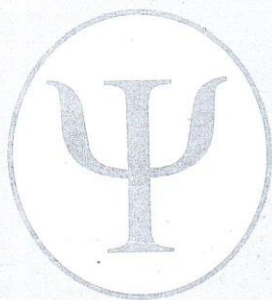


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COUNSELLING NEEDS OF STUDENTS INVOLVED IN INDISCIPLINE AS EXPRESSED BY SECONDARY SCHOOL TEACHERS IN ILORIN METROPOLIS, NIGERIA

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Abstract

Indiscipline among secondary school students in Nigeria has become a major challenge which requires a scientific study and counselling intervention. This study therefore examined the counselling needs of students involved in indiscipline as expressed by teachers. The descriptive research design was adopted and a simple random sampling technique was employed in selecting the respondents for the study. Data analysis was carried out using descriptive and inferential statistics. The hypotheses generated were tested at 0.05 alpha level. The main findings revealed that students who are involved in indiscipline require counselling in areas of compliance with school rules and regulations and obedience to the school authorities. The results also showed that there was no significant difference in the counselling needs of secondary school students involved in indiscipline as expressed by secondary school teachers based on gender and school type. However, a significant difference was found in the respondents' views based on years of professional experience. Based on the findings, it was recommended that, secondary schools should ensure availability of guidance and counselling services and facilities. In addition, there is a real need for parents and teachers to actively participate in educating students on ethical behaviours as this will ensure the reduction of indiscipline in schools.

Keywords: Counselling Needs, Indiscipline and Metropolis.

Introduction

Cases of indiscipline are rampant in some secondary schools in Nigeria. Indiscipline is manifested in forms of lateness to school, disobedience, examination malpractice and bullying (Yusuf, 2008). Nigerian educators, administrators and parents are really concerned about the increasing rate of indiscipline in Nigerian secondary schools, because without discipline, educational enterprise cannot flourish. According to Charles (1996), discipline involves respect to school authorities, observance of school rules and regulations and maintenance of established standards of behaviour. Indiscipline on the contrary, is any act that deviates from societal norms and values. It is a violation of school rules and regulations, which is capable of obstructing the smooth and orderly functioning of the school system (Edem, 2000). A deviant student is an uncontrollable person and he/she can be a source of problem to the school authorities. Discipline is one of the main

attributes of effective schools and many failing schools have been blamed due to their inability to ensure effective control and management.

It has been established that education is a critical tool for the transformation of an individual and the society. Secondary education in Nigeria is aimed at preparing the individual for a useful living within the society and preparation for higher education. For an individual to be able to live a useful life and contribute toward the social, economic and political development of the nation, the relevant skills, values, attitudes, knowledge and competence must be imparted. According to Yahaya, Ramli, Ibrahim and Hashim (2009), indiscipline is a lack of control in the behaviour of an individual or a group of people in a given society. It encompasses more serious violations that may result in the committing of crimes by an individual. Therefore, indiscipline refers to a deviation from prescribed norms whether such norms are mere folkways, matters of etiquette or serious crimes. Zubaida (2009) defined indiscipline as the lack of control in the behaviour of an individual. It is the inability to live in accordance to the set rules and regulations.

Similarly, Nwana (1976) identified disobedience, dishonesty, absenteeism, stealing, drug abuse, sexual offences and truancy as some of the forms of indiscipline usually exhibited by secondary school students. Nwana (1976) further mentioned that lateness to school is also an act of indiscipline among students. Unachukwu and Nwankwo (1995) attributed causes of indiscipline to pressures from peer group, school environment and home. It was further asserted that the lack of parental training was also identified as a cause of indiscipline among students (Akubue, 1991).

Guidance and Counselling services are needed in schools in order to promote good behaviours and enhance academic performance. According to the National Policy on Education (NPE) 2004 Guidance and Counselling services are to be provided in schools in order to reduce ignorance of students about career prospects and to promote personality adjustment. Guidance and counselling reflects a common meaning that includes awareness, assistance and positive change in behaviours. Guidance is defined as the programme of activities designed to benefit students. Blotcher (1974) defined counselling as the process of helping individuals to become fully aware of themselves. Counselling also assists people to identify the ways in which they respond to influences in their environment. Winkel (2005) defined counselling as a relationship between a professionally trained and competent officer and an individual seeking help in gaining greater self-understanding, improved decision making and acquiring behavioural changing skills for problem resolution and development. Counselling provides a safe place for students to talk and process their thoughts, feeling and needs. Counselling is a process in which the counsellor facilitates the expansion of students' view of life, enlarges the repertoire of coping resources and enables them make appropriate choices (Yeo, 1993). Abiri (1996) observed that if the society is not to be plagued by a band/group of disgruntled, frustrated and unrealistic individuals, it is desirable that adequate guidance and counselling and career information be provided, to enable the school and society arrive at a realistic vocational choice for their children/wards with due realization of their

potentialities and effective personality development. This study therefore examines the counselling needs of students who are involved in indiscipline as expressed by secondary school teachers in Ilorin metropolis.

Statement of the Problem

The issue of indiscipline has plagued schools for many years and it has been described as a menace. The act of indiscipline has resulted in poor academic performance and moral decadence. Many students neglected their studies and involved in various academic vices. For example, the rates of absenteeism, vandalism, drug abuse, cultism, armed robbery, kidnapping, prostitution, and rape are common among secondary school students in Nigeria. Indiscipline has militated against effective learning and poor performance of students. This has contributed to the negative outcomes of teaching. There have been various studies on causes of indiscipline among students in schools (Idu, Ojedapo, & Olugbade, 2011; Onyije & Ojedapo 2010). However, little is known about the counselling needs of students who are indiscipline. This has necessitated the researchers to investigate the counselling needs of secondary school students as expressed by teachers.

Research Questions

The following research questions were raised for the purpose of the study:

1. What are the counselling needs of students involved in indiscipline as expressed by secondary school teachers in Ilorin metropolis?
2. Is there any difference in the counselling needs of students involved in indiscipline as expressed by secondary school teachers in Ilorin metropolis on the basis of gender, school type and years of professional experience?

Research Hypotheses

1. *There is no significant difference in counselling needs of students involved in indiscipline as expressed by secondary school teachers based on gender, school type and years of professional experience.*

Methodology

The research design adopted for this study was a descriptive survey which sought data on the counselling needs of students involved in indiscipline. Kerlinger (1979) viewed descriptive survey as a research approach that focuses on people and their beliefs, opinions, perceptions, motivations and behaviours. The study's population comprised of all secondary school teachers in Ilorin metropolis out of which 1000 were randomly selected from 40 schools in Ilorin metropolis. A total of 25 teachers were selected from each of the selected schools and a total of 1000 respondents who fully completed the questionnaire participated in the study.

The instrument used to collect the data for this study was titled "Counselling Needs of Students Involved in Indiscipline Questionnaire" (CNSIIQ). It was designed by the

researchers. The questionnaire was made up of two sections. The first section was designed to obtain demographical information from the respondents. It contained items on gender, religion, highest educational qualification and years of experience. The second section consisted of twenty (20) items on a Four-point Likert Type Scale (i.e. Strongly Agree (SA); Agree (A); Disagree (D); and Strongly Disagree (SD). Respondents were directed to tick the only options they considered appropriate. The validity of the instrument was established by three lecturers in the Department of Counsellor Education, University of Ilorin, Nigeria while test re-test reliability procedure was used to determine the consistency of the instrument.

Results

This section presents the analysed data. The t-test and Analysis of Variance (ANOVA) statistical tools were employed to analyse the hypotheses generated at 0.05 level of significance.

Table 1: Mean Score and Ranking Order of counselling needs of students involved in indiscipline

Item no.	In my opinion, students who get involved in indiscipline need counselling to:	Mean	Rank
1	understand the virtue of discipline.	3.47	1 st
4	have a positive change in behaviour.	3.17	2 nd
14	make them become a positive reference point in the society.	3.16	3 rd
2	be conscious of school rules and regulations.	3.12	4 th
7	set positive role models for them.	3.12	4 th
3	restructure their cognition.	3.09	6 th
5	build the leadership skill of self- control in them.	3.09	6 th
12	develop positive self-concept in them.	3.08	8 th
9	make them become functional members of their society.	3.07	9 th
18	boost their morality.	3.05	10 th
19	understand the relationship between discipline and self actualization.	3.03	11 th
17	facilitate their academic performance.	3.02	12 th
10	facilitate their personal growth and development.	3.01	13 th
6	sensitize them on the consequences of indiscipline.	3.01	13 th
13	assist them to live a fulfilled life.	3.00	15 th
11	gain social acceptance among colleagues.	2.99	16 th
16	orientate them on the benefits of discipline.	2.95	17 th
8	enable them to be good citizens.	2.95	17 th
20	gain self - evaluation skills.	2.93	19 th
15	instil in them the ability to strike a balance between arrogance and assertiveness.	2.92	20 th

Table 1 shows that the respondents ranked items 1, 4 and 14 highly in terms of counselling needs.

Hypotheses Testing

Hypothesis 1: There is no significant difference in the counselling needs of students involved in indiscipline as expressed by secondary school teachers on the basis of gender.

Table 2: Mean, Standard Deviation and t-value on the counselling needs of students involved in indiscipline as expressed by secondary school teachers based on Gender

Gender	N	Mean	SD	Df	Calculated t-value	Critical t-value
Male	660	60.42	5.123	998	1.12	1.96
Female	340	60.04	5.091			

Table 2 indicates that a calculated t-value of 1.12 which is less than the critical t-value of 1.96 at 0.05 alpha level. This shows that there is no significant difference in counselling needs of students involved in indiscipline as expressed by secondary school teachers on the basis of gender. Based on this analysis, hypothesis one was accepted.

Hypothesis 2: *There is no significant difference in the counselling needs of students involved in indiscipline as expressed by secondary school teachers on the basis of school type.*

Table 3: Mean, Standard Deviation and t-value on the counselling needs of students involved in indiscipline as expressed by secondary school teachers based on School Type

School Type	N	Mean	SD	Df	Calculated t-value	Critical t-value
Private	390	60.26	5.062	998	-0.126	1.96
Public	610	60.30	5.150			

Table 3 indicates a calculated t-value of -0.126 which is less than the critical t-value of 1.96 at 0.05 alpha level. This shows that there is no significant difference in counselling needs of students involved in indiscipline as expressed by secondary school teachers on the basis of school type. Thus, the hypothesis was accepted.

Hypothesis 3: *There is no significant difference in the counselling needs of students involved in indiscipline as expressed by secondary school teachers on the basis of years of professional experience.*

Table 4: Analysis of Variance on counselling needs of students involved in indiscipline as expressed by secondary school teachers based on Years of Professional Experience

Years of professional experience	Sum of squares	Df	Mean square	Calculated F-ratio	Critical F-ratio
Between Groups	206.432	2	103.216	3.97	3.00
Within Groups	25912.199	997	25.990		
Total	26118.631	999			

Table 4 indicates a calculated F-ratio of 3.97 which is greater than the critical F-ratio of 3.00 at 0.05 alpha level. The null hypothesis which stated that there is no significant difference in counselling needs of students involved in indiscipline as expressed by secondary school teachers on the basis of years of professional experience was therefore rejected. Since there is a significant difference on the basis of years of professional experience, the Duncan Multiple Range Test (DMRT) was used as a Post-hoc test to determine the group that was responsible for the significant difference in the ANOVA result on Table 4.

Table 5: Duncan Multiple Range Tests on counselling needs of students involved in indiscipline as expressed by secondary school teachers Based on Years of Professional Experience

Years of Professional Experience.	N	Group	
		1	2
11 years and above	220	59.33	
Below 5 years	560		60.19
6-10 years	320		60.82

Table 5 shows that respondents who were 11 years and above had a lower mean (59.33). This is a source of the difference found.

Discussion

Table 1 identified the counselling needs required by students who are involved in indiscipline as expressed by secondary school teachers. Ranked 1st was the need for students to understand the virtue of discipline. This is evident by the highest mean score of 3.47. Ranked 2nd was item 4 with a mean score of 3.17 which stated that counselling is needed to have a change in behaviour. Item 14 ranked 3rd with a mean score of 3.16 and it stated that counselling is essential to make students become a reference point in the society. Items 2 and 7 ranked 4th with a mean score of 3.12 which indicate that students who get involved in indiscipline need counselling. They also need to be conscious of school rules and regulations and to set a positive role model. Moreover, item 13 ranked 15th with a mean score of 3.00 and this indicates that counselling is needed to assist students to live a fulfilled life. Even though item 15, which stated that counselling helps students to strike a balance between arrogance and assertiveness, ranked 20th with a mean score of 2.92. The conclusion is that all the items showed that counselling is essential to curb the act of indiscipline among students.

Hypothesis 1 showed that there was no significant difference in the counselling needs of students involved in indiscipline as expressed by secondary school teachers on the basis of gender. This shows that irrespective of gender, teachers expressed the view that counselling is required to curb indiscipline among the secondary school students. Simatwa (2007) agreed that students who were well guided by teachers will do the right things related to learning and become disciplined and if not properly guided, they cause discipline problems.

The findings of the study also revealed that the type of school did not influence the views of secondary school teachers regarding the counselling needs of students involved in indiscipline. The implication of this is that teachers from both public and private schools in this study agree that counselling is a tool that facilitates the eradication of indiscipline in schools. Similarly, it was reported by Baker and Gerler (2001) that counselling provided by schools significantly reduces indiscipline. Students who participated in a school counselling programme had less indiscipline behaviour.

To ascertain if years of experience of teachers play a role in their perception of counselling needs among students in secondary schools, especially those who were involved in indiscipline, the third hypothesis tested the perception of teachers based on their years of experience. The null hypothesis was however rejected because the results of the ANOVA and DMRT showed that there was indeed a difference in the perception of teachers based on their years of experience (Tables 4 & 5). Experienced teachers have lots of understanding about the value and role of counselling in eliminating indiscipline among students.

Conclusion

Based on the findings of the study, there were no significant differences in the counselling needs of students involved in indiscipline as expressed by secondary school teachers on the basis of gender and school type but there was a significant difference on the basis of years of experience. It is generally viewed by secondary school teachers that the indiscipline of students can be reduced, if proper counselling activities are put in place to guide the conduct of the students in and out of the school.

Recommendations

Curriculum planners should introduce ethics as part of secondary school subjects. This will facilitate the teaching of positive behaviours and create a conducive environment for teaching and learning. This is equally important for the development of a well-rounded individual, who in adulthood will live their lives in accordance to the societal rules and regulations. Counselling centres in schools should be equipped with facilities to strengthen the functions of counsellors while guidance activities should not be left for the counsellors alone. Teachers and parents should also participate in educating the students on the negative effects of indiscipline.

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