

## **Relationship Between Patronage Of Guidance Services And Level Of Students' Indiscipline In Public Secondary Schools In North Senatorial District Of Delta State**

William Akporobaro Oduh<sup>1</sup>, James Odunayo Agboola<sup>2</sup>, Sandra Amaka Amufa<sup>3</sup>

<sup>1,2</sup>Department of Education, Benson Idahosa University, Benin City, Edo State.

<sup>3</sup>College of Education, Mosogar, Delta State, Nigeria.08037833696

**Abstract:** *The study investigated the relationship between patronage of guidance services and the level of students' indiscipline in public secondary schools in North Senatorial District of Delta State. Specifically, the study investigated the level of patronage of guidance services by students in public secondary schools and the extent to which guidance and services have influenced the level of indiscipline in public secondary schools in the North Senatorial District of Delta State. The design of the study was a correlation research design and the population of the study comprised of 166 public secondary schools with 97,316 students in North Senatorial District of Delta State. A total of 430 public secondary school students drawn from nine public senior secondary schools in North Senatorial District of Delta State were used as the sample for the study. This was selected using a simple random sampling technique. The research instrument used for this study was a questionnaire. The data collected were analysed using the descriptive statistics of mean, standard deviation and the Pearson Product Moment Correlation statistics. Findings revealed that majority of the students agreed that they occasionally visited the guidance counsellors in public secondary schools; majority of the students agreed that there were high incidences of students' indiscipline in public secondary school and there was a significant relationship between the level of patronage of guidance services and the levels of students' indiscipline in public secondary schools in the North Senatorial District of Delta State. Based on the findings, it was recommended that principals and other school administrators in public secondary schools should put in place guidance and counselling services and provide an office where privacy is made a priority. This will encourage more students to visit the office; Counsellors should be well trained on how to carry out their duties by many seminars and workshops to improve on their skills.*

**Keywords:** *Patronage, Guidance services, Indiscipline.*

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### **I. Background to the Study**

Indiscipline in public secondary schools has been on the rise in recent times. It is now a common place to see and hear of secondary school students engaged in various forms of vices such as cultism, examination malpractice, commercial sex work, drug abuse, rape, truancy, assault on teachers and immorality, improper dressing, all acts of hooliganism, wilful damage of school properties, among other. Indiscipline in school can be described as habits or activities of learners within and outside the school which are condemned by the society or members of the school community. Indiscipline can also be viewed as any conduct by students which deviate or circumvent established rules and regulations of the school which are capable of denting the image of the school. Indiscipline creates an atmosphere of threat, fear and insecurity in members of the school community. Acts that violate school rules and regulations alter the serenity of the school. Severe acts of violence could alter the physical and psychological climate in the school. Such a threatening atmosphere could result in school phobia, especially among young students, who in most cases, are the victims of circumstances. The realisation of the adverse effects of indiscipline or maladjustment in school prompted the Federal Government of Nigeria to introduce Guidance and Counselling in the Nigerian schools with the understanding that guidance services will help learners develop holistically.

Guidance is defined as "the art of guiding, supervising, directing or rendering professional assistance for future actions" (Alutu, 2017:12). Similarly, guidance is defined as "a cluster of formalised services aimed at helping an individual or group of individuals to understand themselves including their potential (interests, abilities, attitude, physical, social characteristics and personal needs) for optimum self- development" (Denga,

2019: 1). On the other hand, guidance services are the “formalised activities taken by the school to make guidance operational and to students (Alutu, 2017:25). The counselees could only be reached through the various services rendered by guidance. Erford (2011) referred to guidance services to include: students’ appraisal service which involves the use of tests and non-test instruments to collect, analyze and interpret data on students to understand themselves better. Secondly, there is information service which is tailored towards equipping students with the necessary information in the areas of educational, vocational and personal social counselling. Counselling constitutes the third service which is a face to face interaction between the counsellor and the students, through which students are assisted towards overcoming obstacles to their academic, vocational, personal/social progress and other life needs. The fourth service is placement, which is concerned with assisting students to adjust to the next stage of development, whether in school or on the job. Orientation service constitutes another service. It is designed to familiarize fresh students with their environment. The sixth service is referral which affords the school counsellor an opportunity to refer cases which he cannot handle to specialists like clinical psychologist, medical practitioner and others. The seventh service is follow-up and evaluation which is designed to ascertain the extent to which the guidance programme previously carried out by the school is meeting the objectives for which it was established and also to monitor the progress of clients in their work places. Finally, is the research service which helps the school counsellor to discover relevant information that can improve students’ learning and understanding.

There is great effort made by government through the Ministry of Education to offer guidance and services to schools, yet, cases of indiscipline in public secondary schools are reported on a regular basis. Gibson (2008) states that the focus of school guidance is on three major areas namely: educational guidance which is aimed at assisting both the students and their parents to develop educational plans that will help them plan their school work such as study habits, examination techniques and how to choose subjects. On its part, vocational guidance assists the young person match his personal attributes and his background with suitable jobs and employment opportunities. Finally, personal-social guidance which takes care of the problems of the students that may not be educational or vocational such as boy-girl relationship, leisure time activities, personal appearance, social skills, home and family relationship, among others. The aim of this research, therefore, is to explore the influence of guidance and services on the level of students’ indiscipline in public secondary schools in the North Senatorial District of Delta State. Some empirical review was done on the importance of guidance and counselling, some of which are reviewed as follow.

A study was conducted by Chireshe (2011) on school counsellors and students’ perceptions of the benefits of school guidance services in Zimbabwean secondary schools. The study sought to establish the benefits of school guidance services in Zimbabwe secondary schools as perceived by students and school counsellors. Descriptive survey design was adopted for the study. Six research questions and five hypotheses guided the study. The sample comprised of 950 participants of which three hundred and fourteen (165 males and 149 females) were school counsellors while 636 (314 boys and 322 girls) were students. Data were collected using questionnaire. The Scholastic Aptitude Statistical Package was used to analyze the data. The analysis included tabulation and computation of chi-square test, frequencies, percentage and ratios. Result revealed that both school counsellors and students believed that the services resulted in personal social and vocational benefits. Overall, both school counsellors and students rated the Zimbabwean school guidance services fairly. It was also noted that there was a need to create awareness of guidance services in order to increase patronage of the services by the students. The study is in line with the present study because it examines similar variables such as students’ perception of guidance services.

Similarly, Ondima, Mokogi, Ombaba and Osoro (2013) conducted a study on effectiveness of guidance and counselling programme in enhancing students’ academic, career and personal competencies. The study covered secondary school students in Nyamira District, Kenya. The main purpose of the study was to determine the secondary school students, head teachers and teacher counsellors’ perceptions on the effectiveness of guidance and counselling programme in enhancing students’ academic, career and personal competencies. The study utilized ex-post factor causal comparative design. Three research questions and one hypothesis guided the study. Sample for the study comprised of 338 respondents drawn from a population of 3,752. Instrument for data collection were open and close ended questionnaire and interview schedule. Mean, frequencies and percentage were used to analyze the data while one-way analysis of variance (ANOVA) was used to test the hypothesis. Findings revealed that school guidance and counselling programme was perceived to be effective in enhancing students’ academic, career and personal competencies. This study is related to the present study because it lays emphasis on examining the effectiveness of guidance and counselling programme in enhancing students’ academic, career and personal competencies which is also part of the focus of this study.

In a related development, a study aimed at assessing the effect of guidance and counselling on pupils in primary schools in Makadara Division, Nairobi Province was conducted by Afande (2015). The specific objectives of the study were: (i) to assess the extent to which primary schools in Makadara Division of Nairobi province had adopted guidance and counselling; and (ii) to evaluate the effect of guidance services on pupils of

primary schools in Makadara division of Nairobi Province. The study was a descriptive survey. The study utilized a combination of both quantitative and qualitative techniques in the collection of secondary and primary data. A questionnaire was the main instrument for data collection. The researcher also used interview schedules, which had open questions, aimed at meeting the objectives of the study. In addition, observation method was used in confirming the questionnaire responses. In order to analyze data and present information related to the profile of the respondents, graphs, charts, percentage and frequencies were used. Statistical Package for Social Sciences (SPSS) was used to aid in analysis. The findings of the study indicated that an effective school guidance and counselling programme guarantees services to all pupils; focuses on pupils' needs; develops proactive skills for all pupils; provides age-appropriate levels of interaction and instruction; and helps pupils become more resourceful in decision making. The above study is relevant to the present study because it assessed the effect of guidance services on pupils in schools which is part of the focus of this research.

In another study, Cheruiyot & Orodho (2015) examined the human and resource preparedness to provide effective guidance and counselling services in secondary schools in Bureti Sub County, Kericho County, Kenya. The study used combinations of descriptive survey and correlation research designs. Stratified sampling technique was employed to select 20 principals and 20 heads of Guidance and Counselling Department while simple random sampling technique was used to select 400 students yielding a sample size of 440. Questionnaire, interview schedule and checklist were used to collect data for the study. The study established that approximately two thirds of the practising school guidance and counseling personnel did not have the required qualifications of diploma and above. Guidance and counselling facilities were too inadequate to facilitate effective implementation of guidance services in most schools within the study locale. Based on the findings, it was recommended that regular workshops on guidance and counselling for public secondary school teachers and other service providers be intensified to enable them improve significantly in pedagogy and effectiveness. The importance of professional self-development and upgrading for teacher effectiveness through self-sponsored workshop attendance should be encouraged. These findings are significant to teacher counsellors, principals and the Ministry of Education, Science and Technology as it will enable them to enhance guidance services in schools and achieve the set objectives of school guidance and counselling programme in schools. The above study is related to the present study as it touched on human and resource preparedness to provide effective guidance services in secondary schools.

Onyango, Aloka & Raburu, (2015) carried out a study on the effectiveness of guidance and counseling in the management of student indiscipline in Public Secondary Schools in Kenya. The study was informed by assertive discipline model. Mixed method approach with concurrent triangulation design was used for the study. The population of the study was composed of 431 teachers 40 heads of guidance and counseling and 40 Deputy Principals. Stratified random sampling technique was used to select teachers, deputy principals and heads of guidance and counseling. Krejcie and Morgan sample size determination table was used in the study to determine a sample size of 28 deputy principals, 28 heads of guidance and counseling and 196 teachers. Data were collected using questionnaire, interview schedules and document analysis guides. Reliability was ascertained through split half method, and a reliability coefficient of 0.87 was realized. In order to ensure face validity of the instruments, the researchers sought expert judgment from university lecturers. Descriptive statistics and correlational analysis were used to analyze quantitative data while qualitative data were analyzed using thematic framework. The study established that there was a correlation coefficient of  $r=0.503$  between guidance and counselling and the management of student behaviour. The findings of the current study may help the Ministry of education in the formulation of policies relevant to the management of student behaviour in secondary schools.

Wambui (2015) conducted a study on the effectiveness of guidance and counseling services in Secondary Schools in Kenya: A Case Study of Githunguri Sub-County in Kiambu County. This study was conducted in Githunguri sub-county, Kiambu County. The sub-county had a total of 30 public secondary schools which formed the target population. In addition, all the 147 teachers in the Guidance and Counselling Departments in the schools were included in the study. From the population, the study sampled 15 schools and, thus, the total sample size yielded a total of 555 respondents. Quantitative data was obtained from the respondents using closed-ended questionnaires while secondary data were collected from observation and other available records. The results showed that there was an unequal representation among teacher counsellors with a greater majority being females. In addition, the teachers indicated that the time allotted for guidance and counselling sessions was too short and inappropriate as the sessions were scheduled during lunch break or at the end of the lesson after school at 4.00 pm. Moreover, the guidance and counselling sessions were not frequent since in most schools, the session were held when the need arose. The findings further indicated that only a few students sought counselling. In general, the teachers appeared skeptical as to whether students' issues were resolved through guidance and counselling. This was attributed to several factors, the main being heavy workload by both teachers and students which could make it difficult to accomplish effective guidance and counselling.

Based on the findings, the study recommended that more time should be set aside for counselling of students. Finally, in-service courses should be held for teachers in guidance and counselling.

## **II. Statement of the Problem**

In spite of the implementation of guidance services in public secondary schools, issues of indiscipline still exist. It is common to hear parents, teachers and church leaders blame one another, for failing to teach young people to be well behaved at home, in schools and in the society. Many parents have abandoned the teaching and guidance of their children which they have entrusted to the teachers alone to perform for them. In spite of the fact that it is stipulated in the National Policy on Education that it should be ensured that public secondary schools in Nigeria have counsellors, they are usually not available in most public secondary schools. Thus, cases of indiscipline still persist in schools. This non-availability of guidance and counselling in most public secondary school has predisposed many of the students to decadent behaviours such as indulging in drug abuse, examination malpractice, truancy, secret cults and illicit sexual behaviour. Cases abound of secondary school students who attend disco parties at nights in night clubs rather than pay attention to their studies. These observations have raised serious concerns on how discipline can be restored in public secondary schools. Even in schools that have functional guidance services, the issue is patronage by students is a problem. Most students shy away from seeking guidance services out of timidity, ignorance and fear of being punished for any unbecoming behaviour. The thrust of this study, stated in an interrogatory form is: could the level of patronage of guidance services by students influence the level of students' indiscipline in public secondary schools?

## **III. Purpose of the Study**

The purpose of this study was to investigate the relationship between students' patronage of guidance services and level of indiscipline in public secondary school in the North Senatorial District of Delta State. Specifically, the study sought to:

1. assess the level of patronage of guidance services by students in public secondary schools; and
2. examine the extent to which guidance services have influenced the level of indiscipline in public secondary schools in the North Senatorial District of Delta State.

## **Research Questions**

The following research questions guided the study.

1. What is the level of patronage of guidance services by students in public secondary schools in the North Senatorial District of Delta State?
2. To what extent do guidance services influence the level of indiscipline in public secondary schools in the North Senatorial District of Delta State?

## **Hypotheses**

The following null hypothesis was formulated and tested at 0.05 level of significance:

1. There is no significant relationship between the level of patronage of guidance services and the level of students' indiscipline in public secondary schools in the North Senatorial District of Delta State.

## **IV. Scope of the Study**

This study covered public secondary schools in the North Senatorial District of Delta State. The variables studied were guidance services (appraisal services, information services, counselling services, placement services, referral service, follow-up service, research service), the level of indiscipline (smoking of cigarette, sexual harassment, drinking alcohol, taking cocaine, marijuana, heroin, bullying fellow students, destruction of school properties, noise making), the level of patronage of guidance services, and the extent to which guidance services have influenced the level of indiscipline in public secondary schools.

## **V. Theoretical Framework**

This study was based on Operant Conditioning Theory which was propagated by B.F. Skinner. The theory indicates that a person learns to behave in different ways when new behaviours are reinforced and old ones ignored or punished (Hjelle & Ziegler, 2012; Morris, 2016). The goal of punishment is to decrease the behaviour that it follows. Punishment is used to help decrease the probability that a specific undesired behaviour will occur with the delivery of a consequence immediately after the undesired response/behaviour is exhibited (Hjelle & Ziegler, 2012). The easiest way to remember this concept is to note that it involves an aversive stimulus that is added to the situation. Punishment is purposely administered by another person. However, in this study, aversive stimuli such as giving of quantifiable manual work may lead to behaviour change while desired stimuli may be withdrawn such as a student being denied a chance to be in school through suspension

and expulsion, confiscation of personal items from a student and detention in school when others go out for educational tours influencing behaviour change. The use of punishment may further be facilitated by the school administration which may lay down the school rules, types of punishments to be prescribed and delegate disciplinary authority.

## **VI. Methodology**

### **Research Design**

The study adopted a correlational research design. This design is considered appropriate for this study because, the researcher did not manipulate independent variables. Instead, the relationship between the independent variables and the dependent variable was to be determined. The design was also considered appropriate for the study since it lent itself to the use of questionnaire for data collection.

## **VII. Population of the Study**

The population of the study consisted of all the students in public secondary schools in the North Senatorial District of Delta State. According to statistics obtained from the Delta State Ministry of Basic and Secondary Education showing the statistical data of secondary schools 2011/2012 session, Delta State had a total number of 452 public secondary schools spread across the 25 local government areas of the State. Of this figure, the North Senatorial District of Delta State has a total number of 166 public secondary schools spread across the 9 local government areas that make up the district. Thus, the total population of the study covered all the 97,316 public secondary students of the 166 public secondary schools in the North Senatorial District of Delta State from where the sample size was drawn.

## **VIII. Sample and Sampling Technique**

**Table 1: Sampling of selected Schools in Delta North Senatorial District of Delta State.**

<b>S/N</b>	<b>Names of Schools in Delta North Senatorial District</b>	<b>Students</b>	<b>Sample (10%)</b>
1	Olona Mixed Secondary School, Onicha, Olona, Aniocha North	430	43
2	Ubulu-Uno Mixed Secondary School, Ubulu-uno, Aniocha South	610	61
3	Owanta Secondary School, Owanta, Ika North-East	537	54
4	Ogbemudei Secondary School, Ika South-east	438	44
5	Ashaka Mixed Secondary School, Ashaka, Ndokwa East	418	40
6	Ugiliami Mixed Secondary School, Ndokwa West	502	50
7	Ibusa Mixed Secondary School, Ibusa, Oshimili North	481	48
8	Osadenis Mixed Secondary School, Asaba, Oshimili South	651	65
9	Umutu Mixed Secondary School, Ukwuani	433	43
	<b>Total</b>	<b>4500</b>	<b>448</b>

From the population of 166 public secondary schools in the North Senatorial District of Delta State, the sample size was determined using stratified random sampling techniques to sample 1 public secondary school from each of the 9 local government areas of the North Senatorial District of Delta State to make a total of 9 public secondary schools selected. The sample size comprised of 10% of total students each from the above sampled public secondary schools chosen using simple random sampling technique. Therefore, a total of 448 students made up the total sample size of the study.

## **IX. Research Instrument**

The research instrument developed by the researchers was used for data collection. This was a questionnaire titled "Level of Students' Indiscipline Questionnaire" (LSIQ). The instrument consisted of four sections (A-D). Section A contained the demographic data of students; sections B, C and D contained items questions that addressed the two research questions raised in this study. These items required the respondents to choose an option from alternatives provided as well as statements where the respondents were expected to tick on a six-point Likert response format to indicate their degree of agreement or disagreement. They were to react to the items by ticking any of Very often (VO =6); Often (OF = 5); Occasionally (OC = 4); Rarely (RA = 3); Not at all (NA = 2); Not sure (NS = 1).

### Validity of the Instrument

The research instrument was subjected to face and content validity by three experts, one from measurement and evaluation and two from guidance and counselling all from Benson Idahosa University. Their suggestions were used in the modification and production of the final copy of the instrument.

### Reliability of the Instrument

In order to ascertain reliability of the research instrument, thirty (30) copies of the research instrument were administered on 30 students who were not part of the study. Data collected were analysed using the Cronbach Alpha statistical method. The results of the analysis showed a correlation coefficient of 0.87. This implied that the instrument was good enough and could be used to elicit responses from the respondents.

### Method of Data Collection

The questionnaire was administered on the respondents and after they were duly completed, they were collected by the researchers with the help of two (2) trained Research Assistants so as to achieve high instrument return rate. Out of 448 copies of the questionnaire administered, 430 were retrieved and found usable representing a 96% response rate.

### Method of Data Analysis

Data collected were analyzed using mean and standard deviation to answer the research questions while the hypothesis was tested using the Pearson Product Moment Correlation Coefficient.

## X. Results

### Analyses of Research Questions

Any item with a mean of 3.5 and above was considered as one of the influences of guidance services on the level of students' indiscipline in public secondary schools in North Senatorial District of Delta State.

**Research Question one:** What is the level of patronage of guidance services by students in Public Secondary Schools in the North Senatorial District of Delta State?

**Table 2: Mean Responses of Level of Patronage of Guidance Services by Students in Public Secondary Schools in the North Senatorial District of Delta State**

S/N	Items	N	$\bar{x}$	SD	Decision
	<b>How often do you visit the School Counsellor for the following issues?</b>				
1	Problem with academics	430	2.48	1.15	Occasionally
2	Problem with fellow students	430	2.51	1.14	Occasionally
3	Problem with a teacher	430	2.46	1.15	Occasionally
4	Career problem	430	2.47	1.16	Occasionally
5	Crisis problem in my personal life	430	2.43	1.14	Rarely
6	Problem with the school authorities	430	2.46	1.14	Occasionally
7	Facing challenges with a particular subject	430	2.52	1.11	Occasionally
8	Financial challenges	430	2.53	1.13	Occasionally
	<b>Grand Mean</b>		<b>2.48</b>		

KEY: Very often = VF; Often= OF; Occasionally = OC; Rarely = RA; Not At All = NA; Not Sure = NS

Results of the data presented in Table 2 showed the mean ratings of responses of students in public secondary schools as regards the level of patronage of guidance services by students in the North Senatorial District of Delta State. The results revealed that out of the 8 items, 7 items had the mean scores that ranged from 2.47 to 2.53 with corresponding standard deviations that ranged from 1.11 to 1.16. The mean scores were indications that with respect to level of patronage of guidance services by students in public secondary schools, majority of the respondents viewed as moderate the following: problem with academics; problem with fellow students; problem with a teacher; career problem; crisis problem in my personal life; problem with the school authorities; facing challenges with a particular subject; and financial challenges. The implication of this was that majority of the respondents agreed that with regard to level of patronage of guidance services by students in public secondary schools, it was low as students rarely visited the guidance counsellors in public secondary schools in the North Senatorial District of Delta State.

**Research Question Two:** What is the level of students' indiscipline in Public Secondary Schools in the North Senatorial District of Delta State?

**Table 3: Mean Responses of Level of Students' Indiscipline in Public Secondary Schools in the North Senatorial District of Delta State**

S/N	Items	N	$\bar{x}$	SD	Decision
<b>Frequency of occurrence of the following offences:</b>					
1	Drinking alcohol.	430	4.40	1.09	Often
2	Cigarette smoking.	430	4.48	1.13	Often
3	Taking hard drugs like cannabis sativa, marijuana, heroine, etc.	430	4.43	1.11	Often
4	Stealing.	430	4.53	1.14	Very often
5	Bullying fellow students	430	4.45	1.09	Very often
6	Destruction of school property.	430	4.47	1.15	Very often
7	Noise making.	430	4.50	1.09	Very often
8	Sexual harassment.	430	4.53	1.07	Very often
<b>Grand Mean</b>			<b>4.47</b>		

KEY: Very often = VF; Often= OF; Occasionally = OC; Rarely = RA; Not At All = NA; Not Sure = NS

Results of the data presented in Table 3 showed the mean ratings of responses by secondary school students in public schools as regards the level of students' indiscipline in public secondary schools in the North Senatorial District of Delta State. The results revealed that 3 items had the mean scores that ranged from 4.40 to 4.48 with corresponding standard deviations that ranged from 1.09 to 1.13. The mean scores were indications that with respect to level of students' indiscipline in public secondary schools in the North Senatorial District of Delta State, majority of the respondents rated high the following as level of indiscipline in public secondary schools in North Senatorial District of Delta State: drinking alcohol, cigarette smoking and taking hard drugs like cannabis sativa, marijuana, heroin, among others. The following 5 items had mean scores that ranged from 4.45 to 4.53 with standard deviations that ranged from 1.07 to 1.15. The mean scores were indications that majority of the respondents rated the following level of indiscipline as very high in public secondary schools in North Senatorial District of Delta State: stealing, bullying fellow students, destruction of school property; noise making and sexual harassment. The implication of this was that majority of the respondents agreed that there were high incidences of students' indiscipline in public secondary schools in the North Senatorial District of Delta State.

### XI. Testing of the Hypotheses

The following one hypothesis was tested at 0.05 alpha level of significance

#### Hypothesis 1

There is no significant relationship between the levels of patronage of guidance services and the levels of students' indiscipline in public secondary schools in the North Senatorial District of Delta State.

The summary of the test of hypothesis one is presented in Table 4 below:

**Table 4: Summary Statistics of the Pearson Correlation between the Levels of Patronage of Guidance Services and Levels of Students' Indiscipline in Public Secondary Schools in the North Senatorial District of Delta State.**

Respondents	$\bar{x}$	SD	r	r <sup>2</sup>	p-value	Decision
Level of patronage	2.48	1.14				
			-0.68	0.77	0.00	Reject H <sub>0</sub>
Level of Students' Indiscipline	4.47	1.11				

The information in Table 4 showed that the mean score of patronage of guidance services by students in public secondary schools was 2.48 with a standard deviation of 1.14 while students' level of indiscipline in public secondary schools was 4.47 with a standard deviation of 1.11. The table also showed that there was a strong negative relationship (- 0.68) between levels of patronage of guidance services and students' level of indiscipline in public secondary schools. The coefficient of determination (r<sup>2</sup>) associated with the correlation

coefficient of 0.68 was 0.77. The coefficient of determination ( $r^2$ ) indicated that, level of patronage of guidance services by students had influence on the students' level of indiscipline in public secondary schools and the relationship was statistically significant at 0.00. Since this significant value is lower than 0.05, the alpha level of significance, the indication was that level of students' indiscipline decreased as level of students' patronage of guidance services increased. The hypothesis which stated, therefore, that there was no significant relationship between level of patronage of guidance services and level of students' indiscipline in public secondary schools in the North Senatorial District of Delta State was rejected.

### **Summary of Findings**

1. Majority of the students agreed that they occasionally visited the guidance counsellors in public secondary schools;
2. Majority of the students agreed that there were high incidences of students' indiscipline in public secondary school
3. There was significant relationship between the levels of patronage of guidance services and the levels of students' indiscipline in public secondary schools in the North Senatorial District of Delta State.

### **Discussion of Findings**

The main finding showed that there was a significant relationship between the level of patronage of guidance services and the level of students' indiscipline in public secondary schools in the North Senatorial District of Delta State. This finding supported that of Ogunsanmi (2011) who conducted a study on "awareness of teachers on the effectiveness of guidance and counselling services in curbing juvenile delinquency in primary schools in South-West Nigeria" and found that provision of guidance services as well as patronage were potent forces in drastically curbing rates of juvenile delinquency among primary school pupils in the study area.

### **Educational /Counselling Implications**

From the findings, it could be deduced that: Guidance Counsellors, especially in the public secondary schools needed to improve on their reach-out level as findings showed that even where there was provision of guidance services, level of patronage was low or non-existent.

### **Contribution to Knowledge/Practice**

This study has contributed to knowledge as it had established the fact that, for effective level of students' discipline to be maintained in public secondary schools, guidance services must be made available and ensures modalities that would enhance patronage by students. It also revealed that gender and age had significant influence on level of students' indiscipline in public secondary schools.

## **XII. Conclusion**

It could be concluded in this study that, level of patronage of guidance services was significantly related to the students' level of indiscipline in public secondary schools in North Senatorial District of Delta State.

### **Recommendations**

Based on the findings of this study, the following recommendations were made:

- 1) Guidance counsellors should be well trained on how to carry out their duties by attending seminars and workshops to improve on their skills.
- 2) In schools where guidance services are available, counsellors should deploy their professional skills to interface with students in order to raise the level of students' patronage of the services by the counsellors.

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