

The role of guidance and counselling services in addressing indiscipline among secondary school students in Nigeria

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ABSTRACT

This study examines the correlation between guidance and counselling services and senior students' indiscipline in Ilorin South Local Government Area. The research utilized a correlational approach, collecting data through questionnaires distributed to 150 senior students in selected schools out of 67 secondary schools in Ilorin South LGA. The findings indicate a significant relationship between the availability and effectiveness of guidance and counselling services and the prevalence of indiscipline among senior students. The study revealed that there is a significant relationship between appraisal service and indiscipline among secondary school students in Ilorin South LGA. It also shows that there is a significant relationship between guidance counselling services and senior students' indiscipline in Ilorin South LGA and there is a significant relationship between guidance information service and senior students' indiscipline in Ilorin South L.G.A. The study highlights the importance of these support services in addressing indiscipline issues and emphasizes the need for their proper implementation to foster a disciplined and conducive learning environment. It was recommended that Raise awareness about the importance of guidance and counselling services and reduce any stigma associated with seeking help. Students should feel comfortable seeking assistance without fear of judgment or discrimination.

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Introduction

Guidance and counselling are a crucial tool in the educational line for guiding children away from the harmful notions in a child induced by his/her peers or environment to a positive perspective. Hence, every school needs a guidance counsellor to help modify the children's future through counselling therapy. There is high regard and admiration given to the school guidance counsellor by the students (Brata et al., 2022). Counsellors are expected to become friends with schoolchildren, listen to their complaints and shortcomings, and provide them advice to mould them into the appropriate path for their future endeavours (Nkechi et al., 2016). There are various guidance services that the school guidance counsellor is expected to follow to help solve student's educational problems, these services are the basic elements of the guidance and counselling programs;

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they are the official schedules or steps the school guidance counsellor takes to make guidance and counselling operational and available to students (Lai-Yeung, 2014). These functions in the school setting include appraisal counselling service, information service, planning, placement and follow-up service, orientation service, consulting service, evaluation service and referral service. The necessity for guidance services in the educational system is predicated on the assumption that a person who is aware of himself and his surroundings would be more productive and effective in his endeavours.

The issues of indiscipline in Nigeria have attracted the attention of scholars, researchers, and administrators not only in secondary schools but in almost all the classes of Nigerian schools; indiscipline is found everywhere, people see abnormal things as being normal so very few people care for integrity and honour (Odebode, 2019). Different definitions of indiscipline have been put forth with a focus on society and the perspectives of those who define it. According to Mares (2018), indiscipline is the inability of a group of people to control their behaviour. Ali et al. (2014) revealed that indiscipline is an individual willingly or unwillingly violating the laid down rules of an institution which hampers the smooth running of the institution. According to Bolatito (2018), indiscipline is a pattern of bad behaviour in a person, a group, or a country that leads to favouritism, nepotism, tribalism, excessive sectionalism, enrichment, money accumulation, misuse of power and the exploitation of others for personal gain. Indiscipline in schools and society also extends to examination malpractice, indecent dressing, cultism, area boys, drug abuse and addiction, societal problems, home training corruption, bribery, smuggling, money laundering, drug trafficking, falsification of documents and records, underpayment, deceit, forgery, concealment, aiding and abetting of any kind to the detriment of another person, community, school and society or nations (Amat, 2019).

Students' indiscipline reasons that exist in schools, society, and the psychological state of the student, according to Mohapi (2013) who has attempted to describe the factors. Therefore, it can be said that indiscipline in students has a variety of root causes that come from the society and school they attended as children and are currently attending which have a detrimental impact on their psychological well-being. The issue of indiscipline in Nigerian secondary schools and among the youths has quite often been approved and tackled using so many ways (Egbo, 2015; Omoniyi, 2016). However, the rate at which indiscipline behaviors occur among secondary school students is on the increase and this makes it particularly important for guidance counsellors to sit up to these challenges and see how guidance and counselling services can reduce this menace for the development of students, school and education system in general. The major problem faced by guidance counsellors and counselling as a helping service is the lack of recognition and cooperation among students, teachers, and school administrators (Esere, 2020). In Nigerian secondary schools and among young people, the problem of indiscipline has frequently been acknowledged and addressed in various ways. However, the frequency of indiscipline behaviors among secondary school students is rising, making it crucial for guidance counsellors to confront these issues and consider how counselling services can lessen this threat to the growth of students, schools, and the educational system (Lasode et al., 2017). Lack of acknowledgement and collaboration among students, instructors, and school officials is one of the main issues facing counsellors, guidance counsellors and assistance services.

Based on the above fact, the present research aimed to study the correlation between guidance and counselling services in curbing the menace of student indiscipline among senior secondary school students in Ilorin South Local Government Area. Numerous forms of indiscipline were identified in Nigerian secondary schools depending on the types of schools, school locations nature of students and teachers as well as the availability of counsellors and guidance and counselling in the schools to mention but a few. According to Ali et al (2014), learners in Nigerian secondary schools exhibit the following acts of indiscipline such as examination malpractice, cultism, drug abuse, school dress code and other forms of indiscipline.

Examination malpractices were rare among students in the past due to the availability of qualified staff, well-equipped libraries and relevant learning materials were also available and poverty was not as prevalent in the society, the lack of poverty in the society was one of the factors that attracted the attention of many professionals, including counsellors. Cultism is one of the social crimes committed in universities, polytechnics and colleges of Education and has extended to our secondary schools. The activities of secret cults in our institutions of higher learning have maimed many innocent groups whenever rival groups clash. Cultism is an antisocial or deviant group of people who have unusual religious beliefs and whose activities contravene the norms or social rules of an institution that is meant to provide education for such individuals. Membership, policy, initiation formalities and mode of operation are always done in secret and kept secret with their activities having negative effects on both members and non-members. Drug Abuse or Addiction is another form of indiscipline among students, the majority of the students cannot read unless they take some drugs, and some students smoke excessively or inject drugs. Violation of the School Dress Code includes the habit of wearing anything that deviates from the approved school uniform, for example reducing the length of the school uniform to the length that exposes parts of your body that should be covered, sagging of school trousers, slim fitting of school uniforms excessively etc. Students need to dress appropriately to maintain a positive learning environment and avoid being vulnerable to rape and prostitution. Dressing inappropriately can distract other students and can also be disrespectful to teachers and other staff members. Other forms of indiscipline in secondary schools are characterized by disobedience, drunkenness, rioting, corruption, fighting, harassing or bullying other students and teachers, laziness and quarrelling theft, sneaking, lateness, noise-making, absenteeism, defiance, failure to complete the assignment, sexual harassment, use of abusive language, drug trafficking and possession of pornography, class destruction, damaging school property, violation of school dress code, leaving campus without permission. Roles of each guidance service on students' indiscipline according to [Adeyemi \(2014\)](#) include appraisal service, informative service, counselling service, planning service, placement service, follow-up service, orientation service, evaluation service and referral service. Below are the full explanations of those mentioned instrumental services:

Appraisal Service is a developmental or longitudinal process that involves obtaining, analyzing, storing, and applying a range of objective and subjective social and personal data to help students and school personnel better understand one another and the students themselves. It is sufficient to explain that the appraisal service entails gathering, evaluating and employing several instruments to obtain data that allows students to become self-aware. Through this role, the guidance counsellor helps students recognize their traits, skills and flaws and further enhances their capacity for logical decision-making. This service enables the counselor to provide relevant data that will enable parents, teachers and administrators to understand students to hilly assist in eradicating the indiscipline in such students.

Counselling Service through this feature, a professional counsellor can speak with a student who needs support and be the counselee. This service assists counselees (students) in learning how to properly deal with their reality as well as that of their surroundings within a specific period allotment for the counselling to take place. The foundational service of guidance services facilitates self-awareness and self-development by giving people or groups of people a greater understanding of their contradictory wishes, fears, sentiments and aspirations for personal growth. It eradicates the maladaptive behaviour being exhibited while giving room for privacy and individual reflection.

Informative Service. By providing this, the guidance counsellor may always better educate the school and students about their possibilities for education, careers, and personal and social lives, enabling them to make well-informed judgments. To present students with the knowledge they require to make educated decisions in an increasingly

complex world, this duty entails gathering data from a variety of fields of education and personal-social life. Information services help students become more self-regulatory by assuming more autonomous responsibility.

Planning Service. Planning is the process of determining ahead of time what needs to be done and how. A guidance counselor's responsibility includes assisting students in scheduling their activities. To assist students in accomplishing their objectives, the guidance counsellor helps them realistically arrange their social, educational and career activities. The guidance counsellor can utilize this service to assist students who regularly arrive late for school in improving their time management.

Placement Service. The guidance counsellor is responsible for making placements both within and outside of the classroom. Students can be placed in appropriate classrooms, schools, courses, training programs, or in the context of a school. In addition, he or she can assist with placement for students who will participate in practical, industrial, or attachment training outside of the classroom. The guidance counsellor always has information available that might be used for efficient placement inside or outside the school environment.

Follow-up Service. Using this instrument, the guidance counsellor can assess the services rendered to the client (student). This is a method the counsellor uses to gauge the success of the planning and placement processes. Through this service, the counsellor may observe and assess how the guided or counselled student or students are doing after receiving guidance or counselling.

Orientation Service. The purpose of this function is to acquaint newly enrolled students with the academic environment, resources, challenges, and possibilities at their new school. It is a guidance service that enables the guidance counsellor to help the new students become psychologically stable in the new environment (new school), as they will be encountering new people, administration, rules and regulations and environments that might need adjustment for them to be able to cope perfectly.

Evaluation Service. This helps the guidance counsellor assess how effectively he is managing the educational system. A questionnaire, an observation or an interview can be utilized for conducting the evaluation. These measurement instruments are used to obtain information that will demonstrate if the school's services are up to par. The information acquired will allow the counsellor to enhance the services being offered, adjust, or suspend those whose participation is not having the desired impact, or both.

Referral Service. This involves moving a client or counselee to another professional or institution so that their problem can be appropriately managed. The professional or organization may be located inside or outside of a school. Shertzer & Stone (1976) noted that individuals or organizations outside the school setting are used because they offer specialized services; the guidance counsellor cannot claim to have expertise in all fields of endeavour; therefore, he or she refers clients or counselees on issues outside of his or her area of expertise with their consent. The entire job of a guidance counsellor in a classroom context is to help each student better understand who they are and how to operate well in society. Referral services help in transferring the students to the rightful place where the student can get help, e.g., a student whose situation has gotten more complicated and needs to see a doctor due to the excessive intake of drugs.

Indiscipline problems persist despite supervision and counselling having been implemented in public secondary schools. Ngwokabuenui (2015) revealed that young people delight in luxury and pleasure. They are rude, disrespectful of elders, and disrespectful of those in positions of authority. Parents, educators and religious leaders frequently point the finger at one another for failing to instil good behaviour in children. The education of their children, which they had entrusted to the teachers, has often been abandoned by parents. However, indiscipline cases continue, and Ilorin South Local Government is not exempt. The Ministry of Education has made sure that each school has a teacher-counselor appointed by the Teachers Service Commission. Therefore, the

reason for this study is to determine how guidance and counselling services affect senior students' indiscipline in Ilorin South local government.

The purpose of this study is to determine how discipline among students in public secondary schools in the Ilorin South Local Government is impacted by guidance and counselling services in Ilorin South local government area. To fulfil the purpose of the study the study sought to: (1) examine the relationship between guidance orientation service and senior students' indiscipline in Ilorin South LGA, (2) ascertain the relationship between guidance counselling service and senior students' indiscipline in Ilorin South LGA, and (3) assess the relationship between guidance information service and senior students' indiscipline in Ilorin South LGA. Based on the objectives, the following null hypotheses were generated for this study:

Ho₁: There is no significant relationship between guidance appraisal service and senior students' indiscipline in Ilorin South LGA.

Ho₂: There is no significant relationship between guidance counselling service and senior students' indiscipline in Ilorin South LGA.

Ho₃: There is no significant relationship between guidance information service and senior students' indiscipline in Ilorin South LGA.

Method

This study employed a correlational research design. According to [Ikhsan \(2020\)](#), correlational research designs aim to uncover and describe the connections, associations or links between two or more variables. The population of this study consists of all public senior secondary schools in Ilorin-South Local Government Area, totalling 21 public senior secondary schools. Simple random sampling techniques were used to select 10 schools out of the 21 public senior secondary schools in Ilorin South for the study. Simple random sampling techniques were also used to select 15 students in each school. However, 150 students were randomly chosen from these 10 selected public senior secondary schools in total. Therefore, the total number of students who participated in this study was 150. The study employs an adopted questionnaire titled "Level of Students' Indiscipline Questionnaire" (LSIQ) ([Oduh et al., 2020](#)). The questionnaires consist of two sections, A and B. Section A gathers demographic information from respondents while Section B provide information on the correlation between guidance and counselling services and senior students' indiscipline. The questionnaire designed used a six-point Likert response format to indicate the respondent's degree of agreement or disagreement. They were to react to the items by ticking any of Very often (VO = 6); Often (OF = 5); Occasionally (OC = 4); Rarely (RA = 3); Not at all (NA = 2); Not sure (NS = 1). The data collected from the respondents was subjected to Pearson Product-Moment Correlation (PPMC) statistical analysis to determine the relationship between guidance and counselling services and senior students' indiscipline, between male and female participants of public and private senior secondary school students in Ilorin South Local Government Area.

Results

The relationship between guidance appraisal service and students' indiscipline

Table 1 shows the results obtained from testing hypothesis One. From the table, it is shown that r . calculated = 082, degree of freedom = 148 and Significance = 0.00. Since the significant level is less than 0.05, the null hypothesis is rejected. Thus, there is a significant relationship between appraisal service and indiscipline among secondary school students in Ilorin South LGA.

Table 1. Result of descriptive statistics

Variables	No	Mean	St. Dev.	Df	r. Calc	Sig.	P
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Appraisal Service	150	35.2	2.34				
Indiscipline	150	34.4	3.05	148	0.82	0.00	**

** (Significant at 0.05 critical region)

The relationship between guidance counselling and students' indiscipline

Table 2 shows the results obtained from testing hypothesis two. From the table, it is shown that r . calculated = -0.84 degree of freedom = 148 and Significance = 0.00. Since the significant level is less than 0.05, the null hypothesis is rejected. Thus, there is a significant relationship between guidance counselling services and senior students' indiscipline in Ilorin South LGA.

Table 2. Result of descriptive statistics

Variables	No	Mean	St. Dev.	Df	r. Calc	Sig.	P
Counselling Service	150	34.3	1.42				
Indiscipline	150	34.4	3.05	148	-0.84	0.00	**

** (Significant at 0.05 critical region)

The relationship between guidance information service and students' indiscipline

Table 3 shows the results obtained from testing hypothesis three. From the table, it is shown that r . calculated = -0.95, degree of freedom = 148 and Significance = 0.00. Since the significant level is less than 0.05, the null hypothesis is rejected. Thus, there is a significant relationship between guidance information service and senior students' indiscipline in Ilorin South L.G.A.

Table 3. Result of descriptive statistics

Variable	No	Mean	St. Dev.	Df	r. Calc	Sig.	P
Information Service	150	33.2	2.57				
Indiscipline	150	34.4	3.05	148	-0.95	0.00	**

** (Significant at 0.05 critical region)

Discussion

The first hypothesis revealed that there is a significant relationship between appraisal service and indiscipline among secondary school students in Ilorin South LGA. This result collaborated with the finding of (2012) This study was set to investigate the influence of guidance and counselling services in public secondary school students' discipline in Kabondo Division, Rachuonyo District. A study on student discipline about parent or guardian upbringing should be conducted. The influence of minimal integration of guidance and counselling in selected subjects in the curriculum should be researched. The objective is to curb the long-standing problem of lack of time to practice guidance and counselling.

The second hypothesis showed that there is a significant relationship between guidance counselling services and senior students' indiscipline in Ilorin South LGA. This finding is in line with the work of [Oduh et al. \(2020\)](#) who revealed that the majority of the students agreed that guidance services were available to them in public secondary schools; the majority of the respondents agreed that there were high incidences of indiscipline in public secondary schools in the North Senatorial District of Delta State; there was significant relationship between guidance services and the levels of students' indiscipline in public secondary schools in the North Senatorial District of Delta State.

The third hypothesis revealed that there is a significant relationship between guidance information service and senior students' indiscipline in Ilorin South LGA. This finding was supported by [Vipene and Haliru \(2022\)](#) who revealed that there was a

significant relationship between information services and counselling services on students' discipline in public senior secondary schools in Port Harcourt metropolis. 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 counsellors to receive outside support concerning personal issues.

Guidance and counseling services play a pivotal role in addressing the issue of indiscipline among secondary school students in Nigeria. One primary function of these services is to provide students with a supportive and confidential space to discuss their concerns, challenges, and feelings (Solehuddin et al., 2023). By fostering open communication, counselors can gain valuable insights into the root causes of indiscipline, allowing them to tailor interventions that address the specific needs of individual students (Bhutto et al., 2023). This personalized approach helps create a more conducive learning environment, where students feel heard and understood, ultimately reducing the likelihood of engaging in disruptive behavior.

Furthermore, guidance and counseling services contribute to the development of essential life skills among students, such as emotional intelligence, conflict resolution, and decision-making. Students who are equipped with these skills are better prepared to navigate the challenges they face, both inside and outside the classroom (Rahma et al., 2023). Through workshops, seminars, and one-on-one sessions, counselors can impart these crucial skills and empower students to make positive choices (Psifidou et al., 2021). This proactive approach not only addresses indiscipline but also fosters a sense of responsibility and self-discipline among the student body.

In addition to supporting individual students, guidance and counseling services can collaborate with teachers and school administrators to implement preventative measures and intervention strategies at the institutional level. By conducting regular assessments of the school's disciplinary policies and practices, counselors can identify areas for improvement and work towards creating a more inclusive and supportive school culture (Rosmalina, 2023). Through workshops for teachers and staff, counselors can provide training on effective classroom management techniques and conflict resolution strategies, promoting a positive and respectful atmosphere that discourages indiscipline (Adinda et al., 2023). In this way, the role of guidance and counseling services extends beyond the individual student, contributing to the overall improvement of the school's disciplinary climate.

Conclusion

The research findings demonstrate a noteworthy correlation between guidance and counselling services and senior students' indiscipline in Ilorin South LGA. The presence of well-established and adequately implemented support services, such as appraisal services, counselling services, and information services, is crucial in addressing indiscipline among senior students. The provision of regular appraisal, recognizing students' achievements and highlighting positive behaviors helps create a positive learning environment, promoting students' self-esteem and motivation. Counselling services play a significant role in addressing emotional and psychological challenges, guiding students towards better decision-making, and reducing indiscipline. Moreover, information services that offer access to relevant educational resources contribute to a more informed and disciplined student body. These support services are essential for mitigating indiscipline and fostering holistic development among senior students.

Based on the research findings, the following recommendations are proposed to enhance the effectiveness of guidance and counselling services in addressing senior students' indiscipline in Ilorin South LGA. First, schools should allocate sufficient resources and personnel to the guidance and counselling departments. This includes hiring qualified counsellors and providing them with ongoing professional development

to enhance their effectiveness. Second, implement early intervention and prevention programs to identify at-risk students and address behavioral issues proactively. These programs can focus on character development, conflict resolution, and emotional well-being. Third, involve parents and guardians in the counselling process to create a supportive network for students. Regular communication and collaboration with parents can reinforce positive behaviour both at home and in school. In addition, regularly assess the impact of guidance and counselling services on senior students' indiscipline. Collect feedback from students, teachers, and parents to identify areas for improvement and ensure the services remain effective. Finally, raise awareness about the importance of guidance and counselling services and reduce any stigma associated with seeking help. Students should feel comfortable seeking assistance without fear of judgment or discrimination.

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