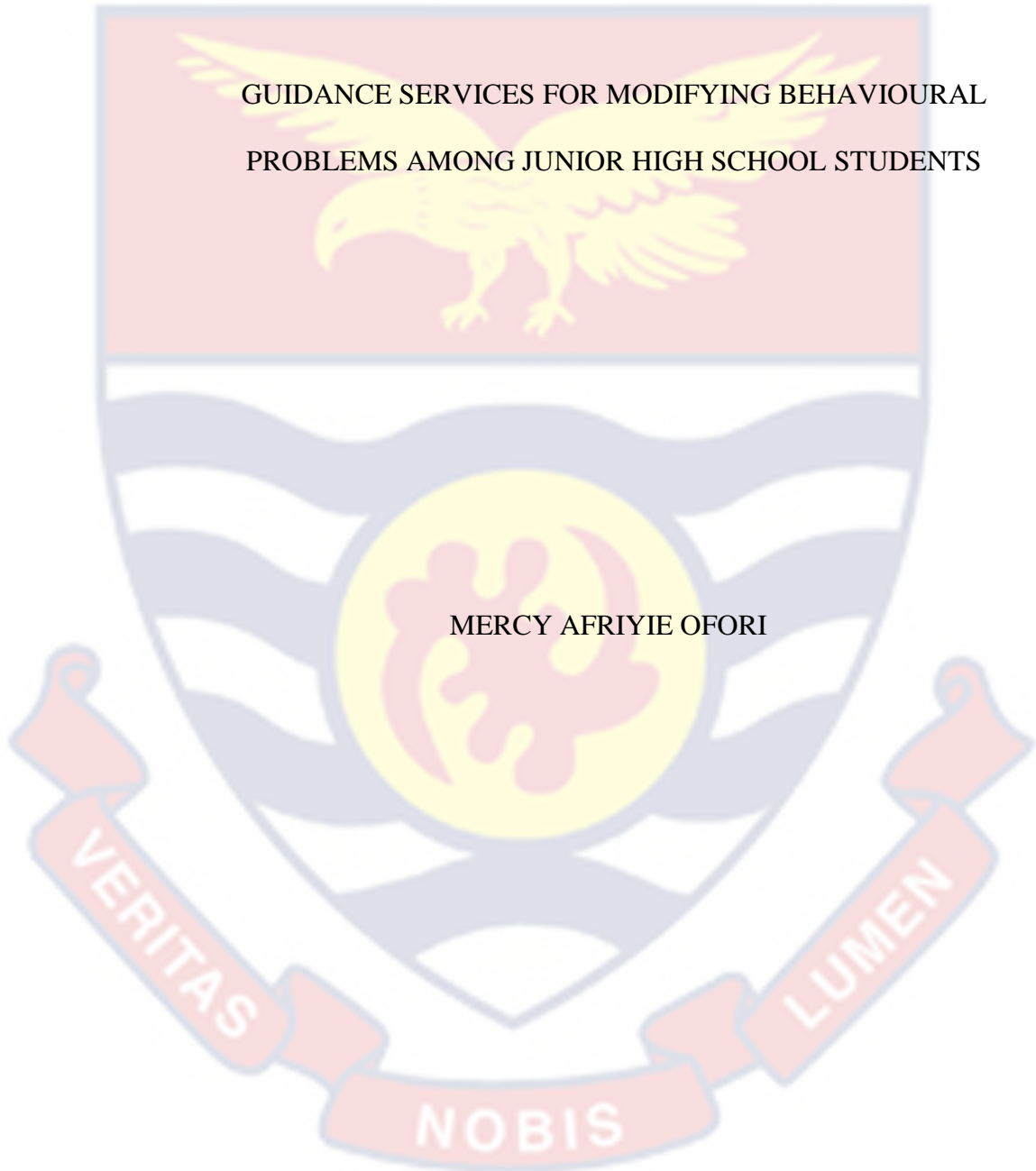UNIVERSITY OF CAPE COAST

GUIDANCE SERVICES FOR MODIFYING BEHAVIOURAL

PROBLEMS AMONG JUNIOR HIGH SCHOOL STUDENTS

MERCY AFRIYIE OFORI

2023

UNIVERSITY OF CAPE COAST

GUIDANCE SERVICES FOR MODIFYING BEHAVIOURAL PROBLEMS

AMONG JUNIOR HIGH SCHOOL STUDENTS

BY

MERCY AFRIYIE OFORI

Thesis submitted to the Department of Guidance and counselling of the

Faculty of Educational Foundations, College of Education Studies, University

of Cape Coast, in partial fulfilment of the requirements for the award of

Master of Philosophy degree in Guidance and Counselling.

JULY 2023

DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature……………………   Date……………………
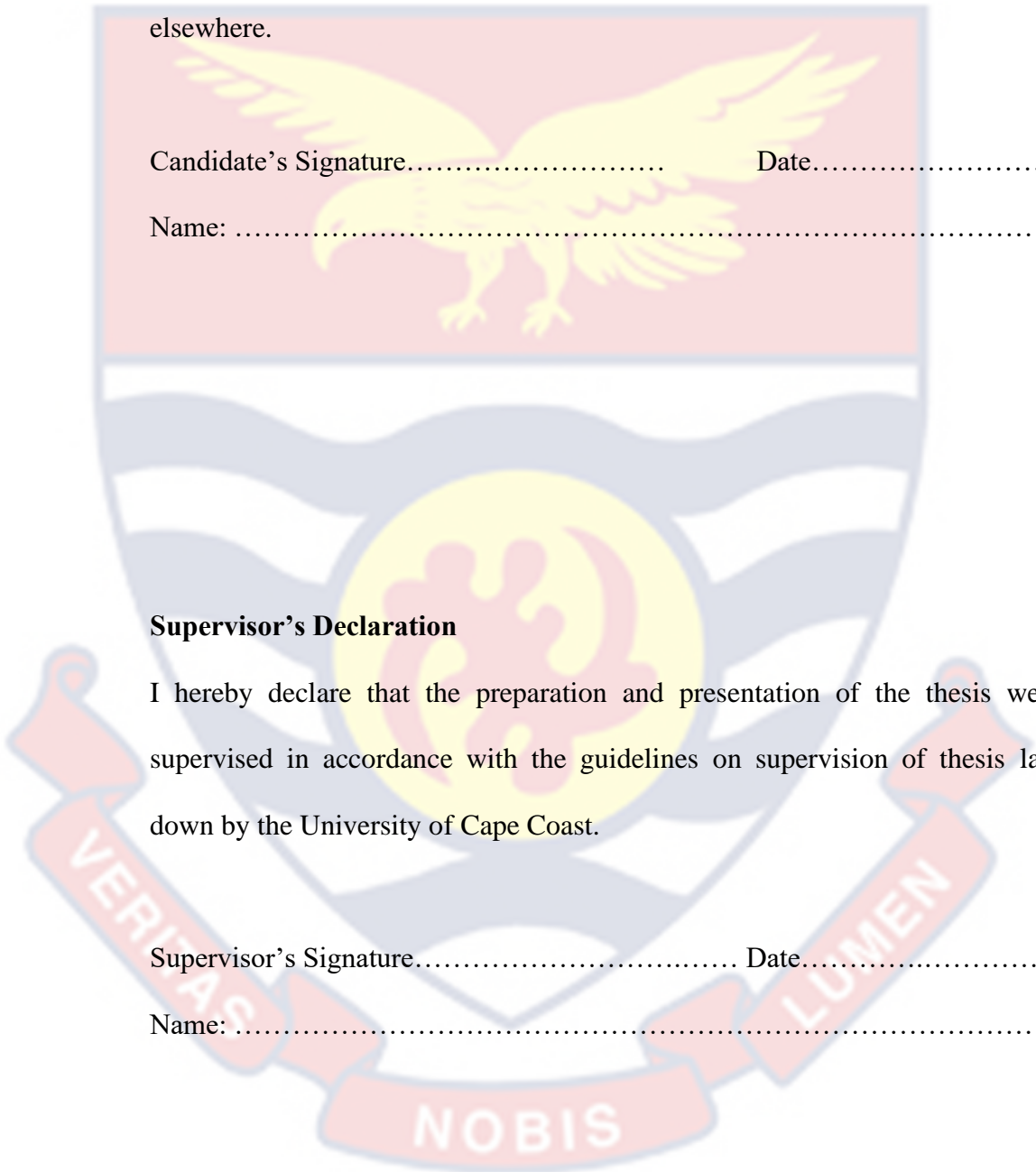
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Supervisor's Declaration

I hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

Supervisor's Signature……………………….…… Date…………….………
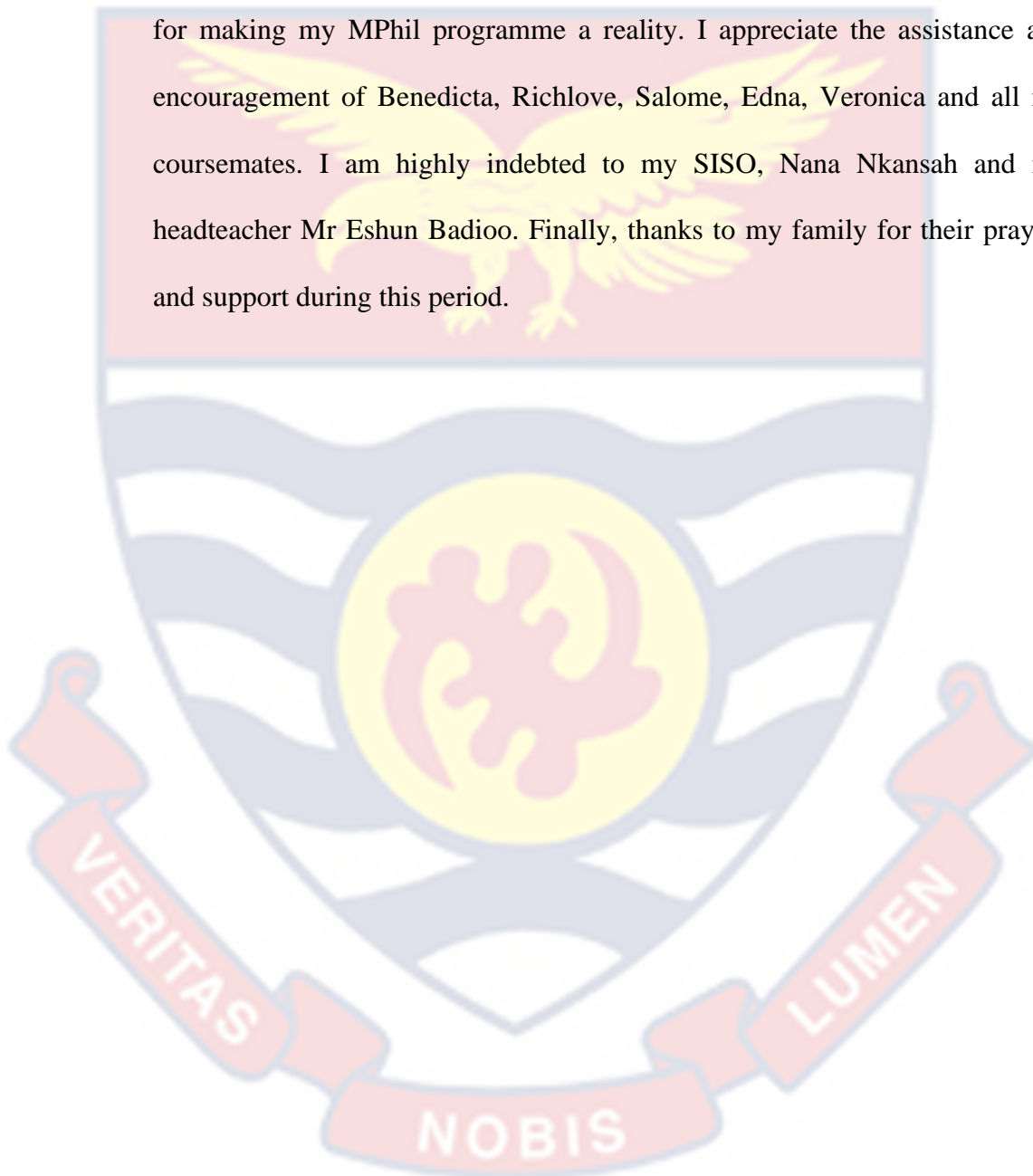
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ABSTRACT

The study sought to examine the use of guidance services to modify the behavioural problem among Junior High School students in the Ellembelle District of Ghana. The embedded mixed-method approach was chosen for the research. A sample of 274 students and 16 headteachers and teacher counsellors were selected for the survey through cluster sampling, simple random and purposive sampling procedures. The quantitative data were collected using a student questionnaire, while a structured interview guide was used for headteachers and teacher-counsellors. Descriptive and inferential statistics were used to analyse the quantitative data. The qualitative data were coded, transcribed, and grouped thematically. The findings indicated that lying, blurting out answers, lateness in school, and fighting/insulting fellow students were common behavioural problems exhibited among Junior High School students. The study revealed that problems at home and peer influence cause students' behavioural problems. Guidance services, specifically counselling services, are the most used services in modifying the behavioural issues exhibited by Junior High School students. There was a significant gender difference between male and female students regarding behaviour problems. It was therefore recommended that school authorities should enforce school rules. Attention should be given to other guidance services in various schools since they help in the quest to reduce students' behavioural problems.

ACKNOWLEDGEMENTS

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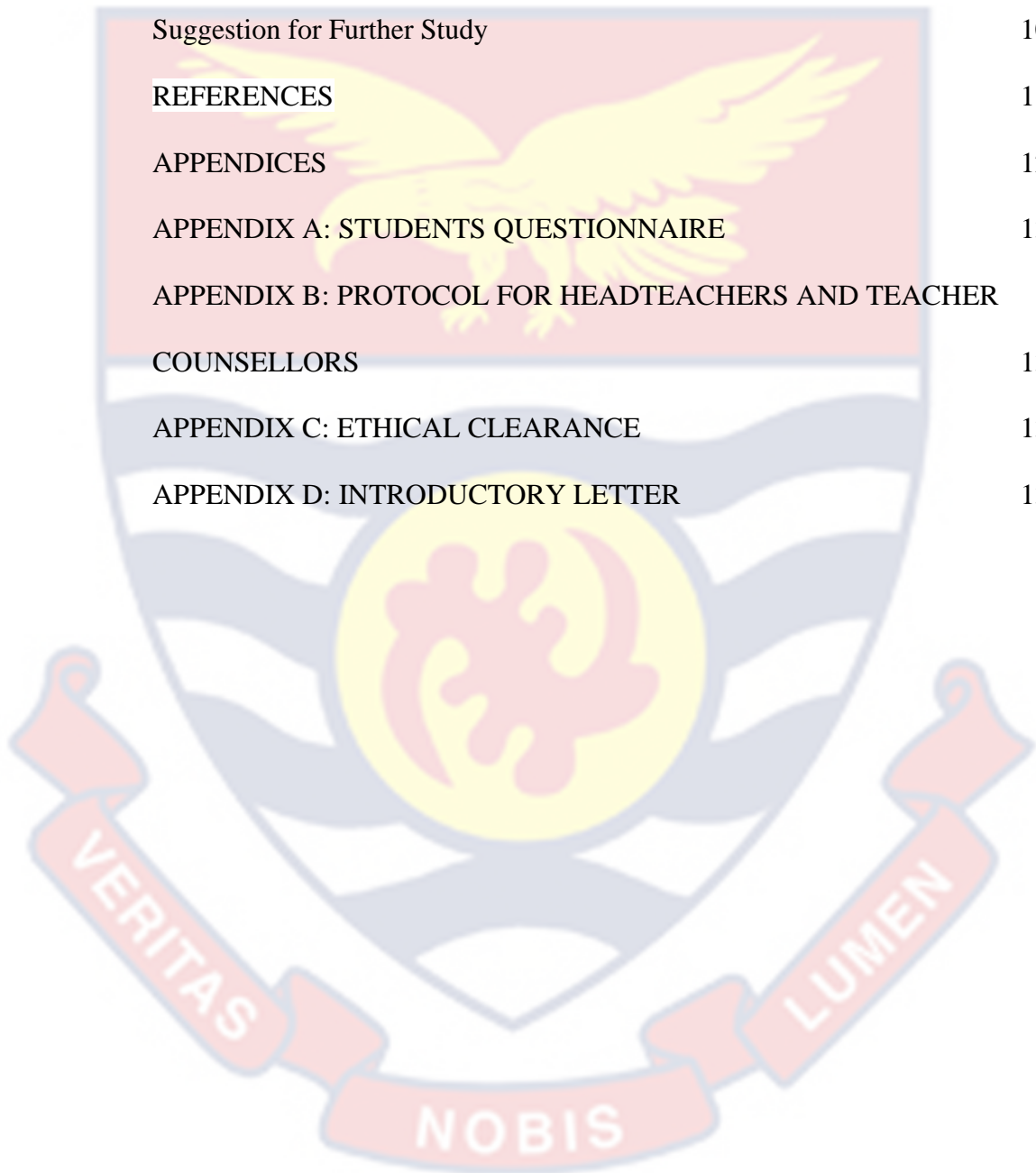DEDICATION

To my husband and children

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CHAPTER ONE

INTRODUCTION

In every community, appropriate behaviour is essential. Young people and youth need to demonstrate acceptable behaviour, and the Junior High School students are no exception. When students engage in unacceptable behaviour, it becomes disruptive to the school community and society in general. According to Said (2020), effective guidance services have demonstrated significant benefits in enhancing student-acceptable behaviour, such as boosting school attendance and lowering disruptive behaviour. Bandura's Social Cognitive Theory (1971) postulates that behaviours that students mostly exhibit are either influenced by their daily interactions in the environment or learned behaviour acquired through observation and modelling, which the person intends to demonstrate. Therefore, this study aims to ascertain how guidance services address behavioural issues among Junior High School students in the Ellembelle District of Ghana.

Background to the Study

Individual development, societal acceptance, and prospects for social integration are all threatened by inappropriate behaviour (Mekuria, 2012). Because of this, society purposely established schools to offer guidelines for systematic education, instil moral principles and encourage adherence to societal norms and values (Ngwokabuenui, 2015). Basic education aims to equip students with the necessary skills for community living and higher education preparation. As a result, it is assumed by educators, politicians, parents, and the public that the educational setting is the best setting for fostering the development of productive and valued citizens. Thus, it is

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burdensome for society if students have behavioural problems during and after their education (Simuforosa & Rosemary, 2014; Theuri, 2018; Sottie, 2019). Kremer, Flower, Huang, and Vanghu (2016) believe that educators work earnestly to attain a level for basic school students to exhibit good behaviour. Still, these students have a demeanour that deters their progress in the learning process. In the classroom, some students exhibit problematic behaviour that is oppositional, defiant, and destructive (Diliberti, Jackson, & Kemp, 2017).

When some students in a classroom engage in such behaviour occasionally, it disrupts the learning process frequently. When disobedience reaches a certain level, it interferes with the learner's academic programme and presents difficulties for teachers. Instruction also often fails to yield the desired results. According to Ngwokabuenui (2015), individuals' troublesome behaviours may arise from changes in their development from childhood to adolescence.

Several of these issues appear as conduct disorder, disruptive, oppositional defiant, and attention deficit hyperactivity problems since adolescence are marked by several emotional, mental, and behavioural changes (Barman & Khanikor, 2018). Students with these behavioural problems are more likely to perform poorly in school or not complete their education. The effort to manage behavioural issues impacts instructional hours since more time is spent addressing misbehaviour than teaching (Ofori, 2019).

The responsibility for fostering beliefs and norms that enable people to establish appropriate behaviour for themselves and convincingly result in appropriate standards of conduct among pupils is on the community, schools, and parents (Colman et al.,1966; Harikrishnan & Sailo, 2021).

Different authors have defined behavioural problems in various terms. Gordon and Browne (2016) say behavioural problems disrupt school teaching and learning activities. According to Nwadinobi (2019), behaviours that harm others and do not support learning or interpersonal relationships are considered behavioural issues. Because of this, a child's growth and development are significantly hampered, and other products stop the youngster from developing and maintaining satisfying relationships with peers and adults.

Gupta, Mongia, and Garg (2017) define behavioural problems as behaviours of children that interfere with or are likely to interfere with learning activities. They have detrimental long-term effects that are also immediate. According to many definitions, behavioural problems undermine a person's or a child's academic success; if appropriate actions are not taken, they negatively impact an individual's life and society.

Behavioural problems that are common in schools are disruptive behaviours which include oppositional defiant problems (ODP), conduct problems (CP), and attention deficit hyperactivity disorders (ADHD). The various types of oppositional deficit problems include anger, tantrums, irritation by another, vindictive behaviour such as revenge, and annoying others. Conduct problems include bullying, fighting, lying, stealing, truancy, absenteeism, and destroying properties, i.e., vandalism. Attention deficit hyperactivity problems comprise fidgeting, difficulty sitting skills, difficulty focusing on a single task, difficulty following instructions, blurting out answers, and passing inappropriate comments (Ngwokabuenui, 2015; Barman & Khanikor, 2018; Maynard et al.,2017).

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Dunne, Bosumtwi-Sam, Sabates and Owusu (2010) posit that Junior High School (JHS) students behavioural issues have existed since the beginning of formal education and have long dominated the global education landscape time, doing more harm than good in schools. Truancy, defiance, tantrums, bullying, violence, or violent behaviour are frequent behavioural issues among teenagers who are enrolled in school in the United States of America (USA) (Dunne, Bosumtwi-Sam, Sabates & Owusu, 2010). A School Survey on Crime and Safety (SSOCS) was carried out in public schools in the USA in 1999 and 2000, 2009 and 2010, 2015 and 2016, and 2017 and 2018. It was performed by the National Centre for Education Statistics (NCES). Their focus was on bullying, verbal abuse, student acts of disrespect for teachers, and widespread disorder in classrooms that occurred in public schools once a week. They reported that the percentage rate in 1999 – 2000 was 29.3% but decreased to 14% in the 2017 – 2018 survey.

The United Kingdom [UK] situation is like that in the USA. According to the then-Secretary of State for Education in 1994, "a small percentage of pupils in a small number of schools" are impacted by poor student behaviour (Patten, 1994, as cited in Haydn). Since teachers could only "crowd control," Claus Moser (1994) said that inner-city neighbourhoods had a higher prevalence of school indiscipline and that "tens of thousands, probably hundreds of thousands of youngsters still suffer terrible educational experiences, disadvantaging them for life" (Moser as cited in Haydn, 2014). Moser's assertion is supported by Barber's (1994) survey of 10,000 Midlands Secondary School students. 25% of pupils admitted misbehaving at school, and 33% said they were frequently interrupted in class, according to the

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research. "A disruptive minority of 10–15 per cent of children is negatively impacting the quality of education in as many as half of all secondary schools," according to Barber (1994). According to the same survey, poor student behaviour hindered the learning of 92 per cent of students in their GCSE exam year for students aged 16 (Haydn, 2014)

In eight sub-Saharan African countries, a study done between 2012 and 2017 found that truancy, defiance, aggression, and bullying in schools were more common among school-going teenagers between the ages of 11 and 19 than other types of behaviour. These eight nations were Namibia, Seychelles, Mauritius, Mozambique, Liberia, Benin, Ghana, Liberia, Namibia, and Tanzania (Aboagye et al., 2021).

According to a study report from Ghana, students' academic performance, both at the elementary and secondary levels, is impacted by behavioural issues such as alcohol abuse, vandalism, bullying, and stealing (Brown, Riley, Butchart, & Kann, 2008; Dennison, 2017). Effective school guidance services can alter and manage these behavioural issues. Guidance service is a professional field with broad activities aimed at assisting individuals in understanding themselves and others in the school environment and attaining the ability to adjust accordingly (Tambuwal, 2010; Agyeiku, 2020). According to Herman, Reinke, Parkin, Traylor, and Agarwal (2010), guidance services are made to voluntarily assist people with psychological issues in changing their behaviour and making good judgments.

According to Namale and Awabil (2018), guidance services support students' development in terms of their personal-social, academic, and career aspirations. The following services are included: orientation, appraisal,

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information, placement, counselling, consulting, evaluation, and follow-up (Alale, 2019).

Orientation services assist people in feeling more emotionally at ease and well-adjusted. Orientation services are provided to help them become familiar with a new school's history, policies, and activities (Oladele, 2007). The appraisal service involves gathering, combining, and analysing information about the learner so that they may understand it independently (Fafunwa & Akinpelu, 2008). Students make good decisions from the variety of possibilities available when they understand their aptitudes, abilities, interests, strengths, and shortcomings.

Typically, appraisal services focus on a student's academic, social, and personal development (Oladele, 2007). Information service aims to teach students better about their educational, professional, and personal-social options so they may make more sensible, well-informed decisions regarding their future academic and career goals (Oladele, 2007). Conversely, counsellors provide consultation services to assist students in addressing needs through a parent, teacher, or other trusted third party (Gibson & Mitchell, 1990). To give the third-party knowledge and abilities necessary to appropriately meet the student's needs, the counsellor acts as a consultant to that person.

Counselling services increase a person's capacity for problem-solving. Counselling can also be helpful for a small group of students with similar issues. Students in Ghana can receive counselling services from licenced counsellors and paraprofessionals.

Children can be accepted into their chosen school through placement services. It helps school dropouts find employment in positions for which they are most qualified (Awabil & Kankpog, 2011). The evaluation service assesses how well-implemented services are in schools, including orientation counselling, consultation, and information services.

Guidance services are crucial for guiding behaviour; hence they are a crucial component of any educational organisation, according to Mukhamba (2016). Teenagers' physical, emotional, occupational, and educational difficulties are addressed through its school-based programmes. It should be used in conjunction with learning to improve students' performance in class.

Guidance services shield elementary school pupils from emotional, academic, social, and other difficulties. It has been established that providing adolescent counselling services in schools is essential for promoting discipline. According to Mukhamba, the service should inspire students to cultivate positive attitudes and to value who they are as people who play a part in the development of their country. In civilizations of all kinds worldwide, guidance service activities are acknowledged as essential in the behaviour control of individuals of varied personalities. A civilization cannot advance, and its inhabitants cannot live peacefully and properly manage behaviour (Bastable & Dart, 2008). Guidance services have helped people and society since they were first introduced. Although it started with the developmental aspect of career and professional choice, it has impacted various behaviours since psychologists and counsellors started using it in psychotherapy and counselling (Mukamba,2016).

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According to a study conducted in Kenya by Mukamba (2016), guidance services are efficient for changing adolescent misbehaviour since they can understand their mistakes and take adequate measures to avoid them.

The concept of tying behavioural management and guidance services together allows one to assess its impact on student behaviour in Junior High Schools. As a result, this study aims to investigate the use of guidance services to modify behaviour problems among students in the Ellembelle District.

Statement of the Problem

Students in JHS have numerous physical, psychological, and cognitive needs, which, if not attended to, could result in unhealthy behaviours (Aboagye et al., 2021). This is because the JHS population is adolescents, and most developmental changes occur at this stage. Ofori (2019) argued that the developmental changes that students in JHS experience cause their behaviour problems in school. As students pass through these developmental changes, they need support, especially from their parents and teachers, to guide them in their daily decisions. But in recent times, parents have been preoccupied with daily activities that divert their attention from the character formation of their children. These children are left in the care of teachers to shape their characters. In this regard, the need for guidance services in all JHS cannot be overemphasised (Dennison, 2017; Ofori, Tordzro, Asamoah & Achiaa, 2018).

In Ghana, several studies (Ampofo, 2016; Ofori et al., 2018; Ofori, 2019) have been conducted on behavioural problems of students in both Senior and Junior High Schools focused specifically on indiscipline. Amoah, Laryea, Owusu – Mensah, and Gyamera (2015) also studied how to manage

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school discipline and students' and teachers' perceptions of disciplinary strategies in Effutu Municipality.

While Ofori et al. (2018)'s study was carried out in the Eastern Region, Ampofo's (2016) study occurred at Gumani Junior High School in the Northern region. Ofori (2019) researched school indiscipline in a few selected schools in the Abuakwa South Municipality. According to their analysis, some school disciplinary issues include truancy, bullying, fights among students, and cheating on tests.

Although most studies have been carried out on misbehaviour in students, none were conducted in the Western Region, specifically the Ellembelle district. These studies also did not assess the use of guidance services on the behavioural problems of students in Junior High School. This knowledge gap has motivated the researcher to find out the use of guidance services to modify behavioural problems among students in JHS in the Ellembelle District.

Purpose of the Study

The primary purpose of this study was to determine the use of guidance services to modify the behavioural problems of students in Junior High Schools in the Ellembelle District.

Objective of the Study

Specifically, this study was to:

1. Identify the forms of behavioural problems that Junior High School students in the Ellembelle District exhibit.

2. Indicate the causes of behavioural problems exhibited in Junior High School students in the Ellembelle District.

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3. Indicate the extent to which guidance services can be used to modify behavioural problems exhibited by Junior High Schools students in the Ellembelle District.

4. Examine how head teachers and teacher-counsellors perceived the behaviour problems among Junior High School students in the Ellembelle District.

5. To investigate whether guidance services are provided in Junior High Schools in Ellembelle District.

6. Find out if there are gender difference in behavioural problems in students in Ellembelle District.

Research Questions

The following research questions guided the study.

1. What forms of behavioural problems are exhibited by students in public Junior High Schools in the Ellembelle district?

2. What are the causes of behavioural problems exhibited by Junior High Schools students in the Ellembelle district?

3. To what extent can guidance services be used to modify the behavioural problems exhibited by Junior High School students in the Ellembelle District?

4. What are the perceptions of head teachers and teacher-counsellors on the behaviour problems among Junior High School students in the Ellembelle District?

5. Which guidance services are provided for Junior High School students in the Ellembelle District?

Hypotheses

The study tested the following hypotheses:

H_o1:   There is no statistically significant gender difference in student behavioural problems in the Ellembelle District.

H_A1:   There is statistically significant gender difference in student behavioural problems in the Ellembelle District.

Significance of the study

Any research must be able to add to the body of current knowledge in the studied topic to be useful. Therefore, this study's findings would be useful to headteachers, teacher counsellors, and parents who find it difficult in managing pupils' behavioural issues. Headteachers and teacher-counsellors would focus on the appropriate approach in managing student behaviours effectively specially using guidance services. Much attention has not been given to guidance services in some JHS therefore, the findings would bring on board how headteachers and school-counsellors would improve on the services for it efficient used in managing defiant behaviours of students. The district guidance coordinator would also see the need to organised in-service training for all headteachers and teacher counsellors on utilization of guidance services in modifying student behaviour rather than any other approach.

The study's findings would be useful to the Ministry of Education in its future planning and development of JHS guidance services programmes.

Delimitation

The study aimed to use guidance services to modify behavioural problems of students among Junior High Schools in Ghana's Ellembelle District's Western Region. The public Junior High School in the district was

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the only location within which the study could be conducted. Only final-year students who have benefited from guidance services for three years are included in the study. Despite the district's 55 public Junior High Schools, the sample population was only drawn from eight. The study concentrated mostly on how guidance services can alter students' behavioural issues, not how these services affect students' academic results.

Limitation

According to Best and Kahn (1998), limitations are conditions beyond the control of the researcher that may place restrictions on the conclusions of the study and their application to other situations. There are few challenges that the researcher encountered during the study. The researcher should have included subject teachers in the sample to seek their view on how they manage disruptive behaviours in the classroom and how teacher-counsellors uses guidance in modifying those behavioural problems. Again, because the researcher's instrument for collecting data from students was a questionnaire, it did not allow for deeper probing and limited the researcher's ability to obtain in-depth information.

The population of the study was limited to public Junior High Schools in the Ellembelle District. Therefore, the result of the findings was not generalised directly to all basic schools in Ghana.

Definition of Terms

Behavioural problem-behaviours that disrupt teaching and learning activities in schools.

Counselling- refers to the helping process that uses the safety of a special relationship between the counsellor and the counselee, who explores the

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counselee's thoughts, feelings, and counsellor attitudes actives of tapping the resources with the counselee to effect healing and change.

Guidance services- refer to services rendered in institutions to assist individuals in making good decisions regarding education, career, and personal-social development.

The organisation of the Study

The research was divided into five chapters. The first chapter discussed background of the study, statement of the problem, and purpose the study. It was followed by the research questions, the significance of study, delimitation, and limitation. The second chapter examines the theoretical framework, conceptual and empirical reviews. The third chapter focuses on the study's research techniques, design, study area, and population. The data collection instrument, the data collection procedure, and data processing and analysis followed the sampling procedure. The fourth chapter discussed the study's results and findings. In addition, the final chapter includes a summary, conclusions, recommendations, and implications for counselling.

CHAPTER TWO

LITERATURE REVIEW

Overview

The study aimed to determine if guidance services can be used to modify students' behavioural problems. The literature review covered the theoretical framework, conceptual review, and empirical review.

Theoretical Review

The theories that guided the study were the Social Learning Theory and Dreikurs's model of social discipline.

Social Cognitive Theory

Albert Bandura's Social Learning Theory (SLT) was developed in the 1960s and changed to Social Cognitive Theory (SCT) in 1986. It claims that learning occurs in a social setting, with the individual, environment, and behaviour interacting dynamically and reciprocally (Bandura & Walters, 1986). According to LaMorte (2019), SCT is differentiated by its emphasis on social impact and external and internal social reinforcement. SCT considers how people learn and maintain behaviours and the social context in which they do so. According to the hypothesis, a person's past experiences determine whether they will engage in behavioural action. These earlier experiences impact reinforcements, expectations, and expectancies, which affect whether a person will engage in an act and why. The social cognitive theory has been referred to as a "bridge theory" between behavioural and cognitive learning theories (Santrocks, 2011).

Parts of a person's knowledge of behavioural issues can be directly linked to how they see others through social interactions, experiences, and

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outside media influences. Students' misbehaviour may be cognitive, while their parents' behaviour may be social factors. According to Bandura, as they learn, pupils can cognitively represent or adapt their experiences (Santrock,2011). As a result, Bandura (1986) posits that personal variables include instincts, wants, qualities, and other human motivational forces, whereas environmental variables comprise situational influences and the setting in which behaviour is conducted. Given this, multiple constructs underpin human learning and behaviour change.

Bandura (1986) encourages students to express or adjust their behaviour as they cognitively learn; their experiences might combine to influence learning. According to Santrock (2011), the environment influences behaviour, behaviour influences the environment, and human (cognitive) factors influence behaviour. The behaviour that pupils choose to copy and the daily observation of another individual's attitude in the school and home environment all contribute to the behaviour. It could be either appropriate or inappropriate behaviour.

Bandura (1986) developed the concept of reciprocal determinism, which asserts that our actions and personal and environmental circumstances affect one another. This paradigm explains human functioning as a three-way interaction of behavioural, personal, and environmental factors. As Bandura noted, this is frequently referred to as reciprocal determinism. The diagram below depicts the interdependence of the three aspects: person, environment, and behaviour.

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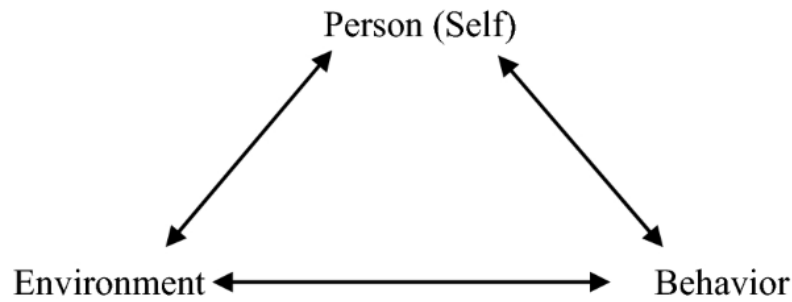
Figure 1: Reciprocal Determinism

To achieve behavioural change at the Junior High School level, these three factors must come into play: thus, the person/cognition, the environment, and the expected behaviour since each influence the other.

Assumption of the theory

The following essential assumptions underpin social-cognitive theory.

1. People can learn by observing others. Students can learn new behaviours and knowledge simply by looking at a model. A model is someone who serves as an example to others.

2. Learning is an internal process that can result in or not in behaviour. It is possible that learning will take time. Although the observer can process the new behaviour, their learning may be delayed or never affected.

3. There is also the idea of goal-directed behaviour. According to social-cognitive theorists, people set goals for themselves and then direct their behaviour accordingly. They are driven to achieve their goals. These goals direct behaviour.

4. The behaviour becomes self-regulating. Social cognitivism, unlike behaviourism, believes that people eventually learn to manage their learning and behaviour.

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5. Behavior is influenced through the application of reinforcement and punishment. According to social cognitivism, reinforcement and punishment have indirect (rather than direct) effects on learning and behaviour (Hurst and Levitas 2021).

In the study of behavioural problems of students, if an individual observes the behaviour of a person they regard highly, the behaviour will likely be modelled. This is because JHS students usually behave in certain ways. After all, their friends or colleagues behave in the same way. Again, the kind of home a student comes from can influence the student's tendency to display behavioural problems that contradict the rules and regulations of the school. This is because if a student comes from a home or society where violence is the means of sending messages, it is highly probable that the individual will model that behaviour and practice in the school environment.

It can be deduced from reducing behavioural problems that adaptive and maladaptive behaviours can be learnt and unlearned. Thus, if the student is forced to admit how flawed the behaviour he has mimicked is, he can be assisted in modelling new and suitable behaviours of teachers and other exceptional students. This is because, according to Bandura (1977), humans are active information processors who consider the relationship between their behaviour and its consequences and, as a result, can quit behaving unsatisfactorily. Overall, because children learn from one another, from teachers and staff, as well as from family and society, there is a need to model acceptable behaviour for students to follow.

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Dreikurs's model of social discipline

In discussing the behavioural issue, this study applies Dreikurs' concept of social discipline. According to Dreikurs, man is viewed as a social being, his actions as deliberate and geared toward a goal, and his personality as a distinct and invisible entity (1968). Dreikurs postulate that all behaviour, including misbehaving, is planned, deliberate, and intended to achieve social favour. Humans have an intense desire to belong and be accepted. People act based on their subjective perception of reality rather than the reality around them. When situations are open to human interpretation, people make unavoidable perception errors. Dreikurs continued that every behaviour derives from a child's incorrect belief about locating and gaining entry to a location. When a student cannot gain acceptance, a pattern of misbehaviour develops.

Assumption of the theory

This model's key assumption is that students want to belong, to be accepted, and to be able to discriminate between correct and incorrect behaviour (Dreikurs, 1968). Dreikurs characterises the primary goal (belonging) as an underlying driver of student behaviour, as well as the secondary objectives (attention, power, and revenge) that students pursue when they fail to achieve the primary goal of belonging (Duke & Meckel, 1980). As a result, Dreikurs' approach to discipline is based on two assumptions:

1. Goal-directed student behaviour and people learn best through real experiences). He believes a child should be held accountable for behaviours that emerge from goal-directed decisions.

2. A child should be permitted to make judgments while fully comprehending the consequences of such decisions. The consequences should be linked rationally to whether the decision was correct or incorrect.

As a result, applying logical consequences is central to Dreikurs' idea. According to Dreikurs (1968), behavioural choices require students to accept their actions' logical and natural implications. Dreikurs went on to propose that democratic means, such as allowing students to participate in the creation of classroom norms, must be used. Once the rules have been established, the consequences of following or breaking them can be determined. According to Dreikurs, every learner can achieve, but they will require the active aid of an adult (Wolgang & Glickman, 1980). Dreikurs argues that the teacher is the best classroom manager since he or she has the psychological ability to change students' behaviour. He said that instructors and kids should collaborate to create classroom rules tied to realistic penalties for pupils who obey or break the rules.

Dreikurs discovered four sorts of motivations that inspire misbehaviour in youngsters. The following are the four major goals or purposes of the kid misbehaving:

1. Getting Attention: Students will try almost anything to stick out, from fighting to being hilarious. If this fails, the learner will progress to more harmful goal-seeking behaviours, such as power.

2. Power and Power: Some students are motivated to misbehave because they want to be in charge or have control. The kids demand their way and frequently clash to get it.

3. Revenge Lashing: Some adolescents lash out to make up for true or imagined grievances towards teachers and peers.

4. Demonstrating Inadequacy: Some students incorrectly believe they cannot meet standards. They avoid doing anything that might fail. They are dishonest and do not pay attention in class, which psychologists call "learned helplessness."

Dreikurs (1968) rightly says that if a child misbehaves, his or her primary purpose is to gain social approval. Overall, Dreikurs contended that if a pupil is misbehaving, the major reason could be for social acceptance. As a result, every action is motivated by the belief that the individual is looking for a place in a group.

Conceptual Review

Concept of Behavioural Problem

Perrotta and Fabiano (2021) classified behaviour disorders as "externalising behaviours" in which internal discomfort is projected outwardly through dysfunctional behaviour such as aggression, impulsiveness, challenges, rule violations, and other socially unacceptable behaviour. As defined by Akunne and Nwadinobi (2020) behavioural difficulties harm others and do not encourage learning or interpersonal relationships. According to Cakmak (2020), behavioural disorders are continuing behaviours that interfere with a child's social relationships, communications, and learning, as well as causing harm to them, their families, classmates, and other adults. Although they typically emerge as outbursts and a proclivity for violence, some individuals may also exhibit prolonged weeping sessions.

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According to Cakmak, the youngster will not complete his development unless the problematic behaviours are eliminated. These behavioural habits not only prevent children from implementing their existing talents but also from learning new ones. Tantrums and other behavioural reactions will block these efforts because children with persistent problem behaviour cannot learn new skills through experience or teaching. Stealing, talking back to the instructor, being late to school, lying, bullying, truancy, fighting, profanity, absenteeism, and vandalism are examples of immature, irritating, or inconsiderate behaviour in students.

These behaviours, according to Said (2020), can have a tangible impact on the learner, such as distracting other students and teachers in class, lowering student participation, lowering other students' and teachers' motivation in and out of class, affecting grading fairness, wasting teaching time, and feeling disrespected as a fellow student or authority figure. In his study on the influences of factors influencing indiscipline in the Nyeri District, Mugambi (2005) categorised indiscipline as mild, moderate, and severe. It must be understood from the individual, family, classroom, community, and social group standpoint.

Acts of group influence, as well as other factors like teacher behaviour and the leadership style of the school authority, can all contribute to student behavioural concerns. Students are more inclined to skip school, or a specific class taught by the offending teacher when they feel deceived by school officials and teachers. Aside from these variables, poverty and poor parenting can contribute to student tardiness, truancy, and absenteeism. Truancy and absenteeism are critical in contemporary studies since their school attendance

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may decline when they do not have enough to provide for themselves. After all, routinely missing school or class might negatively impact performance. As a result, all educational stakeholders must address this behavioural issue immediately.

Forms of behavioural problem

Bullying

According to Smith, bullying is one of the most common and potentially dangerous types of school violence (2016). It's a widespread problem that affects many students, with serious consequences for some. Bullying is described as "when a student is routinely subjected to unpleasant activities on the part of one or more peers, he or she is being bullied or victimised" Olweus (1997).

According to Olweus, bullying consists of two important features that involve violent behaviour:

(a) There is a pattern; it repeats itself.

(b) A power imbalance makes it more difficult for the victim to defend themselves.

In their discussion of aggression, Rahman, Rahman, Khan, Hasan, and Choudhury (2020) describe bullying and aggressive behaviour as having similar characteristics. Bullying, they go on to say, is the aggressiveness that includes both direct and indirect behaviours intended at a weaker individual or group regularly. Several pupils at Ghana's senior high schools have been victims of various sorts of bullying (Antiri, 2016) According to a study conducted by Nurlia and Suardiman (2020), bullying is a type of senior power directed at juniors with the goal of supremacy that advantages those higher

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than others. According to their findings, physical bullying occurs among students when seniors and juniors in a school engage in contact such as hitting, and it can have a psychological impact on these victims, impairing their academic performance.

Truancy

Truancy has been defined in many ways by various authors. According to Moseki (2004), Truancy is described as students who do not attend school regularly as needed by the school, parents, or even the authorities. Henry (2010) defines truancy as the wilful absence from school, the intentional early departure from school, or the intentional missing of courses. Gastic (2008) defines truancy as unexplained absences from school for the entire day or a specified extracurricular activity. Truancy is defined as students failing to attend school by Epstein and Sheldon (2002). Some specific elements can be determined based on the definitions. These are the kids' intentions to skip school and the result of their behaviour.

A truant student often avoids school while purportedly participating in school activities. According to O'Keeffe (1981), there are two types of truancy: "blanket truancy," in which kids skip school totally, and "post-registration truancy," in which students register as present at school but then miss the rest of the day's activities. According to preliminary surveys done by the Ministry of Education as spot checks on some selected schools in Ghana's ten regions, truancy is common and rising at an alarming rate (Afful-Broni & Sakyi 2014). Truants do not exist or operate in a vacuum; their actions affect and are influenced by their surroundings. Truancy concerns parents, educators, and society (Zhang & Zhao, 2010).

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Absenteeism

According to Mcshane, Walter, and Rey (2001), school absenteeism occurs when a child refuses to attend school despite parental and school authority persuasion and punitive measures. The child remains at home with the knowledge of his parents and the school administration. According to Uche and Maliki (2011), difficult terrain and long distances from school might increase absenteeism and dropout by seducing or pushing children to leave early. According to several studies, absenteeism undermines the dynamic teaching-learning environment (Matsimoto, 2000; Smink & Reimer, 2005; Cash & Duttweiler, 2005). Chronic absenteeism jeopardises the teaching-learning environment by creating a dull, monotonous, and unpleasant classroom environment that makes students feel uncomfortable and furious when they arrive for class.

Absenteeism has been connected to poor academic achievement and subsequently dropping out of school. Students who frequently absent from school are more likely to drop out from school (Attwood & Croll, 2006). In other words, students who miss classes miss out on the opportunity to develop the skills and information required for academic success and the long-term benefits that come with it. This absence is invariably associated with anxiety, dread, depression, and other psychological illnesses. According to Pengpid and Peltzer (2017), school-related concerns also contribute to absenteeism and these include student and teacher interactions, bullying, curriculum delivery and relevance, fear of punishment, and boredom with academic work.

According to studies, several promoters of student absenteeism have been reported globally, notably in Africa. Individual characteristics such as

being hungry, being a guy, becoming older, and being in high school, for example, have been identified as facilitators of student absence (Siziya, Rudatsikira, & Muula, 2012; Vaughn, Maynard, Salas-Wright, Perron, & Abdon, 2013). Several mental and behavioural characteristics have also been discovered in several studies to predict truancy in students. Students who suffer from depression, anxiety, or substance misuse, for example, are more likely to miss school than those who do not (Burton, Marshal, & Chisolm, 2014; Amouroux, et al., 2017). Bullying, injury, gang-related violence, physical attack, poor school atmosphere, uninteresting classwork, strained student-teacher relationships, lack of school connectivity, and fighting inside the school milieu are among the other factors (Siziya et al., 2012; Kearney & Graczyk, 2014; Bailey, Istre, Nie, Quinton, &Stephens-Stidham 2015).

Lying

According to Wikipedia, a lie is a statement known to be false and frequently used to deceive another person. The act of spreading lies is known as lying. A liar is someone who tells someone else an untruth. Lies may serve a variety of instrumental, interpersonal, or psychological reasons for people who use them. Mahon (2016) defines lying as a believed-false statement given to another person to make the other person feel it is true. A definition of lying comprises four requirements, which are both necessary and sufficient:

1. The statement condition requires a person to make a statement,

2. The untruthfulness criterion requires a person to make a dishonest representation,

3. The addressee condition requires a person to make a misleading statement to another person.

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4. The speaker's intent to deceive the addressee requirement demands that the speaker intends for the untruthful statement to be believed by the addressee.

Stealing

Stealing is taking someone's property without their permission and intention of not returning it. Grant, Potenza, Krishnan-Sarin, Cavallo, and Desai (2011) perceive theft as common in schools. This behaviour, on the other hand, jeopardises instructors and the educational system. Stealing is so common that Crustinger (2008) discovered that some children had been robbed during their school years. A student who steals is likely to do so due to financial difficulties in their family. Some kids have a proclivity for stealing while others may have been persuaded to steal by their peers (Grant et al., 2011). According to Grant et al., if theft is allowed to continue for a lengthy period, students may perfect the crime.

Possible Causes of Behavioural Problems

According to Cakmak (2020), most harmful behaviour patterns arise during preschool or school. This is because the child is spending time in an unusual environment, away from his or her parents, and spending time with people for the first time. Many challenges may arise during this period, causing the child to develop problematic behaviour patterns, according to Cakmak. This divides the causes of problem behaviours into two categories: school-related and non-school-related factors.

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Non-School-related Causes/Factors

Biological factors

Cakmak (2020) identifies the following biological factors contributing to behavioural issues: neurologic deregulation, Rh incompatibility, chromosomal abnormalities, brain tumours, and mild brain dysfunction. Okeke (1989) related chromosomal problems to behavioural disorders, emphasising that phenylketonuria (PKU), a severe genetic aberration in which the gene responsible for producing a critical enzyme is missing, can result in mental retardation if not treated shortly after birth. Okeke says genetic mistakes during the prenatal and postnatal stages may contribute to behavioural disorders. As part of the biological basis of behaviour disorder, brain injury has been identified as a source of various aberrations, such as hyperactivity and perceptual-motor dysfunction.

Okeke (2001) described prenatal and postnatal brain injuries that were later connected to the development of problem behaviour in the affected person. Children with behavioural disorders are also more likely to have a family history of behavioural challenges, mood disorders, or substance abuse. For example, children with an untreated mother are more likely to acquire a behavioural disorder.

Family factors

According to studies, family features play a significant role in the development of problem behaviours (Darling, 2007) Even if the child is not directly exposed to violence, bad behaviours may emerge when a role model raises his voice to yell. Children who grow up in a home where squabbles are regular are known to exhibit troublesome behaviours (Santrock, 2011).

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According to Afful-Broni and Sakyi (2014), other family-related issues include the child being unduly or poorly punished. According to Afful-Broni and Sakyi, children may demonstrate troublesome behaviours when they are under a lot of pressure at home and suddenly feel relieved of that pressure in a new environment. This may result in the child acting out. It is well recognised that the influence of being in a social situation for the first time causes undisciplined children to exhibit undesired behaviour. Afful-Broni and Sakyi went on to say that when there is physical or psychological abuse in the family, children cannot be free of harmful behaviours. Even if the violence is not directed towards the child, what he witnesses will impact him and lead to negative behaviours. As a result, the child's troublesome behaviours could be influenced by the parents' attitudes, family features, and behaviours in this context.

Mass media

According to Bandura, children's behaviour is highly influenced by mass media such as television and the internet (1986). According to Afful-Broni and Sakyi (2014), a common commercial may harm a child or lead him to embrace bad behaviour as a role model. According to Afful-Broni and Sakyi, a considerable fraction of television cartoons contains violent content, and cartoon characters can also be terrible role models for youngsters, leading to undesirable behaviours. Children who spend much time viewing cartoons are known to partake in negative habits. Computers, tablets, and phones with Internet access or games on them may also provoke youths' undesirable conduct. Children's usage of these gadgets should be limited, and their parents should oversee any programmes, games, or applications. Regardless of age,

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children should be directed away from violent games and toward mind-developing games (Afful-Broni & Sakyi 2014).

Parental/Household factors

Okorodudu's (2010) research shows that a substantial percentage of all juvenile delinquencies and children with behavioural issues stem from homes where usual parental affection and care are lacking. Okorodudu continues to explain that harsh and inconsistent parenting is the primary source of behaviour disorders. Darling (2007) found that parenting style predicts child well-being in social competence, academic performance, psychosocial development, and problem behaviour. Children learn a lot at home immediately after birth; the outcomes are behavioural problems or appropriate behaviour (Obikeze & Umuezulike, 2008). The first point of contact for a youngster is his or her home, which moulds whom he or she becomes later in life.

School-related factors

Feature of the school

According to Darling, a child's physical and cultural surroundings at school may also contribute to the development of unwanted, problematic behaviours (2007). Behaviour issues could be seen in classrooms with too many kids and poor physical conditions. Because teenagers who seek solace in their homes will desire to go back and will act to escape this circumstance. The child will start acting out as this condition worsens and becomes more frequent. According to Cakmak (2021), the social and cultural characteristics of the educational institution are also significant.

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Factors related to the teacher

Ginott (1971) emphasises that children may engage in inappropriate behaviour if the teacher-student connection is strained. Children may develop poor behaviour when their instructor is uninterested in them, speaks inappropriately, or employs physical or verbal aggression. These tendencies are unavoidable, especially when the teacher fears the students.

Management of Behavioural Problems

Managing students' behavioural problems involves every significant person in the child's life, and the necessity of home-school cooperation cannot be emphasised (Denga, 2009). Denga defines successful behaviour problem management as the following steps:

Measures in the classroom

a. The learning objectives must be matched to the children's unique needs. This will make learning more intriguing for them, and they will have less time to participate in disruptive activities. Dramatization, modelling, role-playing, and field visits to fascinating sites must be used to make teaching more engaging.

b. To affect behaviour in the desired direction, behaviour modification strategies must be used. Every behaviour is taught, according to psychologists, and should be unlearned by behaviour modification treatments. These are some examples:

i.   Praise and Punishment: Good behaviour should be rewarded or reinforced with praise or gift tokens, but disorderly behaviour should be discouraged or penalised.

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ii.   Extinction: Teachers might withhold praise or reward so that the undesirable behaviour weakens and eventually disappears.

iii.   Stimulus Satiation: If a child is perceived to be participating in disorderly behaviours to attract the teacher's attention and receive a reprimand for it, the teacher may grant him the freedom to continue in that behaviour until he is weary of it.

Behavioural counselling

Counsellors can assess maladaptive behaviour and, in partnership with instructors, employ behaviour modification measures to change it. It will be good to adopt peer counselling, a system in which peer group members counsel their peers. Some adolescents will not reveal certain maladaptive behaviour to an adult who is regarded as an authoritative figure, but they will feel safe expressing them to their peer group. As a result, it will be simpler to teach peer group members and employ them as para counsellors to assist in the removal of the problematic behaviour.

The home

Because some behavioural problems have origins in the household, their management must include the home. Parents should monitor their children's behaviour to help the school make more accurate access decisions. Wherever possible, the counsellor can urge the parents to work hard to provide their children with necessities. For their children's social adjustment to be healthy, parents must establish a conducive environment at home. Counselling parents of children who exhibit maladaptive behaviour can help to reduce the negative effects of broken homes, overly strict homes, overly permissive homes, and the influence of television, videotapes, magazines, and pictures

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depicting immoral behaviour, all of which can lead to behavioural issues (Darling, 2007).

Referrals

Teachers, counsellors, and special educators should be alert for behavioural concerns and make referrals to persons who are best versed in various components of behaviour. Medical professionals, social workers, Psychologists, Psychiatrists, Pastors, or Imams (Muslim Teachers), and herbalists are among the most important alternatives for youngsters with behavioural disorders. These professionals can discuss the children's behaviour issues and possible therapies. Most behavioural difficulties can be helped by teachers, counsellors, and special educators. However, if an intense maladaptive behaviour falls outside the personnel's scope of practice, an appropriate referral should be made for a more complete and scientific examination.

Child Training

Child training comprises teaching new skills to enhance a child's development, growth, and adaptive functioning, according to Kazdin (1990). Kazdin further adds that skill development in child competence is crucial for preventing child conduct disorder. According to Kazdin, competence refers to a child's ability to navigate the course of development, which involves effective connections with others, completing developmental tasks and environmental contacts, and using techniques that enhance adaptive functioning. In addition, therapeutic approaches that target the child's cognitive processes have been established as stated by Darling (2007). This includes teaching the child problem-solving skills, self-control through self-

statements, and prosocial rather than antisocial behavioural development. Darling continued that the teaching of proper play skills, the creation of friendships, and conversational abilities all help to promote prosocial skills.

Family education

The child's family system is crucial in avoiding and treating behavioural issues (Darling 2007). As stated by Darling, the main method for changing child behaviour issues is the acquisition of effective parenting skills, which decrease the disorder's severity, persistence, and outward manifestation. It is possible to build various training programmes to help parents better control their kids' behaviour and promote the growth of their social skills.

In conclusion, controlling behavioural issues is possible when the individuals in charge of them collaborate closely (Denga, 2009). The parents and the school are the key players. Children copy some of the unhealthy behaviours from the general populace. Denga, therefore, claims that the community bears some of the guilt.

The Concept of Guidance

Shertzer and Stone (1974) defined guidance as applying a viewpoint to help a person; as an educational construct, it refers to providing experiences that support students' learning. It is a service that deals with techniques and procedures that help people comprehend themselves better.

Guidance is intended to assist one in adapting to society's abilities, interests, and needs. In other words, advice entails assisting a person in pursuing their goals and orienting themselves to the needs and expectations of changing times and society as explained by Modo, Sanni and Mogbo (2013). Elementary school guidance focuses on aiding students in integrating primary

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group forces such as home, school, religion, and peer connections. These aspects lay the groundwork for the students' adolescence, which is then merged into a harmonious whole. According to Shertzer and Stone (1974), Guidance services are the institutionalised activities undertaken by the school to make guidance operational and available to students. According to Makinde (1987), advisory services are classified based on the sphere of life where difficulties arise. The type of service necessary is determined by the sector of life where the issues arise. The following services have been specified by mutual agreement to provide distinct actions that overlap with other familiar school operations coordinated following Makinde's specifications. Makinde grouped it in this way.

Orientation service or adaptive services

Information services

Appraisal services or inventory services

Planning and placement services

Counselling services

Referral services

Follow-up services and

Evaluation services

Orientation Service

Various authors have attempted to define orientation services in various ways. Orientation is defined by Smith and Josse (1957) as "the process of making a person aware of such facts in his school environment as rules, traditions, and educational offerings, to permit effective adaption." Froehlich (1986) states that orientation is "the service given to pupils to assist them in

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acclimating to the new school" According to Bennet (1963), orientation is a cooperative way for incoming college students, teachers, and the academic frame of a group to learn about one another and for each institution to become more familiar with the others.

Everyone participates regularly to help the new students integrate into the group effectively and to help the group become more aware of the needs of a changing student body. Even if both can be considered components of the method, such a mastering approach cannot be restricted to a small institution of directors, scholar leaders, or participants in a freshman induction programme. One would learn that orientation services are the first important service to be included under guidance service in each guidance and counselling from the numerous definitions provided by the various schools of thought.

It is typical to observe that students who are transferred from one school to another struggle at first to accept and adapt to their new environment. The transition from elementary to Junior High School might also cause this. Students may find adapting when put in an unexpected or novel situation challenging. By acquainting students with their new surroundings, orientation services help them overcome this obstacle and make the necessary adjustments (Bennet, 1963). As a result, it is always a good idea to begin any educational course or programme with an orientation exercise. The school counsellors should be actively involved in the planning and execution of an orientation program for new students because they need to know the available resources in the school and where to locate them, as proposed by Bennet.

Information Service

The information service is the guidance service in charge of producing, coding, storing, retrieving, and giving students access to information. The program's major objective is to inform students and clients about educational, social, and career options so they may make educated decisions (Namale, 2011). According to George and Christiani (1986), it is when a counsellor helps a specific student comprehend, embrace, and use their abilities, aptitudes, interests, and thought patterns regarding their aspirations. Each guiding programme depends heavily on data. Because it helps students choose acceptable options for their schooling, careers, and vocational careers. Additionally, it helps students adapt successfully to various social environments, including those at school and the workplace.

At the Junior and Senior High levels, this service should be emphasized more in the opinion of Namale (2011). This service provides information to students on a wide range of topics, including job descriptions, educational and professional requirements, workplace dynamics, prizes awarded, promotional opportunities, and more. The guidance counsellor gathers and shares this information via career speeches, conferences, and emails (Modo, Sanni & Mogbo, 2013).

Types of information Service

       (i) Educational information

       (ii) Occupational information

       (iii) Personal-Social information.

Educational Information

According to Shertzer and Stone (1974), educational service is defined as accurate and useful information about all current and likely future educational or training opportunities and requirements, including course offerings, extracurricular activities, admission standards, and circumstances and issues in students' lives. Educational information services are crucial in the process of giving educational assistance. Teachers must enlighten students about the range of educational options accessible to them so they can make well-informed judgments regarding their future academic careers. Students benefit from educational information services, but teachers, parents, and counsellors also need them to guide students properly.

One of the most important goals of education, and human life in general, is to earn enough money to survive in the world (Shertzer &Stone 1974). To attain the same goal, one must locate an acceptable position in the job. To make a better professional choice, one must have a broad understanding of the job, its nature, emoluments, other financial rewards, working conditions, promotion chances, qualifications, and other aspects.

Occupational information

Shertzer and Stone define "occupational information" as accurate and usable data about job and occupation positions, including responsibilities, entry requirements, working conditions, rewards provided, advancement trends, current and anticipated supply and demand for workers, and sources for more information. The importance of vocational information services for the nation's youth is apparent in today's complex and competitive world

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(Namale, 2011). Utilizing a service that provides occupational information raises the standard of career counselling.

Personal/Social information

Namale, (2011) argued that personal and social data concern one's and others' understanding. Human knowledge allows a student to better understand himself and develop his interactions with others. Examples include good manners and etiquette, leisure pursuits, outward appearances, social abilities, interpersonal interactions in the home and with family, healthy living, and topics like boy-girl relationships. Others, according to Namale, include encouraging healthy living, comprehending masculine and feminine roles, and recognising how individuals differ from and resemble one another.

Students, teachers, and school counsellors in Junior High Schools should provide educational information, good opportunities for youth to be exposed to the working world through career weeks, career exhibitions, field trips to businesses and government agencies, and provision of magazines, books, and bulletins on a variety of careers.

Appraisal Service/Pupils' inventory

According to Kankam and Onivihu's (2000) definition of appraisal in, it is a process intended to gather, examine, and use a significant amount of subjective and objective information about a student's personal, psychological, and social life to understand better and help students understand themselves. The student inventory service assists in the gathering and upkeep of such data. These records could be made in numerous ways by the instructor, counsellor, and vocational teacher working collaboratively.

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Before a counsellor or professional teacher can help them, Kankam and Onivihu added, it is important to recognise the specific abilities that are common among them in addition to the counsellor recognising the overall attributes of the student. Without knowing the pupils' aptitudes and interests, it is impossible to know what to expect from them and what they can do. A student's ability, achievement, interests, attitudes, socioeconomic status, and family background must all be considered before providing guidance.

According to Namale (2011), by observing and documenting a student's behaviour in the classroom, a teacher can give specifics about that student's behaviour. The "pupil's" inventory service, sometimes called the "individual inventory service," is a crucial advisory service. It is crucial for students since it helps them make decisions about their educational paths and careers by getting to know "themselves" better. Because he made the right decisions regarding the subject or courses in question-based on his abilities, interests, aptitudes, attitudes, and skills, the student advances in his educational programme. Similarly, sufficient, and accurate data is collected (Priyansh, 2019).

Placement Service

According to Makinde (1987), a placement service is designed to help a person get accepted into the school of their choice, find work, or get treatment for a particular condition. Placement helps a person obtain or realise the educational experience they desire, locate employment, or realise a career choice. In addition, it comprises aiding a client in acquiring additional services, such as financial aid, health care, social adjustment, etc., that are

interconnected for a client to fully realise his educational, vocational, and overall life satisfaction needs.

Whether a student is still enrolled in school or has already graduated, the placement service aims to help them find employment. Through integration services offered by other counselling people or by hiring specific placement personnel, the school offers a variety of facilities to meet the needs of students in the workplace. The headmaster, counsellor, teacher, career master, state and private job organisations, and the community must participate in this activity. The students who deserve this placement service are:

i.   Dropouts who stop their formal education before finishing it;

ii.   Students who want a part-time job while still in school, during breaks, after school hours, or on weekends. This service is especially important for junior high and higher secondary school students.

(i)   Those who stop attending school after finishing junior secondary school.

According to Lunenburg (2010), the main objective of placement is to make it simpler for the firm and the potential employee to meet their demands. The kid should only be included in the placement service when the counsellor or the in-charge guidance professional has obtained correct and pertinent information about them. His or her biographical information, achievement grades, attendance, test results, health information, and other pertinent data are all regularly made public. Lunenburg said that the instructor might also be

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helpful by providing details on the student's interests and other abilities, such as communication and involvement in extracurricular activities.

Counselling Service

Different authors have given counselling different definitions. The founder of counselling, Carl Rogers (1971), described it as a series of personal interactions with a person intended to assist in modifying attitude and behaviour. Tolbert (1980) also stated that counselling is a personal, face-to-face relationship between two people in which the counsellor, through his special competencies, creates a learning situation in which the counsellor, like a normal person, learns how to use his characteristics and potentialities in a way that is satisfying to him as well as to society and can learn how to solve future problems and meet most future needs. The following are the main components of counselling that serve to clarify the meaning of counselling as proposed by Rogers:

A way of creating a one-on-one interaction between two people is through counselling services.

(ii) One person needs counselling because he cannot manage his concerns, problems, fears, tensions, and difficulties.

(iii) The other person helps the first find solutions to his difficulties based on his prior experience, training knowledge, and counselling experience.

(iv) The counsellor is described as the person who assists the counselee, and the counselee is described as the one who seeks help after realising a need.

(v) The contact between the counselee and counsellor is supported and strengthened by mutual trust, acceptance, shared safety, cooperation, and a friendly relationship.

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The idea of counselling as a component of a guidance programme is not new. It has several applications in various social contexts, including family, school, medical, and other counselling settings (Parsons, 2009). To help them overcome the challenges they face daily, parents, teachers, doctors, and other adults can offer their children counselling services (Neukrug, 2011).

According to Neukrug (2011), the need for professional counselling services is growing today of constant changes to address a variety of problems, including changing disliked subjects, studying habits, exam preparation, inadequate participation in extracurricular and curricular activities at school, receiving free studentships, scholarships, and stipends, planning for future careers, forming and maintaining friendships, and working with teachers. According to Neukrug, this purpose can be accomplished if a counsellor starts a counselling service to address the counselee's issues. Thus, the counselling service is offered by the counsellor, who paints a picture of their improved connection, and is primarily designed for the benefit and welfare of the students, known as counselees.

Counselling has been grouped according to the following categories

  i.   Types of counselling according to areas to be covered or components

  ii.   Types of counselling according to participants

Types of Counselling according to situation

Crisis Counselling

According to Brammer (1973), crisis counselling is a condition of disarray in which the client experiences the failure of his life goals or a significant interruption of his life cycle and coping mechanisms. In analysing several forms of crises, Belkin (1980) noted that everyone has, at some point

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in their lives, witnessed or experienced a crisis: the death of a loved one, a crisis brought on by drugs, an interpersonal crisis with someone they love or care about, etc. Crisis counselling can be used in various scenarios, including unwelcome pregnancies, a loved one's death, job loss due to termination or dismissal, early retirements, divorce, and many others. Whatever the type and scope of the crisis, the counsellor must use prudence and demonstrate some skill in managing it. The counsellor must remain calm and confident while accepting the circumstances. The client may be significantly revived by the counsellor's actions and methods to address the current issue.

Facilitative Counselling Situation

Facilitative counselling assists the client in identifying a concern, developing a plan of action to address the worry, and ultimately acting on it in a self-responsible way (Pietrofesa, 1976). Numerous names for this form of counselling include remedial or adjustive counselling situations. In facilitative counselling, the counsellor assists the client through the cyclical process of inquiry, comprehension, and action claims Carkhuff (1983). Making and choosing academic options, planning and choosing a profession, family growth and relationships, and discovering personal strengths, interests, aptitudes, and abilities are a few areas where facilitative counselling can be used. Most daily counselling tasks and issues are facilitative, particularly in school settings.

Preventive Counselling Situation

This counselling situation differs slightly from the other two categories in that it focuses mostly on programmes and is typically related to a single issue. In most situations, it entails a sex education curriculum in primary

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school to allay cultivated fears over sexuality and romantic relationships. Pietrofesa (1976) and Kelly (1978), who emphasised that counsellors should engage with the young to help them understand themselves in connection to sexual concerns so that they are better prepared to address them in the future, have previously supported this counselling position. Increasing one's self-awareness about future employment options and career preparedness, educating oneself about drugs, planning for retirement, and developing communication skills are some more preventive counselling topics (Carkhuff &Friel, 1974).

Developmental Counselling Situation

According to Carkhuff and Friel (1974), developmental counselling is a continuous process that takes place over a person's life. At whatever point in their lives, it focuses on assisting clients in achieving good self- and personal growth. The main goal of developmental counselling is to enable clients to recognise, comprehend, and embrace who they are. Additionally, developmental counselling helps people deal with life's developmental stages.

Rehabilitation Counselling Situations

Counselling for rehabilitation seeks to help people regain their previous levels of ability, most frequently in the areas of social, emotional, physical, or occupational ability (Pietrofesa, 1976). Providing services to those with learning difficulties, brain injuries, persistent mental illness, sensory impairment, and life-threatening illnesses like AIDS is another aspect of rehabilitation counselling. It aids customers in overcoming deficiencies in their circumstances or states.

Component/Types of Counselling Service

      i.   Educational counselling

      ii.   Occupational/career counselling

      iii.   Person-social counselling/Psychological-social counselling

Educational Counselling

According to Gibson and Mitchell (1995), educational counselling aims to maximise a student's academic success and educational prospects. It is the process of offering services to children or students who need assistance in making important educational decisions, such as selecting high schools, colleges, and universities, picking courses and studies, and identifying interests and skills (Antwi, Amos &Amoako, 2019). It includes all kinds of students, intelligent or not. While the struggling student is assisted in learning more successfully through remediation sessions, classes, and the use of a workable schedule, among other learning strategies, the bright student is urged to put up more effort in his academic work (Namale, 2011). The main duty of the school counsellor in educational counselling is to aid students in evaluating their academic success and educational goals, as well as adjusting these goals as needed because we live in a fast-changing world with various scenarios.

Occupational/Career Counselling

Occupational counselling is one-on-one interaction with a counselee to support their career growth (Antwi et al., 2019). An alternative name for it is vocational counselling. These students' interests, aptitudes, attitudes, values, accomplishments, experiences, and goals are often considered (Pecku, 1991).

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Personal-social Counselling/Psychological-social Counselling

Personal-social counselling is a sort of counselling that focuses on helping a person make plans, carry them out, or modify them to their needs. All guiding activities aim to enhance human well-being, which can only be done by having a close relationship between the counsellor and the counselee. In other words, advising or counselling refers to helping someone develop attitudes and behaviours throughout all facets of life. (2013) (Modo, Sanni, & Mogbo).

A person's inability to manage developmental phases and tasks results in emotional distress and behavioural problems addressed through personal counselling. This is a technique for helping someone better adapt to their environment (Pecku, 1991). Every aspect of development has the potential to cause an adjustment issue, and eventually, everyone will experience extraordinary challenges in overcoming common obstacles. One of the objectives of personal counselling is to support the learner in taking ownership of his decisions (Antwi et al., 2019). Another objective is helping the learner deal with his or her worries to have positive and fruitful connections with others.

Types of Counselling according to participants

    i.   Directive counselling

    ii.   Non-directive counselling

    iii.   Eclectic counselling

Directive Counselling

Directive counselling focuses on the issue rather than the client (Coleman, 2009). The guided counsellor concentrates on locating the issue,

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examining it, and determining a workable solution. Because of this propensity, he tends to rely on his recommendations and information on exam scores, academic records, and reports. The most common method counsellors use in educational settings is directive counselling (Coleman, 2009).

A key component of this technique is the counsellor. One of the key objectives is replacing the person's emotional behaviour with deliberate intellectual behaviour. He does not, however, offer tyrannical counsel. Another name for this method is counsellor centred. The counsellor in this procedure has to organise the counselling process, evaluate the issue, and pinpoint it.

Non-directive Counselling

For many different emotional problems, the non-directive approach is more advantageous. On the other hand, many students who see a counsellor have little emotional problems (Antwi et al., 2019). In many cases, all that is needed is some fundamental knowledge or assistance. Nondirective counselling has numerous supporters, but Carl Rogers is the most well-known because he established it and has been its leader for more than 60 years (Rogers, 1971). To help the student "become a better-structured person, focused on healthy goals that [he] has clearly understood and selected," as stated by Rogers, is the aim of non-directive counselling. Its objective is to instil in them a feeling of purpose and the strength to overcome obstacles in life.

According to Rogers, effective counselling is a structured, permissive relationship that enables the client to learn enough about himself to enable him to take helpful action in light of his new orientation. This concept has an

obvious corollary: all tactics should promote this honest and accepting connection, this self-awareness in therapy and other relationships, and this propensity for positive, self-directed behaviour (Fall, Holden, & Marquis, 2017; Parsons, 2009; Rogers, 1971).

Eclectic Counselling

The result of incorporating concepts from both directive and nondirective therapeutic approaches is eclectic counselling. As a result, the eclectic counsellor applies whichever approach seems most suitable in the circumstance. Real assistance provided to most students in schools would fall between the extremes of being client-centred and eclectic. Coleman (2009) and Parsons (2009). The quality of the counsellor's work will be more influenced by the bond between the student and his counsellor than by the strategy she chooses and how well she employs it.

Counselling Services

Individual Counselling

Individual counselling involves one-on-one interactions between the client and the therapist. The counsellor and client sit face-to-face, and the counsellor must approach each client's issue individually (Antwi et al., 2019)

According to Rogers (1971), man is in the process of becoming; he is gaining worth and dignity via the realisation of his potential and is becoming sufficiently self-actualized to offer innovative solutions to issues that are always emerging and changing. Accepting these ideas, the counsellor establishes a sincere loving relationship with the counselee and regards them as a unique individual. He is so emphatic that he sees the world through the counselee's eyes and accepts the individual in all his moods.

Counselling, whatever name it goes by, has as its major purpose the alteration of one's perceptions of oneself, others, and the physical environment. Counselling is sometimes confused with psychotherapy, although this is frowned upon in others.

Group Counselling

A group counselling session is a meeting between a therapist and a group of clients (Antwi et al., 2019). Group counselling supplements individual counselling. A group of people works with a professional counsellor to learn how to deal with personal and interpersonal challenges in group counselling. The primary goal of group counselling is to foster an interpersonal setting in which each individual can develop insight about himself (Namale, 2011). It is a process in which participants are encouraged and kept from communicating freely, resulting in an understanding and evaluation of each other's points of view. It is a technique of enjoying the social process of group dynamics and social facilitation while assisting in solving challenges. It is calculated to accomplish rapid improvement in the personalities and behaviours of individual members through prescribed and controlled group interaction.

Individuals in group therapy research and analyse their problems collaboratively to better understand them, learn to manage with them, and make valid choices and conclusions. The group experience allows people to feel more connected to others and accept themselves and others. As group cohesion grows, feelings of common direction and purpose emerge.

As a result, the fundamental goals of school-based group counselling are to keep problems from becoming disruptive or incapacitating and to encourage harmonious development.

Consultation Services

The consultation service of a counsellor is an activity in which he or she aids a student in resolving a need through a third party, such as a teacher or parent (Gibson & Mitchell, 1995). The counsellor serves as a consultant to the third party, providing him or her with the required information and skills to satisfy the student's needs (Awabil & Kankpog, 2011).

Evaluation Service

According to Gibson and Mitchell, evaluation is a step in making professional advancement (1990). The process comprises a systematic, coordinated collection of objectives, performance-focused data. The system is then upgraded, maintained, and improved using the data as information.

One must keep their professional performance current. The evaluation also provides information to decision-makers. Decision-makers can assess the value of the guidance programme with the help of the information gathered about it. Both the programme and whether resources ought to be devoted to it. The evaluation service determines how effectively services like orientation counselling, consulting, and information services are administered in schools. Essuman (2001) and Chireshe (2013) contend that counselling services must be evaluated after they are rendered. According to Makinde (1987), evaluation is not directly beneficial to students. However, it is for the benefit of school administrators and the community.

Follow-up Services

A guidance counsellor who doesn't evaluate the student's progress is comparable to a doctor who doesn't confirm whether a patient has recovered Makinde (1987). This service covers the analysis of occupational elements and other connected aspects, including social and emotional adaptations. For instance, if a student receives counselling for a social-emotional issue after leaving school, the guidance counsellor must conduct a follow-up to see how well-adjusted the student is to the new setting and whether the kid is still experiencing the issue. Through these services, Makinde (1987) highlighted that it was possible to assess the effectiveness of the guiding program's overall failure. It has been noted that follow-up services are necessary for the counsellor to establish the nature and essence of counselling and determine the areas of life that need further adaptation.

Importance of Guidance Services

Guidance services are designed to help students succeed in their academic activities and achieve their academic aims and goals. Programmes for guidance are instruments that help pupils study well. They assist them in overcoming obstacles that make learning challenging or make it harder for them to focus in class. To achieve the shared educational objectives, the teacher and the counsellor must work together. All students are given guidance, which focuses on their needs as well. This aids teachers and other school personnel in identifying kids' needs and providing for them. Pecku (1991) asserts that because the home is unable to handle all a child's difficulties, the function of school guidance in addressing needs becomes increased relevance. Every area of concern for children has developed into a

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speciality that calls for specialised knowledge that many parents lack; guidance is therefore crucial at the school to provide resources for students. Additional benefits of guidance services include;

Socio-Personal Benefits

Effective school guidance services, according to Lonborg and Bowen (2004), promote a safe school atmosphere and increase students' emotions of security in their learning environments. Students have a sense of belonging in this kind of setting. As a result of the school guidance services they would have gotten, students are also able to form friends and control their emotions. According to Euvrard (1996), effective school counselling services in South Africa operate in a preventive manner to provide students the knowledge, abilities, and attitudes they need to successfully navigate the obstacles of adolescence. Adolescents receive assistance in learning social skills for getting along with people of the opposite sex. Because of this, there are fewer personality or social maladjustments when school counselling is effective. The study by Rowley, Stroh, and Sink (2005) in the US, which claims that effective student counselling services there assist students gain developmental competences like forming and maintaining peer connections, lends support to this claim.

Academic Benefits

Studies have demonstrated that student guidance programmes are advantageous to secondary school pupils in terms of their academic performance. According to Besley (2002), excellent student assistance services have eliminated potential learning obstacles for students in Scotland, allowing instructors to focus on their primary responsibility of instructing.

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Better academic outcomes are the effect of this. According to Taylor, Oberle, Durlak, and Weissberg (2017), school counselling services in America have a good impact on children's affective, behavioural, and interpersonal dimensions of life, which in turn has a positive impact on students' academic achievement. In line with American research (Taylor et al., 2017), effective school counselling increases achievement-related behaviours like better study habits, time management skills, and academic effort.

Career and Vocational Benefits

Schmidt (1999) states that British school guidance services assist students in planning their vocational and academic progress throughout their secondary education in relation to the career and vocational benefits of student advisory services. Students can learn about potential future educational and employment prospects with the aid of the school guidance services. According to Schmidt (1999), good Canadian school guidance programmes help pupils develop their decision-making abilities to the point where they can make sensible decisions that will benefit them in the long and short terms. That is, when making career decisions and plans, students receive assistance in evaluating their goals, values, interests, and aptitudes.

Empirical Review

This section examines the study's supporting empirical literature. The review was divided into sections based on the study's research question.

Forms of Behavioural Problems

Ibrahim, Abdul'azz, Jagaba, and Bashar (2021) investigated student indiscipline in higher education institutions in Sokoto State, Nigeria. They examine the various manifestations of student indiscipline, its causes, and

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classroom management strategies. A mixed-methods strategy was employed in the study, including quantitative and qualitative data. 7,614 people participated in the poll, including 3,270 members of the academic staff and 4,344 final-year students from all of the tertiary institutions in Sokoto State. In the quantitative part of the investigation, 692 samples were chosen using a proportionate stratified random sampling procedure in accordance with Krejcie and Morgan's guidelines (1970). In contrast, 12 participants were chosen for the interview based on the saturation criteria. Managing Students' Disciplinary Problems in Tertiary Educational Institutions Questionnaire (SMSDPTEIQ),' a self-developed instrument, was administered to 692 lecturers and students then verified by professionals, with a reliability of 0.9. The survey discovered that drug misuse, examination malpractice, fighting, and classroom noise were among the types of student indiscipline in the institutions.

To better understand the problem of indiscipline, its effects, and how teachers, school administrators, students, and parents can collaborate to find solutions, Aseidu-Yirenkyi (2019) performed a study in the Bantama Sub-Metropolis. Simple random sampling was used to select the Bantama Sub-Metropolis. The study included students from Metropolis, all three SHS, and the sub-teachers. The study questions were examined, and the findings were produced using straightforward percentages and frequency counts. According to the report, all respondents deemed indiscipline among SHS students to be a significant problem. It was also clear that the school's most common disciplinary behaviours were stealing, running away from school to the town, bullying, drinking, and absence.

To understand how both teachers and students felt about the rising incidence of indiscipline in Ghanaian schools, Ofori (2019) investigated the Abuakwa South Municipalities. According to his research, the most frequent behaviours teachers and students consider to be acts of indiscipline are disrespecting school officials, causing damage to school property, and dressing improperly to class. Additionally, it was obvious that the respondents did not consider students' failure to turn in assignments or other schoolwork, their deception of professors or fellow students, or their involvement in sexual activity to be signs of indiscipline. Participants in the focus group interview gave the following behaviours as examples of indiscipline: sex relationships with students, teenage pregnancies, disruptions in class, drug and alcohol misuse, and bullying.

The investigation of indiscipline in Junior High Schools in Agona Swedru, in the Agona West Municipality, was the focus of Gyapong and Subbey's study in 2021. The study was a quantitative investigation that followed the positivist paradigm and employed a descriptive survey design. The Agona Swedru township in Ghana, a component of the Agona West Municipality, is where the research was conducted. The Junior High School students who made up the study's sample. 120 students were selected for the study using random and intentional sampling. Information was gathered via a questionnaire. The data were presented as frequencies and percentages. The study discovered that the most common kinds of indiscipline were leaving the school grounds, physical aggressiveness, disrupting others, inappropriate use of school materials, out-of-seat behaviour such as moving, and noncompliance with instructor orders.

Causes of Behavioural Problems

Investigations examining the root causes of student behaviour issues have yielded conflicting results. Ngwokabueni's (2015) study investigates the many forms of student indiscipline in secondary schools in Cameroon, as well as its causes and potential remedies. An approach known as descriptive survey research was used in this study. Four research questions were directed for the investigation, and two established and tested hypotheses. Using an equal probability selection methodology, 3,240 individuals were selected from 120 schools (public, private, and denominational) in four regions of Cameroon. Using a questionnaire with thirty (30) items, data was collected. One-way ANOVA was used to test the hypotheses at the 0.05 level of significance, and percentage and mean descriptive statistics were used to provide answers to the study's questions. According to the findings, indiscipline was defined as collective misconduct by students, inappropriate practices, and disobedience to teachers and school prefects.

Gyan et al. (2015) study sought to identify the main factors contributing to students' misbehaviour and the methods that both teachers and students felt were most successful in reining in their out-of-control behaviour. 150 students who served as class prefects, class secretaries, and members of the Students Representative Council, as well as 50 teachers in various capacities at the school, served as the study's purposeful sample. The most effective research method was a descriptive sample survey. Information from the participants was gathered via a questionnaire. Most respondents agreed that students usually initiate such acts of indiscipline.

Idu and Ojedapo (2011) used a research methodology to examine the causes of indiscipline among secondary school students. The sample consisted of 3,024 estimated government secondary school pupils from the Ogba/Egbema/Ndoni Local Government Area in Rivers State. A straightforward random sampling strategy was used to choose a sample of 200 students. Four research questions provided the direction for the project. The study employed the 12-item "Students Indiscipline Questionnaire" (SIQ). Experts validated the instrument, and the test-retest dependability method produced a reliability coefficient of 0.80. The mean was utilised as a statistical technique to respond to the four study questions. According to the research, indiscipline among secondary school pupils is caused by factors including parental attitudes, government apathy, teacher influence, and peer group impact.

In 2010, Malonza looked at secondary schools in the Kathonzweni district of Kenya. The study aimed to identify the factors contributing to indiscipline in secondary schools. Results from the survey were categorised and analysed using qualitative and quantitative approaches, with the statistical data presented in frequency tables with illogical justifications. According to the study's findings, indiscipline in Kathonzweni district Public Secondary Schools is brought on by, among other things, a lack of guidance and counselling, peer pressure, drugs, a lack of effective systems to enforce school rules and regulations, and a failure to consider students' opinions in school administration.

Bolatito (2021) used a study design to examine the causes and effects of indiscipline among secondary school pupils in Sokoto. The population

of the study consisted of 1951 teachers and 151687 students. The study selected 322 out of 1951 teachers and 382 out of 151687students using Research Advisor table of determining sample size. According to the survey, parental influence, disobedience, dishonesty, and peer group influence are among the major contributors to indiscipline among secondary school pupils.

The causes and effects of indiscipline at Mampong College of Education are examined by Boamah (2010). The study's methodology was a descriptive survey. Students and instructors from Mampong College of Education participated in the study. 220 persons made up the study's sample size. An algorithm for stratified selection was used to choose the study's participants. 180 students were picked using a straightforward random process. The 40 study tutors were all carefully selected. The reliability coefficient for the pre-test was 0.91. The questionnaire served as the primary tool for data gathering. The data was analysed using frequencies and percentages. Students considered theft as a major act of indiscipline in the college, whereas tutors saw truancy and boundary violations as serious indiscipline infractions.

Use of Guidance Services

In the Kambaa Division of the Kiambu District, Nduta and Gichuho (2015) studied the potential use of guidance and counselling to lower student indiscipline in secondary schools. Using a descriptive surveying approach, the data was acquired. The division's primary focus was on a public day mixed secondary schools because of their high occurrence of complex and varied indiscipline situations. The investigation was limited to one boarding mixed school to generalise the findings. The courses were taught by five members of

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the teaching staff, one teacher counsellor, and twenty students from each school. The sample was composed of 130 people. Three sets of questionnaires served as the data collection tools. After the investigation, it was determined that punishment, counselling, and guidance are all related. The results of this study helped us identify the best counselling techniques that may be applied to stop or reduce student indiscipline. The survey results show that most students do not use counselling services because they are only dimly aware of the benefits they may offer. Many teachers don't assist the guidance and counselling department because they are too busy with other academic responsibilities. They are also ignorant of its importance to their line of employment. Counseling services should be made more widely known to teachers and students to promote their voluntary engagement.

In their 2017 study, Tuchili and Ndhlovu sought to understand how guidance and counselling services were used to address students' disruptive behaviour at public colleges. This objective was accomplished using a descriptive survey approach with 105 participants. Self-administered questionnaires, focus groups, and in-depth interviewing techniques were used to collect the data. Thematic analysis and SPSS were used to analyse the data. The survey found that students who received guidance counselling and services exhibited acceptable behaviour in a range of contexts. The paper's conclusion claims that pupils who received advice and counselling experienced behavioural improvements. According to the study, it is vital to encourage all students enrolled in public universities to seek out guidance and counselling in order to create proper behaviour in light of these findings.

The study by Salgong, Ngumi, and Chege (2016) aimed to investigate how advice and counselling may enhance student discipline in secondary schools in the Koibatek district. The study used a descriptive survey as its research design. The study population consisted of 2624 kids from 23 schools, 23 principals, 23 school counsellors, and 227 teachers. Eight schools, eight principals, and eight school counsellors were chosen using a purposeful sampling technique. Using stratified random sample and basic random sampling, 24 teachers and 262 students were selected. The tools used to gather the study's data were questionnaires and interview schedules. The reliability coefficient for the study was 0.81. The data were analysed using the Statistical Package for Social Science (SPSS) application version 16 using descriptive statistics such as frequencies, percentages, mean scores, and summary tables. Results indicated that teachers employ a dynamic strategy to facilitate group-student interactions. The findings show that counselling and guidance have improved discipline and academic performance. There is enough proof to conclude that a lack of student guidance and counselling contributes to indiscipline in school. However, it's difficult for guidance and counselling to effectively promote student discipline since there isn't a clear legal or regulatory framework, there aren't enough competent teacher counsellors, and instructors already have too much on their plates.

Availability of guidance services in school

In their study from 2020, Adzakpa, Dusu, and Adangabe aimed to ascertain if student instructors at Ghana's Volta Region institutes of education received advisory services. For this inquiry, a descriptive survey design was employed. A sample of 346 respondents was selected using convenience,

quota, purposive, and straightforward random selection approaches. A survey that has a 0.89 reliability coefficient was used to collect the data. Frequency counts and percentages were utilised to analyse the research issues. Fewer guidance services were being provided; the findings indicated. Conclusions and recommendations were generated using the data from the colleges of education.

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Based on the perspectives of the students, Namale and Awabil (2018) investigated how guidance services were delivered in senior high schools in the Gomoa West District of Ghana's Central Region. The sample for the study consisted of high school seniors. 300 students were randomly selected as the study's sample size. Simple random sampling techniques and proportional stratified sampling were both used to choose the study's sample. The research

design for the study was a descriptive survey. Data were gathered using the questionnaire responses provided by the students. The data was analysed using independent samples t-tests, means, standard deviations, frequencies, and percentages. The results demonstrated that implementing the information, consultation, and counselling services was less successful than the appraisal service. The findings also showed that gender did not significantly influence how students rated the information, consultation, and counselling services. According to the findings, it was suggested that counsellors closely monitor all forms of guidance to effectively advance students' personal, social, academic, and professional development.

The Alale (2019) study examined the availability of counselling services at educational institutions in Northern Ghana. The inquiry made use of the survey design. Stratified random sampling, quota sampling, and conventional random sampling techniques were used to choose a sample of 500 pupils. A questionnaire was used as the instrument to gather the study's data. The results were examined using tables, frequency, and percentages.

According to the study, orientation, information, evaluation, counselling, and placement were colleges' most frequently supplied guidance services, while consultation, referral, and follow-up were the least popular. The study also showed how giving pupils advice services helped them develop effective study habits, improved behaviour, and increased discipline. According to the report, counsellors should inform students about consultation, referral, and follow-up services availability. Additionally, the government, non-governmental organisations, and parent-teacher associations

need to collaborate ding adequate financing to enhance the effectiveness of the proving services in colleges of education.

Headteachers and teacher Counsellors in handling behavioural problems

Wamalwa's (2019) study aimed to ascertain how Guidance and Counselling (G&C) may help students in Kenya's Western Region manage their behaviour. A survey research design was used for this investigation. 12,123 students took the survey, along with 39 G&C Coordinators. Among the 411 persons surveyed were 375 students and 36 directors of guidance and counselling. Two sets of questionnaires were used to gather the data, one for G&C coordinators and the other for students. The data was then analysed using SPSS for Windows, which supports descriptive and inferential statistics. The information showed that guidance and counselling were entirely trusted as the preferred method of managing discipline; when G&C was included, 24% of G&C coordinators took part in the discipline procedures.

In their studies, Lynnette, Otara, and Otengah (2021) examined the reactions of secondary school principals to student discipline in Migori County, Kenya. The study employed a cross-sectional survey design with a population of 271 principals, 271 deputy principals, 1759 teachers, and 10 Sub-County Directors of Education (SCD). A 30% simple random sample was used to select 473 respondents from Krejcie and Morgan, including 74 principals, 74 deputy principals, 74 student leaders, 8 SCDs, and 317 teachers. In addition to an Interview Schedule for SCDs and an FGD guide for student leaders, two surveys—one for administrators and deputy principals and the other for teachers—were utilised to gather primary data. Quantitative data were analysed using frequency counts, percentages, means, standard

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deviations, and the T-test, while qualitative data were coded, transcribed, and grouped thematically. Research ethics were upheld throughout data collection and the reporting of findings. The study found positive behaviour reinforcement is extremely effective (mean = 3.51), as the variable had a favourable and statistically significant relationship with student behaviour control.

Gender difference in Behavioural Problems

In the southeast Nigerian state of Orlu Imo, Diwe et al. (2016) investigated gender differences in the frequency and pattern of behaviour issues among secondary school students. A descriptive cross-sectional survey of 402 students in public and private schools in Orlu Imo. The results show that 69.7% of those surveyed have engaged in antisocial behaviour. Antisocial behaviour was more prevalent in men than in women (p=0.001). The most prevalent antisocial behaviour was theft in both sexes. The causal factors differed significantly across the sexes (2=9.54, df=4, p=0.002). Boys were more likely than girls to agree (93,8%) that antisocial behaviour policies are in place at their schools (2=5.61, df=1, p=0.017). Suspension for males and flogging for females were the most common kinds of punishment (both 2=56.80, df=2, p=0.000).

Campbell (2004) conducted research on the differences between genders in teens' disruptive behaviour at the University of Tennessee. A group of 61 adolescents with a diagnosis of disruptive behaviour disorder who were receiving residential treatment (34 males and 27 females) had their differences evaluated using the Child Behaviour Checklist, MMPI-A, and Rorschach. The findings of this study provide credence to the notion that disruptive behaviour

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problems in teenagers are perceived and described differently by men and women. Contrary to what the CBCL predicted, men were shown to have more difficulty externalising and internalising behaviours. Females appeared to be more distressed about familial discord and reported more subjective symptomatic improvement after therapy, per the MMPI assessment. As far as the psychological, social, and emotional state of behaviourally troubled teenagers is concerned. Based on Rorschach's indirect measure of the psychological causes underlying the teenagers' disruptive conduct disorder, there were minimal early differences between the boys and females.

Two investigations were carried out by Glock and Kleen (2017) to investigate the latent personality theories of instructors. In a gender IAT, 98 preservice instructors were implicitly linked with poor student behaviour, whereas female students were implicitly correlated with excellent behaviour. These connections were found during interventions for male students who were disruptive. Gender-specific tasks were found when 30 seasoned teachers participated in a vignette evaluation. Both the reasons for the student's misbehaviour and the teachers' replies, in this case, were less favourable for the male student. Their findings highlight teachers' role in the "boy problem" and support the need for programmes to educate teachers about gender bias.

Chapter Summary

This chapter reviewed the literature of research. The three main parts that were finished were the theoretical framework, conceptual review, and empirical review. Among the theory examined were Social Cognitive Theory and the Dreikurs social discipline model. The concept of behavioural problems and guidance services was also examined throughout the conceptual study. An

empirical review was carried out in accordance with the research question of the study. In the research analysed, it was revealed that student truancy, bullying, absenteeism, lying, and stealing are all widespread behaviours. On the other side, it has been discovered that guidance services influence how severe behavioural difficulties are. Have been found to have an impact on the severity of behavioural issues.

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CHAPTER THREE

RESEARCH METHODS

Introduction

The purpose of the study was to find out the use of guidance services to modify the behaviour problems among Junior High Schools in the Ellembelle District. This chapter focuses on the research methods. It includes the research design, study area, population, sampling procedure, data collection instrument, data collection procedure, and data processing and analysis.

Research Design

The methodology used in this study was mixed methods. Mixed method research is described as "research in which the investigator collects and evaluates data, integrates the findings, and draws inferences utilising both qualitative and quantitative methodologies" by Creswell and Tashakkori (2007).

A mixed-method study combines qualitative and quantitative research and data (Creswell, 2014). While qualitative data is generated from open-ended sources with predesigned questions, quantitative data is derived from closed-ended data sources like tests, questionnaires, or psychological instruments (Wisdom & Creswell, 2013). Numerous terms, such as "integrating, synthesis, quantitative and qualitative methods, multimethod, and mixed methodology," are used to describe this approach, but in the modern world, "integrating, synthesis, quantitative and qualitative methods, multimethod, and mixed methodology" is the most prevalent. Using both qualitative and quantitative methods, the researcher will be able to gather data,

analyse it, and draw conclusions to determine how guidance services might be used to change behaviour problems among students.

The embedded mixed method design was used specifically. The embedded mixed-method approach simultaneously collects quantitative and qualitative data (Creswell, 2014). The embedded mixed-method approach is employed when various methods are required to collect data from various respondents. This is backed up by Morse (2016), who thinks that using embedded mixed techniques can be beneficial because they allow for analysing several respondent groups using different quantitative methodologies in a single study. This definition of "mixing data" refers to combining data and comparing one data source with another.

Creswell (2014) outlined the advantages that come with the use of the mixed-method approach. He indicated that it can be utilised when a researcher lacks the time or resources to devote to extensive quantitative and qualitative data collecting, or when one data type is prioritised over the other. Another advantage of this design is that it is logistically more manageable for graduate students because one approach requires less data than the other method.

Again, this design may appeal to funding organisations because the primary focus of the design is conventionally quantitative, such as an experiment or a correlational analysis. Additionally, by merging the two approaches, the researcher can better grasp the many data types in the study since respondents would provide detailed response. Despite these benefits, mixed method research is challenging and expensive, according to Creswell and Plano Clark (2011).

The researcher chose to employ a mixed-method technique since it enables the collection of diverse data from various respondents. Thus, data from students were collected quantitatively, whilst information from head teachers and teacher-counsellors was collected qualitatively.

Study Area

The Ellembelle District served as the research's study area. In Ghana's Western region, there is 14 districts total, including Ellembelle. The Ellembelle district has a total population of 120,893 people, of which 60,586 are men and 60,307 are women, according to the population and housing census of 2021. The district is in the southern half of the region, between Longitude 20 05W and 20 35W and Latitude 40N, or 40 degrees north and 50 degrees south.

It shares boundaries with the Jomoro District to the West, Wassa Amenfi West District to the north, Nzema East Municipal to the southeast, Tarkwa-Nsuaem Municipal to the east and a 70-kilometre stretch of sandy coastline along the Atlantic. To the south, there is the ocean. It has a total size of 995.8 hectares., which makes up around 9.8% of the continent's landmass Region of the West.

According to the 2010 Population and Housing Census, the District is largely rural (79.4 per cent), while 20.6 per cent reside in urban centres. There are currently 16 Preschools, 182 Basic Schools, 4 Senior High Schools, and 3 Technical Training Schools. In the District, there were 1,262 teachers overall for the 2017–2018 school year, split equally between public and private schools. 275, or 21.79% of this total, are untrained, compared to 987 trained individuals. During the 2017–2018 academic year, 30,984 students in both

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public and private schools were enrolled in kindergarten through Junior High School. A gender parity index of 0.95 was achieved with the total enrolment of 15,910 males and 15,074 females, respectively.

Population

According to Bryman (2012), a population is a collection of people with one or more characteristics the researcher is interested in. According to Mugenda and Mugenda (2003), a population is a collection of people, occasions, or objects that exhibit similar observable characteristics. All Junior High School students and students, headteachers, and teacher-counsellors in the Ellembelle district made up the population of this study. Three thousand five hundred and forty-eight (3548) students and one hundred and ten (110) head teachers and teacher-counsellors made up the target population (Ghana Education Service, 2021).

There are fifty-five (55) public Junior High Schools that has been group into eight circuits. The accessible population used for the study was JHS three students with a total population of nine hundred and fifty (950) from the fifty-five (55) public schools. The researcher used only the JHS three students for the study because the researcher believed that these students had benefited from guidance services for their three years of stay in the school and, therefore, have better ideas about the delivery of guidance services in their schools.

Sampling Procedure

According to Wiersma (2000), a sample in research is a subset of the population to which the researcher hopes to generalise the findings. The quality of any research is determined by the appropriateness of the

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instrumentation and the adequacy of the sampling method used (Cohen, Manison & Morrision, 2003). The available population is where the sample is drawn from. Therefore, nine hundred and fifty-five (950) JHS 3 students, all head teachers, and teacher-counsellors were accessible. Krejcie and Morgan (1970) estimated table was used to calculate the sample size. Two hundred and seventy-four (274) students were sampled from the accessible population. The study included eight headteachers and eight teacher-counsellors.

Sampling refers to selecting a sample (Singh, 2018). Since this investigation employs two or more sample techniques, a multistage sampling technique was chosen. Multistage sampling sometimes referred to as multistage cluster sampling, is a procedure for choosing a sample from a population by subdividing it into progressively smaller groupings (units) at each stage. Surveys gather information from a sizable, geographically distributed population (Bhandari, 2021). Since you are not required to start with a sample frame from the target population, Bhandari claims multistage sampling is suitable and practicable for huge samples. It is reasonably economical and practical if a researcher's population is huge or dispersed geographically. Bhandari suggests that in multistage, the sample methods can change between stages depending on what is acceptable or practical.

The target population was then divided into groups based on the number of circuits in the district using cluster sampling. The population was separated into clusters, which were then used to create a sample by choosing a cluster. The Ellembelle district's eight (8) circuits were divided into eight clusters. The eight clusters were Aiyinasi South, Aiyinasi North A, Aiyinasi North B, Ewiebo, Asaasetre, Nkroful, Atuabo and Esiama.

Eight schools were picked randomly from each of the eight clusters in the second stage, specifically using the lottery approach. On a piece of paper, a number was written down for each school. One was chosen from a bowl containing the numbered papers for the schools. The fact that the quantity was noted shows that the study's target school was picked. Until the eight schools were chosen, this process was repeated. The respondents were randomly chosen from each class in the eight schools. Students who were chosen for the study were divided into two groups by the researcher (male and female). Using the lottery approach, the researcher chose an equal number of males and females from each class. Boys and girls were given distinct yes or no sheets to choose from to accomplish this. This sampling technique was adopted to pick an equal number of males and females to participate in the study. Each school used students who indicated yes for the study.

Since there is a headteacher and a teacher-counsellor at every school, these individuals were purposively chosen for the study.
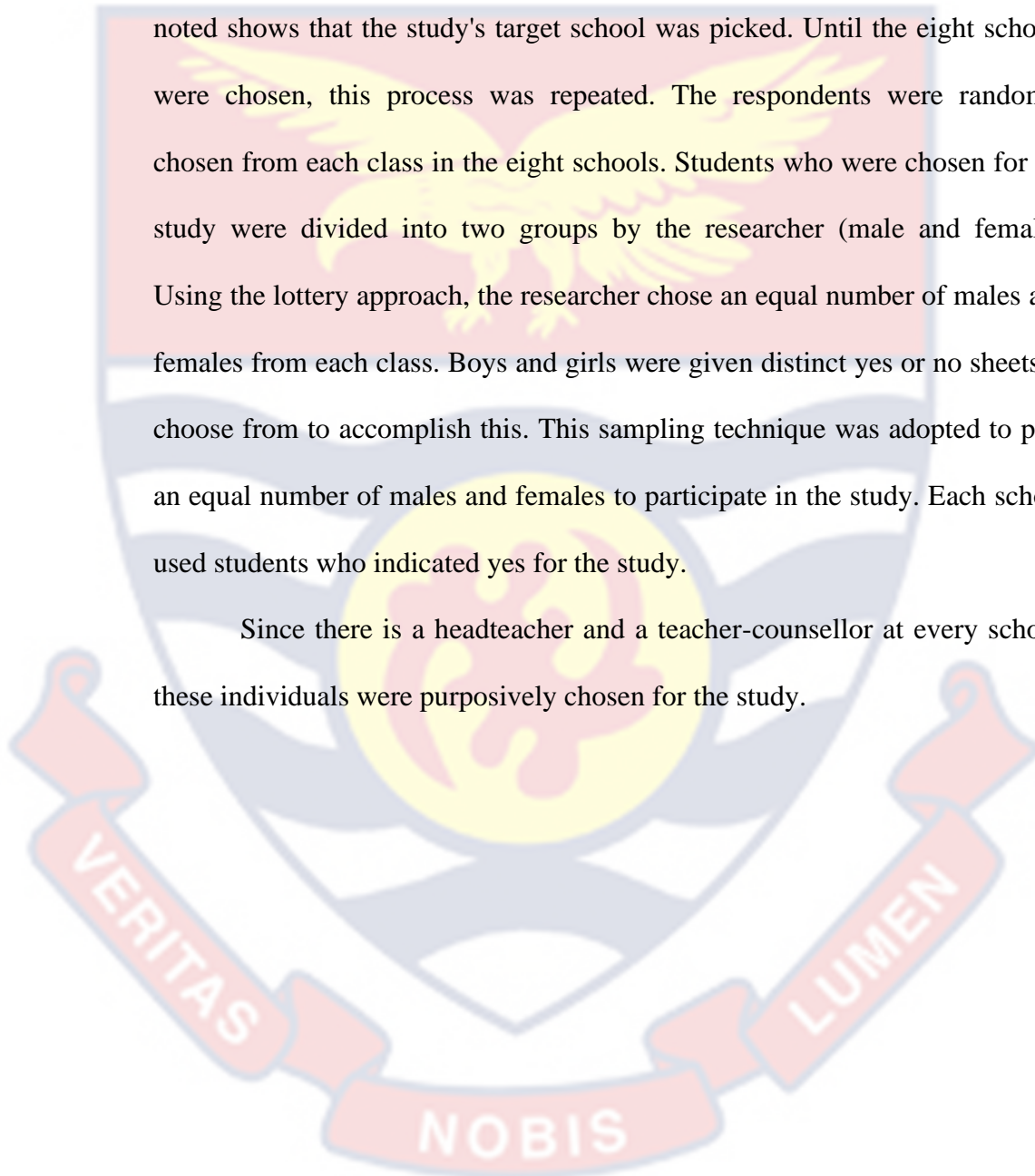
Table 1: *Enrolment of Junior High School selected by circuit.*

S/N	Name of Circuit	Selected JHS	Number of Males in JHS3	Number of Females in JHS 3	Number of Pupils in JHS3
1.	Aiyinasi South	Aiyinasi Catholic JHS	21	19	40
2.	Aiyinasi North A	Aidoo Suazo D/A JHS	29	26	55
3.	Aiyinasi North B	Asomase D/A Basic	25	20	45
4.	Asaasetre	Ebi-Nyamehene Basic	16	17	33
5.	Atuabo	Sanzule-Krisan D/A JHS	20	22	42
6.	Esiama	Ampain D/A Basic	33	23	56
7.	Awiebo	Akpandue SDA Basic	28	25	53
8.	Nkroful	Nkroful Nyanba Model Basic	28	32	60
	Total		200	184	384

Source: Field survey, 2022

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Table 2: *Shows the breakdown of the sample size*

S/N	Schools	Males	Females	Head teachers	Teacher-Counsellors	Total
1	Aiyinasi Catholic JHS	16	12	1	1	30
2.	Aidoo Suazo D/A JHS	20	23	1	1	45
3.	Asomase D/A Basic	19	17	1	1	38
4.	Ebi Nyamehene	11	12	1	1	25
5	Sanzule Krisan D/A	16	18	1	1	36
6	Ampain D/A Basic	11	9	1	1	22
7	Akpandue SDA Basic	21	20	1	1	43
8	Nkroful Nyanba Model Basic	22	27	1	1	51
Total		136	138	8	8	290

Source: Field survey, 2022

Data Collection Instrument

This study used questionnaires to gather student data while headteachers and teacher counsellors were interviewed using a semi-structured

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interview guide. Questionnaire of Influences Guidance Services on Behaviour Problem of Students (QIGSBP) was utilised for students and for headteachers and teacher-counsellors, they were interviewed with the Guidance Services to Modify Behaviour Problem Interview Guide. A questionnaire was used because it gives opinion on phenomena as in this study. According to Cohen et.al (2003), questionnaire is widely used and is a useful instrument for collecting useful instruments for collecting survey information, providing structured numerical data, and can be administered without the presence of the researcher. It is effective for securing information about conditions of which the respondents are presumed to have knowledge (Ogah, 2013). The use of questionnaires also guarantees easy data collection and makes it efficient for collecting statistically quantifiable data in social science research (Amedahe, 2000).

Because there has been a lot of research on behavioural issues, the study's instrument was modified. Adapting an instrument requires more substantial alterations than adopting one, claims Korb (2012). The overall design of another instrument can be changed so that it is appropriate to the new study by adding, removing, or significantly altering the content of each component. Since altering an instrument is equivalent to creating a new one.

The instrument was adapted from Dennison (2017). It has a Cronbach alpha of 0.96. The questionnaire was organised into six main sections. Section A elicited demographic information about the students, such as age and sex. Section B was composed of fourteen items that required a "Yes" or "No" response and questioned the student's behaviour problem.

The rest of the sections, thus C, and D, were also on the four Likert-Type scales. Section C contained ten items and covered the major cause of behaviour problems, and Section D contained eight items and covered the use of guidance services to modify behaviour problems. The last section, Section E, contained eight items and covered the school guidance services.

The headteachers and the teacher-counsellors were interviewed using semi-structured interview guide. The semi-structured interview was used since the researcher wanted the respondents to provide their answers and respond in-depth to the questions asked. Semi-structured interviews are frequently open-ended, allowing for flexibility. It's simple to compare responses when you ask questions in a specific order (Allen, 2017). The semi-structured interview guide used for headteachers, and teacher-counsellors consisted of six sections. The first section elicited the demographics of headteachers and teacher counsellors. Section B looked at the students' forms/types of behavioural problems. Section C asked about the causes of behaviour problems. Sections D looked at how guidance services can be used on the behavioural problems and Section E which is the final Section looked at the guidance services provided in schools.

Validity and Reliability of the Instrument

The degree or extent to which an instrument measures what it should measure is known as its validity. Results from data analysis accurately depict the phenomenon being studied (Orodho 2008). Babbie (2010) also defined validity as whether a measure accurately reflects the concept it is supposed to test. The purpose of content validity was to determine whether the questionnaires' contents were suitable and pertinent to the study's aims. Two

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supervisors who are subject-matter experts in this area were asked for their input, which was then independently reviewed.

Experts in the field from University of Cape Coast, Department of Guidance and Counselling verified the instruments' face and content validity. The instruments were improved using their feedback and suggestions. Reliability refers to whether a certain approach, when repeatedly used on the same object, consistently produces the same findings (Babbie, 2010).

A pre-test was carried out to ascertain the instrument's reliability of the student's questionnaire. Aiyinasi Methodist JHS in the Ellembelle District were used for the pilot testing and thirty-one (31) students were used. The selection of the respondents for the sample is based on Hertzog's (2008) assertion that 10-40 sample range is precise for pilot studies.

Cronbach's coefficient alpha was used to calculate the questionnaire's internal consistency (reliability) for the main study and the pre-test. Ebel and Friedbie (1972) claim that co-efficient alpha can approximate the internal reliability for a measure of items with different weights, such as essays or attitude scales. The Cronbach's coefficient alpha estimates are presented in Table 3.

Table 3: *Reliability Estimates of Scales*

Scales	Cronbach's Alpha	Number of Items
Behavioural Problems Scale	.98	15
Causes of Behavioural Problems	.95	14
Use of Guidance Service to Modify Behavioural Problems Scale	.96	8

Source: Field Data, 2022

The validity of the measures used to gather data for the study is shown in Table 3. After the scales were pre-tested on 31 Junior High School students, the scales' reliability was determined. The behavioural problem scale's Cronbach alpha was .98, and the causes of the behavioural problem scale was .95. Finally, a Cronbach alpha of .96 was also achieved for applying guidance services to modify the behavioural problem scale.

For the semi-structured interview guide, two headteachers and two teacher-counsellors were purposively selected from Aiyinasi Methodist Basic School and Aiyinasi Anglican Basic Schools. Their responses helped the researcher to refined, reformulated, and reorganized the interviewed guide. Responses from respondent helped the researcher to make meaningful themes for the study.

Data Collection Procedure

The Institutional Review Board (IRB) of University Cape Coast granted ethical clearance, and the Department of Guidance and Counselling provided an introductory letter. Before gathering data, formal approval was requested from the Ellembelle Education Directorate and the school administrators where the research was being conducted.

The researcher, with two research assistants, physically visited each school throughout the administration to inform the students. The researcher assistants were MPhil. students who have knowledge in research. After discussing the purpose of the study to the students, headteachers, and teacher counsellors, the questionnaire was administered to students, and the students used 40 minutes to respond to the questionnaire. The researcher's study

assistants conducted interviews with head teachers and teacher counsellors in order not to overuse the allocated the time.

Data Processing and Analysis

To make it simple to identify any potential sources of mistakes during the tabulation of data, the data from the quantitative survey (student questionnaire) were serially numbered.

Data was entered into the computer using the Statistical Product and Services Solution (SPSS version 21.0) software after editing and coding. Frequencies and percentages were used to analyse the student population using descriptive statistics. Frequencies and percentages were used to analyse the first research question.

Means and standard deviation were used to analyse research questions 2, 3, and 5. An independent sample t-test was used to analyse the hypothesis. The qualitative data (research question four) for the teacher-counsellors and headteachers was manually transcribed and categorised to generate meaningful themes. The obtained themes were used to support the study.

Ethical Consideration

Ethical concerns are very important and need to be taken seriously. Therefore, before the data gathering process begins, establish mutual respect among the participants. The university's Institutional Review Board (IRB) provided ethical clearance, and the Department of Guidance and Counselling provided an introductory letter. This study considered ethical concerns, including informed permission, respondent anonymity, privacy, and voluntary participation.

Chapter Summary

The study's methodology and design are described in this chapter. For the study, a mixed methods technique was used. It provided details on the study's mixed methodology and accessible population. Design the sampling process, data gathering tools, data collection process, and data processing and analysis based on the research.

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CHAPTER FOUR

RESULTS AND DISCUSSION

Overview

Based on the study's goals, this chapter summarises the data analysis findings from the questionnaire. The major goal of this study was to ascertain how guidance services were used to modify the behavioural issues that students in JHS in the Ellembelle District were experiencing. Inferential statistics (independent sample t-test) and descriptive statistics were used to analyse the quantitative data (Means-M, Standard Deviations, Frequencies, and Percentages). A thematic analysis method was used to analyse the qualitative data. The demographic details of the students chosen for the study are covered in the first section of this chapter The research findings are presented in the second part based on the research questions of the study.

Results

Demographics of Junior High School students

This section discussed the background information of the respondents. These include the respondents' school, gender, and age.

School of Respondents

Table 4 presents the school distribution of respondents involved in the study.

Table 4: *Distribution of Students Respondents by School*

S/N School	Frequency	Percentage
1. Aiyinasi Catholic JHS	28	10.2
2. Aidoo Suazo D/A JHS	43	15.7
3. Asomase D/A Basic	36	13.1
4. Ebi Nyamehene Basic	23	8.4
5. Sanzule Krisan	34	12.4
6. Ampain D/A Basic	20	7.3
7. Akpandue SDA Basic	41	15.0
8. Nkroful Nyanba Model Basic	49	17.9
Total	274	100.0

Source: Field Survey

Most of the respondents, thus 49 (17.9%), were from the Nkroful Nyanba Model Basic. There were 43 (15.7%) and 41 (15.0%) respondents from the Aidoo Suazo D/A JHS and Akpandue SDA Basic, respectively. Also, 36 (13.1%) and 34 (12.4%) respondents were from Asomase D/A Basic and Sanzule Krisan, respectively. Respondents from Aiyinasi Catholic JHS were 28 (10.2%) and 23 (8.4%) from Ebi Nyamehene Basic. Among the schools under study, Ampain D/A Basic had the smallest sample size, 20 (7.3%).

Gender of Respondents

Table 5 presents the gender (males and females) distribution of respondents involved in the study.

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Table 5: *Distribution of Student Respondents by Gender*

Gender	Frequency	Percentage
Male	136	49.6
Female	138	50.4
Total	274	100.0

Source: Field Survey

The number of males and females involved in the study was close, but females were many. Males were 136 (49.6%), and females were 138 (50.4).

Age of Respondents

The age distribution of respondents involved in the study is presented in table 6.

Table 6: *Distribution of Students Respondents by Age*

Age	Frequency	Percentage
13	1	.4
14	26	9.5
15	54	19.7
16	90	32.8
17	57	20.8
18	26	9.5
19	11	4.0
20	6	2.2
21	2	.7
22	1	.4
Total	274	100.0

Source: Field Survey

Most of the respondents were between the ages of 14 and 19. Although most of them thus, 90(32.8) were 16 years of age, few of them thus, 1(.4), were 13 and 22 years of age.

Demographic of Headteachers and Teacher-Counsellors

This section discussed the demographic of headteachers, and teacher-counsellors used for the semi-structured interview guide. These include the respondent's school, gender, age, and rank as present in Table 7 below.

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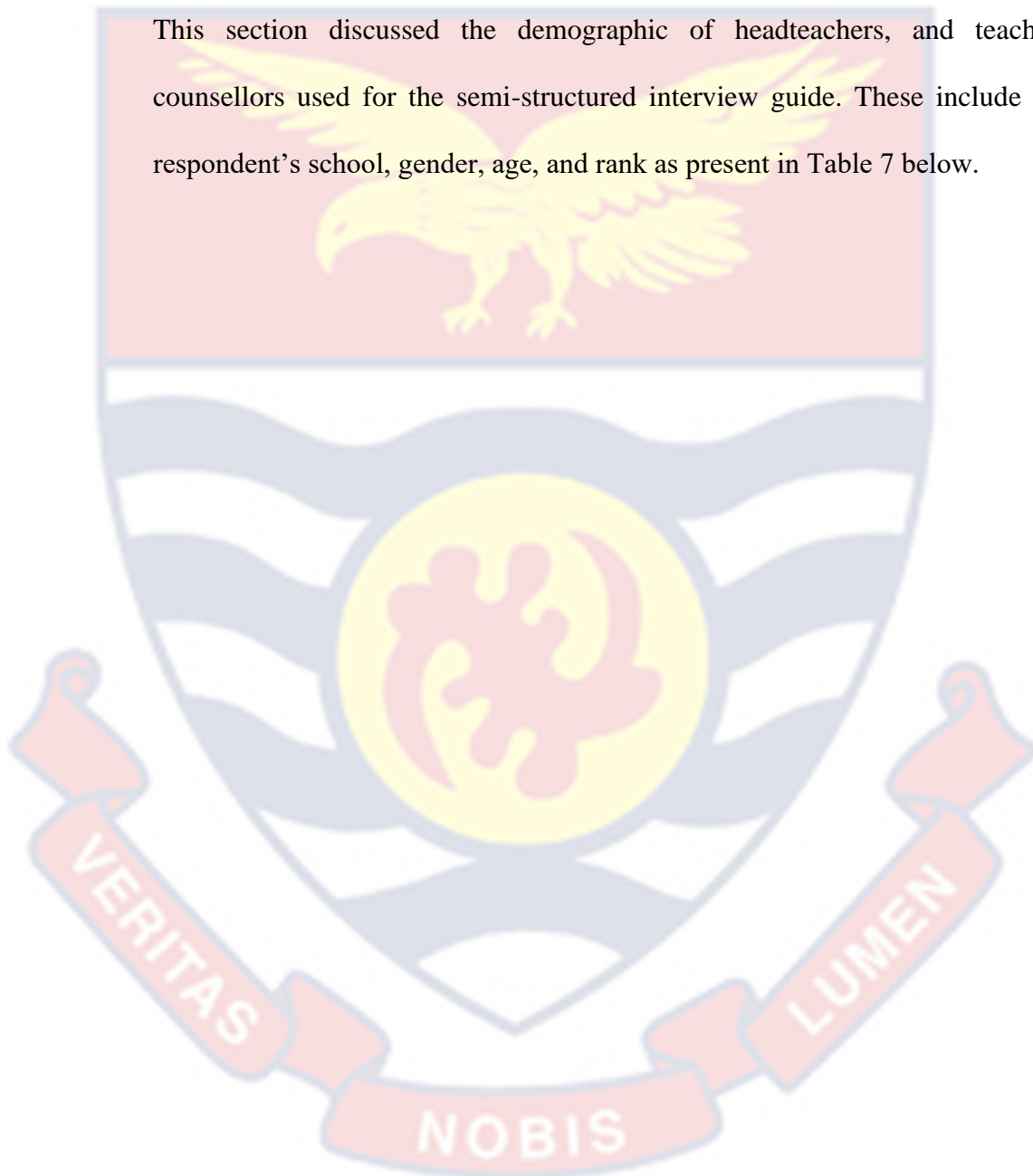
Table 7: *Demographic of Interview of Respondents*

School	Respondent	Position	Gender	Age	Rank
Aiyinasi Catholic JHS	R1	Headteacher	female	59	AD1
Aiyinasi Catholic JHS	R2	Teacher-Counsellor	Male	40	PS
Aidoo Suazo D/A JHS	R3	Headteacher	Male	35	PS
Aidoo Suazo D/A JHS	R4	Teacher-Counsellor	Male	30	Snr, Supt.
Asomase D/A Basic	R5	Headteacher	Male	39	PS
Asomase D/A Basic	R6	Teacher-Counsellor	Female	32	Snr, Supt.
Ebi Nyamehene Basic	R7	Headteacher	Male	49	AD1
Ebi Nyamehene Basic	R8	Teacher-Counsellor	Male	32	Snr. Sup.
Sanzule Krisan	R9	Headteacher	Female	52	AD1
Sanzule Krisan	R10	Teacher-Counsellor	Male	31	PS
Ampain D/A Basic	R11	Headteacher	Male	49	AD2
Ampain D/A Basic	R12	Teacher-Counsellor	Male	34	PS
Akpandue SDA Basic	R13	Headteacher	Male	36	PS
Akpandue SDA Basic	R14	Teacher-Counsellor	Male	56	AD1
Nkroful Nyanba Model Basic	R15	Headteacher	Male	42	AD2
Nkroful Nyanba Model Basic	R16	Teacher-Counsellor	Male	38	PS

Source: Field Survey, 2022

Analysis of Research Questions

Research Question 1

What forms of behavioural problems are exhibited by students in public Junior High Schools in the Ellembelle district?

Research question one focused on finding forms of behavioural problems exhibited by students in public Junior High Schools in the Ellembelle district. The results were presented in Table 8 where respondents were asked to tick "Yes" or "No" to indicate whether they engage in behavioural problems. Frequencies and percentages were used in the analysis of the collected data.

Table 8: *Behavioural Problems among JHS Students*

Behavioural Problems	Frequency/ Percentage	Frequency/ Percentage
	Yes	No
Absenteeism	86 (31.4)	188 (68.6)
Lateness in school	138 (50.4)	136(49.6)
Truancy	33 (12.0)	241(88.0)
Disrespecting teachers and authority	17 (6.2)	257 (93.8)
Disobeying school rules and regulations	51(18.6)	223 (81.4)
Insulting/fighting with fellow students	148 (54.0)	126 (46.0)
Bullying	42 (14.3)	232(84.7)
Lying	173 (63.1)	101 (36.9)
Sexual assault	26 (9.5)	248 (90.5)
Stealing	32 (11.7)	242 (88.3)
Cheating during examination	107 (39.1)	167 (60.9)
Blurting out answers	145 (52.9)	129 (47.1)
Teasing/irritating fellow students	125 (45.6)	149 (54.5)
Substance abuse	6 (2.2)	268 (97.8)
Gambling	17 (6.2)	257 (93.8)

Source: Field Survey

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Table 8 indicates that most respondents do not engage in many behavioural problems by ticking *No* to the problem. For instance, 248(90.5%) out of 274 respondents indicated that they have not experienced or engaged in sexual assault, and 257(93.7%) do not disrespect teachers and authority. Also, 268(97.8%) out of the total respondents indicated that they do not engage in substance abuse, and 257(93.8%) do not engage in gambling.

However, most of the respondents thus, 138(50.4%) of them, get late for school, and 145(129%) blurt out the answer. Again, most of the respondents that are 148(54.0), insult and fight with fellow students, and 173(63.1) of the 247 respondents engage in lying. This is to say that behavioural problems exhibited by students in public Junior High Schools in the Ellembelle district are lateness in school, blurting out answers, insulting/fighting with fellow students, and lying.

Research Question 2

What are the causes of behavioural problems exhibited by students for Junior high students in the Ellembelle district?

The scale was made of 14 statements scored on a four-point Likert scale. On the four-point Likert scale, the statements were coded as 4 = strongly agree, 3 = agree, 2 = disagree, and 1 = strongly disagree. This indicates that the higher an individual score on the scale, the likelihood of the item being the cause of behavioural problems among respondents. In the analysis of the individual items, the average mean score of all respondents is 2.5. Hence, a mean score above 2.5 suggests that respondents agree with the statement. In contrast, a mean score below 2.5 suggests that respondents disagree with the statement.

Table 9: *Causes of Behavioural Problems among JHS Students*

Causes of Behavioural Problems	Mean	Standard Dev.
Poor teaching methods used by some teachers	2.59	1.06
Discrimination by some teachers	2.54	1.09
Problems at home	2.81	1.01
Lack of interest in school ex-curricular activities	2.38	1.06
Some teachers do not serve as role models for students	2.49	1.03
Influences of peers	2.81	1.05
To seek attention	2.54	1.05
Lack of family training and supervision	2.49	1.17
Difficulties in academic work	2.53	1.02
Abuse, violence and bullying in the past	2.36	1.06
Students feeling mistreated by school authorities and teachers	2.25	1.02
Students want to cover their flaws, weakness, or inferiority	2.31	1.01
School rules are not clearly stated and enforced	2.38	1.10
Students from notorious neighbourhoods, environments, and societies	2.52	1.11

Source: Field Survey, 2022

From Table 9, most of the respondents disagreed that students feel mistreated by school authorities and teachers (M=2.25, SD=1.02), students want to cover their flaws, weakness, or inferiority (M=2.31, SD=1.01), and abuse, violence and bullying in the past (M=2.36, SD=1.06) are the causes of

behavioural problems among them. They also disagreed that school rules are not clearly stated and enforced (M=2.38, SD=1.10), some teachers do not serve as role models for students (M=2.49, SD=1.03), and some teachers do not serve as role models for students (M=2.49, SD=1.17) are the cause of behavioural problems among them.

However, they agreed that students from notorious neighbourhoods, environments, and societies (M=2.52, SD=1.11), difficulties in academic work (M=2.53, SD=1.02), and to seek attention (M=2.54, SD=1.05) are the causes of behavioural problems among them. Furthermore, they agreed that discrimination by some teachers (M=2.54, SD=1.09) and poor teaching methods used by some teachers (M=2.59, SD=1.06) are the causes of behavioural problems among respondents. They also agreed that influences of peers (M=2.81, SD=1.05) and problems at home (M=2.81, SD=1.01) are the causes of behavioural problems among them. This is to say that problems at home and peer influence are the major causes of behavioural problems among the other causes they agreed on.

Research Question 3

To what extent can guidance services be used to modify the behavioural problems exhibited by Junior High School students in the Ellembelle District?

The scale had 14 statements which were scored on a four-point Likert scale. On the four-point Likert scale, the statements were coded as 4 = strongly agree, 3 = agree, 2 = disagree, and 1 = strongly disagree. This indicates that the higher an individual score, the higher guidance services can be used to modify behavioural problems. In the analysis of the individual

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items, the average mean score of all respondents is 2.5. Hence, a mean score above 2.5 suggests that respondents agree with the statement. In contrast, a mean score below 2.5 suggests that participants disagree with to statement.

Table 10: *Guidance Services to Modify Behavioural Problems*

Statements	Mean	Standard Dev.
Guidance services can help mould the behaviour of students	3.49	.81
Guidance services can help teachers and school authorities know how to handle students with behavioural problems.	3.49	.74
Guidance services can be more helpful than extreme discipline measures.	3.39	.74
Students can be brought to know how to behave appropriately through guidance services	3.42	.70
Guidance services can help empower student leaders to be able to appropriately handle their colleagues and students with behavioural problems before it goes out of hand.	3.31	.85
Guidance services can help the student demonstrate appropriate behaviour.	3.46	.74
Guidance services can help student treat their fellow student well.	3.49	.72
Guidance services can help teachers to use proper disciplinary measures in the classroom.	3.55	.72
Mean of Means	3.45	.45

Source: Field Survey, 2022

It can be seen from table 10 that the majority of the respondents agreed that guidance services could help empower student leaders to be able to appropriately handle their colleagues and students with behavioural problems before it get out of hand (M=3.31, SD=.85). They agreed that guidance services could be more helpful than extreme discipline measures (M=3.39, SD=.74), and students can be brought to know how to behave appropriately through guidance services (M=3.42, SD=.70). Also, they agreed that guidance services could help the student demonstrate appropriate behaviour (M=3.46, SD=.74), and guidance services can help student treat their fellow student well (M=3.49, SD=.72).

Furthermore, they agreed that guidance services can help teachers and school authorities know how to handle students with behavioural problems (M=3.49, SD=.74), and guidance services can help mould the behaviour of students (M=3.49, SD=.81). Majority of the respondents agreed that guidance services can help teachers to use proper disciplinary measures in the classroom (M=3.55, SD=.72). Also, the mean of means (M=3.45, SD=.45) indicates that most of the respondents agreed that guidance services can be used to modify the behavioural problems exhibited by Junior High School students in the Ellembelle District.

Research Question 4

What are the perceptions of head teachers and teacher-counsellors on the behaviour problems among Junior High School students in the Ellembelle District?

The fourth research question sought to find out the perception of head teachers and teacher-counsellors on behavioural problems among Junior High

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School students. Three themes were generated from the respondents as to their modification of behavioural problems in the Ellembelle District. These include the nature of behavioural problems, the causes of behavioural problems, and the modification of behavioural problems. Table 11 presents the themes and sub-themes of the responses.

Table 11: *Themes and Sub-themes of the Responses*

Themes	Sub-themes
Nature of behavioural problems	• Common behavioural problems
Causes of behavioural problems	• Parents • Peers
Modification of behavioural problems	• Guidance service provided • Effectiveness in the modification

Source: Field Data, 2022

Nature of Behavioural Problems

The first theme generated from the transcribed interview is the nature of behavioural problems among Junior High School students in the Ellembelle District. Two sub-themes were generated from this main theme. These are the common behavioural problems and their prevalence. Regarding common behavioural problems, all the respondents indicated at least two behavioural problems among the students. Respondent 2 said that;

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There are three major behavioural problems here: truancy, lateness, and hyperactivity. Some students do not come to school, and those who come too are always late. This is disturbing, but we cannot force them out of their home.

Also, respondent 6 indicated that;

Lateness in school, absenteeism, and disobedience are common behavioural problems. Students do not go by the rules and regulations in the school. They do not come to school as expected of them and when they decide to come, they come very late.

Respondent 10 confirmed by saying;

Students are always late for school and sometimes do not come. They like insulting, which mostly causes a fight between them. Some of them gamble too. All these violate the school rules, but they still engage in it, which is disobedient.

However, respondents 8 and 9, who were school counsellors, confirmed the behavioural problems mentioned earlier and added a new one which is sexual assault. Respondent 8 indicated that;

Students are truant and always late for school. They like making noise in class, stealing, gambling, and sexual assault. We have gotten many cases where girls complain that the boys in class sometimes touch their breasts and butts. However, a boy has revealed that one girl showed him her breasts and tried to touch his penis.

Respondent 9 also said that;

Students are fond of stealing their mates' belongings. They do not come to school early and are truant too. They are engaging in boyfriend and girlfriend things, and sometimes fight over a boy. Some also hide and touch themselves.

Causes of behavioural problems

The second theme generated is the causes of behavioural problems among students. The sub-themes are parents as a cause and peers as a cause. Most of the respondents indicated that parents/home is the cause of behavioural problems among students.

Respondent 10 expressed that;

Irresponsible parenting, imitation of parents' bad behaviours at home, and lack of family training and supervision contribute to behavioural problems among students. Also, some students have behavioural problems because of problems at home.

Respondent 11 stated that;

There are behavioural problems among students because of limited parental attention

Respondent 13 said that;

Students are made to go farm during school hours, so they do not come to school at all or are late for school. Also, irresponsible parenting, hunger, and emotional distress at home cause behavioural problems among students.

However, few respondents indicated that their homes are far from the school. For instance, Respondent 6 expressed that;

Parents live far from the school, so the distance at which students commute to the school is very far, which makes them late.

Also, Respondent 7 expressed that;

Some of the students are far from the school

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The second sub-theme under this theme is peer influence. Few respondents expressed that peer influence is the cause of behavioural problems among students. Respondent 1 stated that;

Students are influenced by their peers. They learn behavioural problems from their peers.

Respondent 7 also stated that;

Peer influence causes behavioural problems among students here.

However, some of the respondents, like respondent ,9 said that;

The inclusion of Ivorian students causes behavioural problems among students

And respondent 8 said that;

The integration of Ivorian students is the cause of behavioural problems among most students here.

Modification of behavioural problems

The last theme for the transcribed data is the modification of behavioural problems, with two sub-themes. These are the Guidance services provided and the use of guidance services to modify behavioural problems. Most respondents stated that they offer more than one guidance service in the school. For instance, respondent 4 said that;

Counselling, orientation, evaluation, and follow-up services are provided.

Respondent 7 expressed that;

Orientation to newly admitted students, career counselling, and school placement orientation.

Also, respondent 11 said that;

Orientation, information, counselling and placement services are generally provided to some extent.

However, respondent 2 indicated that;

Anytime there is an interaction between the teachers and students, we use the opportunity to address behavioural issues and how to modify the behaviour.

And respondent 6 said that;

We talk to parents and students

The second sub-theme under this theme is the use of guidance services to modify students' behaviour. Most of the respondents indicated how guidance could be used to modify students' behaviours. Respondent 10 stated that;

Guidance services can help teachers and school authorities know how to handle students with behavioural problems. It can also help to modify or change students' behaviour to make a good beginning.

Respondent 11 also stated that;

I believe counselling, when carried out properly, could help in character reformation. It should, however, be inter-laced with extreme discipline where need be.

Again, respondent 13 said that;

It will help to make good adjustments in students' behavioural problems by guiding them to make a good beginning and how to do things in the best possible way to achieve their good.

However, few respondents expressed what must be done by teachers and students. Respondent 2 said that;

One-on-one interaction with the students who are having behaviours issues will help

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Finally, respondent 6 indicated that;

Students must wake up early to come to school, and parents must also provide

means of travelling

Research Question 5

Which guidance services are provided for Junior High School students in the Ellembelle District?

The instrument consists of eight guidance services scored on a four-point Likert scale. On the four-point Likert scale, the statements were coded as 4 = strongly agree, 3 = agree, 2 = disagree, and 1 = strongly disagree. This indicates that the higher an individual score, the higher the guidance service is provided in the school. In the analysis of the individual items, the average mean score of all respondents is 2.5. Hence, a mean score above 2.5 suggests respondents agree with the statement. In contrast, a mean score below 2.5 suggests that respondents do not agree with to statement.

Table 12: *Guidance Services Provided for JHS Students*

Guidance Services	Mean	Standard Dev.
Orientation service	3.09	1.03
Appraisal service	3.04	.97
Counselling service	3.18	1.02
Information service	2.74	1.17
Placement service	2.74	1.09
Consultation service	2.49	1.12
Evaluation service	2.83	1.08
Follow-up Service	2.80	1.20

Source: Field Survey, 2022

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From table 12, most of the respondents agreed that the school provided counselling services (M=3.18, SD=1.02), orientation services (M=3.09, SD=1.03), and appraisal services (M=3.04, SD=.97). Again, most of them agreed that the school provided evaluation services (M=2.83, SD=1.08), follow-up services (M=2.80, SD=1.20), placement service (M=2.74, SD=1.09), and information service (M=2.74, SD=1.17). Most respondents disagreed that consultation service is provided in their school (M=2.49, SD=1.12). It can be inferred that schools utilized in this study provided most guidance services, especially counselling services. However, they provide little or no consultation service for pupils.

Hypothesis

H_o: *There is no statically significant gender difference in learner behavioural problems in the Ellembelle District.*

H_1: *There is a statically significant gender difference in learner behavioural problems in the Ellembelle District.*

Table 13: *Gender difference in students' behavioural problems*

Gender	N	Mean	SD	df	t	p
Male	136	25.57	1.39	271	-2.80	.006
Female	138	26.06	1.45			

*p < 0.05

Table 12 indicates that behavioural problems exhibited by male participants (M=25.57, SD=1.39) were different from female participants (M=26.06, SD=1.45), t (271) = -2.80, p = .006. Equal variances were not assumed since the p-value was less than 0.05, and the bottom df was reported. This also implies that there is a significant gender difference in learner

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behavioural problems in the Ellembelle District. The null hypothesis was, therefore, rejected.

Discussion of Results

The results were discussed according to the research objectives of the study. The quantitative results were compared to the qualitative results. Empirical studies in the field of behavioural problems were compared to the findings of the study.

Form of Behavioural Problems

The study's first objective was to discover the forms of behavioural problems among Junior High School students in the Ellembelle District. The study revealed that behavioural problems exhibited by student in public Junior High Schools in the Ellembelle district are lateness in school, blurting out answers, insulting, fighting with fellow students, and lying. The study's findings showed that Junior High School students exhibited some forms of behavioural problems in the Ellembelle District. The finding of this study is consistent with the finding of Ibrahim et al. (2021). They revealed that one of the most prevalent behavioural problems among students in Sokoto State, Nigeria, is fighting among students.

The study's finding is also in line with Gyapong and Subbey (2021), who discovered that the most common kinds of indiscipline were physical aggressiveness and disrupting others. However, the study's finding is not in line with that of Ofori (2019), who found that sexual relationships with students, teenage pregnancies, disruptions in class, drug, and alcohol abuse, and bullying as examples of indiscipline behaviour. The finding of this study is inconsistent with the study of Aseidu-Yirenkyi (2019), who revealed that

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stealing, bullying, drinking, and running away from school were among the most prevalent behavioural behaviours in schools.

Causes of Behavioural Problems

The study's second objective was to discover the causes of behavioural problems among Junior High Schools in the Ellembelle District. Respondents agreed that students from notorious neighbourhoods, environments, and societies, difficulties in academic work and seeking attention are the causes of behavioural problems among them. Furthermore, they agreed that discrimination by some teachers and poor teaching methods used by some teachers are the causes of behavioural problems among respondents. The result of the study revealed that problems at home and peer influence are the major causes of behavioural problems among the other factors that contribute to behavioural problems.

The finding of this study is in line with the study of Malonza (2010), which revealed that behavioural problems among students are caused by peer pressure. The study's finding is also in line with the study by Bolatito (2021), which revealed that parental influence and peer group impact are among the leading causes of indiscipline among secondary school students. Again, the finding of the study is consistent with the finding of Idu and Ojedapo (2011), which revealed that parental attitudes, teacher influence, and peer-group impact are all factors that contribute to indiscipline among secondary school students. Although studies empirically reviewed utilized senior high school students, there is consistency in the findings, which may result from similar characteristics among the populations.

Use of Guidance Services for Behavioural Problems Modification

The third objective of the study was to find out the extent to which guidance services can be used to modify behavioural problems among Junior High School students in Ellembelle District. The finding of the study revealed that guidance services can be used to modify the behavioural problems exhibited by Junior High School students in the Ellembelle District as indicated by the respondents. This finding agrees with the finding of Nduta and Gichuho (2015) who revealed that the most effective counselling strategies can be used to stop or lessen student indiscipline.

Furthermore, the finding of this study is consistent with that of Salgong, Ngumi, and Chege (2016) who found that guidance and counselling enhanced students' discipline. The finding of the study is also in line with that of Tuchili and Ndhlovu (2017). According to their survey, students who used guidance counselling and services demonstrated acceptable behaviour in a variety of spheres of their lives. Their paper concluded by stating that students who got guidance and counselling services saw changes in their behaviour.

Perception of Teachers about Behaviour Problems among Students

The fourth objective of the study was to find out how teacher-counsellors perceived behaviour problems among Junior High School students in the Ellembelle District. Most of the headteachers and teacher counsellors revealed that the behavioural problems exhibited by students are lateness, truancy, fighting and insulting. The teachers confirmed the report by the students that they exhibit behavioural problems such as lateness, insult, and fighting. However, the students disagreed that they were truant as expressed by most of the teachers.

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Again, headteachers and teacher counsellors revealed that parents/home and peer pressure are the causes of behavioural problems among students. They expressed that irresponsible parenting, imitation of parents' bad behaviours at home, and lack of family training and supervision contribute to behavioural problems among students. Also, teachers expressed that students learn behavioural problems from their peers and the inclusion of Ivorian students causes behavioural problems among students. Students agreed that parents and peer pressure are the causes of behavioural problems.

Furthermore, teachers indicated that orientation, information, counselling, evaluation, and placement services are generally provided to some extent. The guidance services offered that were revealed are in line with the guidance services offered as revealed by students. Teacher counsellors went ahead to indicate that guidance services will help to make good adjustments in students' behavioural problems by guiding them to make a good beginning and how to do things in the best possible way. Teachers expressed that guidance services can be used to modify students' behavioural problems and students agreed with that. The finding of this study is inconsistent with the finding of Wamalwa (2019) whose data demonstrated that guidance and counselling had not been fully entrusted as the preferred technique of discipline management.

Guidance Services Provided

The sixth objective of this study was to find out guidance services provided in Junior High Schools in Ellembelle District. The respondents indicated that their schools offer counselling, orientation, appraisal, placement, information, evaluation, and follow-up services. However, few of them

indicated that their school offer consultation services. The finding of this study is in line with the finding of Namale and Awabil (2018) whose study revealed that consultation services were not implemented as effectively as the appraisal service.

The study's finding is in line with that of Alale (2019) who found that the most common guidance services offered in colleges were orientation, information, appraisal, counselling, and placement, whereas consultation, referral, and follow-up were the least common. Again, the finding of this study agrees with that of Aseidu-Yirenkyi. Kyere and Ofori (2019) showed that counselling and orientation were the most common guidance programmes offered in schools. However, the finding of this study contradicts the findings of Namale and Awabil (2018) who say that information, and counselling services were not implemented.

Gender Difference in Learner Behavioural Problems

The seventh objective which is the last objective of the study was to find out significant gender differences in learner behavioural problems. The finding of the study showed that there is a significant gender difference in learner behavioural problems in the Ellembelle District. Female respondents have a higher mean than male respondents. Since one of the major causes of behavioural problems among students is parental factor and females seem to do more house chores than males, they are likely to exhibit more behavioural problems them males.

The finding of the study is not in agreement with the finding of Diwe et al. (2016) who revealed that males were more likely than females to engage in antisocial behaviour. Also, the finding of this study is not in line with that

of Glock and Kleen (2017) who showed that female students were implicitly associated with good student behaviour. The inconsistency in the findings of this study and the studies empirically reviewed may be that the causes of the behavioural problems among students differ from that of the other studies.

CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

This chapter deals with the outline of the conclusion to the study and recommendations based on the findings. The chapter also includes a suggestion for further studies.

Summary of the Study

The study specifically sought how guidance services can be used to modify the behavioural problems of students in the Ellembelle District. The study concentrated on all pupils in Junior High Schools and school counsellors in the Ellembelle district. The descriptive research design was employed to find answers to the research and test the hypotheses formulated to guide the study. The study was conducted with five research questions and a hypothesis. A total sample of two hundred and ninety (290) respondents was used. Multi-stage sampling was used to select students, eight headteachers and eight teacher -counsellors representing the sample size. The quantitative data were analysed using descriptive statistics (means, means of means, frequencies, standard deviation, and percentages) and inferential statistics (independent t-test). The qualitative data were analysed thematically. The research instruments were pre-tested to ensure reliability and validity. Ethical clearances were also considered before the actual collection of data.

Key Findings

The following findings emerged from the study:

The first objective sought to find out the forms of behavioural problems exhibited by Junior High School students in the Ellembelle district. The study's findings show that lying, blurting out answers, lateness in school,

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and fighting/insulting fellow students were common behavioural problems exhibited among Junior High School students in the district.

The second objective sought to discover the causes of behavioural problems exhibited among students in Junior High Schools in the Ellembelle district. The result indicates that problems at home and peer influence are the major causes of behavioural problems among students.

The third objective sought to determine how guidance services can be used to modify the behavioural problems exhibited by Junior High School students in the Ellembelle District. The result shows that guidance services can be used to modify the behavioural problems exhibited by Junior High School students in the Ellembelle District.

The fourth objective (qualitative) sought to find out the perception of teachers on the behavioural problems of students in the Ellembelle District. The responses from the interviews showed that lateness to school, absenteeism, fighting with fellow students and stealing were the common forms of behaviour that students do exhibit. The headteachers and teacher counsellors perceived peer pressure and parental control as the major causes of behaviour problems. Again, they agreed that guidance services, especially counselling, are the commonly used approach to modify students' behaviour problems.

The last objective sought to determine the type of guidance services provided for Junior High School students in the Ellembelle District. The result indicates that counselling services were the most services provided in the Junior High Schools in the Ellembelle District.

From the hypothesis, it was evident that there was a significant gender difference between male and female students in the Ellembelle District.

Conclusions

The following conclusion can be tentatively drawn based on the study's findings. First and foremost, it can be concluded that Junior High School students in the Ellembelle district exhibit behavioural problems, thus fighting/insulting, lateness in school, blurting out answers and lying. Secondly, the study also concludes that most students' peer influence and problems at home cause their behavioural problems. In furtherance, the study concludes that guidance services can be used to modify the behaviour problems of students. The study also concludes that counselling is the dominant service in Junior High Schools. Lastly, it is worth extrapolating from the findings that females have most behavioural problems.

Recommendations

The findings from this study have the underlisted recommendation:

1. School authorities should enforce school rules, especially those relating to the lateness in school, fighting/insulting fellow students, lying and blurting out answers. This would ensure that students do not disobey school rules.

2. School administration should consult with other education stakeholders like the ministry of education and parents in developing strategies to proactively respond to behaviour problems of students, which are becoming a trend in schools.

3. School administration should ensure that students are educated through guidance programmes to handle peer pressure and overcome problems at home.

4. School administration should put measures and strategies in place to help reduce behavioural problems in schools. The measure and strategies can be in the form of being fair and consistent in the application and enforcement of rules and the provision of facilities and resources to make the school environment more serene for teaching and learning.

5. Headteachers and teacher-counsellor in various schools should give the necessary attention to guidance services. This can help in the quest to reduce students' behavioural problems since it was found that guidance services can modify student behaviour problems.

6. The ministration of Education and the Ghana Education Service should ensure that other guidance services aside from counselling services should be strengthened and provided in schools to help students.

Implication for counselling

This study has several implications for guidance and counselling. The following spells them out:

1. Teacher-counsellors in schools should treat the issue of peer pressure as a subject of interest in guidance programmes for students. This is because peer pressure was found to be one of the causes of behaviour problems among students.

2. Teacher-counsellors and headteachers should give the necessary attention to students' behaviour problems and carry out their duties in

the best possible means to reduce the occurrences of behaviour problems.

3. Counselling should equip students with the skills for voluntary behaviour change.

Suggestion for Further Study

Future research in Ghana should focus on more regions, according to the current study. Additionally, it is recommended that a comparable study be carried out in Ghana employing both Junior High School and basic school children. It is also recommended that the study be expanded to other parts of the nation to confirm the usefulness of the findings being generalizable.

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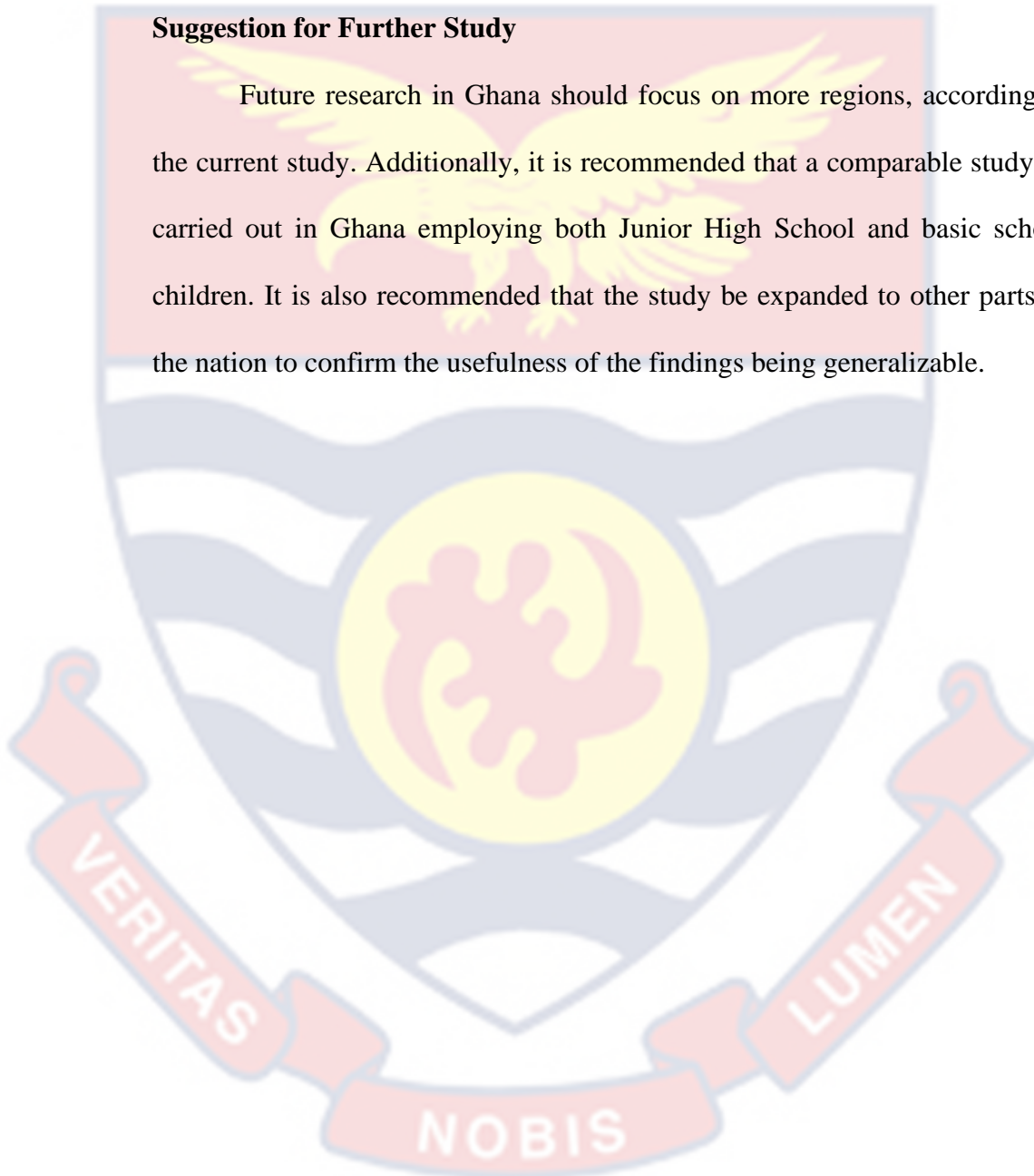
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APPENDICES

APPENDIX A

STUDENTS QUESTIONNAIRE

UNIVERSITY OF CAPE COAST

COLLEGE OF EDUCATION STUDIES

FACULTY OF EDUCATIONAL FOUNDATIONS

DEPARTMENT OF GUIDANCE AND COUNSELLING

The researcher is a post-graduate student at the Department of Guidance and Counselling (University of Cape Coast) who is writing a thesis on the use of guidance services to modify behaviour among Junior High School students in the Ellembelle District in the Western region of Ghana. Please tick the appropriate responses to the following questions. All responses will be held to utmost confidentiality. Thank you.

Section A: Demographic Data

1. Name of School…………………………………………………
2. Gender (tick): Male [ ] Female [ ]
3. Age (in years): …………………………………………………

Section B: Common Behavioural Problems

Which behavioural problem do you as a student engage in? (Tick (√) as many that apply)

	Problem	**Yes**	**No**
1.	Absenteeism		
2.	Lateness in school		
3.	truancy		
4.	Disrespecting teachers and authority		
5.	Disobeying school rules and regulations		

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6. Insulting/fighting with fellow students

7. Bullying

8. lying

9. Sexual assault

10. stealing

11. cheating during examination

12. Blurting out answers

13. Teasing/ irritating fellow students

14. Drug abuse

15. Vandalism

Section C: Major causes of behaviour problems of students

Please tick (√) in the appropriate box the extent to which you agree or disagree

with the following as causes of behaviour problems in the school.

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Poor teaching methods used by some teachers				
2. Unfair school rules and regulations				
3. Discrimination by some teachers				
4. Problems at home				
5. Lack of interest in school ex-curricular activities				

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	Statement			
6.	Some teachers assault and threaten students			
7.	Some teachers are not respectable. They are often drunk and not well dressed.			
8.	Influence from peers			
9.	Lack of parental control			
10.	To seek attention			

Section D: Use of guidance services to modify the behaviour of students.

The following are statements about the use of guidance services to modify the behaviour of students in schools. Please tick (√) the appropriate response to show your level of agreement with each statement.

| Statement	Strongly agree	Agree	Disagree	Strongly Disagree
1. Guidance services can help mould the behaviour of students.				
2. Guidance services can help teachers and school authorities know how to handle students with behavioural problems.				
3. Guidance services can be more helpful than extreme discipline measures.				
4. Students can be brought to				

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know how to behave appropriately through guidance services.				
5. Guidance services can help empower student leaders to be able to appropriately handle their colleagues and students with behavioural problems before it goes out of hand.				
6. Guidance services can help student to demonstrate appropriate behaviour.				
7. Guidances services can help student treat the fellow student well.				
8. Guidance services can help teachers to use right disciplinary measures in the classroom.				

Section E: What guidance services are available in the school?

The following are statements about the availability of guidance services in schools. Please tick (√) the appropriate response to show your level of agreement with each statement.

Guidance Service	Strongly agree	Agree	Disagree	Strongly Disagree
Orientation Service				
Appraisal Service				

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Counselling Service				
Information Service				
Placement Service				
Consultation Services				
Evaluation Services				
Follow-up Service				
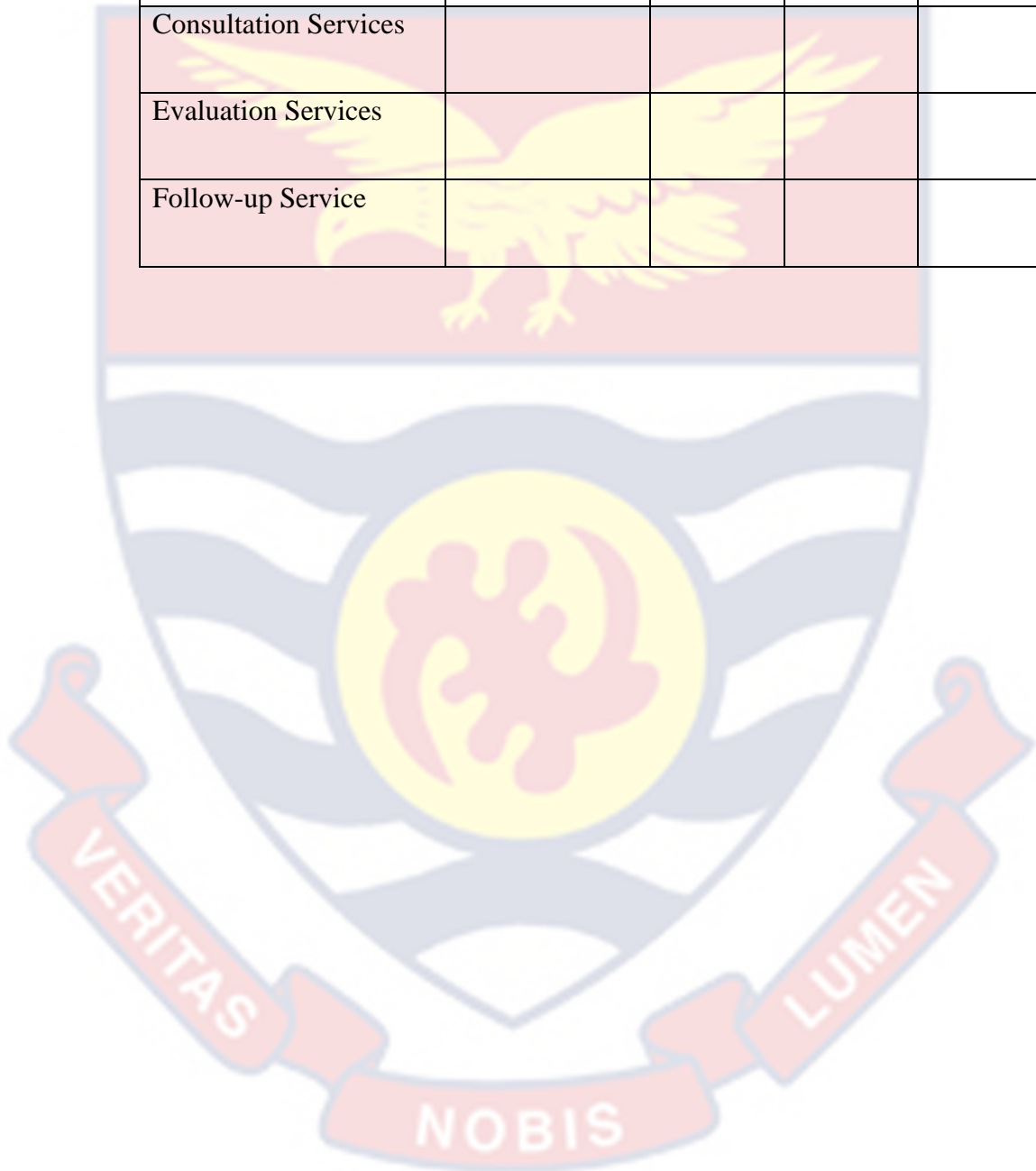
APPENDIX B

SEMI-STRUCTURED INTERVIEW

PROTOCOL FOR HEADTEACHERS AND TEACHER

COUNSELLORS

UNIVERSITY OF CAPE COAST

COLLEGE OF EDUCATION STUDIES

FACULTY OF EDUCATIONAL FOUNDATIONS

DEPARTMENT OF GUIDANCE AND COUNSELLING

Introduction

The purpose of this study is to use guidance services to modify the behaviour problem of students in Junior High Schools in the Ellembelle District in the Western region of Ghana.

Kindly complete the following questionnaire as frankly as you can. All the information provided by you would be treated confidentially.

Thank you for your co-operation.

Section A: Demographic Data

1. Name of School……………………………………………………

2. Gender (tick): Male [ ] Female [ ]

3. Age (in years): ……………………………

4. Rank: Senior Superintendent [ ] Principal Supt [ ] Assistant Director I [ ] Assistant Director II [ ] Assistant Director [ ] Director [ ]

Section B: Common behavioural problems

5. Indicate some of the behavioural problems of students that are common in your school.

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Section C: Causes of behavioural problems

6. In your view, indicate some of the main causes of behavioural problems of students in your school.

Section D: Use of guidance service to modify behaviour problem.

7. Give your opinion as to how guidance services can be used to modify the behaviour problems of students.

Section E: Mostly used guidance services in the school

8. Which guidance service is mostly used by headteachers, and teacher-counsellor to modify the behaviour problem of students?

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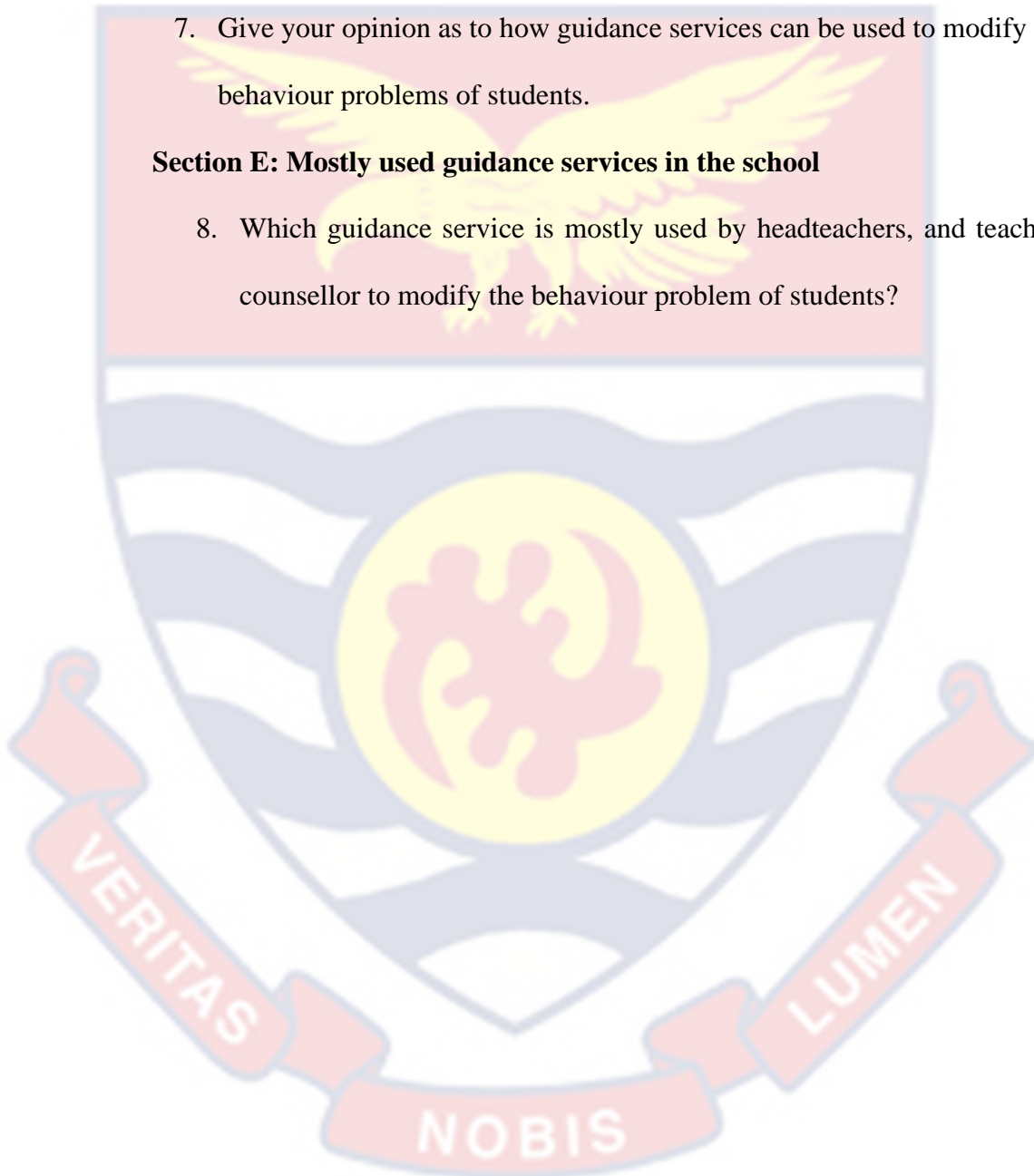
APPENDIX C

ETHICAL CLEARANCE

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
ETHICAL REVIEW BOARD

UNIVERSITY POST OFFICE
CAPE COAST, GHANA

Our Ref: CES-ERB/ucc.edu/v6/22-61

Date: 12th July, 2022

Your Ref: ....

Dear Sir/Madam,

Chairman, CES-ERB
Prof. J. A. Omotosho
jomotosho@ucc.edu.gh
0243784739

Vice-Chairman, CES-ERB
Prof. K. Edjah
kedjah@ucc.edu.gh
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Secretary, CES-ERB
Prof. Linda Dzama Forde
lforde@ucc.edu.gh
0244786680

ETHICAL REQUIREMENTS CLEARANCE FOR RESEARCH STUDY

The bearer _Mercy Afriyie Ofori_, Reg. No. _EF/GCP/20/0010_ is an M.Phil. / Ph.D. student in the Department of _Guidance and Counselling_ in the College of Education Studies, University of Cape Coast, Cape Coast, Ghana. He / She wishes to undertake a research study on the topic:

Use of Guidance Services to modify behaviour among Junior High School learners in The Ellembelle District of Ghana

The Ethical Review Board (ERB) of the College of Education Studies (CES) has assessed his/her proposal and confirm that the proposal satisfies the College's ethical requirements for the conduct of the study.

In view of the above, the researcher has been cleared and given approval to commence his/her study. The ERB would be grateful if you would give him/her the necessary assistance to facilitate the conduct of the said research.

Thank you.
Yours faithfully,

Prof. Linda Dzama Forde
(Secretary, CES-ERB)

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APPENDIX D

INTRODUCTORY LETTER

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
FACULTY OF EDUCATIONAL FOUNDATIONS
DEPARTMENT OF GUIDANCE AND COUNSELLING

Telephone: 0332091854

E-mail: dgc@ucc.edu.gh

UNIVERSITY POST OFFICE
CAPE COAST, GHANA

Our Ref:

Your Ref: DGC/L.2/VOL.1/193

July 13, 2022

TO WHOM IT MAY CONCERN

LETTER OF INTRODUCTION

We introduce to you, Mercy Afriyie Ofori a student pursuing an M.Phil programme in Guidance and Counselling at the Department of Guidance and Counselling of the University of Cape Coast. As a requirement, she is to submit a thesis on the topic: *"Use of Guidance Services to Modify Behavioural Problems among Junior High School Learners in the Ellembelle District of Ghana. ".* We are by this letter affirming that, the information she will obtain from your Institution will be solely used for academic purposes.

We would be most grateful if you could provide her the necessary assistance.

Thank you.

Dr. Stephen Doh Fia
HEAD OF DEPARTMENT

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