

## Influence of Guidance and Counselling Services on Students Discipline in Public Secondary Schools in Rivers State

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**Abstract:** *The paper examined the influence of guidance and counseling services on students discipline in public senior secondary schools in Rivers State. Four research questions guided the study and four hypotheses were tested at 0.05 level of significance. The study adopted descriptive survey research design; with a population of 1779, out of which a sample of 317, that is 18% of the target population, 184 are male and 133 are female teachers. Meanwhile, the simple random sampling technique was employed in selecting the respondents. A self-developed questionnaire titled “influence of guidance and counseling services on students discipline in public senior secondary schools” was drafted and coded using a four-point scale of Very High Extent (VHE), High Extent (HE), Low extent (LE) and very Low Extent (VHE). The twenty items questionnaire was dully validated by experts. Test-re-test method was used for the reliability and it yielded reliability co-efficient of 0.73. Out of the 317 copies of questionnaires distributed, only 300 copies were properly filled and returned, 17 copies were either turn or damaged. Mean and standard deviation was used to answer the questions. The hypotheses were tested using z-test statistics at 0.05 level of significance. The findings revealed that guidance and counseling services when properly streamlined would help curb some of the problems students face in schools.*

**Keywords:** *Guidance and Counseling, Discipline, Placement Service, Information Service, Follow-up Service, Referral Service*

### INTRODUCTION

Education is aimed at inducing a change in individuals in some desirable way and add to the knowledge they already possess (Onwuka, 2008). Education is a continuous process that encompasses teaching and learning which commences from birth till death. These processes is what Fafunwa (1987) described as the aggregate by which a child or adult develops the abilities, attitudes and other forms of behaviours which are of positive value to the society in which he lives.

The terms “guidance and counseling” have been conceived internationally in different ways. Jack and Enose (2010), quoting Makinde (2007), defined them as an interaction process co-joining the counselee, who is vulnerable and who needs assistance from the counselor who is trained and educated to give this assistance, the goal which is to help the counselee learn how to deal more effectively with himself and the reality of his environment. According to Herman (2009), guidance and counseling services are designed to help individuals with psychological problems to voluntarily change their behavior and to enable them make wise future decisions;

clarify their ideas, perceptions, attitudes and goals. Therefore, any problem that is an obstacle to a student is an important one and where possible should be dealt with through guidance and counseling. Students' unrests and other forms of indiscipline result from such obstacles when nobody attempts to address them.

Discipline in institutions of learning plays a very important role towards the academic achievement of the students. The style of discipline management strategy focuses not only on stopping an inward behaviour but also modifying it without using punishments by following roles or rewards of any sort. Skenner (2009) defined guidance and counselling as the art of helping boys and girls to plan their own actions wisely in full light of all the facts that can be mustered about themselves and the world in which they live and work. The aim is to help the individual learn to discover his unique personal resources, to develop them properly and use them wisely in pursuit of goals that are satisfying to them and are constructive to the society. One of the goals of education system is the promotion of social justice, morality, social obligation and responsibility (Kilonzo, 2009).

School guidance and counseling programmes have therefore been introduced to assist students overcome the number of challenges they experience at home and at school. Nziramasanga (2009) stated that because of many pressures imposed on the family, parents tend to have little time with their children to give them the necessary guidance. The parents expect the school to provide solutions to the indiscipline in secondary schools caused by their children, Counselling is a process of helping individuals or group of people to gain self-understanding in order to be themselves. Burks and Steffler (2009) saw counselling as a professional relationship between a trained counsellor and a client, Olayinka (2012) defined it to be a process whereby a person is helped in a face-to-face relationship, while Makinde (2013) explained counselling as an enlightened process whereby people help others by encouraging their growth. Counselling is a process designed to help clients understand and clarify personal views of their life, and to learn to reach their self-determined goals through meaningful, well-informed choices and a resolution of problems of an emotional or interpersonal nature. It is believed that every human individual has the potential for self-growth, self-development and self-actualization.

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 to students. Discipline is a rudimentary ingredient that plays a crucial role in school system and insists on upholding the moral values of students. It is intended to suppress, control and redirect behaviour. In a school system all students must be aware of the rules before disciplinary action can be administered (Franken, 2008). 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 which we hope will help younger people to establish sound behavioural 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 intended to explore the influence of guidance and counselling services on students' discipline in Public senior secondary schools in Rivers State. Therefore, it is vital 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 Influence of Guidance and Counselling Services on Students Discipline in Public Secondary School in Rivers State.

### **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 on his or her attempt to curb the situation seems to be infringing on human rights. Ministry of education has come up with a policy on guidance and counseling methods of containing pupils' behaviours in schools. The parents and public at large are crying for their languishing youth. The teacher/counselors seem to be the best person to rescue them. The government has banned the use of canes and other forms of corporal punishments in schools. Recently, Ministry of Education has put all disciplinary responsibilities on the shoulders of the teacher counselors.

Indiscipline cases in public secondary schools in Rivers State have become a matter of concern in recent years to all stakeholders. Sources from Education Office (2011) indicated that for the last three years over ten schools have had major indiscipline cases that have caused harm to the students, teachers, and resources of unknown value destroyed and academic performance had been adversely affected. 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 researcher examine Influence of guidance and counselling services on students' discipline in public senior secondary schools in Rivers State.

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

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

The following research questions guided the study.

1. To what extent do placement services influences student discipline towards academic excellence in public senior secondary schools in Rivers State?
2. To what extent do information service enhance students discipline in public senior secondary schools in Rivers State?
3. To what extent do follow-up service influence students discipline in public senior secondary in Rivers State?
4. To what extent do referral service influence students' discipline in public senior secondary schools in Rivers State?

The following null hypotheses were tested for this study at 0.05 level of significance.

1. 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.
2. 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.
3. 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.
4. There is no significant difference between the mean scores of male and female teachers on the extent to which referral services influences students' discipline in public senior secondary schools in Rivers State.

### **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 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, adjustment and in 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 of 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 Counselling**

Counselling focuses on in-depth discussion of problems and sharing information that aids understanding and future decision making. It refers to the help some individual students receive from credentialed professional to overcome personal and social barriers to learning. (West Virginia Department of Education, 2011). Ifelunni (2003) defined counselling as the assistance that an individual who is trained gives to another to enable such an individual to understand his potentials such as interest, his aptitude, strength and weaknesses. On the other hand, Okeke (2003) defined counselling as a helping relationship involving the counsellor and the client, in which the counsellor uses his professional knowledge and skills to assist the client attain proper development and maturity, improved functioning and ability to cope with life's problems. Counselling is also defined according to Eze (2012), as an inter-personal relationship between a professionally trained individual (counsellor) and a troubled individual (counselee) or individuals (counselees) whereby the former utilises his professional skills to help the latter to be able to solve his educational, vocational and personal social problems.

### **Concept of Guidance and Counselling Services**

Guidance is the help given by one person to another in making choices and adjustments and in solving problems. It is a face to face relationship between the counsellor and the counselee for the purpose of enabling the counselee to resolve his conflicts or problems. 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 therefore provide 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), Reward, (2003), Wadsworth, Milson and Cocco (2004) opined that guidance counsellors are professionals trained in psychological perspective who typically render numerous tangible services to parents, students and teachers. Guidance and counselling can be seen as an assistance given to students by a specially trained guidance counsellor to resolve their educational, vocational and emotional problems. The counsellor has been trained academically to render these services in school and out of school settings, to help his beneficiaries achieve maximally in spite of all limitations. Modo and Inaja (2010) have defined the counsellor as one that is professionally trained in the field of counselling to help clients or students who may be in need of such help. Again Denga (2001) sees the counsellor as manager of a project called client. He says that the counsellor manages the client's educational, vocational and personal-social potentials in a way that the individual becomes useful to himself and the society at large.

## **Theoretical Framework**

### **Social Learning Theory**

Theory of Social Learning by Herbert Bandura (1995) operates on the premises that except for elementary reflexes; people are not born with repertoire of behaviour which they must learn (Bandura, 1995). He further underscored this by contending that new response patterns can either be acquired by direct experience or by observation. The environment is the major source of observable behaviour. The theory postulates that children learn new behaviours largely through modeling. Bandura (1995) argued that a full range of social behaviors from competitiveness to nurturance are learned by watching other people perform those actions. For example, a child who sees his parents arguing or fighting when they are angry is most likely to learn violent ways of solving problems. Based on this theory, there is a conviction that the influences of significant others like biological parents, teachers, and peers can easily be emulated by the youth. In this regard with reference to this study, if peers, teachers, parents and other adults in the school and society use alcohol that provide poor examples and guidance to the youth, then the young people will emulate their behaviour. This theory is relevant to this study because perception is a product of social choices and therefore students can learn different forms of socialization by interacting with their colleagues or mass media or the general public. In turn their perception of life experiences and problems are addressed informally, without utilizing the institutional counseling unit. While in the other hand, those students who has been extensively exposed to guidance and counseling services develop positive perception towards the counselors roles and functions, therefore, there behaviour may be consistent with their transition into universities and colleges.

### **Carl Rogers' client-centered theory (1951)**

Client-centred theory in counseling was propounded by Carl Rogers in 1951. Originally described as non-directive, this theory moved away from the idea that the therapist was the expert, and towards a theory that trusted the innate tendency (known as the actualizing tendency)

of human beings to find fulfillment of their personal potentials. An important part of this theory is that in a particular psychological environment, the fulfillment of personal potential includes sociability, the need to be with other human beings and a desire to know and be known by other people. It also includes being open to experience, being trusting and trustworthy, being curious about the world, being creative and compassionate. The psychological environment described by Rogers was one where a person felt free from threat, both physically and psychologically. This environment could be achieved when being in a relationship with a person who was deeply understanding (emphatic), accepting (having unconditional positive regard) and genuine (congruent).

This theory is related to the present study in the sense that, it stresses the need for an empathic, accepting and genuine environment for a person to 'grow' and be self-actualized. These are supposed to be some of the qualities that the counsellor should possess. When the student is allowed to operate in an environment that is free from 'threat', he becomes more open and self-disclosure and hence a better egalitarian counselling relationship. This could in-turn lead to a change in a more positive behavior that may greatly influence the student's scholastic achievement, and transition to the next level of education, which in the focus of this work.

### **Impact of guidance and Counselling in School Discipline**

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 to students. Discipline is a rudimentary ingredient that plays a crucial role in school system and insists on upholding the moral values of students. It is intended to suppress, control and redirect behaviour. In a school system all students must be aware of the rules before disciplinary action can be administered (Franken, 2009). The concept of matching discipline and guidance and counselling helps to determine the value of guidance and counseling to students in schools. Parents and schools share the responsibility of promoting values and standards which we hope will help younger people to establish sound behavioural codes for their lives, hence they ensure good discipline is maintained among students. Guidance and Counselling creates a free conducive and relaxed atmosphere for interaction and decision making and, generally it has a great bearing to the learner's performance in the examinations. Properly discharged, counselling would minimize drop-outs especially of mature group learner.

There is agreement among experts that there are three major components of guidance and counselling. These are educational guidance, vocational guidance and personal social guidance (UNESCO module 2ODOa). Under these three major areas, there are several guidance and counselling services such as appraisal, information, placement, orientation, evaluation, referral, and follow-up (Denga, 2001). Each of these major components of guidance and counselling alone with their services address students' needs, challenges and problems. The goal of guidance and counselling services is to enable each learner in institutions of learning to derive optimal educational benefits so as to actualize his/her potentialities.

### **Methodology**

This chapter dealt with the method that was used in executing the research. It was divided into the following subheadings. Design of the study, area of the study, population of the study, sample and sampling technique, instrument for data collection, validation of the instrument, reliability of the instrument, administration of the instrument and method of data analysis.

### **Design of the Study**

The Study adopted descriptive survey research design. According to Pay and Pay (2000) descriptive survey design is that which aims at portraying the status quo of an existing situation and give an understanding of the existing phenomenon under study.

### **Area of the Study**

The study was carried out in Rivers State. Rivers State is one of the 36 states in Nigeria. It is divided into three geo-political zones (Rivers East, Rivers West and Rivers South East). It has 23 Local Government Areas and its capital is Port Harcourt.

### **Population of the Study**

The target population of the study comprised 1779 teachers from the 90 public senior secondary schools in Rivers west senatorial district. Out of which 1035 are male and 744 are female teachers.

### **Sample and Sampling Technique**

The sample size was 317, that is 18% of the population drawn with the aid of fluid surveys online sample size calculator. Out of which 184 are male and 133 are female. While, the simple random sampling technique was adopted.

### **Instrument for Data Collection**

The instrument was a self-structured questionnaire titled “Influence of guidance and counseling services on students’ discipline” (IGCSSD). The twenty (20) items questionnaire was drafted using a 4 point scale of very high extent (VHE), high extent (HE), low extent (LE) and very low extent (VLE).

VHE - 4 points

HE - 3 points

LE - 2 Points

VLE - 1 point

### **Validation of the Instrument**

To ensure face and content validity of the instrument, the first copy of the questionnaire was given to the research supervisor and two other experts in the field of measurement and evaluation. Corrections and inputs made were put into consideration by the researcher before the final print out was done.

### **Reliability of the Instrument**

In testing reliability of the instrument, the test-retest method was employed, by that, twenty (20) persons (teachers) were sampled outside Rivers West Senatorial district being the study area. After a period of two weeks, the same persons were retested with the same instrument, thereafter the results were collated and Pearson Product Moment Correlation was used in testing the relationship between the two results and it yielded a reliability index of 0.73.

### **Method of Data Analysis**

The research questions were answered using mean and standard deviation, 2.50 was set as a bench mark for acceptance and rejection. 2.50 and above was considered very high extent while 0 to 2.49 was considered very low extent. While, the hypotheses were tested using the Z-test at 0.05 level of significance.

### **Data Presentation and Analysis**

**Research Question 1:** To what extent does placement services influence students discipline towards academic excellence in public senior secondary schools in Rivers State?

**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	Counselor assists students to enroll 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
	<b>Grand Mean</b>	<b>2.67</b>	<b>0.86</b>	<b>HE</b>	<b>2.70</b>	<b>0.91</b>	<b>HE</b>

*Source: Field Survey, 2019*

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.

**Research Question 2:** To what extent does information services 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	3.47	0.93	VHE	3.51	0.95	VHE

9	school 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
<b>Grand Mean</b>		<b>3.23</b>	<b>0.92</b>	<b>VHE</b>	<b>3.09</b>	<b>0.84</b>	<b>VHE</b>

Source: Field Survey, 2019

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.

**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
<b>Grand Mean</b>		<b>3.52</b>	<b>0.94</b>	<b>VHE</b>	<b>3.22</b>	<b>0.96</b>	<b>VHE</b>

Source: Field Survey, 2019

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.

**Research Question 4: To what extent does referral services influence students' discipline in public senior secondary schools in Rivers State?**

**Table 4.4: Mean Response on the Extent to Which Referral Services Influences Students Discipline**

S/N	Items	Male Teachers			Female Teachers		
		$\bar{x}_1$	$sd_1$	Remarks	$\bar{x}_2$	$sd_2$	Remarks
16	Counsellor does not encourage students to visit other teachers as regard other problems.	1.54	0.93	VLE	2.45	0.71	LE
17	Resource persons are always invited by our counsellor.	3.00	0.77	VHE	3.65	1.02	VHE
18	Students are helped to receive outside support concerning personal issues.	3.63	1.01	VHE	3.21	0.84	VHE
19	Counsellor always identifies students with special needs which require the services of referral sources	3.39	0.90	VHE	2.97	0.77	HE
20	Students are encouraged to visit other professionals for help.	3.27	0.60	VHE	3.37	0.90	VHE
<b>Grand Mean</b>		<b>2.97</b>	<b>0.84</b>	<b>HE</b>	<b>3.13</b>	<b>0.85</b>	<b>VHE</b>

*Source: Field Survey, 2019*

The table 4.4 above demonstrates that referral services influences students discipline a lot with grand mean responses of 2.97 and 3.13 respectively, which are greater than the criterion mean 2.50.

#### 4.2 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
<b>Male teacher</b>	178	2.67	0.86					
				298	-0.29	1.96	0.05	Accepted
<b>Female Teacher</b>	122	2.70	0.91					

*Source: Field Survey, 2019*

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	178	3.23	0.92	298	1.40	1.96	0.05	Accepted
Female Teacher	122	3.09	0.84					

*Source: Field Survey, 2019*

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	178	3.52	0.94	298	1.73	1.96	0.05	Accepted
Female Teacher	122	3.22	0.96					

*Source: Field Survey, 2019*

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.

**Hypothesis 4.** There is no significant difference between the mean scores of male and female teachers on the extent to which referral services influence students' discipline in public senior secondary schools in Rivers State.

**Table 4.8: z-Test Analysis on the Extent to Which Referral Services Influences Students Discipline**

Respondents	N	$\bar{x}$	sd	Df	z-cal.	z-crit	Sig	Remark
Male Teacher	178	2.97	0.84	298	-1.60	1.96	0.05	Accepted
Female Teacher	122	3.13	0.85					

*Source: Field Survey, 2019*

From Table 4.8 above, z-calculated -1.60 is less than z-critical 1.96 for degree of freedom 298 and 0.05 level of significance. This means that the differences between them on how referral

services influences male teacher discipline was not significant at 0.05. Thus, the null hypothesis was accepted.

### **4.3 Discussion of Findings**

Findings from Table 4.1 showed that Counsellor provides information on experiences that increases knowledge of 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 placement services enhances students discipline in public senior secondary schools for academic excellence. This finding is in line with the view of Okeke, (2003), 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 counselor assist students in selecting subjects combinations required for particular courses and choosing of the right career.

Findings from Table 4.2 proved that Students are provided with information on physical changes in their body. 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 information services enhances personal, social and moral challenges in enhancing students discipline in public secondary schools. This finding is in agreement with Egbule (2006), depict 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 from Table 4.3 revealed that 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 follow-up services enhances student's discipline in public secondary schools in Rivers State.

Findings from Table 4.4 indicated that Counsellor always identifies students with special needs which require the services of referral sources. Also, the findings in table 4.8 indicate that there is no significant difference between the mean ratings between male and female teachers on the extent referral services enhances students discipline in public senior secondary schools in Rivers State. This finding is in line with the view of (UNESCO, (1990) opined that Referral does not imply the helper might have failed, but signifies strength on the part of the helper, who recognizes his limitations, and explores opportunities to maximize the help he/she can offer.

### **Summary of the Study**

The study investigated Influence of Guidance and counseling Services on Students Discipline in Public Senior Secondary Schools in Rivers State. The study area was Rivers State. Four Objectives, four Research Questions and four Hypotheses were formulated, postulated and tested at 0.05 level of significance. Most of the variables in the study were defined for clarity purposes. The Social Learning Theory propounded by Bandura (1995), client-centred theory by Carl Rogers 1951 was adopted by the study. This study was anchored on Social Learning Theory. Social Learning theory by Bandura (1995) operates on the premises that except for elementary reflexes; people are not born with repertoire of behaviour which they must learn. This theory is relevant to this study because perception is a product of social choices and therefore students can learn different forms of socialization by interacting with their colleagues or mass media or the general public. Client-centred counseling theory propounded by Carl Rogers in 1951. An important part of this theory is that in a particular psychological environment, the fulfillment of personal potential includes sociability, the need to be with other human beings and a desire to know and be known by other people. It also includes being open to experience, being trust and

trustworthy, being curious about the world, being creative and compassionate.

The study adopted a descriptive survey design and it was carried out in Rivers State of Nigeria. The population was 1779 teaching staff, a total of 317 were sampled using simple random sampling technique. The instrument for the study was questionnaire designed a 4 point scale of Very high Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE). The instrument was face and content validated by the project supervisor and tested for reliability using Pearson Product Moment Correlation Co-efficient method. The instrument was administered by the researcher and two research assistance. The instrument were analyzed with mean and Standard deviation in order to answer the research questions, while z-test statistics was used to test the hypotheses at 0.05 level of significance. The study revealed that guidance and counselling Services when properly streamlined would help curb some of the problem students face in schools. The challenges students face includes: shyness, arrogance, peer pressure, drug addiction, alcoholism, sexual harassment and lack of information. On the part of guidance and counselling officers and non-existence of counselling units in some schools. To enhance and improve guidance and counselling services in the school, more work need to be done to ensure that guidance and counselling is properly accepted and patronized by students.

### **Conclusion**

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

Lastly it was concluded that guidance and counseling services is important in public senior secondary schools and must be offered in the schools. Guidance and counselling services offered were for academic purposes, academic performance often seen in terms of achievement in national examinations seemed to be a primary and guiding factor in school priorities, though psychological and social guidance are also vital. The students who face some personal problems, guidance and counselling has enabled the students to be well disciplined with improved academic performance.

### **Recommendations**

The following recommendations were made based on the findings and conclusions of this study.

1. In-service courses should be held for teachers in guidance and counselling on gender issues.
2. Individual counselling and not group counseling especially in mixed schools should be encouraged to assist individual students.
3. The Ministry of Education should strengthen Guidance and Counselling both at the ministry and school level by providing teacher counsellors to every public school, facilitate their training and provide the necessary resources to enable them perform their duties effectively.

4. Schools should also put in place peer counselling groups, and adopt a system of student mentor's whereby a teacher will be in charge of a specified number of students and will work with them as a parent. All teacher at every level of training should be provided with knowledge and skills in Guidance and Counselling.
5. There should be an assistant teacher counsellor of the opposite gender from the Teacher Counsellor appointed by the principal.
6. All teacher counsellors in school should be trained in counselling. Priority should be given to members of the guidance and counselling team.
7. Time should be set aside for counselling purposes. This should be made clear to all the students and the teachers.

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