondary schools in Rivers State.
- There is no significant difference between the mean scores of male and female teachers on the extent to which information services enhances students discipline in public senior secondary schools in Rivers State.
- There is no significant different between the mean scores of male and female teachers on the extent to which follow-up services influences students discipline in public senior secondary schools in Rivers State.

METHODOLOGY

The study adopts a descriptive survey research design. The population of this study was sixty-eight thousand, eight hundred and ninety-seven (68,897) respondents which comprises of principals, teacher-counsellors and students of public secondary schools in two local government area Obio-Akpor and Element local government area of Rivers State. The researcher used Taro Yamene's formula to determine the sample size of 398. The questionnaires were structured in a five-point ranking scale from Very High Extent to Very Low Extent. Validity of the survey instruments was achieved through peer vetting assessment by knowledgeable professionals on the subject and supervisors' approval. This method is to ensure that the material measure were critically evaluated and measured. The instrument the Pearson product moment correlation formula was used to determine the reliability. The mean, standard deviation

was used to answer the research questions; while the z-test statistic was used to test the null hypotheses at 0.05 level of significance.

RESULTS

Research Question 1: *To what extent does placement service influences students discipline in public senior secondary schools in Rivers Stat*

Table 4.1: Mean Responses on Placement Services Influences Students Discipline Towards Academic Excellence

S/N	Items	Male Teachers			Female Teachers		
		\bar{x}_1	sd_1	Remarks	\bar{x}_2	sd_2	Remarks
1	Counsellor provides information on experiences that increases knowledge of occupation	3.43	0.92	VHE	2.52	0.70	HE
2	Counsellor assists students to enrol in the most appropriate academic course work	3.67	1.02	VHE	3.64	1.01	VHE
3	Counsellor educates students on how to form successful cooperatives after school	2.50	0.70	HE	3.56	1.07	VHE
4	Provision of information in the selection of institution of higher learning	2.19	0.73	LE	2.50	0.71	HE
5	New students are not assisted in any way in the choice of subjects.	1.55	0.93	VLE	1.26	1.05	VLE
	Grand Mean	2.67	0.86	HE	2.70	0.91	HE

The table 4.1 above shows that placement services has a greater influence on students discipline in public senior secondary schools, with grand mean of 2.67 and 2.70 respectively which are both greater than the criterion mean score of 2.50. indicating that placement services influences students discipline towards academic excellence.

Research Question 2: *To what extent does an information service enhance students discipline in public senior secondary schools in Rivers State?*

Table 4.2: Mean Responses on Information Services Enhances Students Discipline

S/N	Items	Male Teachers			Female Teachers		
		\bar{x}_1	sd_1	Remarks	\bar{x}_2	sd_2	Remarks
6	Students are provided with information on physical changes in their body	3.32	0.88	VHE	3.17	0.82	VHE
7	Students receive information on the best way to develop friendship with peers	2.95	0.87	HE	3.37	0.89	VHE
8	Students are helped to become aware of the many occupations to consider after leaving school	3.47	0.93	VHE	3.51	0.95	VHE
9	Provision of information on existing job vacancies	2.85	0.83	HE	2.29	0.72	LE
10	Provision of information regarding financial aid and scholarship.	3.55	1.07	VHE	3.11	0.80	VHE
	Grand Mean	3.23	0.92	VHE	3.09	0.84	VHE

From the table 4.2 above, the mean responses of 3.23 and 3.09 are greater than the criterion mean score of 2.50; indicating that information services enhances students discipline to a greater extent. Indicating that information services enhance students discipline in public senior secondary schools in Rivers State.

Research Question 3: *How does follow-up service influence students discipline in public senior Secondary Schools in Rivers State?*

Table 4.3: Mean Responses on How Follow-Up Services Influences Students Discipline

S/N/Items	Male Teachers			Female Teachers		
	\bar{x}_1	sd_1	Remarks	\bar{x}_2	sd_2	Remarks
11 Counsellor visits students after counselling sessions.	3.58	0.98	VHE	3.75	1.06	VHE
12 Counsellor visits students after resolution of their problems.	3.83	1.09	VHE	3.79	1.08	VHE
13 Counsellor develops plans to trace former students after leaving school.	2.88	0.75	HE	2.50	0.71	HE
14 There is counsellor student relationship after school.	4.00	1.18	VHE	3.28	0.86	VHE
15 There is no contact with former students at any point in time.	3.33	0.72	VHE	2.78	1.08	HE
Grand Mean	3.52	0.94	VHE	3.22	0.96	VHE

The table 4.3 indicates that 3.52 and 3.22 are greater than the criterion mean score 2.50, meaning that, follow-up/evaluation services influences discipline among students. Indicating that follow-up service influence students discipline in public senior Secondary Schools in Rivers State.

Test of Hypotheses

Hypothesis 1. There is no significant difference between the mean scores of male and female teachers on the extent to which placement services influence students' discipline towards academic excellence in public senior secondary schools in Rivers State.

Table 4.5: z- Test Analysis of the Responses on Placement Services Influence Students Discipline

Respondents	N	\bar{x}	Sd	Df	z-cal.	z-crit	Sig.	Remark
Male teacher	270	2.67	0.86	398	-0.29	1.96	0.05	Accepted
Female Teacher	128	2.70	0.91					

Source: Field Survey, 2021

The Table 4.5 above revealed that z-calculated -0.29 is less than z-critical value 1.96 for degree of freedom 298 at 0.05 level of significance. This implies that the differences between male and female teachers was not significant at 0.05. Therefore, the null hypothesis was accepted.

Hypothesis 2. There is no significant difference between the mean scores of male and female teachers on the extent to which information services enhance students discipline in public senior secondary schools in Rivers State.

Table 4.6: z-Test Analysis on the Extent to which Information Services Enhances Students Discipline

Respondents	N	\bar{x}	Sd	Df	z-cal.	z-crit	Sig.	Remark
Male Teacher	270	3.23	0.92	398	1.40	1.96	0.05	Accepted
Female Teacher	128	3.09	0.84					

Source: Field Survey, 2021

From the Table 4.6 above, z-calculated 1.40 is less than z-critical value 1.96 for degree of freedom 298 and 0.05 level of significance. This means that, the differences between male and female teachers was not significant at 0.05. Hence, the null hypothesis was accepted.

Hypothesis 3. There is no significant different between the mean scores of male and female teachers on the extent to which follow-up/evaluation services influence students discipline in public senior secondary schools in Rivers State.

Table 4.7: z-Test Analysis on how Follow-Up/Evaluation Services Influence Students Discipline

Respondents	N	\bar{x}	Sd	Df	z-cal.	z-crit	Sig.	Remark
Male Teacher	170	3.52	0.94	398	1.73	1.96	0.05	Accepted
Female Teacher	128	3.22	0.96					

Source: Field Survey, 2021

The Table 4.7 above demonstrated that z-calculated 1.73 is less than z-critical 1.96 for degree of freedom 298 at 0.05 level of significance. This indicates that there is no significant difference in the mean response of male teachers on how follow-up/evaluation services influences female teacher discipline. Meanwhile, the null hypothesis was accepted.

DISCUSSION OF FINDINGS

Findings on research question one showed that counsellors provide information on experiences that increase knowledge of their occupation. Also, the result in table 4.5 indicates that there is no significant difference between the mean rating between male and female teachers on the extent to which placement services enhance students' discipline in public senior secondary schools for academic excellence. This finding is in line with the view of Okeke (2003), who opined that placement services are very essential at the end of secondary school education, where a student needs to decide on the next step after secondary school. Through placement services, counsellors assist students in selecting subject combinations required for particular courses and choosing the right career.

Findings on research question two proved that students are provided with information on physical changes in their bodies. Also, the result in table 4.6 indicates that there is no significant difference between the mean ratings of male and female teachers on the extent to which information services enhance personal, social, and moral challenges in enhancing students' discipline in public secondary schools. This finding is in agreement with Egbule (2006), who demonstrates that information services have the aim of providing students with better knowledge of educational, vocational, and social opportunities that can be used to make better and well-informed decisions.

Findings on research question three revealed that the counsellor visits students after counselling sessions. Also, the findings in table 4.7 indicate that there is no significant difference between the mean ratings between male and female teachers on the extent to which follow-up services enhance students' discipline in public secondary schools in Rivers State.

CONCLUSION

Based on the data analysis in the study, findings and discussion are made. The researcher concluded that a counselor provides information on experience that increases knowledge of the occupation. The counselor assists students to enrol in the most appropriate academic course work. The researcher also concluded that students are provided with information on physical changes in their bodies. Students are helped to become aware of the many occupations to consider after leaving school. The researcher further concludes that the counselor visits students after counseling sessions. A counselor visits students after resolution of their problems. The researcher also concluded that students are helped to receive outside support concerning personal issues.

RECOMMENDATIONS

- In-service courses should be held for teachers in guidance and counseling on gender issues.
- Individual counselling and not group counselling, especially in mixed schools, should be encouraged to assist individual students.
- There should be an assistant teacher counselor of the opposite gender to the teacher counselor appointed by the principal.

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