

Managing Indiscipline among Junior Secondary School Students through Guidance and Counselling Services for Quality Education in Nigeria

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Abstract

This paper reviewed conceptual framework of on indiscipline and guidance and counseling. Causes of indiscipline in schools, forms and effects of indiscipline were also discussed. Managing indiscipline through guidance and counselling programmes in Nigerian schools. It was recommended that seminars and workshops should constantly be organized for guidance and counselling officers/teachers to improve on their skills and knowledge to render guidance and counselling services for managing indiscipline effectively in schools.

Introduction

The school system is currently surrounded with all forms of indiscipline. Indiscipline could be seen as the manifestation of disruptive behaviour such as noise making in the class, stealing, fighting, aggression, truancy, quarrelling, lying, slandering, eating and chewing gum, chorus answer, lateness to class, wearing dirty and wrong uniforms, bullying, refusal to do assigned tasks, assault, loitering and leaving school without permission (Bark, 2003). Scott (2012) identified the causes of indiscipline to include rejection at home, exposure to aggressive behaviour from television and films, misguidance through reading some text books, lack of moral upbringing, drug abuse, poor teaching methods and inability to carry the

students along on the part of the teacher and school managers, among others. According to Gaustad (2005), discipline is the readiness or willingness of an individual to demonstrate decent and decorous conduct, respect for authority, high sense of responsibility and love for orderliness. Thus, discipline is the manifestation of behavior that is socially agreed as appropriate at a given situation

Indiscipline therefore is a multifaceted phenomenon with disruptive nature devastating affects effective school functioning and quality education. The incidents of indiscipline may be conflicts among peers and conflicts within teacher-student relationship which might be taken on proportions of delinquency and even violence. Rapid sociological changes emanating from modernization and urbanization may contribute to indiscipline in schools. School discipline according to Gaustard (2005) has two main objectives. The first is to ensure the safety of staff and students and the second is to create an environment that is conducive to learning. Acts of indiscipline occasioned by students' misconducts involving violent and criminal behaviour have negative consequences on the goals and quality of education and quality. It is therefore critical to analyze acts of students' indiscipline in schools as well as mitigate strategies for managing the syndrome. Nyaegah (2011) observed that because of many pressures imposed on families; parents tend to have little time with their children to give them the necessary guidance. However, the parents expect the school to provide solutions to various forms of indiscipline in schools. Against this background, school guidance and counselling services have been introduced and applied in schools to assist in overcoming the number of challenges students face both at home and in schools. On the basis of this, this paper aimed at discussing the causes, effects and management of indiscipline in schools for quality educational delivery.

Conceptual Framework

The term "indiscipline" is a household word in Nigeria today. In fact, it is a word that is found in government offices, private sectors, in politics and in all levels of educational institutions.

The trend in secondary schools in the present time is indiscipline of all sorts. The trouble with the term is that every individual may know what they mean when they talk about it, but individual meanings can still differ in a sense, therefore, we will at this juncture present some of the meaning giving to the term by scholar in the literature. Indiscipline according to Timothy (2008) is the direct opposite of discipline which is defined as any act that does not conform to the societal value and norms. Bowman (2004) also defined indiscipline as unruly acts and behaviours, acts of lawlessness and disobedience to school rules and regulation. Student indiscipline has pervade all educational levels causing great concern among education administrators, teachers and stakeholders (Mokaya, Thinguri, Thinguri, & Mosiori, 2015; Njoroge, & Nyabuto, 2014). Student insurgences against authority are increasing in most countries, perhaps because nowadays schools have children from dysfunctional homes, poverty stricken, single parents or teenage parents (Kute, 2014). Parental supervision is also declining day-by-day causing many students to develop low regard towards all forms of authority. It can be summarized that indiscipline is any form of misbehaviour which the students display in the following ways: general disobedient to constituted authority, destruction of school property, poor attitude to learning, abuse of seniority, immoral behaviour, drug abuse, stealing, lateness, truancy, dirtiness quarrelsome, use of abusive or foul languages, rudeness and cultism.

Guidance and counselling as the third force for enhancing quality education is an integral part of educational system. Guidance programmes for students are designed to address their physical, emotional, social, vocational and academic difficulties. Guidance and counseling services complement learning in the classroom and also enhance academic performance or achievements of the students. Guidance plays a vital role in preventing educational, personal, social, mental emotional and other academic related problems among school children. Guidance and counselling therefore is a human oriented programme which is based on helping the individual to define and redefine his/her goals and aspirations in life

pursuits for greater quality and productivity. Bark (2003) defined guidance and counselling as the assistance made available by qualified and trained persons to an individual of any age to help him manage his own life activities, develop his own points of view, make his own decisions and carry his own burden. Generally, students are faced with problems of inappropriate vocational choices, emotional inadequacy and social-personal problems. Guidance and counselling however provides appropriate assistance to students for better understanding and acceptance of their personalities and endowment, proper knowledge of their strengths and weaknesses, attitudes and worth as unique individuals (Arowolo, 2013). Guidance and counselling is also a process of helping people to discover their needs, interests and capabilities in order to formulate their own goals and make plans to realize them.

Several scholars such as Ormrod (2003); Heward (2003); Wadsworth, Milson and Cocco (2004) observed that guidance counsellors are professionals who are trained in psychological perspective to render numerous tangible services to parents, students and teachers. Guidance and counselling therefore can be seen as an assistance given to students by a specially trained guidance counsellor to resolve their educational, vocational and emotional problems. This counsellor has been trained academically to render the services in school and out of school settings, to help his beneficiaries achieve maximally in spite of all limitations. The purpose of guidance and counselling in school according to Bradrock (2001) is to improve academic achievement, foster positive study attitudes and habits, increase acquisition and application of conflict resolution skills, and decrease school dropout and indiscipline. Eliamani, Richard and Baguma (2013) posited that the task of educational guidance and counselling is to enable a student to adjust to his/her studies, improving attitude, and removing barriers toward quality of education and subject mastery.

However, guidance and counselling in educational system was established to help all students to develop their capacities to the fullest. These capacities include intellectual, social,

physical and moral capacities. Lunenburg (2010) states that the aims of guidance and counselling services are similar to the purposes of education in general to assist the students in fulfilling their basic physiological needs, understand themselves and accept their efforts in developing associations with peers, balancing between permissiveness and control in the educational setting, realizing successful achievement and providing opportunities to gain independence. Though, there are different aspect of guidance and counseling, but the focus of the school guidance and counseling is on three major areas which include: Educational, vocational, and personal-social guidance and counseling.

Causes of Indiscipline in Schools

Indiscipline in schools is not an obscure problem or phenomenon that it causes cannot be ascertained. In fact, scholars have carried out extensive studies on it and have been able to identify several factors that have led to its occurrence in our institutions of learning being it locally, nationally and internationally. For instance, Ozigi and Canlan (1979) as cited by Oyetubo and Olaiya (2009) presented seven likely causes of the phenomenon in school and which include: (a) the idea of democracy with its emphasis on the rights and freedom of the individual; (b) the "generation gap" in ideas, beliefs and values about the nature of man, life and society. There is a wide difference of opinion in these matters between the two generations, the young and the old; (c) the high level of sophistication of young men and women compared with that of the old generation; (d) the influence of the media (i.e. the newspaper, the radio and television) which carry regular reports about students power against authority; (e) the failure of the adults, both in society and at school to set standards of good behaviours for young men and women to follow; (f) the failure of many homes to provide basic and essential moral training in the upbringing of the children and the failure of parents to set good examples' and (g) the failure in communication between young men and women insisting on their right and

the authorities who tend to see the issues involved simply from the “official” point of view.

Morongwa (2010) identified the followings among others causes of indiscipline in schools children:

1. Parental/Home Factor: Most authors regard parents as 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. Alidzulwi (2000), points out that many parents are not involved in the education of their children. Disciplinary Measures in Nigerian Senior Secondary Schools: children, causing poor results, high dropout rates, and the absence of discipline in schools (Bowman, 2004). When analyzing the inability of parents to take care of their children on all socio-economic levels and in all racial groups, Rossouw (2003) regards the decline in discipline in most schools as originating from the communities rather than from schools. Stressing that parents show a lack of tolerance and respect towards government authorities as well as towards educators, and some have a *laissez-faire* approach towards their children. Some other factors according to Bowman (2004) are related to the lack of parental involvement in schools that influence discipline are, single parent homes; a lack of parental control at home; the negative influence of television; neighbourhood and community problems that influence the home; and values differences between the home and the school.

2. Political, Social and Economic Factors: Rossouw (2003) claims that educators have reported that they are uncertain, confused and afraid of infringing upon learners’ rights, and of being accused of misconduct. According to Lewis in Scottt (2012), this situation arises within most families where children feel rejected. This finding (the significant relationship between isolation and poor behavior) is supported by Scottt (2012) when he indicates that emotional disconnection from family, friends, and peers results in feelings of isolation and alienation for the child. According to Field and Fields (2006) these feelings experienced by the child may ultimately develop into what is

referred to as „psychological pains , which may cause problems such as physical assault, gang violence, substance abuse, and many others“.

The political situation in Nigeria is also blamed for children’s misbehavior. Rossouw (2003) states that the involvement of the youth in the political stability and national elections in 1999 caused them to develop arrogance towards adults, that is, both educators and parents“. Accordingly, Rossouw in Field and Fields (2006) also blames the political situation of the nineties in Nigeria where the causes of violence in schools were politically motivated.

3. School Environment: Every student has the right to a learning environment free from bullying and intimidation and to feel safe and happy at school. They have a right to be treated fairly and with dignity (Terry, 2001). In addition, every community has rules. The school community is no exception. According to Rowne (2005), the school priorities are designed to ensure that all students are provided with a harmonious environment where they can learn and thrive. Therefore, good discipline in a school is required to ensure that school is able to provide quality education for all students and to guarantee the care and safety of the school community. A harmonious work environment at school increases the chance of students realizing their full educational potential“.

However, a lawless community raises unproductive members for the society. In the same vein, a lawless school environment promotes disciplinary challenges to the school manager and teachers. Students in such school disrespect their fellow students, teachers and community members and engage in protest which promulgates violence, discrimination, harassment, bullying and intimidation, using of weapons, drugs, alcohol and tobacco (Mitchell cited in Rossouw 2003).

4. The Curriculum: The relevance of the curriculum to learners’ needs also influences discipline at school. In research done by Raven in Rossouw (2003) it was ascertained that learners 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 do Disciplinary Measures in Nigerian Senior Secondary Schools: not address the aims that are promoted by society. Rossouw (2003) further maintains that learners resort to taking matters into their own hands if they believe that the curriculum is irrelevant and boring. Accordingly Doveton in Morongwa (2010) indicates that deviant behaviour is always experienced if the curriculum that is offered to learners is irrelevant to their interests and the needs of their communities.

5. 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 (Harris, 1998 in Charles, 2002). 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 (Perry, 1987 in Charles, 2002). Douge in Morongwa (2010) indicated that poor peer relationships were closely associated with social cognitive skill deficits.

According to Seita, Mitchell and Tobin in Charles (2002) "When the family has been unable to fully meet a child's needs, other adults who play a significant role in the child's life have extraordinary potential for influencing the child in taking charge of his or her life". It is worth noting that peer influence can lead to discipline problems and delinquent behaviours both inside and outside 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. Hartung in Morongwa (2010) posited 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.

Forms of Indiscipline in Schools

Several forms of indiscipline acts pervade through every corner among school children. Some occurred within the classroom, some within the school premises, while some others are carried out outside the school premises. Morongwa (2010) observed that three types of misbehavior which are regarded as disciplinary problems for the educator in the classroom include: misbehaviours that inhibit the learner's own learning, misbehaviours by one learner which is disruptive to the learning of another and misbehaviours which are disrespectful, defiant or abusive to the educator.

Charles (2002) and Okola (2005) have identified the following forms of disciplinary problems or indiscipline acts among school children. These include:

1. Defiance to school authority,
2. Classroom disruptive behaviour,
3. Truancy,
4. Fighting,
5. The use of profanity,
6. Damaging school property,
7. Violation of school dress code,
8. Theft/stealing, and
9. Leaving campus without permission.

Effects of Indiscipline on Quality Education

The following are effects of indiscipline on quality education:

1. A learner consistently comes to class late and disrupts the flow of the class,
2. Classroom disruptive behaviours are principal source of teaching and learning problems,
3. He/she talks while the teacher is addressing the class,
4. He/she writes graffiti on school property,
5. Another one continuously calls out in class,
6. One is not listening and asks questions that have already been answered,
7. Another one defies the teacher and refuses to follow instructions,

8. Another one moves around in the class to the point of becoming a distraction and these affect a teacher's ability to function effectively and
9. These indiscipline behaviours sometimes significantly interfere with the learner's own learning and that of others in the class (Egbule, 2006).

Managing Indiscipline through Guidance and Counselling Services in Schools

Human needs and situations necessitate new inventions and programmes. Although guidance and counselling services focused on falling standard of education, career development, contemporary socio-economic issues (unemployment, drug, unstable families, truancy, adjustment problems and the likes) and indiscipline behavior which have necessitated the incorporation of professional guidance and counselling services in education industry. This is due to the fact that guidance and counselling services are safe to apply for holistic development of children's behaviour and humanity in general. Oyieyo (2012) says guidance and counselling plays a pivotal role in students' behavior modification/management and correction in schools and that counselling can be used both as a curative measuring in addressing school discipline and to avert and/or correct indiscipline among students through variety of guidance and counselling programme or services. However, guidance and counselling may provide holistic services in schools to enhance the realization of educational goals as stated in the national policy on education, Federal Republic of Nigeria. For instead, vocational guidance service provides information about job opportunities and factors affecting the job market such as unemployment as well as information technology and international relations.

Mutie and Ndambuki (1999) look at the aims of vocational guidance as having an expanding function, to aid in placing talent where it is needed. Through education guidance, a learner is better informed about the subject they study and subject choices; and that to attain success in one's academic requires learners going an extra mile in their studies, and when the

individual learner is well informed about their academic, vocational and personal-social requirement these will go a long ways in minimizing indiscipline among school children. This kind of knowledge to learner is especially important to the children/youth that are less exposes and limited in their understanding of the world of work and parents, teachers and society are observing and reporting a marked decline in the level of indiscipline and good behaviour among school children. Most of these children generally lack courtesy, respect, self-control, decency, and social etiquette. The values they portray are disrespect toward authority, promiscuity, drug abuse, addiction behaviour and carefree lifestyles (Oyieyo, 2012). A learner in a new school or in a higher level of learning institution is to cope with the new learning environment through guidance and counselling services such as orientation and information services. Learners are helped to develop a better understanding of whom they are and appreciate of their background through appraisal service. Learners are guided on the self-awareness, peer pressure, relationships, personality differences, manners and social etiquette, social roles and responsibility, intra and interpersonal conflict resolutions through personal-social service. Though personal and social guidance service, a student is helped to overcome indiscipline as a quest for 'freedom. This is because indiscipline acts among secondary school students is as a result of a feeling of un-fulfillment, frustration and lack of constructive freedom (Oyieyo, 2012).

1. Education guidance services: This is in an attempt to meet educational needs of students and providing assistance in solving the problems associated with it; the school counselor utilizes some educational services which are designed to expose students to educational opportunities and adjust them to the programme within the school system, these services can be provided to students through a variety of activities; such as academic counselling, organizing orientation programme, study habit inductions and when the students are well exposed to these services, it will help to minimize any forms of indiscipline among school children

2. Vocational guidance service: Several techniques have been devised to also provide vocational services to individuals both within and outside the school setting. In Nigerian secondary school system for instance, the following techniques are used by the counselors in providing vocational services; such as Career Conferences, Field Trips or Excursion, individual vocational counselling and these services will afford students the opportunities to have better vocational aspiration and work towards achieved it (Egbule, 2006).

3. Persona-social guidance service: According to Egbule (2006) cited in Oyieyo (2012) is a service that helps the students to take care of socio-personal problems relating to personality maladjustments. Ugwuebulem and Igbokwe (1996) in Oyieyo (2012) had earlier enumerated the following as the objectives of personal-social guidance and counselling service:

1. To make the school child happy, well-adjusted and self-confident.
2. Identify students' feelings and attitudes towards others and improve on the feelings and attitude especially if they are negative.
3. Identify the nature of students' relationship with friends and associates and ensure that it is a progressive and beneficial one.
4. Help the student to assess and accept himself (Egbule, 2006).

4. Orientation Service: Orientation programmes can also be used generally to state clear guidelines/rules and regulations of the school: According to Deaukee in Kute (2014) one of the most basic and common part of any traditional discipline system is the setting of rules. Everton, Emmer & Worsham in Kute (2014) explained that a rule identifies general expectations or standards for behaviour and added that giving the students a clear set of expectations for what is appropriate will be a major start towards establishing a positive classroom and school environment that would be devoid of unruly behaviour from the students. Clements and Sova in Kute (2014) further added

that rules are the foundation for school conduct or behaviour. It is essential that children understand exactly what behaviours are acceptable in school and which ones are not and this is communicated through clear guidelines and rules, this can be done through/during orientation programme and information services to students from time to time.

5. Referral Service: This is the process whereby a school guidance counselor referred a client to the relevant professional personnel/agencies for better treatment of the client's problems, and this could be apply in school setting in minimize indiscipline among school children, such as Psychologists, security agency, and so on.

More so, no one can gainsay the schools are faced with problems of misconduct and delinquency. These problems need attention, although at the same time, agencies and services have the circumventing these problems. Guidance services have the capacity for preventing some of these problems in schools. Most of these students who benefit from this service engage in productive behaviors, bthis guidance and counselling services are "cluster of formalized educational services taken by the school to make guidance operational and also available to all categories of students". The philosophy underlying guidance services is based on the fact that every student at one time or the other needs help. This help should be rendered unconditionally with empathy, and under a threat-free atmosphere. Scott (2012) said these are technically called guidance services. They include orientation service, appraisal service, placement service, counseling service, information service, referral service, research service, follow-up, evaluation service and all these guidance services can be used sequentially in school system to minimize indiscipline behaviours among students.

Conclusion

From the reviewed, it was discovered that guidance and counselling services has positive impact on effective management of discipline problems in schools. Via guidance

and counseling programmes in the academic institutions, character formation can be achieved. Guidance and counselling programmes enable students to be focused in all school activities and generally in life. Through guidance and counselling services in education system, staff and students are able to deal with some pressing issues/challenges arising from academic, social and physical environment and work towards positive academic achievement in school. In this era, when students/children start schooling at very tender ages at all levels, it is therefore very essential to guide and manage their behavior efficiently. Apparently, they are faced with challenges ranging from personal, social, academic to vocational problems, so they need to be assisted. Guidance and Counselling has the services that will accommodate and manage all these problems so that the students can function, adjust and react appropriately to these behavioural challenges.

Recommendations

This paper recommends that:

1. Guidance and counseling services should be institutionalized in schools to provide relevant services in order to minimize indiscipline among students.
2. Seminars and workshops should constantly be organized for school guidance counsellors and teachers to improve on their skills and knowledge on rendering effective guidance services to address indiscipline among students.
3. Adequate materials and facilities should be provided to enhance effectiveness and service delivery by the school counselor in terms of managing indiscipline among students

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