

ROLE OF COUNSELLING ON INDISCIPLINE AMONG MARIST SECONDARY SCHOOLS STUDENTS IN NIGERIA

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ABSTRACT

Discipline is a highly cherished practice specially in schools. Many schools' authorities strive to put in place some measures to enhance discipline in schools. However, sometimes the measures are not effective in enhancing discipline. Therefore, the purpose of this study was to examine the role of counselling on indiscipline among students in Marist secondary schools in Nigeria. The study examined the prevalence of indiscipline and determined the influence of counselling on indiscipline among students in Marist secondary schools in Nigeria. The research used Bandura's social cognitive learning theory and used a mixed methods research approach and adopted the embedded mixed method research design. The target population was 280 from where a sample of 169 respondents was enlisted through simple random sampling and purposive techniques. However, only 134 respondents were able to participate. The researcher collected data from the respondents using questionnaire for quantitative data and interview guide for qualitative data. The data collected was analysed in relation to the purpose of the study. For the quantitative data, the researcher used frequency tables and percentages. The qualitative data was presented using themes. The findings established that bullying, lateness, stealing and disrespecting teachers were the most prevalent indiscipline behaviours exhibited by students while counselling was used to address indiscipline in the schools. The study recommended that school authorities should strengthen the role of counselling in schools.

Key words: Indiscipline; Counselling

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INTRODUCTION AND BACKGROUND

Indiscipline is one of the things abhorred by parents and teachers which is exhibited sometimes by the young ones in the society. Discipline involves the behaviour of an individual to those around such an individual which is manifested in the character and relationship with others. This character is the positive outcome of the moral values of the society where one finds himself/herself (Kimani, 2013). Discipline is following rules and regulations mapped out in an organization such as school, church and other places where authority is instituted. Therefore, when one violates the rules and regulations in an institution that becomes indiscipline (Hammarfelt, 2018). Discipline does not come by chance but must be practised and nurtured until it becomes natural.

According to Ngwokabuenui (2015) nurturing of good behaviour should be emphasized and incorporated in educational curriculum while moral leadership should be provided in the school by the school authority of which counselling cannot be neglected. Also, counselling is a service provided by a counsellor in a school system for correction of bad behaviours from students and reinforcing positive characters among students (Egenti, 2016).

In Jordan, due to the influx of Syrian refugees there have been a bit of challenge for the school authority in maintaining discipline in the schools between Jordanian children and Syrian refugee children because Jordanian children bullied and abused Syrian refugee children verbally in schools which has resulted to withdrawal of some of Syrian children from schools (Pezzani & Olmedilla, 2017). It is estimated that 70 percent of Syrian refugee students are bullied and verbally abused in schools even though the international community are making efforts to mitigate such behaviour (Pezzani & Olmedilla, 2017).

Qui et al. (2007) carried out a study on students' reaction to classroom discipline in Israel and Australian among pupils and junior students between the ages of 7 to 12 years. The study used a total of 836 pupils and students from Israel and 4183 pupils and students from

Australia. The study shows that having discussion with students which can be termed as group counselling based on the behaviours of the students by their teachers produce a fruitful discipline unlike the use of aggressive verbal punishment by the teachers. Aggression and punishment by the teachers which were used in Australia have affected the students negatively leading to some students leaving schools. Aggression was not used by the teachers in controlling students in Israel according to the study. Also, in both countries the use of extrinsic reinforcement was recognized especially using verbal and referring to students' competency (Lewis et al, 2007).

In Greece, indiscipline in schools is highly frowned at. All the stakeholders are involved in the discipline of the students. Also, the family and cultural background of the children are taken into consideration when dealing with the children because children from broken home or where their needs are not met tend to be aggressive towards others which in turn manifest in the behaviours in the schools leading to indiscipline among the students (Zachos, 2016). Teachers in Greece use motivation method to reinforce good behaviours in the schools and with this the students tend to be happy and motivated to be disciplined. Discussion engagement with students is another highly cherished way of upholding discipline in Greece. This serves as a way of counselling the students to avoid indiscipline in its ramification (Zachos, 2016).

In El Salvador, according to Colegio Internacional De San Salvador (2022) there is a lot of emphasis on avoidance of indiscipline such as bullying, cheating in examinations, lateness to school activities and use of mobile phones in school and out of school negative behaviours. Both parents and students are reminded that every student is expected to respect the rights of others and abide by the school rules and regulations. Otherwise, the school authority and parents are to institute a disciplinary committee that will work to correct the situation. In order to encourage discipline in schools in El Salvador, students are reminded to

see their school counsellors and adhere to school code of conducts (Colegio Internacional De San Salvador, 2022).

According to Andegiorgis (2020) who conducted a research on facilitation of discipline of students in secondary schools in Eritrea confirms the prevalence of indiscipline among students of which both counselling and corporal punishment were used in solving students disciplinary issues in secondary schools even though, the investigation shows that mentoring and student-intervention types of counselling were used to handle indiscipline in the schools but, corporal punishment was more used by the public schools compared to private schools.

According to Malik, Sharma and Sangeeta (2022), counselling is a key aspect of enhancing discipline in secondary schools in Kenya because it helps students to handle various situations that arise in their school lives such as learning how to speak politely and good relationship with their peers. Also, students who benefit from counselling in school are well behaved both in school and at home thereby leading to peaceful coexistence (Githinji, 2021).

Indiscipline in secondary schools in Nigeria is seriously affecting both students and teachers in so many ways and that is why many schools in Nigeria have introduces counselling activities in schools even though many counselling services in some schools are at the level of pseudo-counselling because of lack of competent counsellor in the schools (Egenti, 2020). Some schools that employ the services end up using them for subjects selection instead of extending it to the behaviours formation due to time consuming, thereby resulting to the use of corporal punishment for disciplinary actions (Egenti, 2020). While some use counselling services as prevention of negative behaviours from the students, others use the services as a corrective measure that is after defaulted student must have attended a disciplinary committee of the school (Egenti, 2020).

Indiscipline in schools has become a very big challenge facing many school authorities in schools especially in Nigeria, even though, a lot of strategies are being developed to enhance

discipline in schools. Almost all the schools in Nigeria apply one corporal punishment or the other to the defaulting students yet, it has not eradicated the indiscipline in the schools.

In Nigeria many secondary schools' students are involved in disciplinary problems which includes fighting, disrespect to the teachers and school authorities, stealing, involvement in examination malpractices and breaking the schools' rules and regulations. Marist secondary schools in Nigeria are no exception to this. With the increase in indiscipline among students in the schools, many students are beginning to perform poorly in their academics, some students are suspended from school and school properties are being damaged. Therefore, the schools' authorities have resolved to strengthen the counselling services provided in the school for the purpose of instilling discipline among the students.

THEORETICAL FRAMEWORK

According to Tegan (2022) theoretical framework explains the key concepts in research and shows the relationship using relevant theories. A theoretical framework explains phenomena and thereby shading more light on the topic under study based on existing theories. Therefore, this study was guided by Albert Bandura Social Learning Cognitive Theory.

Social cognitive learning theory was developed by Albert Bandura in the year 1986. It is a learning theory which has come out on the ideas that people learn by watching what others do, and that human thought processes are central to understanding personality. By the mid-1980s, Bandura's research had taken a more holistic bent from social learning theory, and his analyses tended towards giving a more comprehensive overview of human cognition in the context of social learning. The theory he expanded from social learning theory soon became known as social cognitive theory. This theory places a heavy focus on cognitive concepts. It is also focused on how children and adults operate cognitively on their social experiences and

how these cognitions then influence behaviour and development that is observation understanding, predicting and changing human behaviour (Nabavi & Bijandi, 2011).

Social Cognitive Learning Theory remains very relevance to behaviour change especially among the students. The important element that justifies the choice of the theory for this study is that Social Cognitive Learning Theory enhances students' motivation. It suggests that students are more likely to be motivated to learn when they believe that they are capable of achieving their goals. This will be in line with the role of counselling in addressing indiscipline among students. Students who are involved in disciplinary problems can be helped through counselling thereby leading to behaviour change (Yasmi, 2022).

LITERATURE REVIEW

Counselling is an important aspect employed in education system to help in correcting some bad behaviours from students and reinforcing positive characters from well behaved students. Many schools engage the services of qualified counsellors to assist in moulding students' future through counselling processes. Counsellors through their professional services listen to students who express their difficulties and challenges to the counsellors (Egenti, 2016).

Campos and Aparecida (2022) carried a study in Brazil on the perceptions about the undisciplined behaviour of students at school. The study had total population of 550 students while, 167 students were chosen to answer quantitative questions and 24 students participated in the interview questions. Perceptions of students were analysed by combining the qualitative and quantitative data using tables and percentages. From the finding of the study, it explains that there is a sharp different when comparing between behaviours of those students who participate in counselling to those who do not. And so, it is clear that, according to the students' perceptions, those who do not participate in counselling are coming more frequently in undisciplined behaviour than those who participate. The above study was done in Brazil while the current study was done in Nigeria.

In Ghana, indiscipline has been a problematic in many schools. This was contained in the study conducted by Amoah, Adinkrah, Gyanfi and Ayarkwah (2018) on indiscipline in colleges of education in Ghana. The study made descriptive survey and targeted 4 colleges with sample size of 223 respondents comprised counsellors, tutors, and pre-service teachers which were selected through random sampling and purposive sampling. Questionnaires were used in collection of data through quantitate survey after which, they were analysed by Statistical Package for the Social Sciences (SPSS) version 17. The finding shows that 70(100%), 50(100%) and 30(100%) of the respondents from colleges A, B and C respectively agreed that guidance and counselling services in schools help to lessen the impacts of indiscipline among students in schools. The study recommends that guidance and counselling unit in the colleges should strengthen by the school administration in order to help manage indiscipline in the schools. Therefore, the current study examined the role of counselling on indiscipline among students in Marist secondary schools in Nigeria.

In Eritrea, counselling services are employed in managing indiscipline among students in secondary schools. This is found in the study conducted by Andegiorgis (2019) where systematic random sampling and purposive sampling methods were used to obtain a sample of 306 students, 20 teachers, 5 head teachers and 5 counsellors for the study. Convergent parallel mixed method research design was used for the study. Collection of data was done using questionnaire and interview guide. The findings were presented using tables, pie charts and bar graphs, and 75% teachers said that their schools do not have counselling services while 25% of teachers who have, explain the importance of maintaining discipline among students using counselling services.

According to Obadire and Sinthumule (2021) state that all stake holders have a great role to play on the discipline of students including the school counsellors otherwise, any efforts made in school to reduce indiscipline among students will be futile. This was contained in their

research done in South Africa on learner discipline in the post-corporal punishment era whereby counselling in schools are highly recommended due to abolition of corporal punishment in schools. Purposive non-probability sampling technique was used to get the respondents involving principals of 4 secondary schools with their disciplinary committees' coordinators. A qualitative data-collection method was engaged in order to get an in-depth result. The study shows that some factors creating indiscipline in schools are both internal and external which can be corrected through counselling in schools. School authorities are recommended through the study to be actively involved in the discipline of the children by creating a good atmosphere for the school counsellors to carry out their duties well. The study looked at the learner discipline in the post-corporal punishment era while, the current study observed the role of spiritual activities and counselling on indiscipline among Marist secondary schools' students in Nigeria.

In Kenya, Onsoti (2018) conducted a study on influence of peer pressure on form two students' discipline in public secondary schools. The study made use of descriptive survey research design. Questionnaires were used for collection of data and was analysed in a descriptive statistical method using percentages. The target population was 700 students of form two drawn from 7 schools and 7 guidance and counsellors. The sample size was 77 respondents which was gotten by the use of simple random sampling technique. The data collected was analysed using frequencies and percentages presented in tables and graphs. Study findings show that majority of the issues counsellors address in counselling sessions are emanating from peer pressure (Onsoti, 2018). The study was done in Kenya among form two students while the research under study was conducted in Nigeria on the role of spiritual activities and counselling on indiscipline among Marist secondary schools' students in Nigeria.

Gitome et al (2013) conducted a study in Central province of Kenya on correlation between students' discipline and performance in the Kenya certificate of secondary education

and discovers that the students who are not participating in counselling sessions in schools tend to build up tension which they manifest through violent activities if they are not corrected at the early stage. Also, where children are guided properly they will be disciplined both at home and in the school. The study was carried out using a descriptive survey with the following respondents of 114 students, 56 teachers, 20 principals and 34 parents. Goal setting theory was used for the study. In this theory Gitome et al (2013) explains that motivation is the key for an effective progress and can influence the behaviour of an individual once there is a good counsellor who journey with such individual. Therefore, this current study employed embedded in mixed method research design to ascertain the role of spiritual activities and counselling on indiscipline among Marist secondary schools in Nigeria.

Wambua (2017) conducted a research in Kenya on Influence of principals' participatory management practices on student discipline in secondary schools. The study made use of stratified proportionate sampling to get 118 principals, 108 teachers and 1534 student leaders as the sample for the study from boys' schools, girls boarding, mixed day and boarding and day schools. Using interview guide, data was collected from the teachers and principals while questionnaire was used for students. Student mentorship was examined in the study as a way of reducing indiscipline issues among students. It helps students cope with isolation, anger and frustrations which are the roots of indiscipline among students. The study findings showed that where there is student mentorship program runs by the competent counsellor, students tend to uphold discipline at a higher degree. Also, leadership mentorship has contributed in the reduction of failure of students to attend to their duties, increased respect for the competent authorities and among students themselves, substance abuse and prevalence of missing of lessons. The reviewed study assessed mentorship as way of instilling discipline among students. Thus, the present study researched on the role of counselling on indiscipline among students in Nigeria.

According to Redempta (2010) explains in her study methods used in mitigating indiscipline among students in public secondary schools and the challenges facing discipline in the secondary schools in Kenya which range from bullying, drug abuse to lack of seriousness from students. The ex-post facto approach with the target of 6 principals, 177 teachers and 6 head prefects were used for the study from which 5 head teachers 132 teachers and 5 head prefects were sampled randomly. Questionnaires were distributed to the principals, teachers and head prefects for collection of data after pilot testing for the validation of the instrument. To tackle the issue of indiscipline in the schools, the findings from the study recommend strengthening of counselling services in schools since many teachers are becoming fed up with application of punishment. Also, teachers emphasised on inclusive decision-making approach in order to foster discipline among students. The reviewed study made suggestion on enhancing discipline in secondary schools in Kenya while, the present study looked at the role of spiritual activities and counselling on indiscipline among boarding students in Nigeria.

Guidance and counselling in schools has enhanced personal development and good moral among many students especially in Nigeria. These are contained in the research conducted by Egenti (2016) in Nigeria using secondary method of data collection which involved gathering information from various publications, periodicals, newspapers, magazines and journals. The study shows that guidance and counselling help students to identify and realise their potentials which in turn reduce indiscipline among students. Also, teachers are assisted through training got by the counsellor to be more efficient in their duties. The reviewed study made use of secondary data collection hence did not get first-hand information from schools.

In conclusion, it is obvious that many studies have been done on counselling on indiscipline among students both at the global level and regional level. These studies have actually offered an insight on the impact of counselling on indiscipline on students' behaviour.

However, only few have done related studies and some that have semblance are done not in the same place, as was considered in the current study at Marist secondary schools in Nigeria.

Also, many studies done on mitigation of indiscipline among students have not used the theory of the current study. Therefore, the gap created by not using the theory has been filled by this study as the researcher has employed the use of Albert Bandura's social cognitive learning theory thereby taking into consideration the prevalence of indiscipline among the target population.

Furthermore, reviewed studies have made use of different research designs such as ex-post facto approach, case study, descriptive survey, multistage, cross-sectional as observed by the researcher while the current study used a mixed methods research approach and adopted the embedded mixed method research design thereby bridging the gap created by the reviewed studies by not using embedded mixed method research design.

In Nigeria, the current study has not been done in terms of the topic, location and target population. Therefore, the need to carry out the research was very important as it has filled the above gaps mentioned and gave way for more research works.

METHODOLOGY

This study employed a mixed methods approach which involved the researcher combining quantitative and qualitative approaches to a single study. The study also adopted the embedded mixed research design. The study was limited to Marist secondary schools in Nigeria. The schools are in the 5 states of the 36 states in Nigeria and located at the north central region, south eastern region and federal capital of Nigeria.

The target population of this study is 280 and was drawn from Marist secondary schools in Nigeria, targeting the senior secondary two students, their teachers, principals and school counsellors. Simple random sampling and purposive sampling methods were used to get the sample size. Using simple random sampling, the researcher numbered the senior students two

and selected them at random since every student had likelihood of being selected for the study. Also, teachers were selected using simple random sampling while the selection of urban, semi-urban and rural schools, the administrative members such as principal and counsellor were selected using purposive sampling. According to Iddon (2022) the sample size was gotten using Yamane formula (1967) with the confidence level at 95% and the margin error at 5%.

Sample Size

Schools	Students population	Students sample	Teachers population	Teachers sample	Administrative staff
School A	125	66	13	13	2
School B	60	32	12	12	2
School C	54	30	10	10	2
	239	128	35	35	6

Furthermore, research instruments were used for gathering information or data needed for the study. Research instruments are tools for collecting data from the sample (Annum, 2014). There are different types of research instruments, but the researcher made use of standardized questionnaires and interview guide for this study. The goal of this instrument was to collect detailed information from respondents, primarily through a questionnaire and an interview guide.

The first component of the questionnaire asked respondents to provide demographic details like age, gender and class. There were three sections altogether. The prevalence of indiscipline was the main topic of the second section. The third discussed how counselling might help with indiscipline. However, as a mixed method research design, the study used an interview guide to collect qualitative data, allowed for a more in-depth understanding role of counselling on indiscipline among students in Marist secondary schools in Nigeria.

FINDINGS

Prevalence of Indiscipline among Students

Table 1

Prevalence of Indiscipline

Statements	SA		A		U		D		SD	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
My parents do not bother me on what I watch on TV and social media	3	2.9	12	11.7	3	2.9	28	27.2	57	55.3
My parents do not always punish me when I do wrong	0	1.0	5	4.9	2	1.9	31	30.1	64	62.1
My parents often quarrel when I am being corrected either at home or in school.	1	1.0	2	1.9	8	7.8	22	21.4	70	68.0
The school authorities do not give due attention to students' grievances	18	17.5	15	14.6	15	14.6	27	26.2	28	27.2
Partiality in decision by teachers on students in the school	20	19.4	21	20.4	21	20.4	24	23.3	17	16.5
High level of handedness by Teachers' on Students	14	13.6	25	24.3	34	33.0	20	19.4	10	9.7
Abolition of corporal punishment in school by government makes student to behave unruly	26	25.2	16	15.5	20	19.4	19	18.4	22	21.4
Insincerity on the government political leaders in keeping their promise on education matters makes students to behave unruly	32	31.1	26	25.2	21	20.4	12	11.7	12	11.7
Inadequate provision of laboratory and workshop equipment makes students to behave unruly	28	27.2	18	17.5	18	17.5	22	21.4	17	16.5

Evil communication corrupt good manner	74	71.8	14	13.6	5	4.9	3	2.9	7	6.8
My association with school friends has often make me stay away from school	2	1.9	11	10.7	11	10.7	20	19.4	59	57.3
The company of friends has contributed to most of the bad decision I made	17	16.5	23	22.3	17	16.5	17	16.5	29	28.2

On the question ‘my parents do not bother me on what I watch on TV and social media,’ 2.9% said strongly agree, 11.7% said agree, 2.9% said undecided, 27.2% said disagree and 55.3% said strongly disagree. From the Likert scale, the highest percentage of students strongly disagree which implies that their parents check mate what they watch on TV and social media. This is in line with the research done by Nechtem (2021), which opines that parents monitor what their children watch to avoid having a reduced attention span and ability to focus due to their reliance on technology. This is evident in classrooms, where teachers are opting for shorter lesson plans to accommodate students becoming easily distracted.

On the question, ‘my parents do not always punish me when I do wrong,’ 2.9% said strongly agree, 4.9% said agree, 1.9% said undecided, 30.1% said disagree, 62.1% said strongly disagree. Majority of the students strongly disagreed hence, there is prevalent of indiscipline among the students of which their Parents try to control through punishment. These findings agree with those of Afifi, Mota and Dasiewicz, (2012) who explained that evidence shows that spanking and other physical punishments, while nominally for the purpose of child discipline, inconsistently applied, often being used when parents are angry.

On the question, ‘my parents often quarrel when I am being corrected either at home or in school,’ 1.0% said strongly agree, 1.9% said agree, 7.8% said undecided, 21.4% said disagree, 68.0% said strongly disagree. More than average accepted that their parents do not

quarrel whenever they are being corrected both at home and in school by strongly disagreeing that their parents often quarrel when they are being corrected. This implies that indiscipline actually exists among the students. The findings are also supported by Lauren (2018) who states that many parents get angry with their children whenever the children exhibit unruly behaviours at schools. Many students find themselves in the indiscipline cases and so, parents tend to show their unhappiness in such behaviours.

On whether the school authorities do not give due attention to students' grievances, 17.5% said strongly agree, 14.6% said agree, 14.6% said undecided, 26.2% said disagree, 27.2% said strongly disagree. Since it is skewed towards disagreement and strongly disagree this shows that students are not effectively listen to in the schools whenever they air out their grievances. This therefore implies mild indiscipline among the students.

Regarding whether there is partiality in decision by teachers on students in the school, 19.4% said strongly agree, 20.4% said agree, 20.4% said undecided, 23.3% said disagree, 16.5% said strongly disagree. A significant number of students disagree that there is no partiality in decision by teachers on students in the school. This shows teachers are objective in their decisions on the students in the schools. Partiality is a massively hectic issue in the classroom. But, it can be prevented once the teachers are aware of the negative impact it has on the students because it can create indiscipline issue among the students (Naresh, 2022).

On the question high level of handedness by teachers on students, 13.6% said strongly agree, 24.3% said agree, 33.0% said undecided, 19.4% said disagree, 9.7% said strongly disagree. The highest number of students were undecided. This implies that there is low indiscipline among the students.

On whether abolition of corporal punishment in school by government makes student to behave unruly, 25.2% said strongly agree, 15.5% said agree, 19.4% said undecided, 18.4%

said disagree, 21.4% said strongly disagree. A good number of students strongly agree that abolition of corporal punishment in school by government makes student to behave unruly. This implies that indiscipline exists among the students. The findings agree with the study of Naong (2007) that says undoubtedly, teachers felt unhappy and helpless when it came to the challenge of learner discipline, and from their views it was evident that they felt disgruntled and disempowered due to abolition of corporal punishment that is used to address indiscipline among students.

On whether insincerity on the government political leaders in keeping their promise on education matters makes students to behave unruly, 31.1% said strongly agree, 25.2% said agree, 20.4% said undecided, 11.7% said disagree, 11.7% said strongly disagree. A significant number of students strongly agree that insincerity on the government political leaders in keeping their promise on education matters makes students to behave unruly. Therefore, this implies low indiscipline among the students. According to Otono (2022), government is the main policy maker in the education sector. Therefore, government put in place a working counselling department with trained counsellors and come up with policies that would improve mental health among secondary school students such as encouraging the teaching of positive psychology in secondary schools, the negative thoughts processes that lead to delinquent behaviours will be reduced among students.

On the question inadequate provision of laboratory and workshop equipment makes students to behave unruly, 27.2% said strongly agree, 17.5% said agree, 17.5% said undecided, 21.4% said disagree, 16.5% said strongly disagree. Inadequate provision of laboratory and workshop equipment makes students to behave unruly is skewed to strongly agree. This shows that there is mild indiscipline among the students. Inadequate teaching materials in the school according to Sekyere (2009) breeds indiscipline since students are not fully engaged in the

school environment. The free time the students have is used to learn and copy bad habits from their friends.

On the question that 'evil communication corrupt good manners,' 71.8% said strongly agree, 13.6% said agree, 4.9% said undecided, 2.9% said disagree, 6.8% said strongly disagree. From the Likert scale evil communication corrupt good manner is mainly within the strongly agreement scale. This is an indication of indiscipline among students. According to David (2022) who emphasized that being in a relationship with any person or group of persons who are bad can demoralize one or influence one's life negatively.

My association with school friends has often make me stay away from school, 1.9% said strongly agree, 10.7% said agree, 10.7% said undecided, 19.4% said disagree, 57.3% said strongly disagree. Insignificant number of students strongly agreed their association with school friends has often make them stay away from school. This implies that there is low indiscipline among the students. This is in line with the study of Hartney (2022) that states that adolescents who are striving for social acceptance, are more willing to engage in behaviours against their better judgment in order to be accepted. This confirms that peer influence and gender affect the discipline of the students as drawn from the intervening variables.

On the question the company of friends has contributed to most of the bad decision I made, 16.5% said strongly agree, 22.3% said agree, 16.5% said undecided, 16.5% said disagree, 28.2% said strongly disagree. A significant number of students strongly disagreed that the company of friends has not contributed to most of the bad decision they made. This shows that there is low indiscipline among the students. Therefore, being in a relationship with any person or group of persons who are bad can demoralize one or influence one's life negatively (David, 2022).

From the interview guides it was obvious that several and varied indiscipline behaviours exist among the students in the schools. The most common ones are fighting,

stealing, lateness to classes, noise-making and disrespecting the staff members. These manifestations are similar to those identified in the study conducted by Gahungu (2018) which confirms that indiscipline behaviours exist among secondary schools' students. For instance, according to statements made by the three principals, the students in their schools exhibit the following disruptive behaviours. They are absenteeism, lateness, disputes between prefects and their subordinates, some students have been caught stealing things, while others have been bullying other students, notably the seniors, and some have even been rude to staff members and improper attire.

As per the counsellors of the three educational institutions; students are engaging in bullying other students, injuring other students, being late for events, fighting, lying, disobedience and treating teachers disrespectfully. These are the words of the three schools' teachers; careless disposal of the educational resources by students, making noise and throwing things, arriving late to the afternoon study, not copying notes, bullying of younger students by senior ones, pilfering belongings from one another, carelessly disposing of trash throughout the campus, inappropriate attire, failing to complete assignments, smuggling illegal goods, being too lazy to read or learn, negative attitude towards accepting instructor correction, students not treating teachers with respect and lying.

Influence of Counselling in Addressing Indiscipline among Students

The section embarked on establishing the role of counselling in addressing indiscipline among students in the schools under study. The respondents were asked to rate their agreement on a series of attributes on a 5-point Likert Scale of Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree. Their responses are presented in Table 7. Also, interview guides were given out as well and the responses are given below the quantitative part.

Table 2***Influence Counselling***

Statements	SA		A		U		D		SD	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
We are frequently given counselling sessions.	29	28.2	43	41.7	11	10.7	11	10.7	9	8.7
Individual counselling is provided.	38	36.9	37	35.9	9	8.7	7	6.8	12	11.7
Counselling is done in groups.	25	24.3	37	35.9	17	16.5	16	15.5	8	7.8
Career counselling is provided.	37	35.9	46	44.7	11	10.7	3	2.9	6	5.8
Parents and other family members are involved in counselling.	49	47.6	24	23.3	12	11.7	10	9.7	8	7.8
The counselling services I have received have helped me to express myself without fear.	36	35.0	34	33.0	18	17.5	9	8.7	6	5.8
Counselling has assisted me in understanding the consequence of any inappropriate behavior.	52	50.5	37	35.9	8	7.8	2	1.9	4	3.9
Counselling assisted me in understanding the value of education.	62	60.2	28	27.2	6	5.8	3	2.9	4	3.9
Counselling has assisted me in developing feelings of remorse.	37	35.9	46	44.7	10	9.7	4	3.9	6	5.8
Counselling improved my ability to communicate well with others.	39	37.9	39	37.9	14	13.6	6	5.8	5	4.9

I have received counselling services.	54	52.4	31	30.1	4	3.9	5	4.9	9	8.7
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On the question ‘we are frequently given counselling sessions,’ 28.2% said strongly agree, 41.7% said agree, 10.7% said undecided, 10.7% said disagree, 8.7% said strongly disagree. Many students agreed that they are frequently given counselling sessions. This implies that many students participate in counselling in the schools. Many schools engage the services of qualified counsellors to assist in preparing students’ future through counselling processes. Counsellors through their professional services listen to students who express their difficulties and challenges to the counsellors (Egenti, 2016).

On whether individual counselling is provided, 36.9% said strongly agree, 35.9% said agree, 8.7% said undecided, 6.8% said disagree, 11.7% said strongly disagree. Majority of the students who indicated that individual counselling is provided in the schools are within the Likert scales of strongly agreed and agreed. This shows that cases of indiscipline are handle appropriately. This was observed by a study conducted by Otono (2022) that individual counselling was perceived to have a positive effect on inter-personal relationships among young people.

On the question whether counselling is done in groups, 24.3% said strongly agree, 35.9% said agree, 16.5% said undecided, 15.5% said disagree, 7.8% said strongly disagree. Higher percentage of the students agreed that counselling is done groups in the schools. This shows that indiscipline issues are handle in the group, hence low indiscipline among the students in the schools. This is in line with the study conducted by Audu, Ali, and Pur (2017) which found out that group counselling had significant effect on the attitude of senior secondary school students hence, promotes favourable attitude of students towards schooling.

Regarding whether career counselling is provided, 35.9% said strongly agree, 44.7% said agree, 10.7% said undecided, 2.9% said disagree, 5.8% said strongly disagree. Many students agreed that career counselling is provided in the schools. This finding was supported by that of Upoalkpaor (2020) which had established various benefits of career counselling such as assisting students to connect what they learn to their interests, capacities, and aspirations and matching these with available opportunities.

On the question of whether parents and other family members are involved in counselling, 47.6% said strongly agree, 23.3% said agree, 11.7% said undecided, 9.7% said disagree, 7.8% said strongly disagree. Many students strongly agreed that parents and other family members are involved in counselling. This implies that the schools under study use family counselling as one of the interventions towards indiscipline among the students. This also implies that the social environment which is an intervening variable helps in addressing indiscipline. This finding is supported by that of Gichuho (2015) which has observed that many parents are involved in the guidance and counselling of their secondary school going children.

The counselling services I have received have helped me to express myself without fear, 35.0% said strongly agree, 33.0% said agree, 17.5% said undecided, 8.7% said disagree, 5.8% said strongly disagree. In the Likert scales the counselling services many have received have helped them to express themselves without fear lies between strongly agree and agree. This shows that counselling services are beneficial to many students. This implies that there would be no harm to introduce individual counselling to students as early as possible to avoid temptations to indulge in delinquent behaviour especially due to peer pressure (Adelaiye & Jamda, 2017).

Counselling has assisted me in understanding the consequence of any inappropriate behaviour, 50.5% said strongly agree, 35.9% said agree, 7.8% said undecided, 1.9% said

disagree, 3.9% said strongly disagree. Many students strongly agreed that counselling has assisted them in understanding the consequence of any inappropriate behaviour. This implies that counselling helps in addressing indiscipline in the schools. Therefore, it is necessary for counsellors to build confidence of the students and be able to give them the rightful information needed in helping the students (Ahmad & Zadha, 2018).

Counselling assisted me in understanding the value of education, 60.2% said strongly agree, 27.2% said agree, 5.8% said undecided, 2.9% said disagree, 3.9% said strongly disagree. Majority of the students indicated that counselling assisted them in understanding the value of education. This implies that many students recognize the importance of counselling in the schools. These findings are in consonant with the study done by Mamwenya (2016) which shows that guidance and counselling is a handy tool in building understanding, a positive attitude, directing behaviours and coping with changes.

On the question counselling has assisted me in developing feelings of remorse, 35.9% said strongly agree, 44.7% said agree, 9.7% said undecided, 3.9% said disagree, 5.8% said strongly disagree. Higher percentage of the students agreed that counselling has assisted them in developing feelings of remorse. This shows that indiscipline among students is at the low level. The findings are supported by the study done by Mamwenya (2016) which expresses that most responses from students showed that change in behaviour due to punishment was due to fear of punishment while counselling enabled the students identify their mistakes and their effects, cope with situation making them to be more responsible and change behaviour that brought improved performance

On whether counselling improved my ability to communicate well with others, 37.9% said strongly agree, 37.9% said agree, 13.6% said undecided, 5.8% said disagree, 4.9% said strongly disagree. From the Likert scales majority of the students indicated strongly agreed and agreed that counselling improved their ability to communicate well with others. This implies

that there is mild indiscipline among the students. Also, counselling helps students in understanding themselves and in forming meaningful relationships with others (Kapur, 2018).

Regarding the question I have received counselling services, 52.4% said strongly agree, 30.1% said agree, 3.9% said undecided, 4.9% said disagree, 8.7% said strongly disagree. More than half of the students indicated that they have received counselling services. This shows that counselling services are used in addressing indiscipline in the schools. According to Pirandello (2022) school children are going through some of the most trying times in their lives. Even the well-adjusted youngster finds it challenging to make the shift from childhood to adulthood. The school and its environment have a significant impact on a young person's life in addition to the family. Therefore, there is need for counselling services in the schools.

This section has two parts as follows; to identify the kinds of counselling provided to offending students and to establish the effectiveness of counselling services in reduction of indiscipline behaviours among students in the school.

Types of Counselling Provided to Indisciplined Students

Regarding the kinds of counselling provided to offending students, the school counsellors were asked for their opinions. It became clear that some of the most popular forms of counselling at the schools under investigation were group counselling and individual counselling. This is in line with the results of the study of Onsoti (2018) on the impact of peer pressure on the behaviour of Form two students in Kenyan public secondary schools, which state that, a greater proportion of the issues that therapists handle in schools are resolved through individual and group counselling.

In conclusion, the study through interview guides established that there were some forms of counselling services provided in the schools which included individual counselling and group counselling.

Role of Counselling Services in Reduction of Indiscipline Behaviours Among Students

The study wanted to establish the effectiveness of counselling services in reduction of indiscipline behaviours among students in the school. When this question was put across to the participants, the following was their responses. The principal A wrote the following:

Generally speaking, the counselling programme has assisted a lot of misbehaving pupils in making positive changes. However, there is need for improvement in the school's counselling programme. There is only one person in charge of the department, and I think they could do a lot more to enhance the services.

And principal of school B has the following to say:

They are effective because some of the students who received corrective measures through counselling because of their indiscipline cases have changed for good. These measures also help to prevent students planning to misbehave to have a re-think.

While the principal of the school C wrote the following:

Counselling services in the school help students to be aware of the consequences of their action or inaction. Also, they help students to be conscious of maintaining good reputation and learn to behave well, not just to avoid punishment.

These findings can be validated by the study conducted by Egenti (2016) in Nigeria using secondary method of data collection which involved gathering information from various publications, periodicals, newspapers, magazines and journals. The study shows that guidance and counselling help students to identify and realize their potentials which in turn reduce indiscipline among students.

Additionally, according to the three counsellors from the three schools, counselling services help students who are out of control of their behaviour by giving them more awareness of personal and social opportunities that can help them become better people. They also change the behaviour of the unruly students, reduce delinquencies among the students, and help many of them break free from bad behaviour.

Lastly, the teachers from the three schools reported that the counselling services provided to students result in positive behavioural changes, that the school's counselling programs have greatly assisted in reducing student indiscipline, that the programs assist students in resolving family issues, they minimize student indiscipline and that the programs are very effective in correcting the abnormal behaviours of the students. Counselling services are very efficient at identifying the root causes of the issue of indiscipline and offering solutions. Also, receiving adequate therapy for students helps to instil moral values in them. Counselling also assists in focusing students' attention on choosing the appropriate career path. Counselling services have a significant positive impact on reducing school indiscipline. Teachers are now being greeted by students, which is a result of counselling. However, the effectiveness of the service is not yet completely achieved because some students continue to engage in the same behaviours even after receiving counselling.

From the findings, it shows that counselling services are beneficial and help in addressing indiscipline among the students. Therefore, findings from the interview guides are consistent with those of Redempta (2010) who conducted a study in Kenya on the methods used in mitigating indiscipline among students in public secondary schools and the challenges facing discipline in the secondary schools in Kenya which range from bullying, drug abuse to lack of seriousness from students. Interview guides were distributed to the principals, teachers and head prefects for collection of data. The findings from the study establish that many teachers are becoming fed up with application of punishment and so, counselling services in schools are being strengthened in mitigating indiscipline among students.

In general, both the students and staff recognized the presence of counselling services in Marist secondary schools in Nigeria and their importance in addressing indiscipline among the students of which many erring students have through counselling change their behaviours from negative to positive.

DISCUSSIONS

The study established that from the students' perspective, the levels of indiscipline among students were at moderate level as the abolition of corporal punishment in the schools has increased the level of indiscipline among the students. This was confirmed by 26 (25.5%) and 16 (15.5%) of students who strongly agreed and agreed respectively. From this observation, it is important to point out that lateness, school absenteeism, stealing and bullying were very common. However, treating teachers disrespectfully was found to be very moderate. This agrees to what the student respondents indicated. Also, these results from the quantitative analysis imply that the prevalence of indiscipline behaviour among students in the schools under study was significantly low.

Furthermore, the study revealed that both group and individual counselling services were done in the schools. According to students, counselling has helped them to change their indiscipline behaviours to positive behaviours. Counselling has assisted many of the students to develop feeling of remorse whenever they misbehave as noted by 46 (44.7%) who agreed. According to teachers, principals and counsellors individual counselling and group counselling were the common types of counselling in the schools under. And the Counselling services have been beneficial though not 100% for students whose behaviours have become out of control by raising their awareness of social and personal opportunities that can help them grow as individuals. The results support the study's conceptual framework since they suggest that there may be additional elements outside spiritual activities that contribute to indiscipline in students. These other factors are represented by intervening variables including gender, peer influence, and social environment. Additionally, they reduced student indiscipline and altered the conduct of the unruly students. Furthermore, this supports the Social Cognitive Learning Theory which emphasis reinforcement, self-efficacy and motivation in which an individual works towards obtaining their goal.

CONCLUSION

The study concludes that there is prevalence of indiscipline in terms of lateness, disrespecting teachers, stealing, noise-making and bullying among the students in Marist secondary schools in Nigeria. The study also concludes that individual counselling and group counselling were provided in the schools of which they were used to handle indiscipline among the students.

RECOMMENDATION

Based on the findings of the study on the role of counseling on indiscipline among Marist Secondary Schools students in Nigeria, the study recommends the following:

Enhance Counseling Services: Considering the positive impact of counseling reported by students, it is recommended to further strengthen counseling services within the schools. This may involve increasing the availability of trained counselors, providing ongoing professional development for counselors, and ensuring that counseling services are accessible to all students.

Tailor Counseling Programs: Develop counseling programs tailored to address specific forms of indiscipline identified in the study, such as lateness, disrespecting teachers, stealing, noise-making, and bullying. These programs can incorporate evidence-based strategies and interventions to effectively address these behaviors and promote positive behavioral change.

Promote Student Awareness: Increase awareness among students about the benefits of counseling and encourage them to seek support when needed. This can be achieved through awareness campaigns, workshops, and informational sessions highlighting the role of counseling in addressing indiscipline and promoting personal growth.

Collaborate with Teachers and Parents: Foster collaboration between counselors, teachers, and parents to create a supportive environment for addressing indiscipline among students. Teachers and parents can provide valuable insights into student behavior and contribute to the development and implementation of effective counseling interventions.

Implement Multi-Faceted Approaches: Recognize that indiscipline among students may stem from various factors beyond the school environment, such as peer influence and social dynamics. Therefore, it is important to implement multi-faceted approaches that address these underlying factors in addition to counseling services. This may involve implementing school-wide behavior management strategies, promoting positive peer relationships, and fostering a positive school climate.

Monitor and Evaluate Counseling Programs: Regularly monitor and evaluate the effectiveness of counseling programs in addressing indiscipline among students. Collect feedback from students, teachers, and counselors to assess the impact of counseling interventions and identify areas for improvement. Use data-driven decision-making to refine counseling strategies and ensure that they are meeting the needs of students effectively.

By implementing these recommendations, Marist Secondary Schools can effectively address indiscipline among students and create a positive learning environment conducive to academic success and personal growth.

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