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PERCEPTION OF COUNSELLORS'STRATEGIES IN ERADICATING INDISCIPLINE AMONG STUDENTS IN PUBLIC SECONDARY SCHOOLS IN ONITSHA METROPOLIS OF ANAMBRA STATE, NIGERIA.

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Abstract
Indiscipline among students in Nigerian schools remained a source of concern to stakeholders as it had caused a lot of mental, emotional and physical damage in the society. This study investigated perception of counsellors towards strategies in eradicating indiscipline in public secondary schools in Anambra State. To guide this study, three research objectives which centered on appropriate punishment, posting of guidance counsellors and use of behaviour medications techniques in eradicating indiscipline were framed. The population of the study compared 70 counsellors in public secondary school in Onitsha metropolis. A structured self-developed questionnaire titled "Counsellor's Strategies for Eradicating Indiscipline" (CSEI)" with a reliability co-efficient of 0.89 was used for data collection. Mean and standard deviation statistics were used for data analysis. Results of the analysis revealed that teachers use of effective communication skills, posting of counsellors to schools and behaviour modification techniques can help eradicate indiscipline among our secondary school students. Based on the findings of the study, it is recommended that disciplinary measures with use of trained counsellors as they are in a better position to handle the problem of indiscipline among students.

Key words: Counsellors, Strategies, Eradicating, Indiscipline

INTRODUCTION
Discipline implies making people to obey useful rules and regulations by imposing outside or external control on the individuals conducts. For instance, a student might be told to do something

that he would not naturally like to do, but the task must be performed as a way of discipline for the student and democratic experience of authority by the teacher. According to Zubaidia (2009), discipline is an act of respect for laws and regulations and the maintenance of an established standard of behaviour and ability to imply self-control, restraint, and respect for oneself and others. Adesina in Eneasator (2014) sees discipline as readiness, or ability to respect authority and observe conventional or established laws of the society or any organization. It therefore be said that discipline implies not only the ability of one to exercise self control, but also the ability to respect constituted authority, obey the rules and regulations of the society and conform to the norms of any organization.

Similarly, Redempta (2010) defines discipline as a system of arranging conditions for healthy learning and living. It is important to develop and assume leadership roles, be it good moral standing, and behave well. Thus, for students to understand that they need to behave in an appropriate manner, their socially acceptable behaviour should be consistently reinforced; hence much need to be done in moral upbringing of the students. When student behave well in school, the school environment will be free from vices, illicit, and immoral acts. However, a school with students who do not behave well will lead them to be indiscipline (Trunners, 2002).

Uka in Mmaduewesi, Azubike, Ezeoba& Obi (2016) enumerates attributes of good discipline in the classroom:

i. When the children engage in class activities without anybody disturbing them or nosing into their works.
ii. When class activities are carried out in the right way and at the right time.
iii. When children contribute whole-heartedly to all activities carried out in the class
iv. When the children develop desirable qualities and respect for the individual.

The teacher's authority is the bedrock for the good class management and control. The way a teacher exercise her power over her students could ensure better respect and obedience from the students, without any fear of being punished by the teacher. Therefore for student to be discipline, they need counselling both in our homes and school as well that is why Counselling is seen by Mallum in Nduka-OzO (2011) as "an interpersonal relationship usually between two individuals, a counsellor

and a client in which the principled objectives are the development of the client, the improvement of his welfare and amelioration of his problems".

Counselling is a highly personalized intimate dialogue or interview between a counsellor and a person experiencing some emotional, social, educational, physical and vocational problems. Indiscipline is a great problem facing the effectiveness of work in public and private sectors and in schools system in particular. Indiscipline has generated bribery, corruption, nepotism, hooliganism, absenteeism in the wider society, truancy, wanting destruction of property, cheating, and examination malpractices in schools.

Indiscipline is the negative form of discipline; a behaviour that contradicts the acceptable rules and regulations of the school system. Ede (2008), said that indiscipline could be regarded as an act that does not conform to the societal values and norms. Indiscipline takes many form and shape depending on how it is being carried out in its assorted form. Indiscipline is also a distinctive and undeserving element to progress, training or mode of life in accordance with rules. Consequently, lack of discipline relate to misbehavior in any form. Indiscipline act is that situation where students set aside the school rules and regulations and do whatever they like and leave undone what they are expected to do. Indiscipline is any act that is inconsistent with the set down rules and regulation governing a learning situation.

Orthungur (2003) explains that indiscipline is the absence of one's readiness or ability to regard rules and regulations in society. It refers to the exhibition of behaviours that negate formulated rules and regulations in a given society. Student manifest indiscipline behaviour in various forms; i.e. not arriving school early, truancy, rioting drug abuse, cultism, insulting /assaulting, gambling, fighting, and out of other several unacceptable behaviours. Idu & Ojedepo (2011) highlights disorderliness, smoking, examination malpractices, bullying, disobedience, stealing and dishonesty as part of indiscipline behaviour penetrated by students. Amado and Freire (2009) classify indiscipline into three levels: (1) disobedient acts that disrupt classroom serenity, (2) delinquent acts that can cause quarrel among class member, and (3) rebellious acts that lead to conflict among students and teachers.

Meanwhile, indiscipline is as old as creation .It was responsible for the ejection of the first parents Adam and Eve from the garden of Edem, out of

disobedience and extreme curiously to be like their creator; they tasted or ate the forbidden fruit. The magnitude of the problem among both youths and adults came to such alarming dimension in our society that in 1984 during the military regime of Buhari /Idiagbon, the War against Indiscipline (WAI) was launched and made a national concern.

The WAI was aimed at instilling discipline among the populace. Indiscipline in schools has for some time now attracted the attention of the media and general public. Schools which are fundamentally expected to assist in building up people for the good of the society are now regarded by some people as breeding ground for indiscipline.

When student behave well in school, the school environment will be free of vices, illicit, and immoral acts. However, a school with students who do not behave well will lead them to be indiscipline (Trunners, 2002). Indiscipline is a great problem facing the effectiveness of work in public and private sectors and in school's system in particular. Indiscipline has generated bribery, corruption, nepotism, hooliganism, absenteeism in the wider society, truancy, wanting destruction of property, cheating, dishonesty, armed robbery, lack of accountability neglect of established rules and principles, lack of self control, fraud, cheating, immorality, injustice, embezzlement of public funds and examination malpractices in schools. However, the East Central State handbook on Discipline in Post Primary Institutions in (1978) identified five major causes of indiscipline in schools. They include: causes of indiscipline emanating from the general attitudes of principal/ Headmasters, causes of indiscipline emanating from the behaviour of the tutorial and non-tutorial staff of an institution, causes of indiscipline emanating from the habits, attitudes and practices or idiosyncrasies of students, causes of indiscipline emanating from behaviour or attitudes of parents/ guardians and the general public, causes of indiscipline emanating from other sources.

Nwogwugwu in Ede (2008) opines that in post primary schools, there are fewer riot and violent demonstration but indiscipline rears its ugly head principally in the bullying of juniors by seniors, or leaving the hostel without permission, leaving the school before the closing date or vacation, in retiring the dormitory or hide out during classes and the destruction of school property, lateness to school and truancy, loitering during classes, examination malpractices and falsification of results.

A type of indiscipline common in school system manifests itself in various forms. These include among others:

a. Students' demonstration, both peaceful and violent
b. Deliberate breach of schools' rules and regulations
c. Drug abuse including smoking
d. In-take of alcohol leading to drunkenness
e. Stealing
f. Truancy and delinquency on both the students and teachers
g. Fighting and bullying the younger ones
h. Absenteeism
i. Loitering in the school compounds
j. Bad dressing by both staff and students;
k. Persist lateness to classes and other school functions;
l. Sexual immorality among staff and students;
m. Dereliction of duty of teachers
n. Various forms of examination malpractice and among others

Indiscipline in schools has far –reaching consequences. T he following are some of its effects in the schools system:

i. Closure of schools
ii. Ineffective Achievement of the goals of teaching and learning
iii. Withholding of senior secondary school certificate
iv. Iv. Imprisonment of students
v. Suspension /Expulsion of students
vi. Punitive transfer of principal and teachers.

The guidance counsellor among other things counsel's student /individual on one in one basis in handling of problem or dealing with a behavioural trait and also provides various services that concern causes of indiscipline to the student. A professional counsellor is a trained expert with enough psychology necessary to understand and predict human behaviour. In psychology; he is trained personnel in test construction and administration, practicum, as well as enough theories needed to understand client's problems and being a position to proffer assistance (Ifelunni cited in Umezulike&Eneastor, 2010). Adduced from the above, there is the indication that a professionally trained counsellor is very necessary for the realization of the discipline of students and their well being.

In eradicating indiscipline, the school counsellors have a role to play in maintaining proper discipline in the school as they should also study things that contribute to student's misbehaviors by using different effective techniques

and try to solve this problem as much as possible. Regarding this, Baker &Gerler (2001), added that the counsellor plays the following roles in discipline management; it motivates students to do what is right because they judge it to be right, not simply because they feel obligated or they fear the consequences, it enables the student to posses' vision and discernment which involves sensitivity, judgment and understanding and lead to decisive actions.

The professional counsellor has specialized training and skills in promoting appropriate student behaviour and preventing disruptive student behaviour. The professional school counsellor maintainsnon threatening relationships with students to best promote student achievement and development and serves as a source for school personnel as they develop individual and school wide discipline producers.He also design and implement positive behaviour and intervention support plan for individual students, in collaboration with classroom teachers and other behaviour specialist (Hernandez, 2004).

In view of this, Madziyire (2010) argued that in order to achieve high academic performance, indiscipline must be eradicated among the students. Discipline among learners will help them differentiate between acceptable and unacceptable behaviours and gain control over their acts. Based on this consideration, this research investigating perception of counsellors towards strategies in eradicating indiscipline among students in public secondary schools in Anambra state was conducted.

Statement of the Problem

Indiscipline in schools is a great threat to the society. It has been repeatedly said that the children of today are the leaders of tomorrow. These points suggest that regular study of behaviour of the children must conform to the norms and values of the society so that they do not drift out of the path approved of, which they are part and future hope of the society. Therefore, any society, organization or institution needs orderly and lawful life –style, disciplined life for continued peaceful existence, prosperity and stability. Indiscipline is an act of behaviour disorder and delinquency. In our society today, indiscipline is often the cause of mental, emotional and also physical damage. There an increase in anti-social behaviours in Nigeria society, such as prostitution, cultism, rape, bribery corruption, smuggling, drug abuse, violence and other social vices without any check hardened on the minds of the students.

This situation has been a major concern to parents and those in the school community who suggest that disciplinary strategies be applied by the counsellors and the rapport be created between students and counsellors as a way to solve the problem. Many students in our schools today are found telling lies, stealing, fighting in the class, going against the school rules and regulations, and involvement in risky sexual behaviour. Since these anti-social behaviour are not checked in Nigerian schools, many students have advanced into robbery, bombing, political assassins across the globe. Many families, communities, and even stakeholder are complaining of about the poor academic performances of their students as a result of indiscipline acts.

The counsellor's strategies in eradicating indiscipline can help parents and other stakeholders to achieve the best educational outcomes for students in schools This has prompted research into the process of finding strategies counsellors can employ to eradicate indiscipline and find solutions to curb the problem. Suggestions have been made on how to tackle the problem. Against this background, the study seeks to find perception of counsellor's towards strategies in eradicating indiscipline in public secondary schools in Anambra State.

Objectives of the Study

i. Find out how the use of guidance counsellors can help in eradicating indiscipline among secondary school students

ii. ii. Find out how the uses of effective communication skill by the teacher can help in eradicating indiscipline among secondary school students

iii. Find out how the theuse of behaviour modification techniques can help in eradicating indiscipline among students.

Research Questions

1. To what extent can the use of guidance counsellors to secondary schools can help in eradicating indiscipline among secondary school students in Onitsha metropolis?
2. To what extent can the use of effective communication skill by the teacher help in eradicating indiscipline among secondary school students in Onitsha metropolis?

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3. To what extent can the use of behaviour modification models help in eradicating indiscipline among secondary students in Onitsha metropolis?

METHODOLOGY

This study made use of descriptive survey design. The study area was Onitsha metropolis. The population of the study comprised 70 counsellors in public secondary schools in Onitsha metropolis. The population was used as a sample because of its manageable size, hence there was no sampling. A structured questionnaire titled "Counsellors' Perceived Strategies for Eradicating Indiscipline in Public Secondary Schools (CPSEIPSS)" designed by the researchers was used for data collection. The researchers distributed 20 copies of the questionnaire to counsellors outside the area of the study (i.e. Nnewi Metropolis). After collection, their responses were subjected to a test of internal consistency using Cronbach Alpha statistics which yielded a coefficient of 0.87. Descriptive statistics involving the use of mean and standard deviation were used for data analysis. The instrument was scored on a four point rating scale of Very High Extent (VHE, 4-points), High Extent (HE, 3-points), Low Extent (LE, 2-points) and Very Low Extent (VLE, 1-point). A mean score of 3.0 – 4.0 will be adjudged (VHE), 2.5 – 2.99 (HE), 2.0 – 2.499 (LE), and 0.1.99 (VLE).

RESULTS AND DISCUSSIONS

Results

Research question 1: To what extent can the use how guidance counsellors help in eradicating indiscipline among secondary school students in Onitsha metropolis?

Table 1: Mean ratings of counsellors' perception on how posting of guidance counsellors can help in eradicating indiscipline among secondary school students in Onitsha metropolis:

S/N	Items	N	Mean(X)	S.D	Decision
1	Application of systematic desensitization on the students	70	3.48	0.69	VHE
2	Group counselling procedure	70	3.54	0.62	VHE
3	Application of proximity control	70	3.32	0.51	VHE
4	Inducement/reinforcement	70	3.34	0.72	VHE
5	Individual counselling	70	3.71	0.41	VHE

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Results in Table 1 showed that counsellors agreed on very high extent that posting of guidance counsellors to secondary schools will help in eradicating indiscipline among secondary school students in Onitsha metropolis as indicated across items 1, 2, 3, 4, 5 with mean score of 3.48, 3.54, 3.32, 3.34 and 3.71.By implication, the counsellors perceive posting of guidance counsellors to secondary schools as strategy that will help in eradicating indiscipline among secondary school students in Onitsha metropolis of Anambra State, Nigeria.

Research question 2: To what extent can the use of effective communication skill by the teacher help in eradicating indiscipline among secondary school students in Onitsha metropolis?

Table 2: Mean ratings of counsellors' perception on the use of effective communication skill by the teacher in eradicating indiscipline among secondary school students in Onitsha metropolis

S/N	Items	N	Mean(X)	S.D	Decision
6	Teacher-student relationship	70	3.21	0.77	VEH
7	principal-students effective communication	70	3.24	0.74	VEH
8	Teacher-students discussion of vital issues	70	3.29	0.69	VEH
9	School management organizing orientation and symposiums	70	3.20	0.69	VEH
10	Engaging students in some extra-curricular activities	70	3.23	0.71	VEH

Result on Table 2 showed that majority of the counsellors agreed on a very high extent that the use of effective communication skill by the teacher is a good strategy for eradicating indiscipline among secondary school students in Onitsha metropolis as indicated on items 6, 7, 8, 9, and 10 with respective mean scores of; 3.21, 3.24, 3.29, 3.20 and 3.23. By implication, this means that counsellors perceive the use of effective communication skill by the teacher as a good strategy for eradicating indiscipline among secondary school students in Onitsha metropolis.

Research question 3: To what extent can the use of behaviour modification help in eradicating indiscipline among secondary students in Onitsha metropolis?

Table 3: Mean ratings of counsellors 'perception on the use of behaviour modification in eradicating indiscipline among secondary students in Onitsha metropolis. Behaviour modification:

S/N	Items	N	Mean(X)	S.D	Decision
11	Can help shape behaviour of the students	70	3.24	0.74	VHE
12	Can be used to eliminate the deviant behaviours among students	70	3.29	0.69	VHE
13	Educate the teachers on how to deal with students with deviant behaviours	70	3.20	0.69	VHE
14	Can provide counselling techniques to guide students with disciplinary issues	70	3.23	0.71	VHE
15	Can enlighten the parents on how to deal with their children indiscipline behaviours	70	3.17	0.73	VHE

Results on Table 3 showed that a good majority of the counsellors agreed on a very high extent that use of behaviour modification is a good strategy for eradicating indiscipline among secondary students in public secondary schools in Onitsha metropolis of Anambra State in indicated on items 1, 12 13 14, and 15 with respective mean scores of, 3.24, 3.29, 3.20, 3.23, and 3.17. By implication, the counsellors perceive use of behaviour modification as a strategy for eradicating indiscipline among secondary students' public secondary schools in Onitsha metropolis of Anambra State, Nigeria.

Discussions

The first finding of the study indicated that counsellors considered on a very high extent application of systematic desensitization of the students into group counselling, application of proximity to school, inducement/ reinforcement and individual counselling as strategies for eradicating indiscipline among secondary school students in Onitsha Metropolis of Anambra State. The findings of this study are in line with the findings of Omebe (2004) where he said that the counsellor is in good position to use the behaviour modifying technique to solve the problem of indiscipline among students.

Example of such techniques to use is proximity control. The result indicates that with these strategies, indiscipline among secondary school students in Anambra state and perhaps Nigeria in general can be minimized

The second finding indicated that the counsellors agreed that through use of effective communication approaches such as: teacher-student relationship, principal-students effective communication, teacher-students discussion of vital issues, school management organization of orientation and symposium, and engaging students in some extra-curricular activities will help eradicate indiscipline among them. Ozigi in Ede (2008) agrees with these findings that the use of communication between the teachers and the students can help in reducing indiscipline which the school counsellor will be on the lead of initiating the communication channel. Teachers should not be made to be restive to students. The school counsellor can achieve this, by organizing workshop/ seminars for the school teachers. During such workshops and seminars, the teacher will be exposed to the harmful effect of their communication gap to the student. This implies that through the use of effective communication, the rate of indiscipline among secondary school students in Anambra State in particular by and large Nigeria in general can be minimtzed.

The third finding from this study revealed that through behaviour modifications the rate of indiscipline among secondary school students in Nigeria can be eradicated. This is in line with Sarah (2019), that behaviour modification is the process of changing patterns of human behaviour over the long term using various motivational techniques, mainly consequences (negative reinforcement) and rewards (positive reinforcement).The ultimate goal is to swap objectionable, problematic or disagreeable behaviours with more positive, desirable behaviours.Also, in line with Oyinloye (2001) agrees that behaviour modification could helpto reduce disruptive behaviours in in-school adolescents. Furthermore, he said behaviour modification can be used to eliminate the deviant behaviours among students which among them are indiscipline.

The implication of these findings is that using counsellors in secondary schools, use of effective communication in the school, and adoption proper behaviour modification are strategies that can help in eradicating indiscipline among secondary school students in Anambra state and Nigeria generally.

Counsellors' affirmation to these is indicative of the need for the strategies to adopted and implemented at the secondary and tertiary levels, as it would help in shaping and preparing the youths for quality moral life after school. With the envisaged results, the high rate of indiscipline among Nigerian youths at the secondary school level will reduce.

CONCLUSION

Based on the findings of the study, it was revealed that using counsellors in schools, use of effective communication and behaviour modification are proven strategies to aid in the strive to eradicate of indiscipline among students in secondary schools across Nigeria. It portends therefore, that these strategies should be embraced and vigorously implemented to salvage the young ones from ruining their lives after school.

RECOMMENDATIONS

1. The principal should exhibit leadership style that accommodates both the staff and students in his administration by involving them as much as possible in the daily running of the school and trying to see to their welfare, while at the same time making sure that teachers do their work through effective supervision.
2. Students should be compelled to attend moral classes for more briefing regarding culturing their behaviours to suit societal approved dos and don'ts.
3. The parents should be able to provide basic home training to their children. They should train them to be respectful, obedient and to have the fear of God in themselves.
4. Teachers should be trained by experts in guidance and counselling through seminars and workshops on effective ways of educating the youths, at the secondary and tertiary levels of education, the right behaviours to embrace for useful living in the society.
5. Government through federal and state ministries of education should, as a matter of urgency, prioritize counselling in schools for effective guidance and counselling for the students.
6. Mass media like radio, television and newspapers should assist counsellors and school management in disseminating disciplinary information to orient the students the more on the ills of indiscipline.

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