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The Impact of Guidance and Counselling Services on Students' Discipline in Secondary Schools in Fako Division, South West Region of Cameroon

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Abstract

The study aimed at investigating the impact of guidance and counselling services on students' discipline in secondary schools in Fako Division of the South West Region of Cameroon. This study was guided by four specific research objectives. A survey research design was used with a sample size of 12 counsellors, 12 discipline masters and 174 students. A questionnaire and an interview were instruments used to collect data for the study. Two data analysis approaches were used for the study that is the qualitative and quantitative methods. Data collected from questionnaires were analyzed using correlation analysis to illustrate the relationship between the dependent and independent variables of the study, data from interviews was analyzed thematically. From the findings it was unveiled that school counsellors and discipline masters provide orientation to students which assist them to maintain a positive behaviour, with a statistically insignificant correlation (calculated Γ_{xy} -value of 0.259 > critical Γ_{xy} -value of 0.155) between orientation services and students discipline. Results indicated that school counsellors and discipline masters make use of appraisal service to improve on their past behaviours and maintain a positive behaviour, with a statistically significant correlation (calculated Γ_{xy} -value of -0.012 < critical Γ_{xy} -value of 0.155) between appraisal services and students' discipline. Also, findings showed that counsellors refer students to other school

counsellors for further counselling and that when counsellors refer students to another for counsellor or specialists with a statistically insignificant correlation (calculated Γ_{xy} -value of 0.053 < critical Γ_{xy} -value of 0.155) between referral services and students' discipline. As per follow up services, results indicated that School counsellor's follow-up students to ensure that they are of good behaviour with a statistically significant correlation (calculated Γ_{xy} -value of 0.273 > critical Γ_{xy} -value of 0.155) between follow up services and students' discipline, indicating a positive correlation. It was therefore concluded that school counsellors and discipline masters offer orientation to students, do appraisal of students' behaviour, refer students to other specialists and follow-up students and this help to ensure that students improve and maintain positive behaviour. Based on the findings it was recommended that The Ministry of Secondary Education through school principals should sensitize parents, community members and sponsors on their roles in relation to students' discipline management especially during school holidays. Also, student inventory, bulletins on different topics, handbooks for different educational opportunities, books on social psychology, psychology magazines should be provided to the school to improve the department of guidance and counselling.

Keywords: Guidance and Counselling Services, Orientation Service, Appraisal Service, Referral Service, Follow up Service and Students' Discipline

Introduction

The primary objective of the school is to foster physical, mental and spiritual development of the students so as to make them all rounded and cultural citizens that can play active role in social development. In order to do so schools are established in an organized manner to attain school goals. To attain such organizational goal, each member of the school needs a disciplined environment. Discipline is one of the basic requirements for a successful teaching learning process in schools and it is one of the subjects of concern for all stakeholders in the school system. It is a means of moulding the behaviours of a person and a process of making a student to show acceptable behaviour as a member of the community (Tibebe, & Fassikawit, 2004) ^[18]. Ensuring that students are well behaved needs the concerted efforts of school especially that of school counsellors. The

challenges faced in realizing excellent positive learning outcomes from students, led to the introduction of school guidance and counseling with the intentions to help facilitate the development of effective study habits, identifying learning or subject related problems, motivation, educational progress and adjustment, personal development and follow up after leaving school (Friedlander & Serban, 2004). Guidance and counseling thus promote holistic development of every student. Guidance and counselling as an integral part of modern academic programmes, promotes a holistic development of all students in our secondary schools, and includes a variety of group-oriented activities. These activities are designated to enhance students' attitudes and values. Guidance and counselling refer to an individualized, small group or class process that assists students with specific personal or social issues and difficulties, and educational or career issues.

The main focus of guidance and counseling in Cameroon had been to combat indiscipline and enable the students understand and accept who they are so that the hidden talents in them could come to the limelight and they use them efficiently to make life worth living (Ngoran, 2012) ^[14]. By 1968 a Guidance Bureau was created within the Planning Service of the then Ministry of National Education. In 1974, following decree No.74/406 of 24 April 1974, a department of Planning Orientation and social Equipment was created with a service of Counselling in the Ministry of National Education (Anyi, 2003) ^[3].

In 19th Century corporal punishment as a form of discipline was the most common form of discipline in schools. Teachers would use switches, birch, rulers, etc. for discipline and academic issues. Teachers were able to hit students when they were not paying attention in class, had discipline problems, and for academic issues. Today it remains legal in 19 states. (Lambert, 2018) ^[9]. One major event that happened with discipline in education is when attendance at a public school became mandatory in 1910. The role of the teacher shifted in a more parent direction. The teacher became the disciplinarian at school in place of the parent. Teachers had to shape their discipline and curriculum around stepping into a more parental role.

In Early 2000s, discipline schools adapted a new discipline procedure by using referrals in the classroom. Schools decided their own type of procedure to writing a referral. Most teachers were expected to give warnings and call parents before a referral was given to the student. Teachers could refer students to the principal's office and even to the counselors. The goal is to get the child help so that they can come back to class later on and be successful (Meador, 2018) ^[13]. With increased awareness and the rate of indiscipline in schools, the Department of Science of Education in the Ecole Normale Supérieure Yaoundé was opened to the admission of student counsellors through a competitive entrance examination in 1982. This was in accordance with Decree No. 79/309 of August 1979 (Anyi, 2003) ^[3]. Later the Ministry of National Education began distributing trained counsellors to government secondary schools.

Tatangang (1999) ^[17] holds that it was by decree No. 92/264 of 29 December 1999 on the organization of the Ministry of Higher Education that a Sub-Directorate for Academic and Professional guidance was created, attributing to the real missions of guidance. These missions have been subsequently supported by decrees No.96/235 of 9 October

and No. 98/231 of 28 September 1998, reorganizing the Ministry of Higher Education. As a result of these decrees, the first trained counsellors within the orbits of the Ministry of Higher Education were sent to the various universities in 1995 by service note No.004. MINESUP PAO of 9 February 1995. Today we have Departments of Guidance and Counselling in almost all the state universities and other private universities and Churches sending out trained counsellors in Cameroon.

Statement of the Problem

The implementation of guidance and counselling in secondary schools has not eliminated students' indiscipline issues. Incidences of children growing without any direction and making regrettable mistakes are quite many as students indulge in pleasure and luxury. They have bad manners, contempt for authority, and disrespect for older people. There has been increased cases of students' indiscipline as can be seen from violence occurrences such as drug consumption or abuse in schools, stabbings and bullying. Given the fact that parents have entrusted the teaching of their children to the teachers, it is still common to hear parents, teachers and church leaders blaming each other, for failing to teach young people to be well behaved.

To make a bad situation worse, students flee from classes whenever a counsellor enters a class for counselling and when they chose to stay, they show a lot of inattentiveness to the counsellor and what he or she has to offer. In other cases, they would prefer to discuss personal-social, career and or educational problems with peers and or teachers rather than with a counsellor who is trained in solving students' difficulties. As such, it is not surprising that students in Fako Division often exhibit indiscipline as seen in attitudes such as fighting, stabbings, smoking, drug abuse and premarital sex. This is pathetic because when students who are supposed to be the main recipients of these services shun away from these services, they eventually might become misfits to the school and society as a whole especially when they tend to dropout from school giving their excesses.

The government through the Ministries of secondary education has ensured that every secondary school has a teacher-counsellor, yet indiscipline cases still persist in schools today. Despite the governments' efforts to enforce discipline in schools, unrest has continued in secondary schools with a new dimension. Not only are they violent and destructive, they are also premeditated and planned and have caused maximum harm to human life. There seems to be lack of effective alternative strategies to contain students' indiscipline. This is reflected on the violence on students by peers and on teachers by students in schools like the cases of a student who killed a teacher in Lycee de Nkolbisson in Yaounde and that of another student who killed his peer in Lycee de Deido in 2019 in Douala. The researcher is out to find out if the guidance and counseling services in schools are actually beneficially in shaping the behaviour and decision-making capabilities of students in secondary schools in Fako Division.

Objectives of the Study

Main objective of the study was to investigate the impact of guidance and counselling services on students' discipline in secondary schools in Fako Division.

Specifically, the study sought to investigate:

1. The impact of orientation service on students' discipline in secondary schools in Fako Division, South West Region of Cameroon.
2. The extent to which appraisal service influences students' discipline in secondary schools in Fako Division, South West Region of Cameroon.
3. The extent to which referral service influences students' discipline in secondary schools in Fako Division, South West Region of Cameroon.
4. The extent to which follow up service influences students' discipline in secondary schools in Fako Division, South West Region of Cameroon.

Methodology

The research design that was used for this study was the descriptive survey research design. The mixed method approach was adopted for this study with a questionnaire and interview guide used for data collection. The survey research design is one in which a group of people are studied from a few people as representative of the entire group; thus, it eases the collection of data as information is tapped out from a few persons and used as representatives of the entire population. This design was chosen because it enabled the researcher to collect and describe large variety of data in a shorter period.

The study was conducted in Fako Division - one of the six Divisions in the South West Region of the Republic of Cameroon with its Capital being Limbe. It comprises seven Sub Divisions which include Buea, Limbe I, Limbe II, Limbe III, Tiko, and Muyuka and Idenau. Governance is established through Public Administration and Municipal Councils. At the administrative level the Division is governed by the Senior Divisional Office while the four Sub Divisions are governed each by a Divisional Office. Each Sub Division is led by a municipal council. The judiciary is ensured by the court of first instance and high court. These Sub Divisions vary in their infrastructure, but have some similarities in terms of weather conditions and socio-economic status especially touristic potentials. This is because much of the division occupies the coastal area and the slopes of Mount Cameroon. The total number of both first cycle and second cycle public secondary schools in the Division is 40.

Secondary schools in Fako Division operate in the society with lots of social events taking place, availability of night clubs and other activities that students get involved which are harmful to their lives. Some of these students tend to copy some of the behaviours which are not acceptable. Although, guidance and counselling has been instituted in all secondary schools in Fako Division, there still exist indiscipline behaviours in schools.

The target population of the study consisted of 45 guidance counsellors, 46 discipline masters and 13,854 students in all the public secondary schools in Fako Division. The accessible population of the study was made up of 45 guidance counsellors, 46 discipline masters and 4,119 Form 5 and Upper sixth students in six public secondary schools in Fako Division. Public schools were purposively selected because of the occurrence of indiscipline behaviours and given the large population of staff and students in these schools. A sample of 180 respondents from six public secondary schools was randomly drawn from amongst the public secondary schools in Fako Division.

A questionnaire and an interview guide were deemed necessary for the study. The questionnaire was made up of both closed-ended and open-ended questions to collect quantitative and qualitative data from selected students. This is because this instrument is convenient to conduct a survey and to acquire necessary information from a large number of study subjects within a short period of time. Furthermore, it makes possible an economy of time and expenses and also provides a high proportion of usable responses (Best & Kahn, 2003). The close-ended items were prepared by using a four-option Likert scale. This scale required respondents to choose from Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) response options. The interview guide was made up of questions for the discipline master based on the research questions. The reason for this is that they permit the students, counsellors and discipline masters to express more freely their take on the subject under study. To ensure face and content validity of the instrument, the researcher gave the questionnaire to 2 expert in Educational Psychology, 2 in Guidance and Counselling, 1 in Tests, Measurement and Evaluation to check the appropriateness of the items, language, clarity, and suitability of the items. The questionnaire was tested for reliability using the Cronbach Coefficient Alpha (α) method. An acceptable value of 0.704 was obtained, showing that the instrument was good for the study.

The instruments for the study were administered by the researcher face to face to ensure a 100% return rate. The quantitative approach was used in analysing the data from the closed ended items meanwhile the qualitative approach with the use of themes was used in analysing the data from the opened ended questions. The descriptive statistical tools used were frequency count, percentages and multiple responses set. The hypotheses of the study were tested using the Pearson Product Moment Correlation analysis.

Presentation and Discussion of Findings

H₀₁: There is no significant relationship between orientation service and students' discipline in Fako Division, South West Region of Cameroon.

Table 1: Pearson Product Moment Correlation Analysis of Orientation Service and Students' Discipline (N= 164)

Variable	ΣX	ΣX^2	ΣXY	Γ_{xy}	p-value
	ΣY	ΣY^2			
Orientation Service (X)	2994	56318	53710	0.259	0.001
Students' Discipline(Y)	2914	54129			

$p < 0.05$; $df = 162$; critical $\Gamma_{xy} = 0.155$

The result of the analysis reveals that the calculated Γ_{xy} - value of 0.259 is higher than the critical Γ_{xy} -value of 0.155 at a 0.05 level of significance with 162 degrees of freedom. Also, the p-value of 0.001 is lower than 0.05. With the result of this analysis, the null hypothesis was rejected and the alternative hypothesis accepted. This result therefore means that there is a significant relationship between orientation service and students' discipline.

Since there is a significant relationship between orientation service and students' discipline, a further exploration of the relationship showed that the $\Gamma_{xy} = 0.259$ was positive. This indicates that the better the orientation services, the better the students' discipline.

Table 2: Open Ended Questions on Orientation Services

Orientation Services		
Themes	Frequency	Responses
Information purposes	5	<i>"to help them understand rules and regulations and promote good conduct"</i> <i>"to give information about the school"</i>
Motivate self-discipline	8	<i>"to cause them to be self-discipline"</i> <i>"to promote self-discipline"</i> <i>"to help them perform better"</i>
Guidance	10	<i>"to help student study well and perform well"</i> <i>"to guide them"</i> <i>"to keep them on the right path"</i> <i>"to keep them morally up right"</i>

The above findings are supported by that of Adegoke (2004) [2], who found that students who are newly admitted into a school need advice and guidance to familiarize with a new environment. There are lots of information to familiarize, a new student on his/her arrival in a new school. The student needs to know the rules and regulations of the school, the school layout, how to locate each room, office and other facilities. In addition, the school counsellor need to assist each student in his problem of adjusting to the school environment, and be actively involved in planning the orientation programme for new students. The findings are also in accordance with Olugbenga and Ogidan (2006) who says that orientation allows the guidance counsellor to make the new students psychologically stable in the new environment (new school) because they will be meeting with new set of people, administration, rules and regulations and environment which may require adjustment for them to be able to cope perfectly.

These findings imply that the availability of orientation service help school counsellors and discipline masters provide orientation to students which assist them to be conscious, be of good conduct and maintain a positive behaviour.

Ho2: There is no significant relationship between appraisal service and students' discipline in Fako Division, South West Region of Cameroon.

Table 3: Pearson Product Moment Correlation Analysis of Appraisal service and Students' Discipline (N= 164)

Variable	$\sum X$	$\sum X^2$	$\sum XY$	Γ_{xy}	p-value
	$\sum Y$	$\sum Y^2$			
Appraisal Service (X)	2233	32769	39648	-0.012	0.877
Students' Discipline(Y)	2914	54129			

$p < 0.05$; $df = 162$; critical $\Gamma_{xy} = 0.155$

The result of the analysis reveals that the calculated Γ_{xy} - value of -0.012 is lower than the critical Γ_{xy} -value of 0.155 at a 0.05 level of significance with 162 degrees of freedom. Also, the p-value of 0.887 is higher than 0.05. With the result of this analysis, the null hypothesis was accepted while the alternative hypothesis rejected. This result therefore means that there is no significant relationship between appraisal service and students' discipline.

Table 4: Open Ended Questions on Appraisal Services

Themes	Frequency	Responses
Record keeping	2	<i>"records are kept to be consulted in the future"</i> <i>"the help them learn better"</i>
Evaluating past behaviour	6	<i>past records of students are useful"</i> <i>"students past can help in solving their problem"</i>
Information	11	<i>"to gather information about the students"</i> <i>"to inform the parent"</i> <i>"to get information on week students"</i> <i>"to get background information"</i>
Determination of punishment	5	<i>"to refer students to their past behaviour"</i> <i>"to know the type of punishment"</i>

In support of the above findings, Einstein (2017) [6] says that appraisal involves the collection, administration, interpretation and clinical usage of variety of test devices in order to provide effective counselling services to students. Through this function, the guidance counsellor makes students to become aware of his characteristics, strengths and weaknesses and further develops rational decision making capabilities. This service enables the counsellor to provide relevant data that will enable parents, teachers and administrators understand students.

In line with the above findings, Adebawale (2012) [1] postulated that personal records of the child are to be written down in the cumulative folder. The cumulative records apply to all records that make provision for the accumulation of the significant and comprehensive information about an individual student over a period of years for which he is in the school.

These findings imply that school counsellors and discipline masters make use of appraisal service which help provide guidance to students which assist them to improve on their past behaviours and maintain a positive behaviour. Although students gave contrary view, this might probably be because they are not aware of the various ways through which school counsellors and discipline masters gather information about them like visiting their past records.

Ho3: There is no significant relationship between referral service and students' discipline in Fako Division, South West Region of Cameroon.

Table 5: Pearson Product Moment Correlation Analysis of Referral Service and Students' Discipline (N= 164)

Variable	$\sum X$	$\sum X^2$	$\sum XY$	Γ_{xy}	p-value
	$\sum Y$	$\sum Y^2$			
Referral Service (X)	2448	39054	44159	0.053	0.501
Students' Discipline (Y)	2914	54129			

$p < 0.05$; $df = 162$; critical $\Gamma_{xy} = 0.155$

The result of the analysis reveals that the calculated Γ_{xy} - value of 0.053 is lower than the critical Γ_{xy} -value of 0.155 at a 0.05 level of significance with 162 degrees of freedom.

Also, the p-value of 0.501 is higher than 0.05. With the result of this analysis, the null hypothesis was accepted while the alternative hypothesis rejected. This result therefore means that there is no significant relationship between referral service and students' discipline.

Since there is no significant relationship between referral service and students' discipline, a further exploration of the relationship showed that the $\Gamma_{xy} = 0.053$ was positive. This indicates that the better the referral service, the better the students' discipline.

Table 6: Open Ended Questions on Referral Services

Referral Services		
Themes	Frequency	Responses
Collaboration	9	"it is my duty to collaborate with them" "sometimes behaviour changes, positively or negatively"
Better orientation	6	"to know their social background" "some have family problems" "some have psychological problems"
Better case management	3	"to better help the students" "to send them to a specialist"

According to Einstein (2017) ^[6], referral is sending a client to another person or agency for assistance where the counsellor is unable to solve the problem. The counsellor does not claim to know everything and so the need for referral to other needs of the student. When a student is proving difficult, there is the need to refer him elsewhere. If the problem is beyond the counsellor's ability,

Lutomia and Sikolia (2002) ^[10] maintained that, counseling is very important for the prevention of student disturbances and to develop a free and friendly atmosphere. It also describes that counseling plays the following role in discipline management; it motivated students to do what is right for the right reason. Students are positively motivated 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 possess vision and discernment which involves sensitivity, judgment and understanding and leads to decisive action.

The findings of research objective three imply that school counsellors and discipline master carryout referral by referring students to other counsellors, discipline masters or specialists to help students improve and maintain a positive and desirable behaviour.

H04: There is no significant relationship between follow up service and students' discipline in Fako Division, South West Region of Cameroon.

Table 7: Pearson Product Moment Correlation Analysis of Follow up Service and Students' Discipline (N= 164)

Variable	ΣX	ΣX^2	ΣXY	Γ_{xy}	p-value
Follow up Service (X)	1871	23039	33350	0.273	0.000
Students' Discipline (Y)	2914	54129			

$p < 0.05$; $df = 162$; critical $\Gamma_{xy} = 0.155$

The result of the analysis reveals that the calculated Γ_{xy} - value of 0.273 is higher than the critical Γ_{xy} -value of 0.155 at a 0.05 level of significance with 162 degrees of freedom. Also, the p-value of 0.000 is lower than 0.05. With the result

of this analysis, the null hypothesis was rejected while the alternative hypothesis accepted. This result therefore means that there is a significant relationship between follow up service and students' discipline.

Since there is a significant relationship between follow up service and students' discipline, a further exploration of the relationship showed that the $\Gamma_{xy} = 0.273$ was positive. This indicates that the better the follow up service, the better the students' discipline.

Table 8: Open Ended Questions on Follow-up Services

Follow up services		
Themes	Frequency	Responses
Ensure change of behaviour	10	"to make sure the changes are permanent" "to make the student behaves better" "students work hard well they know they are followed up"
Reminder of consequences	8	"so that they will know the consequences" "so that they won't do the same thing"

In line with the findings of this objective, Makinde (1984) ^[12] says that the information obtained from follow-up is kept in the school and it is used in evaluating the effectiveness of the entire guidance and counselling programme. Follow services intend to know whether students get benefitted and able to be well adjusted in post school life by the guidance and Counseling services provided in schools (Kochhar, 1996) ^[8].

In addition, the goal of this follow-up service is to provide feedback on the effectiveness of school guidance through research into the concrete outcomes of the school guidance (Einstein, 2017) ^[6].

The findings of research objective four imply that school counsellor's follow-up students to ensure that they are of good behaviour that is not contrary to the rules and regulations of the school and norms of the society. In line with the study, Lutomia and Sikolia (2002) ^[10] who says that students are positively motivated 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 possess vision and discernment which involves sensitivity, judgment and understanding and leads to decisive action.

Conclusion

Based on the findings on research objective one, it was concluded that school counsellors and discipline masters provide orientation to students which assist them to be conscious, be of good conduct and maintain a positive behaviour. This was because students are given orientation on the need to respect school rules and regulations, assist students adjust to school environment and help students to be self-discipline in school and also help students to be disciplined and conscious with their behaviour.

Based on the findings on research objective two, it was concluded that school counsellors and discipline masters make use of appraisal service which help provide guidance to students which help them to improve on their past behaviours and maintain a positive behaviour. Although students gave contrary view, this might probably be because they are not aware of the various approaches through which

school counsellors and discipline masters gather information about them (like visiting their past records) used in helping students.

Based on the findings on research objective three, it was concluded that counsellors refer students to other school counsellors for further counselling and that when counsellors refer students to another for counsellor or specialists, it helps them change to good behaviour, improve and maintain a positive and desirable behaviour.

Based on the findings on research objective four, it was concluded that counsellors always find out from students and parents and ensures that students are doing what they have been instructed and that when counsellors check on students, helps them to know how students and where and how to assist them keep doing the thing or maintaining a good behaviour. School counsellor's follow-up students to ensure that they are of good behaviour that is not contrary to the rules and regulations of the school and norms of the society.

It was therefore concluded that school counsellors and discipline masters offer orientation to students, do appraisal of students' behaviour, refer students to other specialists and follow-up students and this help to ensure that students improve and maintain positive behaviour. These findings were consistent with Ayieko (1998) ^[4] who says that counseling plays a pivotal role in students' behavior management and correction in school. Counseling can be used both as a curative measuring in addressing school discipline and to avert and/ or correct ill-discipline among students. Also, Operant Conditioning Theory by Skinner (1953) ^[16] support the findings of this study for it explains how some certain desirable behaviours can be repeated by students if the teacher wants to by conditioning the students. If a particular behaviour is desired, the teacher can encourage or reinforce the behaviour to recur in order to help the students improve on his or her behaviour but when the behaviour is not providing desired results, the behaviour should not be encourage. Therefore, for counsellors and other stakeholders in managing students bahaviours to improve on students' disciplinary behaviours, they should endeavour to make use of different types of reinforcement to condition the minds of the students towards particular goals that will help students improve on their behaviours positively.

Recommendations

Based on the findings of the study, the following recommendations were made for students, guidance counsellors, parents, discipline masters, teachers, policy makers and significant stake holders.

Based on the findings on research objective one, it was recommended that the principals in secondary schools should ensure the effectiveness of guidance and counselling services and provide an office where privacy is made a priority. This will encourage more students to visit the office. Also, there should be the introduction of a guidance-oriented curriculum in both primary and secondary level to stimulate the interest, appreciation and co-operation of those who participate.

Based on the findings on research objective two, it was recommended that the government should provide guidance material e.g. book/ brochures containing information on scholarship and loans, occupational files and manuals, mental health material, tape recorders for speech

articulation, illustrative materials suppose films, filmstrips, posters, charts, different play instrument to run playful activities and various aids & create opportunities for vocational activities in school. Also, schools should develop adequate facilities for keeping records in order to use frequently to remedial services to students.

Based on the findings on research objective three it was recommended that guidance and counseling course should be included in teachers' training program so that they will know when and how to orientate, refer and follow –up students.

Based on findings on research objective four it was recommended that there should be a systematic and wise use of time allocation by with work overloaded counsellors and discipline masters. Working in teams could be to ease the burden of teachers in this regard. This sis so because involving in counseling service demands personal efforts, commitment and sufficient time. Hence, it might be difficult for those counsellors and discipline masters who are over loaded in teaching and committee activities to engage in counseling service programme properly.

Based on findings on the main objective it was recommended that;

- The Ministry of Secondary Education through school principals should sensitize parents, community members and sponsors on their roles in relation to students' discipline management especially during school holidays. This is because it is important to raise awareness towards guidance needs in schools among teachers, parents, educators, administrators and community through seminars, posters, film, school trip, panel discussion, print & electronic media.
- Also, student inventory, bulletins on different topics, handbooks for different educational opportunities, books on social psychology, psychology magazines should be provided to the school to improve the department of guidance and counselling.
- More research is needed focusing on the roles of school heads and boards of management in enhancing school discipline.
- For adequate provision of guidance and counselling materials as well as application of peer counselling, there ought to be proper budgeting for the same in terms of finances and time respectively.
- School should provide enough space for the office and clerical assistance to maintain the various activities of the guidance and counseling department.
- There should be a research service intended to examine both the personnel in the school guidance program and the techniques of guidance used by them so as to discover their strong and weak points.

Contribution of Literature to Guidance and Counselling

Given that most schools experienced disciplinary problems, this study has provided enough insight as to how to manage students' indiscipline behaviours. Among the contribution of counseling in maintaining students' discipline which included; control ill-discipline cases among students, creates opportunities for students (particularly those with behavioural problem) to experience success in their learning and social problem and plays a vital role in students' behaviour management and correction in school. This study has also elaborated on the significance of offering orientation to students on regular basis, gathering enough

information about students through appraisal to keep track of their behaviour, referring students to other specialists when need arises, and follow-up to ensure that students improve and maintain positive behaviours.

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