

Influence of Guidance and Counselling on Students' Discipline in Secondary Schools in Delta State

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Abstract

The main purpose of this study was to investigate the influence of guidance and counselling on students' discipline in secondary schools. This study is beneficial to teachers and students. The findings of the study will impact positively on the students. They will be of good behaviour. Their academic performance will improve and teachers will have disciplined children in their classes. The study investigated the influence of guidance and counselling on students' discipline in public secondary schools in Delta State. The study adopted descriptive survey design using a questionnaire method of data collection. The sample for the study comprised of 300 secondary school teachers and 74 school counsellors randomly selected from 434 secondary schools in Delta state. The data collected were analysed using the t-test statistics at 0.05 level of significance. The result revealed that there is no significant difference between teachers and teacher counsellors view on the influence of guidance and counselling on students' discipline in public secondary schools; there is no significant difference between teachers and teacher counsellors' opinion on the influence of the approaches used in guidance and counselling on students' discipline in secondary schools. The study recommended among others that guidance and counselling services in public secondary schools should be strengthened in order to promote students discipline in schools; the implementation of the guidance and counselling programmes should be enforced the with a view to compel schools to actualize the discipline among students; teachers should be given time to engage in approaches in guidance and counselling that work, with ample opportunities for peer coaching and refresher courses.

Keywords: influence; guidance and counselling; students'; discipline; secondary schools

INTRODUCTION

Guidance and counselling are essential elements in discipline management of people in all societies even the most primitive societies grew out of the necessity of guiding individual's behaviour patterns in the interest of the group. Society itself could not function without the exercise of discipline. Using guidance and counselling to enhance discipline must be continuously being practiced if people are to work harmoniously for the achievement of common purpose. Agenda & Simatwa (2011) stresses that teachers and school administration have the responsibility of ensuring that students mature steadily along his own personal line. Students are priceless assets and most essential element in education.

According to Egbo (2013), the total development of a child can only take place in an environment conducive for teaching and learning. It is in recognition of the this that all educational services which can promote teaching and learning in schools are given prominent attention by educational planners. Counselling services are among the school educational services. It is believed that guidance and counselling services in school shall develop, assess and improve educational programmes;

enhance teaching and improve the competence of the teacher and reduce cost for the children. School guidance and counselling programmes have therefore been introduced to assist students overcome the number of challenges they experience at home and at school. Ebizie (2016) asserted that as a result 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.

The rapid expansion of student enrolment coupled with inadequate resources to cope with the ever increasing demand for educational provision, had made school management a much more complex and difficult enterprise than a few decades ago (Osakwe, 2013). Student indiscipline had plagued schools leading to series of unrest, destruction of school property, vandalism, sexual abuse, killing and drug abuse just to mention. Traditionally, suspension, expulsion and corporal punishment were popularly used to contain indiscipline. The emotional and psychological status of many learners in secondary school in the 21st century has been vastly affected by various aspects including

substance abuse, teenage issues, violence and early pregnancy among others such factors (Wambui, 2015).

Various strategies have been discussed and enacted by stakeholders in the education sector in an attempt to address issues of students' discipline. On top of these strategies featured the strengthening and streamlining guidance and counselling services in schools as a potent panacea for students' discipline. The terms "guidance and counselling" have been perceived in different ways. Okech & Kimemia (2012) defined them as an interaction process co-joining the counselee, who is trained and educated to give this assistance, the goal being to help the counselee learn to deal more effectively with himself and the reality of his environment. Guidance and counselling services are essential elements in discipline management of people in all societies even the most primitive societies grew out of the necessity of guiding individuals' behaviour patterns in the interests of the group.

For Akinade (2012), guidance and counselling is a process of helping an individual become fully aware of his/her self and the ways in which he is responding to the influences of his/her environment. It further assists him to establish some personal meaning for this behaviour and to develop and classify a set of goals and values for future behaviour. Counselling is a process of helping individuals or group of people to gain self-understanding in order to be themselves. It is a process designed to help clients understand and clarify personal views of their life space, 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 believes that every human individual has the potential for self-growth, self-development and self-actualization (Auni, Jepchirchir & Ong'unya, 2014).

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 (Ajowi & Simatwa, 2010).

Although according to Omoniyi (2016), guidance and counselling was introduced to schools in Nigeria formally in 1961, under the Ministry of Education, it had been engraved in the African traditional society since time memorial. Despite the

recommendations, the use of guidance and counselling services was still wanting in helping curb indiscipline in various schools, which was increasing. It is now vital to borrow the concept of formal guidance and counselling from the western world to meet the social changes in our society. Eliamani, Mghweno & Baguma (2014) laments that due to educational and economic challenges, parents have to grapple with; parents are left with no time to positively parent their children. The result is permissive parenting style, which has its toll on the growing child.

Guidance and counselling as the third force in education along with instruction, is an integral part of educational system. Guidance programmes for secondary school students are designed to address the physical, emotional, social, vocational and academic difficulties of adolescent students (Salgong, Ngumi & Chege, 2016). This is to complement learning in the classroom and also enhance academic performance/achievements of students. Guidance plays a vital role in preventing educational, personal, social, mental emotional and other similar problems among secondary school students (Nakpodia, 2012).

The concept of matching discipline and guidance and counselling helps to determine the value of G&C 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 (Onyango, Aloka&Raburu, 2018). There is great effort made to offer guidance and counselling services to schools but still cases of indiscipline in public secondary schools are reported and Delta State is not exceptional. Despite the emphasis of guidance and counselling programmes as a method of promoting discipline in schools, cases of indiscipline have continued to be reported in Nigerian schools. These include student unrest, arson, theft, smoking, cheating in examinations, drug and substance abuse, bullying and truancy some of which have led to widespread destruction of property and loss of lives. It is against this background that this study investigated the influence of guidance and counselling on students' discipline in secondary schools in Delta State.

Purpose of the Study

The main purpose of this study was to investigate the influence of guidance and counselling on students' discipline in secondary schools. Specifically, the study investigated the influence of guidance and counselling on students' discipline in secondary schools in Delta State.

Significance of the Study

This study will be beneficial to a number of people. Teachers and students, for example will benefit from the findings of the study. Teachers will have disciplined children in their classes. Of course, disciplined children will learn more effectively in the class. Thus, guidance and counselling will effect discipline in the classroom behaviours of the students.

Statement of the Problem

In spite of the implementation of guidance and counselling in public secondary schools' indiscipline issues still exist. The youth indulge in pleasure and luxury. They have bad manners, contempt for authority, and disrespect for older people. It is common to hear parents, teachers and church leaders blaming each other, for failing to teach young people to be well behaved. Many parents have abandoned the teaching of their children which they have entrusted to the teachers (Oyieyo, 2012). The Ministry of Education has ensured that each school has a teacher-counsellor yet indiscipline cases persist and Delta State is not exceptional.

Guidance and counselling services are supposed to help students make realistic choices in behaviour, careers and relationships. The Ministry of Education came up with various strategies of establishing guidance and counselling programmes in schools. The country has invested heavily in terms of human and monetary resources in the implementation of guidance and counselling programmes in educational institutions across the various categories of educational institutions in the country. However, despite this emphasis on guidance and counselling as a method of promoting discipline in schools, it is doubtful that the approach has been able to deal decisively with students' indiscipline, especially at the secondary school level. The country has continued to witness escalating cases of indiscipline in secondary schools as indicated by vices such as; drug abuse, strikes, destruction of school property, truancy, bullying, among others (Ojwang, 2012). It is against this background that this study investigated the efficacy of guidance and counselling on students' discipline in secondary schools in Delta State.

Research Questions

The following questions were used as a guide to this study:

1. To what extent does guidance and counselling services influence secondary school students' discipline in Delta State?
2. To what extent does the approach of guidance and counselling influence students' discipline in secondary schools in Delta State?

Hypotheses

1. There is no significant difference between teachers and teacher counsellors on the influence of guidance and counselling services on students' discipline in public secondary schools in Delta State.
2. There is no significant difference between teachers and teacher counsellors on the influence of the approaches used in guidance and counselling services on students' discipline in secondary schools in Delta State.

REVIEW OF LITERATURE

Concept of Guidance and counselling

Guidance and counselling according to Salgong, Ngumi & Chege (2016) is a practice that had been in existence for a long time and had been passed on from one generation to another. The concept of guidance and counselling carry different but overlapping meaning. They are closely interrelated and cannot be overly separated from one another. In guidance and counselling, these two words generally take on different meanings. The former refers to helping students' whole-person development, while the latter is frequently targeted at helping students with problems. In other words, guidance work is preventive and developmental in nature whereas counselling is more of supportive, remedial work (Lai-Yeung, 2014). According to Oviogbodu (2015) guidance and counselling can be defined as a number of procedures in assisting an individual to solve his problems. It is the interaction or relationship between two or few individuals, the client counsellor relationship of trust (Okech & Kimemia, 2012).

Concept of Discipline

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 (Ajowi & Simatwa, 2010). It refers to self-restraint in individuals for the welfare of all. That is; the control of someone's or one's own emotions and actions for the development of desirable attitudes according to acceptable standards. Discipline in essence according to Kirangari (2014), is obedience, application, energy, behaviour and outward marks of respect observed in accordance with the rules and regulations of a particular institution.

Empirical Studies

Yaworski (2012) in USA established that classrooms encountered a steady change of disciplinary options over the years. Despite the fact that corporal punishment has been banned and teachers have been trained on alternative corrective measures such as guidance and counselling, several behavioural problems were still being experienced in the

classrooms. Ng'eno (2012) reported that students were uncertain on the impact of guidance and counselling services on emotional needs of students. Brown (2013) in New Zealand established that approaches used in guidance and counselling effectively increased positive behaviour, which led to clear and positive communication between teachers and students. Renuka (2013) in India established that counselling was effective in solving students discipline problems and that approaches used in guidance and counselling had positive effect on students' discipline. Deidra (2013) study in America established that guidance and counselling and the approaches used contribute positively to student behaviour and maintains effective student behavioural support. It also confirmed that guidance and counselling influence student discipline. Another study by Nweze & Okolie (2014) in Nigeria revealed that counseling services in schools are instrumental in promoting students discipline. Kirangari (2014) examined the effectiveness of guidance and counselling in managing students' discipline in public secondary schools in Kandara District, Murang'a County. The study adopted a descriptive survey design. The sample comprised of 44 principals and 44 teacher counsellors and 375 students. Data was collected using three questionnaires; teachers, students and head teachers. Data collected was analysed using descriptive statistics such as frequency counts, percentages and means. Results of the study revealed that guidance and counselling was not effective in managing discipline in schools.

Wambui (2015) investigated the effectiveness of guidance and counselling services in secondary schools Kiambu County, Kenya. From the population, the study sampled 15 schools and thus the total sample size yielded a total of 555 respondents. Quantitative data was obtained from the respondents using closed-ended questionnaires while secondary data was collected from observation and other available records. The results showed that guidance and counselling services was effective in managing students discipline in secondary schools; guidance and counselling approaches used influenced students discipline in secondary schools. Kanus (2017) investigated the influence of guidance and counselling services on students' emotional adjustment in secondary schools in The sample size consisted of 184 were male and 183 female teachers. The study collected data through use of questionnaire and interview schedule. Analysis of data collected was done through quantitative and qualitative methods. Findings showed that there existed significant difference on teachers' perceptions of the influence of guidance and counselling services and students' emotional adjustment in secondary schools. Onyango, Aloka & Raburu (2018) investigated the effectiveness of guidance and counselling in the

management of student behaviour in secondary schools in Kenya. A sample size of 28 deputy principals, 28 heads of guidance and counselling and 196 teachers was used. Data was collected using questionnaires, interview schedules and document analysis guides. Descriptive statistics, correlational analysis and thematic framework were used to analyse quantitative data. The study established that there was a correlation between guidance and counselling and the management of student behaviour.

Research Method

This study adopted descriptive survey design. Descriptive study determines and reports the way things are and commonly involves assessing attitude, opinions towards individuals, organizations and procedures. The study population comprised of all teachers and school counsellors in public secondary schools in Delta State. The population consisted of eleven thousand three hundred and forty-two (11342) teachers and four hundred and forty school counsellors in Delta State. The sample for the study comprised of 300 secondary school teachers and 74 school counsellors randomly selected from 434 secondary schools using simple random sampling technique. To carry out the study, the researcher used questionnaires targeting teachers and teacher counsellors. Each questionnaire (one for teachers and one for teacher counsellors) consisted of two sections A and B.

Section A dealt with the demographic information of respondents, while Section B comprised of twenty (20) items and contained statements on the influence of guidance and counselling on students' discipline in secondary schools and approaches used in guidance and counselling to which teachers and teacher counsellors have to indicate their opinion. The items in the questionnaires were measured in the following ways: Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). To determine the reliability of the instruments, the questionnaires were trial tested on thirty (30) teachers and schools not selected for the study. The reliability computed using Cronbach Alpha statistics which gave a value of 0.73 and 0.76 respectively. The direct delivery and retrieval technique was applied through the services of research assistants in administering the instrument to the respondents in schools. The research assistants were also trained to approach the respondents with courtesy and respect so as to secure their attention and cooperation in the administration and collection of the questionnaire. The raw data collected was first examined and organized by the researcher. The data was then analysed using descriptive statistics. (Frequencies and percentage) for the research questions and inferential statistics of t-test was used to analyse the hypotheses at 95% confidence level or $\alpha = .05$.

RESULT

Research Questions

To what extent does guidance and counselling services influence secondary school students’ discipline in Delta State?

Table 1: Influence of Guidance and Counselling on Students’ Discipline

S/N	ITEMS	SA		A		D		SD	
		Freq	%	Freq	%	Freq	%	Freq	%
1	Improvement in discipline	89	23.8	221	59.09	36	9.63	28	7.49
2	Reduces students disciplinary problems	72	19.25	244	65.24	32	8.56	26	6.95
3	Help students to behave according to the school expectation	74	19.79	233	62.3	38	10.2	29	7.75
4	Plays a key role in enhancing student discipline	96	25.67	204	54.55	46	12.3	28	7.49
5	Guidance and counselling has enhanced student discipline	81	21.66	197	52.67	58	15.5	38	10.16
6	Help students to behave according to societal expectation.	44	11.76	70	18.72	70	18.7	190	50.8
7	Help students to avoid self-harming habits and practice	102	27.27	217	58.02	45	12	10	2.67
8	Comparing with the corporal punishment, guidance and counselling is an effective tool in maintaining students discipline	25	6.684	73	19.52	78	20.9	198	52.94
9	Guidance and counselling is an effective tool for managing students discipline in our school	44	11.76	155	41.44	66	17.6	109	29.14

Key: Freq- Frequency, %- Percentage, SD- strongly disagree, D = Disagree, A=agree, SA=strongly agree

From the findings in table 1, 59.09% (221) of the respondents affirmed that guidance and counselling has improved discipline. Similarly, 65.24% (244) of the respondents noted that it reduces students’ disciplinary problems. Guidance and counselling has help students to behave according to the school expectation as shown by 62.3% (233) of the respondents. 54.55% (204) of the respondents agreed that Guidance and counselling play a key role in enhancing student discipline. Besides, 52.67 (197) of the respondents agreed that it has enhanced student discipline. Even so, 50.8% (190) of the respondents strongly disagreed that it has help students to behave according to societal expectation.

Besides, 58.02% (217) of the respondents agreed that guidance and counselling help students to avoid self-harming habits and practice. However, 52.94% (198) of the respondents disagreed that comparing with the corporal punishment, guidance and counselling is an

effective tool in maintaining students discipline. Likewise, 29.14% (109) of the respondents disagreed that guidance and counselling is an effective tool for managing students discipline in our school. Finally, 53.48% (200) of the respondents affirmed that guidance and counselling methods helps to control indiscipline cases among students.

The results shown above suggest that majority of the respondents agreed that guidance and counselling influence students’ discipline in schools, however, there some respondents who disagreed or do not feel that guidance and counselling influence students’ discipline in school.

Research Questions

To what extent does the approach of guidance and counselling influence students’ discipline in secondary schools in Delta State?

Table 2: Influence of Guidance and Counselling Approach on Students’ Discipline

S/N	ITEMS	SA Freq.	%	A Freq.	%	D Freq.	%	SD Freq.	%
1	I employ dynamic interactions of a group of students approach	83	22.19	233	62.3	34	9.09	24	6.417
2	As a counsellor I understands and respects the society created by Students	20	5.348	56	14.97	100	26.7	198	52.94
3	I employ open-ended questions to help the child-clients enter into a dialogue	10	2.674	56	14.97	79	21.1	229	61.23
4	I use student-focused interventions	96	25.67	188	50.27	52	13.9	38	10.16
5	I use of online systems to provide individual and group Counselling	2	0.535	5	1.337	67	17.9	300	80.21
6	As school counsellor use small-group counselling approach	8	2.139	96	25.67	70	18.7	200	53.48
7	Am sensitive to all levels of communication being used by the student being counselled	91	24.33	228	60.96	45	12	10	2.674
8	I use therapeutic interventions approach	94	25.13	197	52.67	56	15	27	7.219
9	I use Nondirective counselling	55	14.71	205	54.81	94	25.1	20	5.348
10	I use one-to-one sessions	76	20.32	207	55.35	67	17.9	24	6.417

Key: Freq- Frequency, %- Percentage, SD- strongly disagree, D = Disagree, A=agree, SA=strongly agree.

From the findings in table 2, it is evident that 62.3% (233) of the respondents employed dynamic interactions of a group of students’ approach which aids in shaping and managing students discipline. Even so, 53.94% (198) of the respondents strongly disagreed that they understand and respect the society created by students. Thus, teachers tend to impose things on the students rather than making use of dialogue since they do not understand the environment created by students. Also, 61.23% (229) of the respondents denied to having employed open-ended questions to help the child-clients enter into a dialogue. On the contrary, respondents agreed that they make use student-focused interventions approach to promote discipline as evidenced by 50.27% (188) of the teacher counsellors. 80.21% (300) of the respondents strongly disagreed that they use online systems to provide individual and group counselling. Contrarily, respondents disagreed that they use small-group counselling approach as shown by 53.48% (200).

Nonetheless, 60.96% (228) of the teacher respondents confirmed that they are sensitive to all levels of communication being used by the student being counselled. In addition, 52.67% (197) of the respondents affirmed that they use therapeutic interventions approach. Further, 54.81% (205) of the respondents confirmed to using nondirective counselling and one-to-one sessions as shown by 55.35% (207) of the respondents. From the aforementioned findings, it is clear that a number of approaches have been put in place to address students’ discipline. And majority of the respondents agreed that guidance and counselling approaches influence students’ discipline in schools, however, there some respondents who disagreed that guidance and counselling approaches influence students’ discipline in schools.

Hypothesis 1

There is no significant difference between teachers and teacher counsellors on the influence of guidance and counselling services on students’ discipline in public secondary schools in Delta State.

Table 3: Analysis of t-test on the difference between teachers and teacher counsellors on the influence of guidance and counselling services on students’ discipline

Groups	N	x	SD	df	t-cal.	t-crit.	Decision
Teachers	300	2.78	1.06				
Teachers Counsellors	74	2.58	1.02	372	1.46	2.04	Not Significant

The table 3 shows the testing of teachers and teacher counsellors views on the influence of guidance and counselling services on students’ discipline in public secondary schools for significance; the result indicates that there was no significant difference in teachers and teacher counsellors view on the influence of guidance and counselling services on students’ discipline in public secondary schools. The analysis shows a no significance result as t-calculated value (1.46) is lesser than the table value of 2.04, the null hypothesis is accepted. Thus, there is no significant difference between teachers and teacher counsellors view on the influence of guidance and counselling services on students’ discipline in public secondary schools in Delta State.

Hypothesis 2

There is no significant difference between teachers and teacher counsellors on the influence of the approaches used in guidance and counselling services on students’ discipline in secondary schools in Delta State.

Table 4: Analysis of t-test on the difference between teachers and teacher counsellors on the influence of the approaches used in guidance and counselling services on students' discipline

Groups	N	X	SD	df	t-cal.	t-crit.	Decision
Teachers	190	2.68	1.30				
Teacher Counsellors	210	2.44	0.91	372	1.50	2.04	Not Significant

The table 4 shows the testing of teachers and teacher counsellors opinion on the influence of the approaches used in guidance and counselling services on students' discipline in secondary schools for significance; the result indicates that there is no significant difference in teachers and teacher counsellors' opinion on the influence of the approaches used in guidance and counselling services on students' discipline in secondary schools. The analysis shows a no significance result as t-calculated value (1.50) is lesser than the table value of 2.04, the null hypothesis is accepted. Therefore, there is no significant difference between teachers and teacher counsellors' opinion on the influence of the approaches used in guidance and counselling services on students' discipline in secondary schools in Delta State.

DISCUSSION OF RESULTS

Considering the result of hypothesis one, the result revealed that there is no significant difference between teachers and teacher counsellors view on the influence of guidance and counselling services on students' discipline in public secondary schools in Delta State. Thus, teachers and teacher counsellors are in agreement that guidance and counselling influence and promoting student discipline in secondary schools. The finding show that, guidance and counselling is effectively used to promote student discipline in secondary schools in Delta state. This was evidenced in teachers and teacher counsellors view on the influence of guidance and counselling services on students' discipline in public secondary schools. The finding is consistent with the findings of Jack & Enose (2010), Samei, (2012), Renuka (2013), Auni, Songok, Odhiambo & Lyanda (2014), Nweze & Okolie (2014), Kimotho, Njoka & Gitumu (2017) and Onyango, Aloka & Raburu (2018) who noted that guidance and counselling is effective in the management of student discipline and behaviour. And that guidance and counselling services are instrumental in the management of students' discipline. The findings also agreed with the previous findings of Mwangi (2014) who reported that guidance and counselling leads to positive attitude towards good value and self-discipline. An indication that guidance and counselling influence students discipline. The same view is shared by Eliamani, Mghweno & Baguma (2014) who in their study reported that the life of a student is moderately influenced by guidance and counselling. However, the finding is in contrast with the studies of Yaworski

(2012), Ng'eno (2012), Kirangari (2014) and Kanus (2017), who in their studies observed that guidance and counselling programmes do not solve all cases of indiscipline in schools.

The result of hypothesis two indicates that no significant difference occurred between teachers and teacher counsellors' opinion on the influence of the approaches used in guidance and counselling services on students' discipline in secondary schools in Delta State. The finding of this study agree with the research findings of Nakpodia (2012), Deidra (2013), Brown (2013), Hansen (2014), Omomia & Omomia (2014), Salgong, Ngumi & Chege (2016) and Onyango, Aloka & Raburu (2018) who observed a no significant difference in respondents' opinion on approaches used in guidance and counselling services on students' discipline in secondary schools. They reported that many positive behaviour and discipline intervention approaches used in guidance and counselling services on students' discipline are instrumental in the management of students' discipline and behaviour. The finding of the study is in contrast with that of Yaworski (2012) and Mbabazi & Bagaya (2013) who reported significant difference in respondents' view on the influence of approaches used in guidance and counselling services on students' discipline in secondary schools. They maintained that the way learners conform to the code of conduct is not dependent upon the approaches used in guidance and counselling. And that discipline problems continue to exist in schools, despite the approaches uses in guidance and counselling.

Auni, Jepchirchir & Ong'unya (2014) added that the approaches used in guidance and counselling exhibits positive behaviour and discipline approaches. All data related to teachers and teacher counsellors' opinion on the influence of the approaches used in guidance and counselling services on students' discipline in secondary schools had no statistical significance. This gives the connotation that the approaches used in guidance and counselling services on students' discipline in secondary schools' guidance and counselling was found to be effective in managing student discipline problems.

CONCLUSION

The findings of the study established that guidance and counselling services influence student discipline in public secondary schools. Additionally, the study further demonstrated that the approaches used in guidance and counselling services influence students' discipline in secondary school. The study findings found out that guidance and counselling and the approaches used in guidance and counselling services was effective and influence student discipline. Guidance and counselling enabled the students to acquire self-esteem and positive discipline in secondary schools.

RECOMMENDATIONS

The following were recommended:

1. Guidance and counselling services in secondary schools should be strengthened in order to promote students discipline in schools.
2. The implementation of the guidance and counselling programmes should be enforced the with a view to compel schools to actualize the discipline among students.
3. Teachers should be given time to engage in approaches in guidance and counselling that work, with ample opportunities for peer coaching and refresher courses.
4. Effective approaches used in guidance and counselling programmes should be put in place as essential part of schools by the school administrators to promote students' discipline.

LIMITATIONS OF THE STUDY

This study has some limitations. The use of counsellors' opinions through questionnaire only to establish the influence of guidance and counselling services on student discipline in public secondary schools limited the applicability of the results if study. Secondly, only public secondary schools were investigated. This also limited the application of the results to public secondary schools.

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