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The effect of Guidance and Counselling on Students' Discipline in Secondary Schools of Ruhinda North, Mitooma District, Uganda

Placidia Korugyendo^{1*}, Denis Kintu¹ & Emmanuel Ahabwe¹

¹ Bishop Stuart University, P. O. Box 09, Mbarara, Uganda.

* Author for Correspondence ORCID ID: <https://orcid.org/0000-0002-8364-0403>; Email: placidiakorugyendo@gmail.com

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Stakeholders are concerned about students' indiscipline in secondary schools of Ruhinda North, Mitooma District, Uganda. The study assessed the effectiveness of guidance and counselling in promotion of discipline of learners in secondary schools of Ruhinda North, Mitooma District, Uganda. The study used descriptive research where both quantitative (questionnaires), and qualitative (interviews) approaches were used during. A total of 234 who were drawn from 600. The study findings revealed that major causes of students' indiscipline in secondary schools of Ruhinda North, Mitooma District include; incompetent leadership, poor teaching by some teachers, poor feeding practices, and too much freedom in schools. The study findings showed that counsellors collect and keep up to dated students' records, Counsellors disseminate vital information concerning academics to students, schools have well-furnished offices and rooms to carry out guidance and counselling activities and there is the proper motivation of students from the school administration during guidance and counselling sessions. The results indicated that guidance and counselling is statistically significant related to discipline of students in secondary schools of Ruhinda North, Mitooma District ($r=0.159$, $P = 0.024 < 0.05$). It was concluded the major causes of students' indiscipline in secondary schools in Ruhinda North, Mitooma District were; poor leadership, poor teaching methods, absenteeism of teachers, and poor feeding practices. It was also concluded that there was effective guidance and counselling. Guidance and counselling have a positive influence on students' discipline. Therefore, effective guidance and counselling promote students' discipline. It was recommended that Ministry of Education should put more efforts towards ensuring acceptable moral training among students.

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INTRODUCTION

Globally, counselling services are indispensable fundamentals in the discipline management of learners in all education systems (Noe et al., 2017). It is hard for any education organisation to perform efficiently without the exercise of discipline. Guidance and counselling programs in schools contribute to overcoming challenges experienced by students as home and school (Gysbers & Henderson, 2014). Khansa (2015) states that because of many pressures imposed on the family, parents tend to have little time with their children to give them essential guidance. The parents assume the school to provide clarifications to the indiscipline in secondary schools caused by their children.

In Africa, discipline is one of the traditional cultures from the beginning of human existence (Wertheimer, 2012). Counselling programs in school enable headteachers to manage discipline of learners effectively. Discipline management plays a crucial role in upholding learners' morals (Mikaye, 2012).

According to East Africa's standard Newspaper, different cases of conflicts were emphasised such as; mock examinations, high-handedness of management, drug abuse, and indiscipline in secondary school (Salgong, Ngumi & Chege, 2016). The cases of student indiscipline had overwhelmed secondary schools resulting into a series of vandalism, killing, sexual abuse, destruction of school property, unrest, and drug abuse just to mention (Salgong, Ngumi & Chege, 2016).

Universal Secondary Education (USE) in Uganda, increased enrolment of learners in schools which demanded the advancement of counselling programs in schools to encounter learners' career, emotional, social, and physical needs (Tumusiimire, 2014). This progress shaped a paradigm change from regular career guidance and took on a wider approach to guidance and counselling. This change was aimed at responding to challenges of increased student enrolment related to the future unemployment of school leavers at all levels of education.

In Ruhinda North Mitooma District, indiscipline of learners have become a serious problem over decades to many stakeholders. According to the district education office (2018) for the last three years in more than five secondary schools have had major cases of indiscipline like fighting, striking, disrespecting teachers, trespassing from schools, and this resulted into destruction of teachers, students and parents. The students' discipline clubs (2018) documented that have been put in place to solve the problem include; a policy on discipline management making it comprehensive (Mbabazi & Bagaya, 2013). Discipline management at the implementation level is given consideration like academics and spiritual development. Although the Ministry of Education have tried to put measures addressing cases of indiscipline among the secondary school students, evidenced by implementing counselling clubs to every high school, the moral diverse nature sustained in these secondary schools with a new measurement (Mbabazi & Bagaya, 2013). Not merely, were they destructive and violent but deliberate and produced maximum destruction to humanoid lifetime (Kiweewa, 2015).

Purpose of the Study

To examine the effect of guidance and counselling on discipline of learners in secondary schools of Ruhinda North, Mitooma District, Uganda.

THEORETICAL REVIEW

This study used social learning theory developed by Albert Bandura (1986). It proposes that behaviour determined by components within the environment (Akers & Jensen, 2017). Such components are based on skills that are achieved by external features to bring about responses (Zimmerman, 2013). According to Bandura, students acquire competencies including academics, social services, and personnel modelling. Counsellors act as role models to their learners (Pope, Reynolds & Mueller, 2019). Bandura also assumes that issues on guidance are based on future consequences that lead to factors of behaviour due to predictable future strengthening among students.

METHODOLOGY

The study used a descriptive research design. The study population included headteachers, school

counsellors, teachers, and students. The study included 234 study participants out of 600 people from 5 schools, the researcher selected 5 schools because they were considered large enough to represent the variables under study of the accessible population and hence the target population. During sampling techniques, teachers and students were selected using simple random sampling since it provides an equal chance of all respondents being chosen to participate in the study. While Headteachers and counsellors were selected using purposive sampling because they were required in the study. Interviewing was applied on head teachers and counsellors while questionnaire survey was applied on teachers and students this consisted of close-ended items. Thematic qualitative and Pearson correlation coefficient for quantitative data analysis methods were used.

RESULTS

Students Discipline

The questionnaire showed that the dependent variable (DV) which is students' discipline was measured using 10 items. The results were as presented in *Table 1*.

Table 1: Causes of students' indiscipline (n=204)

Statements	Mean scores
Poor feeding practices	4.33
Incompetent leadership styles	4.10
Too much freedom in schools	4.07
Inappropriate teaching methods	4.01
Late coming and absenteeism of Teachers	3.90
Unfavourable school environment	3.39
Lack of curricular activities in school	3.00
Overcrowded classroom	2.86
Harsh school rules and regulations	2.66
Overall Mean Score	3.59

The overall mean score for causes of students' indiscipline was at 3.59. This implied that the above items were the major causes of students' indiscipline.

The above study findings were supported by responses from interviews as one of the headteachers said:

“Absenteeism of teachers, unfavourable school environment, harsh school rules, poor

teachers’ instructional methods and poor management styles of some school head teachers result into indiscipline of students”.

Another head teacher mentioned that;

“Poor parenting styles, environment, home conditions, social media contribute to secondary school students’ indiscipline”.

The above study findings are agreed with Salgong (2015) showed that strict examination supervision

remedies to provocative extra scholars to cause destruction so that they will have apologies why they fail to accomplish.

Effectiveness of Guidance and Counselling

The questionnaire showed that the independent variable (IV) which is Effectiveness of Guidance and Counselling was measured using 9 items, as presented in table 2:

Table 2: How guidance is carried out to promote student discipline in secondary schools in Ruhinda North, Mitooma District

Statements	Mean Scores
Counsellors collect and keep up to dated students’ records	4.18
Counsellors disseminate vital information concerning academics to students	4.17
Our school has well-furnished offices and rooms where to carry out guidance and counselling activities	4.17
There is proper motivation of students from the school administration during guidance and counselling sessions	4.13
Our school has a very supportive administration for guidance and counselling program	4.10
Our counsellors maintain secrets and confidential information of students	4.08
Counsellors assist learners to make appropriate changes and decisions.	4.02
Counsellors assist students to settle socially and psychologically	4.02
Guidance and counselling services are taken very seriously in our school	3.92
Overall mean score	4.09

The overall mean score = 4.09 suggests effective guidance and counselling. These finding is in consistent with responses from interviews that teachers use different approaches while counselling students, this was supported by one of the headteachers who said that;

“Counsellors employ different connections of students’ groups approach which helps in determining the behaviour of learners. Counsellors use therapeutic interventions approach, teachers incline to execute things on the learners rather than creating a dialogue

because they don’t understand the setting, Counsellors also make the counselling office enjoyable, and in addition teachers use E-Systems to provide counselling”.

Inferential Analysis

In order to establish statistically significant relationship between Guidance and Counselling and discipline of learners, Pearson coefficient correlation was carried out as presented in Table 3.

Table 3: Pearson coefficient correlation guidance and counselling and discipline of learners

		Guidance and counselling	Students' Discipline
Guidance and counselling	Pearson Correlation	1	.159*
	Sig. (2-tailed)		.024
	N	204	204
Students' Discipline	Pearson Correlation	.159*	1
	Sig. (2-tailed)	.024	
	N	204	204

*. Correlation is significant at the 0.05 level (2-tailed).

The results in *Table 3* show that guidance and counselling had a positive statistically significant relationship with discipline of learners at ($r = 0.159$, $P = 0.024 < 0.05$). In addition, the above study finding is consistent with responses from interviews. It was observed that guidance and counselling play a key role in enhancing student discipline. This was supported by one of the headteachers who said;

“Guidance and counselling improve discipline and academic performance. Guidance and counselling promote a balanced leisure time with sports, games, clubs, societies, students should perform based on school family guidelines”

The above study findings are in line with Mannheim (2013) who asserted that guidance and counselling services include essential elements in the management of students' discipline in societies even the most original communist grew out of the requirement of guiding learners' behaviour patterns in the attention of the group. The public itself might not function deprived of the management of discipline.

DISCUSSION

The overall mean score for major causes of students' indiscipline in secondary schools in Ruhinda North, Mitooma District was 3.59 which indicates that there were many major causes of students' indiscipline. This study finding agrees with Salgong (2015) who showed that effective supervision of examinations helps to provocative other scholars to cause destruction so that they will have apologies why they fail to accomplish.

Incompetent childrearing is disruptive performance, is predisposed by the sympathetic of model the parent provides, some parents are incompetent as role models for young ones.

Guidance and counselling was effective at (overall mean score = 4.09). This is consistent with Davis & Osborn (2013) that counsellors apply their knowledge of learning problems of learners using established methods of counselling. According to Borders and Drury (1992), activities of classroom guidance and consultation directly contributes to success of students in classroom. Counsellors in schools spend their time in management of the interventions.

Pearson coefficient correlation guidance and counselling and discipline of learners indicated syntactically significant relationship at ($r = 0.159$, $P = 0.024 < 0.05$). This is an indication that guidance and counselling is associated with students' discipline in secondary schools of Ruhinda North, Mitooma District. This is consistence with Mannheim (2013) who revealed that guidance and counselling is associated with discipline management.

CONCLUSIONS

Incompetent leadership, poor teaching methods, late coming, absenteeism, and poor feeding are the lead to indiscipline of students.

There is effective guidance and counselling which promotes discipline of student in secondary schools.

Guidance and counselling have a positive statistically influence on discipline of learners in secondary schools.

Recommendations

Ministry of Education should sustain efforts that ensure moral training given to students. The headteachers should update the school rules on a regular basis.

Ministry of Education should support and encouraged headteachers in undertaking trainings about monitoring and evaluation of counselling programs. National guidance department should encourage teachers at all teachers as far as guidance and counselling is concerned.

The school headteachers should formulate adequate time table for counselling students. The students should be motivated to enable them attend counselling sessions at school.

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