Counselling and Social Studies Strategies for Controlling Indiscipline among Students in Zaria Metropolis, Kaduna State

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Abstract
This study explored counselling and Social Studies strategies for controlling indiscipline among students in Zaria metropolis, Kaduna state. Three research objectives and research questions guided the study. Descriptive survey method was employed and the population of study was seven hundred and seventy-seven [777] junior and senior secondary school teachers and counsellors in Zaria metropolis, out of which, a sample of two hundred sixty-four [264] was selected through the use of purposive sampling technique. The instrument titled "Counselling and Social Studies strategies for controlling indiscipline (CONSOS) Scale" was used for data collection. The instrument was validated by lecturers at Ahmadu Bello University [A.B.U], Zaria, while, the reliability of the instrument was established using Cronbach Alpha and a reliability coefficient of 0.79 was obtained. Mean and standard deviation was used to present the descriptive data. The study found that the counselling techniques for controlling indiscipline include: assisting students to critically examine their behaviours in line with approved behaviours in their society, assisting students to modify their behaviours and acquire new skills through interpersonal relationships and others, just to mention but few. On the other hand, the study found that teaching students the accepted code of conduct in school, serving as good role models to students, organising school debates and competitions to occupy students' time in the school, encouraging parent-community involvement in student discipline matters, developing the value of discipline among students through teaching and other learning activities are among the Social studies strategies for controlling indiscipline among secondary school students in Zaria metropolis. Thus, it was concluded that Counsellors and Social Studies/Civic Educators have an important role to play using their professional competence, knowledge and skills in addressing the indiscipline problem among school students in Zaria metropolis, Kaduna State. Based on the findings, it was recommended among others that, Parents and teachers should be up-and-doing in discharging their responsibilities as custodians of children/ students in Zaria metropolis, Kaduna state; Teacher and school administrators should endeavour to develop means of controlling the reoccurring types of indiscipline among students in Zaria metropolis, Kaduna state.

Keywords: Control, Counselling, Indiscipline, Techniques, Social Studies Strategies

Introduction

Education is an indispensable instrument for transmitting sound knowledge, and requisite skills as well as exploring ideas that empower individuals to positively contribute to the development of society. It also instils the right attitudes and moulds character in accordance with societal norms and values. Livala, Bulus, Daver and Livala (2021) stressed that it is an instrument par excellence that is geared toward the realization of human aspiration which is expected to lead to better human relationships, effective citizenship, national consciousness and development. Students acquire formal education in the school system (Egenti & Nwamma, 2022). However, it has been observed that within the school system despite its role in promoting values and positive attitudes, students are found to exhibit several forms of indiscipline such as truancy, examination malpractices, impersonation, casual sex relationships, bullying, fighting, arson, vandalizing of public or school properties, faulting schools rules and regulation among others. These forms of indiscipline make headlines in mass and social media every day despite government and other stakeholders' efforts to curb the menace.

Indiscipline in the words of Odebode (2020) refers to one's inability to adhere to laid down rules in any establishment or society. Indiscipline acts are contrary to the rules and regulations of the school as well as the value and norms of the society. Also, Omote, Thinguri and Moengan (2015) define indiscipline as any mode of behaviour, action and conduct which do not conform to acceptable and stipulated standards. The acts of indiscipline include lateness to school, disrespect for rules and regulations, disrespect to constituted authorities, cultism, indecent dressing, fighting, and drug and substance abuse among others.

The study conducted by Gutuza and Mapoliza (2015) found that the alarming increase in secondary school indiscipline is caused by the external social environment; and that the education provided will not prevent indiscipline from recurring. Factors like drug abuse, laxity on the part of parents to nurture their children normally, influences of the mass media and peer pressure, among others, have been frequently cited as common causes of student indiscipline. Also, research findings of Ngwokabuenui (2015); Justice (2016); Odebode (2019); Odebode (2020); Bashar, Gatawa, Jagaba, Musa, Abdul'aziz and Hassan (2021); Kwamta, Shettima, Audu and Kabu (2021) revealed that the causes of indiscipline range from poor supervision of wards, environmental condition, the attitude of teachers to students, the influence of social media and mass media, peer pressure, poor parenting skills among others.

On the other hand, Creswell (2013); Stones (2013); Sule (2014); Atieno (2014); Ndaita (2016); Oladimeji (2019); Ezeanolue and Nnorom (2020); Opara (2020) found that the nature of indiscipline among students includes: defiance to the school authority, class destruction, truancy, fighting, the use of profanity, damaging school property, violation of school dress code, theft/stealing, leaving school without permission and not reporting to after school detention among others.

To address the problem of indiscipline among students, previous studies were conducted by Ndaita (2016); Salgong, Ngumi and Chege. (2016); Adeniyi and Adedotun (2019); Obi, Obineli and Akpojivi (2019); Okeke (2019); Uju (2020); Okeke (2021) Egenti and Nwamma (2022) have revealed that counselling techniques such as, strengthening of peer counselling, engage in dynamic interactions with a group of erring students to modify their behaviour, provide unruly students with information to enable them properly adjust their behaviour in school, develop a referral intervention plan for modifying students' behaviour, promote healthy communication between misbehaved students to decrease the act of indiscipline and orientating the students on the right ways to behave among others could help in controlling indiscipline among students.

Similarly, research findings of Tukur, Atsua and Adamu (2013); Martha, Enose, and Serem (2013); Olaitan, Mohammed and Ajibola (2013); Sullivan, Johnson, Owens and Conway (2014); Ali, Dada, Isiaka and Salmon(2014); Chanda, Songolo and Mutekenya (2015); Omote, Thinguri and Moenga (2015); Oyem (2016); Atunde and Aliyu (2019) which established that involving students in the formulation and maintenance of school rules and regulations, effective teaching and learning, effective monitoring of teaching and learning, enforcing the teaching of moral instructions, effective guidance and counselling services, allowing teachers free hand to discipline students, engaging students in extra-curricular activities, organising a talk with students on the need for discipline, effective use of school functionaries, participation of students in extracurricular activities and teachers showing good examples to students were found to curb indiscipline among youths and students. However, with the bulk of research conducted, none of them was conducted on the Counselling and Social Studies strategies for controlling indiscipline among school students in Zaria metropolis. Hence, this study sought to fill the gap.

Statement of the Problem

The issue of indiscipline among youths and secondary school students has become a matter of great concern among parents, teachers and policymakers in the Zaria metropolis. Though, several measures have been put in place to handle the causes and emerging nature of indiscipline among students, such as, the use of corporal punishment, expulsion of indiscipline students from schools and sending the erring students to remand home among others. But these measures have not fully succeeded in curbing indiscipline drastically. Hence, this gap necessitates the researchers

to explore the instrumentality of Counselling and Social Studies strategies in controlling the problem of indiscipline among students in Zaria metropolis, Kaduna state.

Aim and Objectives of the Study

The study aims to explore counselling and social studies strategies for controlling indiscipline among students in Zaria metropolis, Kaduna state, while, the following objectives are:

1. find out the causes of indiscipline among secondary school students in Zaria metropolis.
2. determine the nature of indiscipline among secondary school students in Zaria metropolis.
3. examine counselling techniques for controlling indiscipline among students in Zaria metropolis?
4. find out the Social Studies strategies for controlling indiscipline among students in Zaria metropolis.

Research Questions

The following research questions were answered in this study;

1. What are the causes of indiscipline among secondary school students in Zaria metropolis?
2. What is the nature of indiscipline among secondary school students in Zaria metropolis?
3. What are the counselling techniques for controlling indiscipline among students in Zaria metropolis?
4. What are the Social Studies strategies for controlling indiscipline among students in Zaria metropolis?

Methodology

This study employed descriptive survey research method. The population of the study comprised seven hundred and seventy-seven (777) junior and senior secondary school teachers in Zaria metropolis (Kaduna State Annual School Census Report, 2020). Out of the total population, a sample of 264 Guidance and Counsellor professionals and qualified Social studies teachers were selected through the use of purposive sampling technique based on the recommendation of Wassanet, Research advisory (2010). The instrument titled "Counselling and Social Studies strategies for controlling indiscipline (CONSOS) Scale" was used for data collection. The instrument was developed based on 4-point Likert rating scale, that is, Strongly Agree (SA) = 4, Agreed (A) = 3, Disagree (D) = 2 and Strongly Disagree (SD) = 1. The instruments were validated by lecturers in the Department of Educational Psychology and Counselling, and Social Studies Section at Ahmadu Bello University [A.B.U], Zaria. To establish the reliability of the instruments, Cronbach's alpha was used. A reliability coefficient of .79 was obtained. Mean and standard deviation was used to present the data descriptively and a mean of 2.5 and above was analyzed as agreed, while below 2.5 as disagreed.

Results

A total of two hundred and seventy-five (275) was distributed, while, two hundred and sixty-eight (268) were retrieved. Thus, the analysis was based on the 268 questionnaires retrieved from the respondents that participated in the study.

Research Question1: What are the causes of indiscipline among secondary school students in Zaria metropolis?

Table 1: Mean Responses on causes of indiscipline among students in Zaria Metropolis

Items	Statement	$\bar{\chi}$	SD	Decision
1	Poor parenting and over-protection of children	3.89	.29	Agreed
2	Poor value development in students.	3.34	.31	Agreed
3	Influence of mass media	3.88	.34	Agreed
4	Poor teacher-students relationship	3.30	.28	Agreed
5	Teachers' willingness to control students' behaviour	2.22	.67	Disagreed
6	Overcrowded classrooms.	3.90	.27	Agreed
7	Teachers fear intimidation by parents of students.	3.91	.18	Agreed
8	Use of corporal punishment by teachers	2.38	.53	Disagreed
9	Appointment of students with poor leadership skills as school perfects.	3.27	.31	Agreed
10	Poor school administration and supervision.	3.68	.33	Agreed
11	Inadequate counselling services.	3.89	.22	Agreed
12.	Increase use of social media by students.	3.77	.28	Agreed
13.	Inadequate classwork to keep students engaged in class.	2.33	.45	Disagreed
14.	Teachers' attitude to work.	3.64	.21	Agreed
15.	Harsh school rules and regulations.	2.29	.71	Disagreed
	Cumulative Mean	**3.31**		

Source: Field Survey, 2022

Table 1 presents the mean responses of counsellors and Social Studies/ Civic Education teachers on the causes of indiscipline among secondary school students in Zaria metropolis. It could be observed that the respondents agreed with items 1, 2, 3, 4, 6, 7, 9, 10, 11, 12, and 14, while disagreed with items 5, 8, 13 and 15. This implies that the causes of indiscipline among secondary school students in Zaria Metropolis include poor parenting and over-protection of children, poor value development in students, the influence of mass media, poor teacher-student relationships, overcrowded classrooms, teachers' fear of intimidation by parents of students, the appointment of students with poor leadership skills as school perfects, poor school administration and supervision, inadequate counselling services, increase use of social media by students,

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inadequate class work to keep in students engaged in class, and teachers' attitude to work. The cumulative mean of the items in table I is 3.31 which is greater than 2.50. This implies that majority of the respondents had a similar view on the causes of indiscipline among secondary school students in Zaria metropolis.

Research Question 2: What is the nature of indiscipline among secondary school students in Zaria metropolis?

Table 2: Mean Responses on nature of indiscipline among students in Zaria metropolis

s/no	items	$\bar{X}$	SD	Decision
16.	Late coming to school.	3.61	.29	Agreed
17.	lack of compliance with school rules and regulations.	3.59	.33	Agreed
18.	Use of abusive language and slang.	3.21	.27	Agreed
19.	Bullying and harassment of fellow students.	2.67	.22	Agreed
20.	Disobeying teachers' instructions.	2.95	.30	Agreed
21.	Non-completion of class work or assignment.	3.71	.28	Agreed
22.	Truancy.	2.92	.26	Agreed
23.	Drug and substance use.	2.65	.23	Agreed
24.	Casual sexual relationships among students.	2.00	.35	Disagreed
25.	Skipping classes and examination malpractice.	3.12	.27	Agreed
26.	Noise-making while classes are ongoing.	3.86	.32	Agreed
27.	Vandalizing school properties.	3.96	.28	Agreed
28.	Rough and casual dressing.	2.23	.67	Disagreed
29.	Cultism.	1.93	.67	Disagreed
30.	Stealing of pens, books, money and others.	2.50	.33	Agreed
	Cumulative Mean	**2.99**		

Source: Field Survey, 2022

Table 2 presents the mean responses of both counsellors and Social Studies/Civic education teachers on the nature of indiscipline among secondary school students in Zaria metropolis. It could be observed from the table that items 16, 17, 18, 20, 21, 22, 23, 24, 25, 26, 27 and 30 are the nature of indiscipline exhibited by secondary school students in Zaria metropolis, while, disagreed with item 19, 28 and 29. In other words, the nature of indiscipline among students include late coming, none compliance with schools rules and regulations, use of abusive language and slang, bullying and harassment of fellow students, disobeying teachers' instructions, not completing class work or assignment, truancy, drug and substance use, skipping classes, noise making while classes are on-going, vandalizing school properties, stealing of pen, book, money and others. The cumulative mean of items in table 2 is 2.92, which is greater than 2.50. This point to the fact the respondents in the study agreed with most of the items regarding the nature of indiscipline among secondary school students in Zaria metropolis.

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Research Question 3: What are the counselling techniques for controlling indiscipline among students in Zaria metropolis?

Table 3: Mean Responses on counselling techniques for controlling indiscipline among students in Zaria Metropolis

Item	Statement	$\bar{\chi}$	SD	Decision
31.	Assisting students to critically examine their behaviours in line with approved behaviours in their society.	3.99	.21	Agreed
32.	Assisting students to modify their behaviours and acquire new skills through interpersonal relationships and others.	3.38	.24	Agreed
33.	Beating/flogging of students that engage in or exhibit undesirable behaviour(s)	2.09	.56	Disagreed
34.	Guiding students to manage and direct their thoughts and actions in line with societal values.	3.39	.28	Agreed
35.	Helping students to achieve positive self-confident skills.	3.51	.22	Agreed
36.	Helping students to imagine the consequences of undesirable behaviour.	2.61	37	Agreed
37.	Use of abusive languages	2.26	.81	Disagreed
38.	Use of corporal punishment to correct the students.	1.98	.66	Disagreed
39.	Use of praise and rewards to increase desirable behaviours among students.	3.77	.22	Agreed
40.	Withdrawal of negative stimulus to increase positive behaviour.	2.61	.51	Agreed
41	Withdrawal of stimulus (cigarette, drugs among others) to decrease response.	2.98	.26	Agreed
42.	Writing agreement between the student and the counsellor to behave more appropriately.	3.56	.21	Agreed
	Cumulative Mean	3.01		

Source: Field Survey, 2022

Table 3 presents the mean responses of participants on counselling techniques for controlling indiscipline among secondary school students in Zaria metropolis. It is evident from the table that the respondents agreed with items 31, 32, 34, 35, 36, 39, 40, 41 and 42, while, disagreed with items 33, 37 and 38 as counselling techniques for controlling indiscipline among secondary school students. Simply put, the respondents ascertain that assisting students to critically examine their behaviours in line with approved behaviours in their society, assisting students to modify their behaviours and acquire new skills through interpersonal relationships and others, guiding students to manage and direct their thoughts and actions in line with societal values, helping students to achieve positive self-confident skills, helping students to imagine the consequences of undesirable

behaviour, use of praise and rewards to increase desirable, withdrawal of negative stimulus to increase positive behaviour, withdrawal of stimulus (cigarette, drugs among others) to decrease the response and writing an agreement between the student and the counsellor to behave more appropriately are among the counselling techniques for controlling indiscipline among secondary school in Zaria metropolis. The cumulative mean of items is 3.01, which is greater than 2.50. This implies that the counselling techniques presented in the table could help in addressing the problem of indiscipline among secondary school students in Zaria metropolis.

Research Question 4: What are the Social Studies strategies for controlling indiscipline among students in Zaria metropolis?

Table 4: Mean Responses on Social Studies strategies of controlling indiscipline among students in Zaria metropolis
Source: Field Survey, 2022

Item	Statement	$\bar{\chi}$	SD	Decision
43.	Teaching students the accepted code of conduct in school.	3.80	.21	Agreed
44.	Serving as a good role model to students.	3.92	.29	Agreed
45.	Organising school debates and competitions to occupy students' time in school.	3.55	.26	Agreed
46.	Encouraging parent-community involvement in students' discipline matters.	3.62	.31	Agreed
47.	Developing the value of discipline among students through teaching and other learning activities.	3.72	.29	Agreed
48.	Teaching students acceptable cultural practices.	3.81	.26	Agreed
49.	Organising group work to discuss students' unruly behaviour.	3.29	.28	Agreed
50.	Encouraging the use of corporal punishment on straying students	1.68	.89	Disagreed
51.	Creating time to find out the causes of student's indiscipline.	3.09	.22	Agreed
52	Referring students for counselling services.	3.15	.21	Agreed
53.	Use of students club and societies to talk about indiscipline.	3.78	.23	Agreed
54.	Fine students that engage in any undesirable behaviour.	1.98	.72	Disagreed
55.	Using the assembling ground to condemn students that display unruly behaviour.	2.72	.28	Agreed
Cumulative Mean		**3.24**		

Table 4 presents the mean responses of participants on Social Studies strategies for controlling indiscipline among secondary school students in Zaria metropolis. It could be observed that the respondents agreed with items 43, 44, 45, 46, 47, 48, 49, 52, 53 and 55, while, disagreed with items 50, and 54 as Social Studies strategies for controlling indiscipline among students in

Zaria metropolis. In other words, the respondents submitted that teaching students the accepted code of conduct in school, serving as a good role model to students, organising school debates and competitions to occupy students' time in the school, encouraging parent-community involvement in students' disciplinary matters, developing the value of discipline among students through teaching and other learning activities, teaching students acceptable cultural practices, organising group work to discuss students' unruly behaviour, creating time to finding out the causing of students indiscipline, referring students for counselling services, use of students club and societies to talk about indiscipline and using the assembling ground to condemn students that display unruly behaviour are Social Studies strategies for controlling indiscipline among secondary school students in Zaria metropolis. The cumulative mean of items in table 4 is 3.24 which is greater than 2.50. Hence, the identified social studies strategies are suitable for controlling indiscipline among secondary school students in Zaria metropolis.

Discussion of Findings

The study found that the causes of indiscipline among secondary school students in Zaria Metropolis include: poor parenting and over-protection of children, poor value development in students, the influence of mass media, poor teacher-student relationship, overcrowded classrooms, teachers' fear of intimidation by parents of students, the appointment of students with poor leadership skills as school perfects, poor school administration and supervision, inadequate counselling services, increase use of social media by students, inadequate class work to keep in students engaged in class, and teachers' attitude to work. The findings are in line with research revelations of Gutuza and Mapolisa (2015); Ngwokabuenui (2015); Justice (2016); Odebode (2019); Odebode (2020); Bashar, Gatawa, Jagaba, Musa, Abdul'aziz and Hassan (2021); Kwamta, Shettima, Audu and Kabu (2021) which found that the causes of indiscipline range from poor supervision of wards, environmental condition, the attitude of teachers to students, the influence of social media and mass media, peer pressure, poor parenting skills among others.

Also, the study found that the nature of indiscipline among students includes: late coming, none compliance with schools rules and regulations, use of abusive language and slang, bullying and harassment of fellow students, disobeying teachers' instructions, not completing class work or assignments, truancy, drug and substance use, skipping classes, noise making while classes are on-going, vandalizing school properties, stealing of pen, book, money and others. The current findings concur with the previous research findings of Creswell (2013); Stones (2013); Sule (2014); Ndaita (2016); Oladimeji (2019); Ezeanolue and Nnorom (2020); Opara (2020) which revealed that the nature of indiscipline among students includes: defiance to the school authority, class destruction, truancy, fighting, the use of profanity, damaging school property, violation of school dress code,

theft/stealing, leaving school without permission and not reporting to after school detention among others.

The study revealed that counselling techniques for controlling indiscipline among secondary school students include: assisting students to critically examine their behaviours in line with approved behaviours in their society, assisting students to modify their behaviours and acquire new skills through interpersonal relationships and others, and guiding students to manage and direct their thoughts and actions in line with societal values, helping students to achieve positive self-confident skills, helping students to imagine the consequences of undesirable behaviour, use of praise and rewards to increase desirable, withdrawal of negative stimulus to increase positive behaviour, withdrawal of stimulus (cigarette, drugs among others) to decrease the response and writing an agreement between the student and the counsellor to behave more appropriately are among the counselling techniques for controlling indiscipline among secondary school in Zaria metropolis. This is in agreement with the previous research revelations of Ndaita (2016); Salgong, Ngumi and Chege. (2016); Adeniyi and Adedotun (2019); Obi, Obineli and Akpojivi (2019); Okeke (2019); Uju (2020); Okeke (2021) Egenti and Nwamma (2022) which revealed that counselling techniques such as, strengthening of peer counselling, engage in dynamic interactions with a group of erring students to modify their behaviour, provide unruly students with information to enable them properly adjust their behaviour in school, develop a referral intervention plan for modifying students' behaviour, promote healthy communication between misbehaved students to decrease the act of indiscipline and orientating the students on the right ways to behave among others could help in controlling indiscipline among students.

Finally, the study revealed that teaching students the accepted code of conduct in school, serving as good role models to students, organising school debates and competitions to occupy students' time in the school, encouraging parent-community involvement in students' discipline matters, developing the value of discipline among students through teaching and other learning activities, teaching students acceptable cultural practices, organising group work to discuss students' unruly behaviour, creating time to finding out the causing of students indiscipline, referring students for counselling services, use of students club and societies to talk about indiscipline and using the assembling ground to condemn students that display unruly behaviour are Social Studies strategies for controlling indiscipline among secondary school students in Zaria metropolis. This concurs with the research findings of Tukur, Atsua and Adamu (2013); Martha, Enose, and Serem (2013); Olaitan, Mohammed and Ajibola (2013); Sullivan, Johnson, Owens and Conway (2014); Ali, Dada, Isiaka and Salmon(2014); Chanda, Songolo and Mutekenya (2015); Omote, Thinguri and Moenga (2015); Oyem (2016); Atunde and Aliyu (2019) which established

that, involving students in the formulation and maintenance of school rules and regulations, effective teaching and learning, effective monitoring of teaching and learning, enforcing the teaching of moral instructions, effective guidance and counselling services, allowing teachers free hand to discipline students, engaging students in extra-curricular activities, organising a talk with students on the need for discipline, effective use of school functionaries, participation of students in extracurricular activities and teachers showing good examples to students are among the strategies for controlling indiscipline among youths and students.

Conclusion

Based on the findings of this study, it is observed that there are similarities in the causes and nature of indiscipline among secondary school students in the study area. Also, Counsellors and Social Studies/Civic educators have an important role to play using their professional competence, knowledge and skills in addressing the indiscipline problem among school students in Zaria metropolis, Kaduna State.

Recommendations

Based on the findings from the study, the following recommendations were made:

i. Parents and teachers should be up-and-doing in discharging their responsibilities as custodians of children/ students in Zaria metropolis, Kaduna state.
ii. Teachers and school administrators should endeavour to develop means of controlling the reoccurring types of indiscipline among students in Zaria metropolis, Kaduna state.
iii. Kaduna State Ministry of Education should organize in-service training for school counsellors to acquire more knowledge and skills in applying counselling techniques for controlling indiscipline among students in secondary schools in Zaria metropolis.
iv. Social Studies teachers should be given updated training on strategies for controlling indiscipline among students in Zaria metropolis, Kaduna state.

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