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EXAMINING THE ROLE OF GUIDANCE AND COUNSELLING IN PROMOTING STUDENT DISCIPLINE: THE CASE OF FUMBISI SENIOR HIGH SCHOOL

RICHARD SOWAH AKRONG

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EXAMINING THE ROLE OF GUIDANCE AND COUNSELLING IN PROMOTING DISCIPLINE: THE CASE OF FUMBISI SENIOR HIGH SCHOOL

RICHARD SOWAH AKRONG
(220012559)

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DECLARATION

Student's Declaration

I, Richard Sowah Akrong, declare that this dissertation, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

Signature: ……

Date: ……

Supervisor's Declaration

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of dissertation as laid down by the University of Education, Winneba.

Dr. Joseph Appianing (Supervisor)

Signature: ……

Date: ……

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DEDICATION

To my wife, Mrs. Florence Akrong

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ABSTRACT

The focus of the study was to examine the role Guidance and Counselling plays in promoting student discipline in Fumbisi Senior School in the Upper East Region of Ghana. The relevance of the study was established on the background of a worsening disciplinary situation in Senior High Schools in Ghana in the aftermath of the ban on corporal punishment. The study was guided by three research questions. Quantitative approach was employed using Descriptive Survey Design for the study. The target population of the study was all teachers of Fumbisi Senior High School. The sampling technique employed was Census sampling since the sample population comprised all 87 teachers who taught at the school at the time of the study. The findings of the study revealed that students' indiscipline remain a major challenge in Fumbisi Senior High School. Guidance and Counselling was established in this study as an effective approach to managing students' indiscipline. It was therefore recommended that Guidance and Counselling be fully utilized in managing students' indiscipline, especially with the ban on corporal punishment. Also, hindrances confronting the operation of Guidance and Counselling in schools should be resolved to enable them realize its full potential in the effective management of students' indiscipline.

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CHAPTER ONE

INTRODUCTION

1.0 Overview

This chapter presents the background of the study, statement of the problem, purpose and objectives of the study, significance of the study, limitations and delimitations of the study, the general layout of the report and definition of terms.

1.1 Background to the Study

Guidance and counselling are essential elements in discipline management of people in all societies even the most primitive societies grew out of the necessity of guiding individual's behaviour patterns in the interest of the group. Society itself could not function without the exercise of discipline. Using guidance and counselling to enhance discipline must be continuously practised if people are to work harmoniously for the achievement of a common purpose (Salgong, Ngumi, & Chege, 2016).

Guidance and counselling in schools arose as a discipline in response to the Industrial Revolution at the turn of the 20th century. In the early 1900s, an influx of various types of students in the public schools occurred as a result of the Industrial Revolution, initiating the development of the school guidance movement. At this time, the purpose of the guidance counsellor was to avoid problem behaviours, relate vocational interests to curriculum subjects and develop

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character (Samoei, 2012). The history of school guidance and counselling can as well be traced across the development of several counselling models, as educators and policymakers debated the exact nature and purpose of the school counselling programme, refining the vision of how best to help pupils and students to develop throughout their school years (William & Mary School of Education, 2022)

Discipline, on the other hand, has been an integral part of all forms of education since antiquity, without it the teaching and learning process may not be effective. Teachers and students alike would have to adhere to some degree of discipline to achieve the goal of education. Particularly, students in senior high schools are in their adolescent stage characterized by numerous developmental changes which could result in unruly behaviours leading to indiscipline problems. Second cycle schools are often confronted with the challenging task of managing disciplinary issues among students.

A pressing matter to Ghanaian educators and educationists presently is the alarming trend of indiscipline cases in Ghanaian schools. Atunde and Aliyu (2019) described Indiscipline as a social quagmire disrupting the harmony and peaceful-coexistence in virtually all educational institutions, as it serves to promote disrespect for rules, regulations and constituted authorities among members of the school community and in furtherance produces uncongenial school atmosphere, which are not conducive for effective teaching and learning. The summit of indiscipline cases in the schools has been the popularity of violent demonstrations and unrest among senior high school students in the country. Inferring from the current trend of school unrests, one may conclude that students have come to perceive violent demonstrations as a legitimate way to get their grievances heard. A recent case at the time of undertaking this study

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was the case of Sandema Senior High School in the Builsa North Municipal Assembly of the Upper East Region which took place on the 15th December, 2022. Students of the school are said to have burnt down portions of their school's dormitory in protest over the seizure of their mobile phones. Speaking on behalf of the Upper East Regional chapter of the Conference of Heads of Assisted Secondary School (CHASS), Mr. Richard Akumbasi noted that students' indiscipline was becoming too much in the region. He went on to further state that, a few days ago, management and students of Kusanaba Senior High School (another school in the region) had been at loggerheads over where to hold an examination (Anokye, 2022). Earlier in the same year, there was another reported case of students' unrest in Wulugu Senior High School, located in the West Mamprusi Municipality of the North East Region which took place on the 2nd March, 2022. The school had to be temporarily closed down following the violent and destructive nature of the demonstration. In the course of the demonstration, the students vandalised school properties including classrooms and the headmasters' bungalow (Ghanaweb, 2022). This gives us a glimpse of the troubling state of indiscipline in schools across the country.

Over the last few years, there have been several cases of such school unrests throughout the country. A case in point was when in a month three senior high schools in the Upper East Region of Ghana rioted in succession. Sandema Senior High Technical School in the Builsa North District, St. Benedict Technical Institute in the Navrongo Municipality, and the Kongo Senior High School in the Nabdam District were all closed down because of rioting in June 2019. In response to the crisis, the Headteachers of Senior High and Technical Schools in the Upper East Region held an emergency meeting with the regional minister and some stakeholders

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to come out with a framework to avert and mitigate students' disturbances in schools. Addressing the media after the meeting, they outlined proposed measures to check the incessant student unrest and acts of gross indiscipline among students (Awuni, 2019). It is important to note that the former Upper East Regional Director of Education, Mr Augustine Ayirezang, , in his address, mentioned that as much as many schools have low numbers of Guidance and Counselling teachers, plans were in place to address the situation and pleaded with Heads of institutions and teachers to play their guidance and counselling roles to help prevent students from misbehaving (Apiah, 2019). His comment underscored the crucial role guidance and counselling services play in the management of students' indiscipline, particularly in Senior High Schools.

Fumbisi Senior High School like most Senior High Schools has also been confronted with the challenge of managing indiscipline among students. In 2017, the school was in the news for a major riot incident during which 28 students were arrested by the Police for taking part in the upheaval. Eleven students, some of whom fainted and sustained serious injuries during the riot were rushed to the hospital. The school is said to have suffered a scale of havoc, the like of which the school has never seen. Among the losses suffered were a glass student's notice board, a 32-inch-wide television set, several louvre blades, doors, windows, countless roofing sheets, the school's motorised tricycles etc. (Adeti, 2017).

Apart from the incident of the violent riot, previous records of the school's Disciplinary Committee revealed that there have been several instances of students being suspended as a result of gross misconducts. These suspensions, particularly indefinite suspensions, have repercussions on the affected students, the concerned parents, and the teachers, particularly those on the disciplinary committee. It has also

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come to the notice of the school that there is a relatively high rate of truancy among students of the school. According to Hall (1956, as cited in Ngotho, 2013) adolescence is a period of great storm and stress. The issues facing students (adolescents) range from career selection, bullying among peers, poor relationships among peers, sexual abuse, drug abuse etc. The school is confronted with the daunting task of managing disciplinary problems among students while working towards desirable behavioural change in these students.

In light of the above, the management of the school has resorted to all possible measures to manage indiscipline in the school. Among measures employed in the management of indiscipline among students has been the use of Guidance and Counselling services. The school, for several years, has operated a functioning Guidance and Counselling department. This study seeks to examine how effective the school has been in employing the tools of guidance and counselling in the management of indiscipline on campus.

1.2 Statement of the Problem

The Ghana Education Service (GES) is responsible for assigning trained Guidance and Counselling teachers to schools. They also recognise the crucial role of Guidance and Counselling services in the management of indiscipline, especially in second cycle institutions.

As part of the efforts of GES to make pre-tertiary schools safe and secure for teaching and learning, it initiated the Safe School Programme in 2017. The Management of GES has since then officially banned the use of all forms of corporal punishment in pre-tertiary schools and directed that all teachers adopt the Positive Discipline toolkit as the only measure for correcting the misbehaviour of learners in schools. In a recent

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letter to all Regional Directors of Education, dated 20th September 2021, the GES further warned teachers against the use of corporal punishment and all forms of inhumane punishment in schools (Kwafo, 2021).

The introduction and enforcement of these policy measures would further heighten the role of the Guidance and Counselling department in the management of cases of indiscipline in schools. It is worth mentioning that the Guidance and Counselling Unit of GES with the support of UNICEF spearheaded the Safe School Programme initiative when in May 2016, they published a document titled, 'Tools for Positive Discipline in Basic Schools' (GES Guidance and Counselling Unit, 2016). The successful implementation of this policy and its consequent effect on the management of indiscipline in schools would to a large extent depend on the effective use of Guidance and Counselling services in schools.

Already, calls are being made from stakeholders concerning the seeming ineffectiveness of the current policy in dealing with the management of indiscipline among students, Ms. Phillipa Larson, the president of the Ghana National Association of Teachers (GNAT) at the time of the 2020 WASSCE (West African Senior School Certificate Examination) riots, called on the Ghana Education Service to reconsider introducing corporal punishment to instil discipline in most schools across the country. She was of the view that the 2020 WASSCE riots were a clear indication that the Ghana Education Service must reconsider the ban on corporal punishment (Starrfm.com.gh, 2020). It can be said that the incident of the riots has cast doubts on the effectiveness of relying mainly on the Positive Discipline Toolkit in the management of indiscipline since it came to replace corporal punishment.

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Also, at the 59th Annual Conference of the Conference of Heads Assisted Secondary Schools (CHASS) held in Bolgatanga in the Upper East Region, the heads of schools expressed worry over the growing levels of indiscipline in senior high schools across the country. Speaking at the Conference, the President of CHASS, Alhaj Yakub Bin Abubakar, said, "The level of student indiscipline in our schools is growing by the day and it is pervasive. From breaking common school rules, students are now involved in the use of hard drugs, pushing down school fence walls, and engaging in physical fights with implements like knives and cutlasses, inflicting serious cuts on their victims" (Sore, 2021). He further added that vandalizing teachers' properties like cars and farms are common occurrences. Thus, efforts by teachers to instil discipline, has in some cases been met with the destruction and burning of school properties like dormitories, furniture, and other buildings by students.

The complaints cited above raise serious concerns about the ban on corporal punishment and its consequent effect on the management of discipline in schools. In light of the ban on Corporal punishment, Guidance and Counselling would have to be considered as the next most viable alternative in the management of students' indiscipline. It is worth mentioning that the Safe School Programme in itself is a form of counselling programme. Notwithstanding, this study sought to look at Guidance and Counselling as an integral aspect of holistic education and the crucial role it plays in the promotion of discipline among students. It is on this basis that we shall examine in this study to what extent the management and staff of Fumbisi Senior High School have successfully employed Guidance and Counselling services in the management of indiscipline in the school.

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1.3 Purpose of the Study

The main purpose of the study is to examine the role Guidance and Counselling plays in promoting student discipline in Fumbisi Senior High School.

1.4 Objectives of the Study

The specific objectives of the study are as follows:

1. To ascertain disciplinary problems experienced in Fumbisi Senior High School.
2. To find out how guidance and counselling is being used in the management of students' disciplinary problems in Fumbisi Senior High School.
3. To determine factors hindering effective guidance and counselling in efforts to maintain students' indiscipline in Fumbisi Senior High School.

1.5 Research Questions

1. What disciplinary problems are experienced in Fumbisi Senior High School?
2. How is guidance and counselling being employed in the management of disciplinary problems among students in Fumbisi Senior High School?
3. What are the factors hindering effective guidance and counselling in the management of students' indiscipline in Fumbisi Senior High School?

1.6 Significance of the Study

The study would enlighten the management and staff of senior high schools about the importance of guidance and counselling in the management of students' discipline. The study will also sensitize the managements of senior high schools on the indispensable role of school guidance counsellors in the formation and implementation of a comprehensive strategy for the promotion of student discipline. It would also help show teachers the need to change from ineffective strategies used in

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the management of disciplinary problems among students. The study shall as well emphasize to teachers their crucial role as first-aid counsellors in the formulation of a formidable front in the management of disciplinary problems in schools. The study will help parents and other stakeholders to appreciate the complexities involved in the management of indiscipline among students. It shall thereby encourage their cooperation and assistance in the bid to improve students' discipline on school campuses.

1.7 Limitations of the Study

The focus of the study was restricted to Fumbisi Senior High School. As such, the findings may lack external validity in reference to situations as may pertain in senior high schools across the country. For this reason, the findings are not generalizable to all senior high schools in the country. At the same time, the findings may be useful to schools that find themselves under similar conditions and settings as Fumbisi Senior High School. Also, by restricting the category of respondents in the survey to teachers, and excluding students and other members of staff, the study lost out on their views which would have proven useful to the study. Also, the researcher could not extend the study to other schools as a result of time and financial constraints.

1.8 Delimitations of the Study

The scope of this study was on the role of Guidance and Counselling in promoting student discipline in Fumbisi Senior High School. The study was confined to teachers who are to be beneficiaries of the study. Teachers included in the research sample were those in the school at the time of the study. The student body as well as members of the school staff who are not teachers were not included though their inputs could have proven useful. There are other ways of promoting student discipline, but this

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study sought to focus on the role of Guidance and Counselling in the management of student discipline. The study was also not concerned with matters of discipline in other senior high schools, nor was it interested in issues of discipline in other levels of education. The study was largely restricted to happenings in Fumbisi Senior High School.

1.9 Definition of Terms

Counselling: A process by which students are helped to understand themselves and their problems so they can make informed decisions about their own lives.

Guidance: A continuing process concerned with giving direction that helps in the development needs of all students.

Guidance Coordinator: The head of the school's guidance and counselling unit.

Teacher/ School Counsellors: They include all teachers informally or professionally trained to administer counselling to students.

First-aid counselling/counsellors: This refers to the concept of classroom teachers rendering first and immediate assistance to troubled students before referral to trained counsellors.

Disciplinary committee: A committee charged with examining alleged violations of the students' disciplinary code within a school and passing judgments on them.

Discipline: The practice of training people to obey rules or a code of behaviour, using punishment to correct disobedience and using rewards to reinforce good behaviour.

Disciplined: Showing a controlled form of behaviour or way of working within the school environment.

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Indiscipline: A situation in which students do not control their behaviour or obey school rules.

Corporal punishment: Is a strategy in which a teacher inflicts physical pain on the student in trying to correct him/her for misbehaving.

Guidance programme: The cumulative resources of staff and techniques used by a school to assist students in resolving academic and social problems.

Effective guidance programme: A guidance programme that has positive effects in making students use the services of the school counsellors and results in the desired outcome.

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CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter contains a review of the literature related to the study. The chapter covers the theoretical framework and review of related literature in the following key areas; discipline management, the concept of guidance and counselling, approaches used to maintain discipline in schools, effective guidance programme, guidance and counselling as a preventive measure in managing indiscipline, guidance and counselling as a remedial measure in managing indiscipline, the role of guidance functionaries in discipline management, causes of indiscipline, disciplinary problems in senior high schools, and factors that hinder effective guidance and counselling in schools and conclusion.

2.1 Theoretical Framework

Guidance and counselling theories are tools used by counsellors to help them become more effective in administering their services to clients. It is important to note that these Counselling theories are propounded based on observed or supposed human functions and change as opposed to hard evidence (McAdams, 2022). This study was guided by the Behavioural and Cognitive theories.

Behavioral theory is based on the belief that behavior is learned. Behaviorism focuses on the idea that all behaviors are learned through interaction with the environment. This theory states that behaviors are learned from the environment, and says that innate or inherited factors have very little influence on behaviour (Western Governors University, 2020). Pavlov was one of the earliest developers of this theory when he showed how animals could be trained to act in certain ways to earn a reward. Skinner

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further developed this theory showing that rewards cause good behaviors while punishments stop bad ones. Behavior modification is a major goal of this theory of counselling (Oller, n.d.). Counsellors and therapists and therapists relying on this approach attempt to change unwanted and destructive behaviors through behavior modification techniques such as positive or negative reinforcements.

Cognitive theory of counselling focuses on dealing with behavioural problems in innovative ways. Aaron Beck first developed this theory of counselling in the 1960s. Pointing out distorted thinking is often a large part of cognitive counselling. This counselling theory focuses on how people's thinking can change feelings and behaviors (The Family Institute at Northwestern University, 2015). Thus, it looks at ways to reorient the client's perception about negative thoughts so they can learn more flexible, positive ways of thinking that will subsequently result in behavioural change. It is often combined with behavioral counseling to teach a person receiving counseling a new way of thinking resulting in changed behaviors (Oller, n.d.).

Cognitive and Behavioural counselling theories are often combined as one form of theory practiced by counsellors and therapists. Cognitive behavioral therapy (CBT) has been found in research to help with a number of mental illnesses including anxiety, personality, eatingand substance abuse disorders (The Family Institute at Northwestern University, 2015).

This study employed Cognitive and Behavioural theories as an explanation to how guidance and counselling can prove effective in the promotion of discipline among students. A major goal of these complementary theories is behavioural change. A goal of students' discipline management, is to transform students with unwanted behaviour patterns into disciplined individuals. Behavioural theory's highlight of the influence

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of the environment on the behaviour of people emphasizes the crucial role the school environment can play in the shaping of the behaviour of students. The average Ghanaian school operates a disciplinary regime in the form of a Code of Conduct administered by the Disciplinary committee. These committees are able to leverage their decisions to influence student behaviour through meting out appropriate sanctions to students who break school rules. In the same way, when schools honour hardworking and well-behaved students, they influence the behaviour of the student body.

Cognitive theory suggests the importance of education in transforming the thinking of students, which would result in behavioural change in students. It as well underscores the role tailored classroom instruction and other educational forms can play in transforming the thinking of students leading to a change in their character and behaviour. A Guidance and Counselling unit operating within a comprehensive school programme is capable of effectively managing students' indiscipline. Both theories point to the fact that a well-planned Guidance and Counselling programme of a school would go a long way in transforming character and behaviour of students, hence a disciplined student body.

2.2 Discipline Management

Eggleton (2001) defined discipline as training which corrects, moulds, or perfects, the mental faculties or moral character; obedience to authority or rules; punishment to correct poor behaviour. Discipline is a necessary ingredient for any successful school. Every teacher and school have their own style and technique of discipline. According to Eggleton, teachers spend a majority of the time with students, they are usually on the front line of discipline and discipline problems. Discipline for a teacher is not

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easy. Each student in a class may respond differently to the disciplinary techniques employed in the classroom. However, a teacher has to think and act fast in order to manipulate the environment of the student into one of learning and understanding.

Research has consistently shown that students behave better when they are provided with effective instruction (Killion, 1996, as cited in Eggleton, 2001). Establishing expectations and communicating them to all students early in the school year provides a better school and classroom climate throughout the year. Ignoring discipline problems only causes things to get worse for the teacher and school. Effective teachers and schools understand that discipline should not be something that is used to crush a student, but rather to motivate that student to avoid negative behaviour. Effective teachers and schools do not let things get out of control and rarely do they get involved in power struggles and aggressive confrontations with their students (Fuhr, 1993, as cited in Eggleton, 2001).

In schools, discipline is managed by providing rules and regulations. In Ghana, almost all senior high schools have sets of rules enshrined in documents popularly referred to as the code of conduct. The content of these documents may differ slightly with each school and are guided by the Disciplinary Guidelines of the Ghana Education Service (GES). These documents contain rules and their corresponding sanctions which regulate the activities and behaviours of students in each school. In the event of violations of the code of conduct, cases are adjudicated by a standing committee known as the disciplinary committee.

Aside the above measure, senior high schools are expected to establish Guidance and Counselling units which should contribute in the management of disciplinary issues in schools. Antwi, Amos and Amoako (2019) noted that in 1976 the government of

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Ghana came out with a policy through a directive issued by the GES, for the establishment of guidance and counselling in the nation's second cycle institutions. GES wrote to all second cycle institutions stating: "The Ghana Education Service has decided to establish a systematic Guidance and Counselling programme in all second cycle institutions i.e. Secondary/Technical/Commercial/Vocational and Teacher Training Colleges" (Antwi et al., 2019, p. 17). Particularly, Guidance and Counselling units are expected to play a major role in the prevention and mitigation of serious disciplinary issues in schools. A major activity of the Guidance and Counselling unit in this regard is the organization of orientation programmes for fresh students.

Moreover, school managements and administrations are expected to engage the student body from time to time in order to hear their grievances and address them accordingly. This is considered a necessary practice for the management of discipline in senior high schools.

2.3 The Concepts of Guidance and Counselling

Guidance and Counselling is the process of helping individuals discover and develop their educational, vocational and psychological potentialities and to achieve an optimal level of personal happiness and social usefulness (Amos, 2021). Guidance simply means to assist or guide someone who is seeking help. Guidance, in this regard, is a broad term; Counselling is a part of Guidance. Counselling involves guiding someone that requires professional skills and knowledge.

Salgong, Ngumi and Chege (2016) noted that the main goal of guidance and counselling is to help people understand themselves in order to deal with life experiences in a healthy manner, by being able to recognize the factors that cause

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problems and look for appropriate methods of resolving or avoiding the situations that may lead to unhealthy lifestyles.

2.3.1 Guidance Concept

Guidance is the assistance or help rendered by a more experienced person to a less experienced person to solve certain major problems of the individual; educational, vocational, psychosocial etc. (Antwi et al., 2019). Guidance is a concept as well as a process. As a concept, Guidance is concerned with the optimal development of the individual. As a process, Guidance helps the individual in self-understanding (understanding one's strength, limitations, and other resources) and self-direction (ability to solve problems, make choices and decision on one's own).

UNESCO (1970, as cited in Antwi et al., 2017 p. 18) gives a more elaborate and comprehensive definition of guidance:

> Guidance consists of equipping the individual in a perspective of lifelong education, of rapid changes in social structures and in the needs of peoples, of over-increasing progress in science and technology, of massive development of the information media and efficient utilization of resources to understand his personal characteristics and to build on them for his choice of studies and of his gainful activities in all the conjunctions of his life, with an eye at once to contribution to the advancement of his society and to the full development of his personality.

Guidance, in this sense, is an elaborate activity in which many persons and organizations take part. From the above definition, it can be said that guidance enables the individual to harness both internal and external influences for their ultimate wellbeing. The individual in the process of taking control of his life recognises the crucial need for discipline in order to remain focused in life.

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2.3.2 Counselling Concept

Antwi et al (2019) noted that Counselling is a dynamic and purposeful relationship between two people who approach a mutually defined problem with mutual consideration for each other to the end that the younger or less mature, or more troubled of the two is aided to the end that the younger or less mature, or more troubled of the two is aided to a self-determined resolution of his or her problem. Counselling is a process that occurs between two individuals, that is the counsellor and counsellee/client. It takes place within a professional setting. It is initiated and maintained as a means of facilitating changes in the behaviour of the client. It is a professional task for professionally trained people.

Arbuckle (1965) also describes counselling as a 'human relationship'. He further explains that counselling is a warm relationship in which the counsellor, fully and completely, without ifs or buts, accepts the client as a worthy person. In this relationship of complete acceptance, the client can grow and develop, and come to use the strengths and capacities that are his/hers, and to make decisions and choices that will be satisfactory to and thus to his/her fellows". Based on Arbuckle's definition, counselling can be said to be both a process and a relationship. Downing (1986, as cited in Antwi et al., 2019) suggested that "counselling is both a process and a relationship'. It is a process by which concerted attention is given by both counsellor and counsellee to the problems and concerns of the counsellee in a setting of privacy, mutual acceptance, and confidentiality. As a process, it utilizes appropriate tools and procedures which contributes to the fruitfulness of the experience. Counselling is a relationship characterised by trust, confidence, intimacy in which the student gains intellectual and emotional stability from which they can resolve difficulties, make plans and realize greater self-fulfilment. Unlike guidance which could be very broad

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and may involve many persons and organizations, counselling is first and foremost a one-to-one confidential relationship between a counsellor and a counsellee.

Nonetheless, in a senior high school environment, two main forms of counselling may be practiced while adhering to the counselling principles of privacy and confidentiality. They are individual counselling and group counselling.

2.3.2.1 Individual Counselling

It is a one-to-one interaction between a counsellor and a client. The client sits face-to-face with the counsellor and he/she is treated as an individual. In individual counselling, the counselling situation is exclusively between the counsellor and his client (Antwi et al., 2019).

2.3.2.2 Group Counselling

Group counselling is a relationship between a counsellor and a group of clients. In this process, the counsellor assists a group of counsellors in a problem that is common to members of that group. The number of counsellees may vary. Six (6) has been recommended by many as the optimum number, while others generally recommend a range from four (4) to eight (8) members, but there could be a minimum of two (2) and a maximum of twelve (12) in a group (Antwi et al., 2019).

Corey (1990) as cited in (Samoei, 2012) argues that group counselling has advantage over individual counselling in that group participants can learn effective social skills and try out new styles with other members of the group. Also, group members are often peers and provide a microcosm of the society. Additionally, group members can help one other.

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2.4 Approaches used to Maintain Discipline in Schools

In Ghana, every senior high school has its own unique way of maintaining discipline in the school. However, there are common methods of discipline that most schools use such as school rules, punishment, and guidance and counselling. All these methods have to a large extent helped schools to manage disciplinary problems.

The use of punishment cannot be ruled out in the management of discipline in senior high schools. However, punishment must be reasonable and properly meted out to the student on the account of the offence committed. It should be moderate.

Throughout the history of education in Ghana, punishments have been employed in the management of discipline in schools. Corporal punishment has remained the most popular of these punishments until recently. However, in 2017, the Ghana Education Service (GES) officially banned all forms of corporal punishment of children in schools in Ghana as part of efforts aimed at promoting a safe and protective learning environment for children.

2.4.1 Corporal Punishment

Corporal punishment, sometimes called physical punishment, is anything done to cause pain or discomfort in response to a child's behaviour (American Academy of Child and Adolescent Psychiatry, 2018). Some common forms of corporal punishment used in schools prior to the ban were caning, flogging, spanking, slapping, pinching, knocking of head, pulling ears, scolding, forcing child to kneel on hard floor, standing in the sun, and other forms of physical exertion.

The Ghana Education Service (GES) in 2017 officially banned all forms of corporal punishment of children in schools in Ghana. The GES again in January, 2019 directed

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that a Positive Discipline Toolkit which gives alternatives to corporal punishments be adopted by teachers. The Director of Guidance and Counselling Unit of the GES, Ivy Kumi on Citi TV's "The Point of View" urged parents to take on teachers who cane their children as it amounts to an assault on the children (Kuwornu, 2019).

Kuwornu (2019) however articulated that section 31(i) of The Criminal Offences Act, 1960 (Act 29) provides that force or harm may be justified on the grounds of an authority to correct a child, servant, or other similar person, for misconduct. Kuwornu (2019) further argued that:

> …placing a ban on corporal punishments without a legislative amendment of Act 29 may not have the effective force of law needed to enforce the ban. This is because going by the hierarchy of norms, a legislation passed by Parliament overrides a directive of a government agency operating under a Ministry. As it stands now, a breach of the ban may not necessarily lead to a conviction for the offence of assault so long as it can be argued that the punishment was justifiable and reasonable. Disciplinary proceedings by the GES Disciplinary Committee may be all that a teacher will face.

It's no surprise that in their country report for Ghana, End Violence Against Children (2020) recommended that "the Ministerial Directives against corporal punishment in schools and the discouragement not to use corporal punishment under the National Child Friendly School Standards should be confirmed through law reform which repeals the provisions for corporal punishment in the Education Code of Discipline and clearly prohibits all corporal punishment in education settings, public and private, at all levels."

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Moreover, according to a research study carried out by African Network for the Prevention and Protection against Child Abuse and Neglect (ANPPCAN) cited by Oyaro (2005, as cited in Kiprop, 2012), corporal punishment could actually trigger students' unrest. Oyaro further observed that some methods of corporal punishment have proven counteractive as they traumatize the children. Cowley (2001) as cited in (Kiprop, 2012), observed that some teachers (perhaps all teachers) unintentionally do contribute personally to their students' misbehaviour. Cowley refers to these as "cardinal sins", which teachers must avoid at all costs. They include: being rude to students, being confrontational, bad-tempered, and negative.

2.4.2 Other forms of Punishments

What are some of the methods to which a school may turn for punishment other than physical/corporal punishment? Larson (1963) suggested the following methods:

a) Reprimands – the most common device and most frequently resorted to if administered calmly and without anger can be very effective.
b) Detention – staying after school for some hours as punishment.
c) Enforced labour – this punishment has wide acceptance as being appropriate and fair if administered wisely. The manual work should be selected appropriately and should be useful to the school.
d) Fines – carelessly damaged school property should be compensated for or replaced.
e) Loss of privileges – a student may be removed from class for hours or days or be demoted from being a prefect.

Aside the alternatives offered by Larson above, we shall explore two other forms of punishments. These are school disciplinary exclusion and collective punishments in

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schools. School disciplinary exclusion also referred to as suspension in Ghanaian schools has become rampant among Ghanaian senior high schools especially in the aftermath of the ban on corporal punishment. Blyth and Milner (1996) define exclusion as "the means by which the headteacher of a school can prevent a child or young person from attending the school, either for a fixed period (not exceeding fifteen days in a single term) or permanently". In Ghana school-sanctioned disciplinary exclusion consists of three types; internal, external and indefinite exclusions.

Internal exclusion is the situation where students are excluded from teaching and learning in the classroom, and are expected to do "hard labor" (i.e., carrying of stones, slashing of weeds, cleaning of gutters, fetching water) within the school for a period not exceeding two weeks. External exclusion involves excluding the student from classroom and school activities (including teaching and learning) for a specified period of time, which is determined by the school authority. Indefinite exclusion involves excluding the student from all school activities for an indefinite period until the student is recalled by the school (GES Unified Code of Discipline, n.d., as cited in Gunu, 2018). This could be a permanent exclusion as the school could refuse to recall the student. It may be considered a de facto dismissal. Gunu (2018) further argues that exclusion as a form of punishment should be discouraged since instead of rehabilitating students it tends to affect the schooling or learning opportunities of the students. He further observed that it causes students emotional pains leading to violence in schools. Again, exclusion leads to an increase in crime rate in communities since the increasing exclusion of students from Ghanaian senior high schools promotes the vulnerability of these students to engage in crimes.

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Collective or group punishment in schools as defined by Thomas (2019) is when a group of students are punished for the actions of a few. An example is when a whole class or form is punished for the wrong of a few. While it may be practiced in schools across the world, Thomas is of the view that this approach to discipline is not a good practice and should be discouraged. According to him, the idea that a group should be responsible for the actions of an individual is fundamentally at odds with the theories of individual responsibility in western, liberal societies. He further argues that legally and morally, each individual has ownership for their own actions and must bear the consequences of those actions individually. He also observed that while we might see initial compliance, it's unlikely to produce more positive behaviour in the long run. Griffin (1994, as cited in Samoei 2012) suggested that mass punishment should be avoided but instead, guidance and counseling should be used.

2.4.3 Guidance and Counselling as an Approach to Maintaining Discipline

Biswalo (1996) noted that secondary schools have a two-fold crucial responsibility: to nurture students who have varying abilities, capacities, interests and unlimited potentials and to prepare those individuals to become effective functioning members of their changing societies. Most of the students in senior high schools comprise of adolescents marked by emotional developments that include mood swing, enthusiasm (exuberance), tenderness, cruelty, curiosity and apathy, it is marked with increase in crime and delinquency (Mutie & Ndambuki, 2002).

For instance, senior high schools in Ghana have been associated with students' unrest for many years now. There is no year that goes by without recording cases of students' unrest. Angso (2013) in his study on students' unrest in senior high schools in the Upper East region noted that social factors such as lack of personal contact

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between students and staff, imposition of disciplinary sanctions, poor relationship between headmasters, students and teachers among others has a greater potential of triggering students' demonstration. These causal factors prove the relevance of an effective guidance program to help the timely resolution of differences between the students and staff so as to prevent students' unrest and their accompanying violence. Also, Ndu (2004, as cited Salgon et al., 2016) observed that this antisocial behavior (students' unrest) could be a mirror image of violence. We should individually or collectively eschew violence as a way of solving problems in favor of dialogue as stated. Ndu by this statement is advocating against physical (corporal) punishment on the basis that teacher violence begets student violence; alluding to the fact that resorting to corporal punishment teaches students to resort to violence as a legitimate means of resolving their problems hence the widespread occurrence of student riots and unrests.

Effective guidance and counseling service needs to be based on a thorough understanding of student experience. Thus, effective guidance and counselling services are not only crucial for students who deviate from the norms, but for all students as noted by Mutie and Ndambuki (2004) as cited in Salgong, et al., 2016). Therefore, all students require guidance and counseling service in order to develop their academic, social and personal competence.

In October 2002, the President's Committee on the Review of Education Reforms in Ghana, under the Chairmanship of Professor Jophus Anamuah-Mensah, the then Vice Chancellor of the University of Education saw the need and recommended the importance of guidance and counselling in schools. Based on the committee's recommendations in October 2002, the GES, Accra made a draft on the National

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Guidance and Counselling Policy in July, 2003. One of the objectives cited in the policy document was "to guide the total development of the child to prevent, reduce and as far as possible eliminate developmental blocks" (Antwi et al., 2019). This points to the indispensable role of guidance and counselling in helping to eliminate all forms of obstacles in the development of students such as academic challenges, social problems, and disciplinary issues.

Disciplinary issues remain a major hindrance to the academic progress and social adjustment of individual students. It is for this reason that the importance of offering the services of effective guidance and counselling cannot be overemphasized in efforts toward the holistic development of students. Unfortunately, guidance and counselling status in enhancing student discipline in Ghana have struggled with the problem of lack of recognition of guidance and counseling as an integral part of education and growth of every child (Antwi et al). Antwi et al further observed that while some heads of schools have made sufficient budget allocations and time available in the school's calendar and academic timetables for counsellors to provide their services to their students, others have unfortunately relegated it to the background considering the education of the child as merely the provision of academic knowledge and skills in reading and writing.

2.4.4 Positive Reinforcement

Positive behavior reinforcement approach as a positive disciplinary practice focuses on bringing about desirable change in behaviour of the learner through positive changes in his or her environment instead of simply decreasing undesirable behaviors through punishment (National Association of School Psychologists, 2002). Such changes involve the use of role models, rewards, praises, motivational talks,

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reinforcing desired behavior positively, compassionate relationship between the teacher and the learner, supportive family and specialist personnel assistance. Rumfola (2017) argued that through various research studies and classroom experiments it is conclusive that positive reinforcement is a reliable classroom management tool for teachers who need to control undesirable behavior in their classroom.

Some positive reinforcement approaches that can be used in the management of students' discipline are praise to students, giving token to well-behaved students, use of motivational speakers and issuing certificate of recognition to disciplined students (Lynnette, Otara, & Otengah, 2021).

However, Reid (2000) as cited in (Lynette et al., 2021) noted that in some parts of the United Kingdom, the rates of indiscipline among students such as absenteeism, vandalism and delinquency are above average. Cases of high incidence of drug and drug related crimes in some parts of Britain have led to their being described as 'no-go areas'. He added that in Chicago, New York, Washington and Detroit, pupil's violence in high truancy schools is rife; for example school-based robberies, vandalism, extortion and insolence to staff, despite use of positive discipline approaches introduced in schools. This shows that using positive discipline in the management of students' discipline could sometimes be confronted with hindrances.

In a study conducted by Sibanda and Mpofu (2017) amongst Mzilikazi District Secondary Schools, they noted some of the hindrances encountered in the use of positive discipline practices. The following are some of the constraints encountered.

a) Some members of staff were not good role models. It emerged from the findings that some members of staff would smoke cigarettes or consume

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alcohol at nearby bottle stores during lunch time while learners would be watching them.

b) Some parents were bad role models to their children. These parents do not model good behaviour to their wards. Such parents have bad influence on their children's behaviour.

c) Inadequate funds limited the number of workshops to train teachers and parents. As a result, most teachers were not well equipped to effectively carry out positive discipline.

d) In most cases, schools focused mainly on rewarding learners who perform well in academic subjects, ignoring the need to reward students based on their behaviour.

e) The study also found that there was lack of commitment or support on the part of some members of staff to employ positive discipline practices.

As much as positive discipline in the form of positive reinforcement may be useful. It has been shown from the literature that it may not be always successful at managing students' discipline given challenges it may be confronted with. On the basis of the finding, guidance and counselling remains a viable alternative in the management of discipline.

2.5 Effective Guidance Programme

Students face various problems throughout the various phases of life particularly during the period of adolescence. These problems may be related to personal, behavioural, educational, or vocational factors. Enabling students to overcome these problems and become self-reliant in future is one of the major aims of a guidance programme. However, one is also aware that the implementation of an organized

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guidance programme in schools is a rare practice. This situation has become the norm in many schools inspite of recommendations made by various researchers over the years. One of the likely reasons for the non-implementation of an organized guidance programme may be largely due to the lack of adequate knowledge among the concerned staff regarding the planning and organization of the guidance programme in schools.

A school guidance programme can be defined as a cluster of activities which enable the students to overcome their educational, vocational, personal or social problems that they face during the different phases of development (eGyankosh, n.d.). Before we proceed to look at what goes into the implementation of an effective guidance programme, we shall briefly deal with the various services that constitute a guidance programme.

2.5.1 Guidance Services

Guidance Services are professional help given to individuals or groups in dealing with commonly occurring problems (Miller, 1971). Guidance services are often classified according to the area of life they deal with. This allows for specialised services to be offered to individuals or groups with respect to their unique problems or struggles.

A school guidance programme largely consists of six services. They are orientation, counselling, student inventory, occupational information, placement, and follow-up services. Other peripheral guidance services may include consultation, referral, and evaluation services. Each of these services is distinct due to their specific functions.

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2.5.1.1 Orientation Service

It is generally noticed that when students' move from one school to another or progress from one level of education to another, they find it difficult to immediately cope and adjust to the new environment. An entry into a non-familiar or new situation may lead to certain adjustment problems among the students. To overcome this obstacle, the orientation services are organized, especially to familiarize the students with the new surroundings and thereby make their transition smooth to facilitate necessary adjustments.

2.5.1.2 Counselling Service

This service is considered the heart of the guidance process. The purpose of it is to assist the students in the process of all round development. It provides an opportunity to the individual to discuss their plans and problems with a trained counsellor in a helping environment. Counselling services helps students in self-understanding and decision making with major focus on personal growth and development. This service can be practiced only by a professional counsellor. However, some assistance can also be provided by the teacher in a school. This is because a teacher is the one who spends maximum time working with the students in the classroom. When the teacher comes across any student who displays deviant behaviours, he/she can always refer the case to the school counsellor. Schlossberg (1984, cited in Antwi et al., 2019) acknowledged that Counselling services are needed due to complexity of human growth process, demands on the youth and ever-changing nature of society.

2.5.1.3 Inventory Service

Student inventory service involves recording and maintaining of essential data on students. Apart from knowing the general characteristics of students, it is also very

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essential to identify the specific abilities predominant among the students, before a counsellor or career teacher assists them. Without identifying the students' aptitudes and interests, one cannot determine what to expect from them and what they are capable of doing. The various aspects that have to be assessed before one guides a student are his aptitude, achievements, interests, attitudes, socio-economic status, family background etc. These records can be prepared by the collaborative effort of teachers and counsellors through various techniques. Ensuring that cumulative record books of students are diligently kept is an instrumental part of this service.

2.5.1.4 Information Service

The main objective of the occupational information service is to provide students with information about the educational opportunities in various levels, related training programmes and occupations available. This helps the students to be aware of the options open to them with respect to particular courses or subjects in any of the above-mentioned areas. This is a service which can be provided by the combined effort of teachers and counsellors. Moreover, the student is also exposed to the world of work, professionalism and the skills or aptitudes required for performing the work.

2.5.1.5 Placement Service

Placement service according to Shertzer and Stone (1980, cited in Antwi et al., 2019) is an aspect of guidance service which makes students aware of opportunities inside and outside the school. This service provides assistance to students in the school and those who may have left the school to secure employment. The school provides certain facilities through which the employment needs of the students are met either through special placement personnel or by integration services of the other guidance personnels. It is an activity which requires the co-operation of the principal,

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counsellors, teachers, state employment agencies as well as private agencies and also the community. As much as this service may be more popular with institutions of higher learning such as colleges and universities, it can also apply to secondary schools (eGyankosh, n.d.).

2.5.1.6 Follow-up Service

Just as a physician may seek to verify whether his/her patient is responding positively to his treatment, thereby the patient's eventual recovery, the school guidance counsellor should assess the progress made by his/her student-client (eGyankosh, n.d.):. It is very essential in a guidance programme to keep track of the nature and extent of progress of the students even after they have left the school. This service does not only pertain to the vocational and educational aspects but also applies to other related areas such as the emotional and social adjustments of students with peculiar cases in their new environments after the have left school.

2.5.2 Organisation of a Guidance Programme

The organization of a guidance programme at the school requires the cooperate effort of the various personnels present both within and outside the school. The programme must be planned with the assistance of various personnel such as the school management, counsellors, teachers and the parents. According to Jones (1963), for guidance services to be recognized in secondary schools, it becomes essential that all the members of staff properly understand that it is a team work and it can only be organized into an effective programme if all of them participate in it.

The following are some preliminary measures that must be taken in the organisation and implementation of an effective guidance programme (eGyankosh, n.d.):

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a) Formation of a guidance committee, which comprises of at least seven to eight members. The membership of the guidance committee is determined primarily by the organisational pattern of the guidance programme which is planned as per the characteristics of the school. Generally, members of the committee are the school principal/ headmaster, counsellors, some teachers, few interested parents, students' representatives and some representatives of the local agencies, such as doctors, psychologists etc. The headmaster could be the chairperson of the committee (Chaudari, 2015).
b) Decisions and arrangements must be made regarding the allotment of budget for conducting the various services.
c) Suitable arrangements need to be made to acquire minimum infrastructural and physical facilities such as a guidance cell or room, tables, chairs, cabinet, required literature etc.
d) Support from the parents and community could be obtained by orienting them to the significance of a guidance programme.
e) The school staff and students also need to be briefed about the purpose and importance of the guidance programme and encouraged to participate.

The planning of an effective guidance programme may involve a sequence of activities (eGyankosh, n.d.): The guidance committee first identifies the objectives of the programme based on a survey of the student needs and characteristics. This is followed by preparation of an annual plan of the school guidance programme. Further, keeping in view the objective, the committee prepares a tentative plan or chart, indicating the functions of various personnel. Next, another subsidiary chart is prepared, specifying the duties or tasks to be performed by each personnel.

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For the smooth functioning of guidance services, a well-planned guidance programme is necessary. A well-planned programme facilitates the co-ordination of activities among the various personnel and departments of a school in order to help achieve the objectives of the programme. According to Gibson (2003), a developmental and comprehensive school guidance programme not only benefits the students, but also the parents, teachers, administrators and business community.

2.6 Guidance and Counselling as a Preventive Measure in Managing Indiscipline

Guidance and counselling can be employed as an effective measure in the prevention of the occurrence of indiscipline. Shertzer and Stone (1966) describes guidance and counseling as a preventive force. To them optimum development of individuals comes through providing an emotional climate and environment that assist positive healthy attitudes and feelings. This implies that people with healthy attitudes and feelings are not likely to involve themselves in behavior that is not acceptable. One needs to create a positive healthy emotional climate. A person who suffers emotional frustration will find life generally miserable and experience adjustment problems. Unpleasant emotions can destabilize a person's mental and physical wellbeing. It can also lead to stress and anxiety. A person who is anxious may appear frustrated, retreat from social situations, or even act aggressively. Samoei (2012) observed that a healthy emotional climate can be produced in place of the toxic emotional climate, for instance, by helping incoming students acclimate to their surroundings by way of setting up orientation programs. An orientation program's goal is to prevent pupils from becoming overwhelmed by unfamiliar or unexpected circumstances. Students who switch schools should also receive adjustment support. Students who receive proper orientation are less likely to violate school policies.

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Considering that most senior high school students are in their adolescent stage, between 12 to 20 years, emotional stability is a central issue (Samoei, 2012). Shertzer and Stone (1996) also noted that emotional changes in this period include: frequent mood shift leading to anger, hostility, frustrations, emotional stress, embarrassment and anxiety. Samoei (2012) further observed that emotional changes lead to resistance to authority, hyper criticalness towards adults, oversensitivity to adult suggestions regarding friends and appropriate use of time. Samoei (2012) also noted that emotional changes result in resistance to authority, extreme adult criticism, excessive sensitivity to advice from adults on friends, and injudicious use of time.

Proponents of this approach to managing indiscipline, according to Samoei (2012), argue that disciplinary problems can be prevented if students in secondary schools can be guided and counselled on how to deal with their emotions. To them, a healthy emotional climate can be achieved through guidance and counselling because students have someone to turn to in their moments of stress, depression, frustration and any other emotional problem they may be confronted with. According to Samoei (2012), proponents of this strategy for dealing with indiscipline contend that discipline issues can be avoided if secondary school pupils are given guidance and counselling on how to manage their emotions. According to them, guidance and counseling help foster a positive emotional climate because it gives students someone to talk to when they are experiencing stress, depression, despair, or any other emotional issue.

Mbiti (1974, as cited in Samoei, 2012) also observed that guidance and counselling can prevent indiscipline. He as well noted that discipline can be regarded as a positive force. It may be related to training rather than punishment. He highlighted that the word discipline should refer to a system of directing the person to make responsible,

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reasonable judgments. This suggests that students who are given guidance and counselling are less likely to have disciplinary issues (Samoei, 2012). In response to Mbiti's claim, Samoei added that the guidance and counseling department should help the school administration create an environment that is conducive to studying and living well. The school administration's inability to offer needs like decent dorms, food, classrooms, excellent instruction, and co-curricular activities and facilities, he continued, is what causes some of the rebellions that are occurring in schools. He also added that the inability to provide sports facilities and time for sport could lead to accumulation of stress which could be attributed to the lack of physical exercise.

Hughes (1971, as cited in Samoie, 2012) emphasizes personal accountability and adaptability as the means of fostering discipline. In a world where flexibility, independence of thought and action, and the ability to make decisions are more important requirements, he notes that directing or controlling the growing person is a self-defeating process. He continues by saying that the goal of guidance is internal freedom, which involves enhancing individual responsibility and control in both the intellectual and emotional spheres. Furthermore, Hughes believes that neither an authoritarian nor an ultra-permissive system will provide young people the experience they need to have in order to understand who they are as individuals. A permissive school atmosphere where students do as they like too may degenerate into chaos. On the other hand, an authoritarian school administration creates dependency where students behave well only when they are being watched. If students behave in a disciplined manner only when teachers are present, then the goal of student discipline has not yet been realized.

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When students are capable of making the appropriate decisions on their own, then true discipline have been achieved. Hughes remarked that there are more options available to students both inside and outside of the classroom. Ambiguity and uncertainty grow when choices and fresh possibilities emerge. He went on to say that teenagers don't need adults to make decisions for them; instead, they need people to support them through the challenging process of figuring out how to deal successfully with such ambiguity. Guidance and counselling according to Hughes can help prevent indiscipline by helping the youth acquire the skills necessary to cope with the uncertainties of the modern world.

2.7 Guidance and Counselling as a Remedial Measure in Managing Indiscipline

Ayieko (1988) says guidance and counselling plays a pivotal role in students' behaviour management and correction in schools. There are four core virtues that should be adhered to by professionals in making ethical decisions in guidance and counselling. These core virtues are prudence, integrity, respectfulness and benevolence (Samoei, 2012). To attain satisfactory results in the management of students' behaviour using guidance and counselling, all four virtues must be adhered to. Samoei further outlined three ways Guidance and Counseling can be employed in the management of cases of indiscipline among students.

It inspires students to act morally and with integrity. Students are driven to act morally because they believe it to be moral, rather than just out of duty or out of fear of the repercussions. This empowers the student to have vision and discernment, which requires sensitivity, judgment, and understanding and results in deliberate action. Offending students experience a change in perspective that results in a change in their behavior when they receive counselling for their misbehaviour. The next time

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they encounter comparable circumstances, they will be prepared to respond appropriately. Additionally, it helps students develop compassion, which is the concern for other people's well-being and sensitive to their suffering. When students act in accordance with expectations, their parents, the school's administration, teachers, their fellow students, and the community as a whole experience relief and peaceful coexistence. In this regard, it is advisable that all students who face the school's disciplinary committee for any infringement are recommended to be counselled by a school counsellor. Thus, guidance and counselling develop self-consciousness in students.

Secondly, they develop capacity for self-observation. Students have a stronger sense of self-criticism. They are aware of how their presumptions, beliefs, and biases could influence how they interact with others. It teaches pupils to comprehend their community's culture and the significance of community in moral judgment. They are aware of the customs and standards in their neighborhood. Students understand that their school is a part of a greater community rather than an island. This inculcates in students a more accurate perspective of life and reality.

Lastly, school counsellors also help students to individually identify their talents and provides career advice. Students are educated about prevalent ailments, diseases, and unhealthy lifestyle choices like drug abuse. This helps people realize how important good health is. It enables students to comprehend and be knowledgeable about their rights, freedoms, and societal obligations. All these aids students to undergo a smooth transition from adolescence to adulthood.

Aside the above, there are two other ways guidance and counselling can be employed in the management of indiscipline among students. It aids students to recognize that

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their actions have repercussions. These repercussions might be advantageous or detrimental. Students are made to understand that their decisions could have either favorable or unfavorable effects. Positive outcomes would eventually lead to the accomplishment of desirable life goals. To suggest that good discipline leads to great accomplishments is an understatement; similarly, disciplined students typically perform well in school. (Frimpong, 2003). Finally, professional school counselors may help students who are struggling with serious emotional and psychological issues. When a case falls outside the scope of the school counsellors' expertise, they may report it to the proper authorities or organizations so that the student can receive needed attention.

Therefore, an effective guidance programme plays a crucial role in the holistic development of students. Guidance and counseling in schools assist students to realize their full potential and minimize hindrances to achieving life goals.

2.8 Roles of Guidance Functionaries in Discipline Management

One of the principles of Guidance says that guidance is a team effort. It is a cooperative activity that requires contributions of numerous people who are referred to as functionaries or significant others from the school, home of the child, and the immediate community (Antwi, Amos, & Amoako, 2019). Therefore, a systematized team process is essential, comprising the efforts of teachers, parents, counsellors, specialists, and the student. To successfully achieve the goal of discipline management, a guidance programme must incorporate the roles of each of these functionaries into a robust whole. The study proceeded to consider the roles of each of these functionaries play in a guidance programme towards discipline management.

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2.8.1 Headmaster of the School

The headmaster should have complete faith in the guidance services, and his educational philosophy should be explicit about how it relates to guidance. In order to keep the guidance committee's records and hold democratic discussions, he must call meetings of the committee. He needs to introduce cumulative records and instruct teachers on how to properly input and manage them. He should serve in a public relations capacity and keep cordial ties with principals of colleges, district level officials, employment officers, and students, teachers, among others. Additionally, he or she is in charge of providing resources for guidance and counselling, including staff, money, and moral support. All this will not only help him to cultivate his real interest in it, but make him, the leader of the team. (Chaudari, 2015).

2.8.2 Counsellors

School guidance counsellors are professionally trained teachers or therapists qualified to work in senior high schools. The role of these counsellors revolves around employing new skills to aid the client/learner through the "dark entangled forest" (unknown) of his/her personality and society (Mikaye, 2012).

School guidance counsellors in senior high schools according to Chaudari (2015) are to concentrate on the following four tasks: (a) Organizing and making available to students comprehensive information systems necessary for educational and vocational planning and decision making. (b) Organizing and presenting classroom curricula that focus the development of adolescents. (c) Helping students to assess their personal characteristics. (d) Providing remedial interventions for students needing special help. The work of the counsellor can be by a teacher who has undergone approximately one year of special training by professional school counsellors. Professional school

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counsellors on the other hand are to administer all the guidance services including, providing educational guidance and information, individual counselling, administrative activities and record keeping, prevention activities, providing career guidance and assistance, standardized test administration and interpretation, information dissemination, public communication and human relations, consultation activities, referral activities, student development activities, group guidance and group counselling.

2.8.3 Teachers

Teachers are friends, guides and leaders of the students. They need to be well acquainted with the different types of information, which affects the students' studies such as intelligence level, social interaction level, health and economic problems etc. While teaching their own subjects, the teacher should provide occupational information to the students by correlating it with his subjects as and when occasion is presented for it. Teachers should also set time aside to encourage and motivate students to remain focused on pursuing their life aspirations. Engaging students in conversations such as those mentioned above would go a long way to cultivate self-discipline in students since they would come to appreciate the importance of discipline in the attainment of their academic and career goals. The teacher is supposed to provide full co-operation to the school counsellors about the students and refer students to counsellors when they see the need.

2.8.4 Health Department of School

In most Ghanaian schools, this may be the school nurse. The nurse acts as a first aider and refers student patients to the hospital especially where serious cases are involved (Antwi et al., 2019). However, the Government must ensure that medical doctors or

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relevant health officers appointed in nearby hospitals or health facilities visit schools from time to time to augment the services of school nurses in providing needed medical care to the students. Health workers may also engage students in seminars on health issues that affect students such as drug abuse, self-medication and adolescent reproductive health. This would enlighten students on the need to avoid unhealthy lifestyles that goes against the school rules and regulations, hence helping improve the disciplinary situation in schools.

2.8.5 Librarians

Librarians contribute to promoting discipline when they make available books, journals and pamphlets on guidance, occupational information, newspapers, magazines, periodicals, and provide necessary help for the use of the library (Antwi et al., 2019). The librarian could also put in place measures to help occupy students during their free hours. It is on this note that librarians are being encouraged to give students assess to the library after classes hours, during weekend holidays and some public holidays if possible. They may also organize programmes to sensitize students on the need to take full advantage of the services of the library during their stay in school. These efforts would contribute to discipline management since it would help keep students occupied most of the time, discouraging idleness and frivolous use of their time.

2.8.6 Parents

Parents are major stakeholders in the development of students. There are a number of ways parents can assist in achieving the objectives of a guidance programme. Parents need to be educated on the need to guide and support their wards to make their own decisions about their problems (Antwi et al., 2019). This would cultivate in students a

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sense of individual responsibility which would ultimately positively impact the overall disciplinary situation in the school. The guidance committee must engage parents through Parents Teachers Association (PTA) meetings to be involved in monitoring developments in students' academic performance and general character development, and give timely feedback and referrals to the guidance committee where necessary.

2.8.7 School Disciplinary Committee

In almost all senior high schools in Ghana, the school disciplinary committee plays a central role in discipline management. As much as the Disciplinary Committee may not be recognized as a guidance functionary, it plays a crucial role in a guidance programme's ability to successfully manage student's indiscipline. In a school setting, particularly in senior high schools, Disciplinary Committees handle severe cases of students' indiscipline. Such cases must be referred to it by the school's management, for investigation and recommendation of appropriate sanctions for offenders, to prevent future reoccurrence and serve as a deterrent to other students (Ige, 2019). The school disciplinary committee could prove more effective in their mandate if they would work hand in hand with a school's guidance and counselling department. They could do this in two main ways. school disciplinary committees should consult with the school guidance counsellors whenever necessary, thus before, during and after adjudicating a disciplinary case. They should be open to making referrals to school guidance counsellors as often as possible after deliberating on cases of students' infractions.

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2.9 Causes of Indiscipline in Senior High School

Indiscipline among students is often attributed to several social and environmental factors. Some of these factors influence students directly whereas others may be indirectly. However, some acts of indiscipline could be said to be wholly the responsibility of the individuals involved. Often, they are simply as a result of poor choices on the part of students. Findings from a study conducted by Atunde and Aliyu (2019) revealed that exposure to social media and pornographic films was the major cause of indiscipline exhibited by secondary school student in Ilorin metropolis. Atunde and Aliyu further observed that other causes of indiscipline among secondary school students in Ilorin metropolis included: overcrowded population of students in the classroom, lack of adequate parental care and guidance, peer-group, inadequate and lack of support services like guidance and counseling, abolition of corporal punishment in school by government and breakdown of cultural and moral values in the society.

A study by Gutuza and Mapolisa (2015) also found that the most prevalent causes of students' indiscipline were peer pressure, abolition of corporal punishment as well as abuse of drugs. They also observed that home background, teachers' behavior, closed school climate as well as community leaders were also causes of indiscipline.

In another study, the respondents largely attributed the cause of most disciplinary problems to the individual students themselves (Gyan, Baah-Korang, McCarthy, & McCarthy, 2015). They further explained that this could be as a result of hyperactivity in these individuals. Belle (2017), on the other hand, noted that the student is a vulnerable person who is easily influenced by the school, their own families, their peers at school or in the community, the disorders in the community and the modern

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or new media that is part and parcel of their lives. This points to the fact that as much as individual students themselves may be responsible for most indiscipline problems, their misbehaviours are often a product of the influences of their environment. Belle further recommended that for the adolescent to have a sustainable positive behaviour, he /she must receive the appropriate guidance from the school, the family, the peers, the media and the community. Belle also recommended that the school must not control or attempt to modify the student behaviour by means of reactive or punitive disciplinary strategies, but by means of proactive strategies such as the teaching of self-discipline. According to him, the adolescent with disruptive behaviour at school should not be the cause of the problem, but part of the solution to the behaviour problem.

2.10 Disciplinary Problems in Senior High Schools

Discipline problems in schools are akin to indiscipline behaviours in the society. Ayertey (2002) defined indiscipline as a kind of behaviour that deviates from the generally accepted norms as seen in almost all facets of the society; at home, in schools, government and religious places. Indiscipline is a kind of human behaviour that is purely unethical and not in conformity with the norms and values of the society (Ofori, Tordzro, Asamoah, & Achiaa, 2018). Keoreng (2004) also contended that indiscipline among school children has become a global problem. He mentioned that the rise of cultism, vandalism, examination malpractices, squandering of school fees by students, and truancy among many others are common among school children.

According to Ngwokabuenui (2015), among secondary schools in Cameroun, it was found out that some forms of common student disciplinary problems were assault and insult on school authorities, vandalism and mass protest, speaking of pidgin English,

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wearing dirty and wrong uniform, drug abuse and alcoholism, fighting, idleness and examination malpractice. Similarly, a study by Samoei (2012) among secondary schools in Kenya revealed that some common disciplinary problems experienced by secondary schools were bullying of students, sneaking out of the school, fighting among students, students not ready to open up, homosexuality and lesbianism, theft among students and lastly drug abuse.

In a study by Gyan et al. (2015), it was established that eight out of the sixteen acts of indiscipline that were administered were found to occur most frequently in the school. These include students reporting late when school reopens, bullying of junior students, lying to teachers, students' absenteeism, sneaking out of school by the students, littering of school compound and classrooms, indecent dressing and some students stealing other students' items.

Indiscipline cases among senior high school students have been on the rise for some time now. Some examples of disciplinary problems in Ghanaian senior high schools are as follows: inappropriate use of mobile phones in school, impoliteness and disrespectfulness, student gangs and involvement in occultism, drug and substance abuse, indecent dressing, aggressive behaviour (such as fighting and hoiliganism), examination malpractice, breaking bounds (thus leaving school without authorized permission), bullying of fellow students, possession of weapons, lateness to class and skipping of class for no apparent reason, truancy and absenteeism from school, sexual misconducts, theft, and engaging in riots and vandalism of school property.

2.11 Factors that Hinder Effective Guidance and Counselling in Schools

Guidance and counselling in schools is affected by the following factors; personal factors, family factors, academic factors, environmental factors, training and

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professionalism of teacher counsellors and availability of resources. Depending on how these factors are managed in a given guidance programme, some schools are going to be more efficient than others in rendering guidance services to their students.

In a study undertaken among senior high schools in Upper Denkyira East district, it was revealed that effective implementation of guidance services in schools were constrained by several challenges such as lack of financial and material resource, support from the government and administration, workload of teachers, lack of counselling office or rooms, lack of incentives for teachers, and conflicting roles of teachers (Owusu, Dramanu, Nyarko, & Opoku-Amankwa, 2013).

In a study undertaken in Kenya, the researcher observed that the attitude of the student towards guidance and counselling and the attitude of the teacher counsellor towards the student affect the implementation of Guidance and Counselling (Ruttoh, 2015). In the same study, an interview with ten head teachers produced a list of factors hindering the full implementation of guidance programmes in their schools;

a) Inadequate finances to facilitate guidance and counselling activities leading to problems in purchasing the resources required to run the department effectively.
b) Inadequate trained personnel (teachers) in guidance and counselling. This has made the teacher counsellors not to be fully committed to counselling since they are not competent
c) The Guidance and Counselling teachers have a heavy teaching workload which makes them get tired hence unable to effectively guide and counsel the students.

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d) Lack of time allocated for guidance and counselling in the school time table due to competition from other activities such as remedial lessons and games.

e) Some schools do not have a counselling office thus forcing sessions to be carried out in inappropriate places thus compromising the counselling session.

In a study by Samoei (2012), the researcher concluded that the main factors that hinder effective use of guidance and counselling are lack of policy framework for implementation, too much workload for teachers hence no time for counselling, students do not take guidance and counselling seriously, lack of trained teacher counsellors to head the G&C department, lack of resource materials to be used during counselling sessions and lack of private rooms for guidance and counselling.

Various senior high schools may be confronted with their own perculiar set of challenges in the implementation of an effective guidance programme. The following are examples of possible factors hindering effective guidance and counselling in senior high schools across the country, lack of specific time for counselling, lack of competent teacher counsellors; unavailability of training and development for counsellors, lack of financial resources, materials and facilities to run the G&C unit, lack of leadership and management support from government and school administration, lack of incentives and allowance for teachers who help in rendering guidance services, poor attitude of teachers and students towards the guidance services, lack of private rooms for guidance and counselling, and too much workload for teachers hence no time for counselling.

2.12 Summary

Through the various literature reviewed, it has been observed that guidance and counselling has significantly impacted on the promotion of student discipline in senior

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high schools. It has also been established that the implementation of an effective guidance programme holds promise in helping students cultivate self-discipline and focus in the pursuit of their life aspirations. Salgong et al (2016) affirmed that guidance and counseling plays a key role in enhancing student discipline. They added that it helps students to make realistic decisions and overcome personality deficit. It helps students learn to deal with difficulties and to think critically about their lives and future. Furthermore, it increases self-awareness and brings about desirable behavioural change for delinquent students.

Despite its importance, guidance and counselling faces challenges that hinder its effective implementation in schools. Aidoo (2011, as cited in Owusu et al., 2013) observed that lack of funds and qualified Guidance and Counselling coordinators are the major factors militating against the administration of Guidance and Counselling programmes.

Ghanaian senior high schools have seen a rise in cases of indiscipline over the years. The purpose of this study has been to establish the crucial role guidance and counselling can play in enhancing student discipline in senior high schools.

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CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter focuses on the research methodology that was used in conducting the research. It also looked at the research design that is employed for the study. It further discusses other salient subjects of concern including; target population, the sample population, the research instruments used in collecting the data, data collection procedures and analysis of data. Dawson (2019, as cited in Tiffin University, Pfeiffer Library, 2021), defines research methodology as the primary principle that guides a research study. It is the general approach employed by the researcher in conducting research on a topic and also determines the research method to be used.

3.1 Research Approach

The research approach adopted for this study is the Quantitative research approach. Quantitative research approach according to Coghlan and Brydon-Miller (2014) refers to a set of strategies, techniques and assumptions used to study psychological, social and economic processes through the exploration of numeric patterns. They further indicate that quantitative research approaches are used to gather a range of numeric data. Some of the numeric data is intrinsically quantitative, while in other cases the numeric structure is imposed. The collection of such quantitative information allows researchers to conduct simple to extremely sophisticated statistical analyses that aggregate the data, show relationships among the data or compare with similar aggregated data.

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3.2 Research Design

MacMillan and Schumacher (2001) define research design as a plan for selecting subjects, research sites, and data collection procedures to answer the research question(s). They further added that the goal of a sound research design is to provide results that are judged to be credible.

The Quantitative research design employed for this study was the descriptive research design. Descriptive research aims to statistically analyze the data collected through observations and surveys or case studies. The variables that are being observed are not controlled. As descriptive research identifies the patterns in the data, it helps researchers get future insights depending on the pattern (Voxco, 2021). Descriptive research is used to understand a situation or a population. Unlike experimental research, descriptive research does not involve the manipulation of variables nor the establishment of causal relationship between variables (McCombes, 2022) . It seeks rather to observe and measure the variables in order to interpret the characteristic features of data collected.

In adopting Descriptive research design, survey method was employed in collecting data for the study. Survey research is a quantitative method whereby a researcher poses some set of predetermined questions to an entire group, or sample of individuals (Blackstone, 2012). The study adopted the descriptive survey design because it has been recommended as appropriate for studies which involve a cross section of respondents or subjects with almost similar characteristics (Fraenkel & Wallen, 2000, as cited in Amin, 2005). Teachers, who happen to be the focus of this study evidently share similar characteristics. According to Creswell (2014), the purpose of survey research is to generalize from a sample to a population so that inferences can be made

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about some characteristic attitude, or behaviour of this population. In this regard, using survey research is suitable for the purpose of this study. However, unlike an interview where respondents can ask questions for clarification, respondents in a survey are usually limited to the text itself for direction about how to complete it and where to respond (Simon & Goes, 2022). This situation could possibly affect the accuracy of responses since some respondents may respond to the questionnaire without adequate understanding.

3.3 Study Area

The area of the study is located within the Builsa South District of the Upper East Region of Ghana. The district capital for Builsa South is Fumbisi. The district has a total population of 36,575 inhabitants (Ghana Statistical Service, 2021). The district has two senior high schools. They are Fumbisi Senior High School and Kanjarga Community Day Senior High School. The oldest of the two, which also happens to be the focus this study is Fumbisi Senior High School. At the time of the study, the school had a student population of 1695 and 145 teaching and non-teaching staff.

This location was chosen because the management of the school is confronted with the daunting challenge of maintaining discipline among a student population who have seen several incidents of agitations and unrests in the past. The height of these unrests occurred in 2017, when a riot in the school led to the arrest of 28 students (Adeti, 2017).

Also, the school is a mixed boarding school, thus students are far from their parents and interact more with their peers and may easily be influenced by them. Unlike in day schools where students interact with their parents daily and get immediate counselling in case of any indiscipline, students in boarding schools rely heavily on

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the guidance and counselling provisions of the school. As such, this scenario provides an ideal situation to assess the impact of guidance and counselling in managing student's indiscipline.

3.4 Target Population

According to Shukla (2020), population refers to the set or group of all the units on which the findings of the research are to be applied. He added that, the units under study must possess variable characteristic for which findings of the research can be generalised. Mugenda and Mugenda (1999) also define population as an entire group of individuals, events or objects having observable characteristics.

The study population comprised teachers of Fumbisi Senior High School. Teachers do the teaching and supervisory tasks of life on campus. They interact with students in many different ways. They are well-informed and could therefore provide relevant information for the study. School counsellors who are also teachers play a vital role in the management of indiscipline cases by counselling students. They are as well abreast with happenings in the school for a significant number of years. The total population for the study was 87 teachers.

3.5 Sample Population

Sample population has been defined by Shukla (2020) as any subset of a population which represents all the types of elements of the population. Sample in simpler terms has also been defined as a group of people, objects, or items that are taken from a larger population for measurement.

Considering that the total population of the target population was of a manageable size, the researcher adopted Census method for the study. Census method is that

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process of the statistical tools where all members of a population are analysed (BYJU'S Learning, n.d.). Thus, census sampling is an attempt to collect data from every member of the population. Since with this technique, every member of the target population is taken into account, the conclusions are more accurate and reliable. Census sampling can be used in organisations, schools and rural communities where boundaries may be easily defined (The Open University, n.d.). In view of the above explanation, the researcher found Census sampling to be suitable for the study and hence included the total population of 87 teachers in the study. The minimum required sample size of 70 was determined using Krejcie and Morgan (1970).

3.6 Data Collection Instrument

Questionnaires were used in collecting data for the study. The instrument was developed by the researcher from the literature. A questionnaire is a widely used and useful instrument for collecting survey information providing structured, often numerical data that is administered without the presence of the researcher and often comparatively straight forward to analyse (Cohen, Manion, & Morrison, 2011). Since the researcher was faced with the challenge of time constraints and cost of transportation, this was most convenient for the researcher. Johnson and Christensen (2014) stated that a questionnaire is a survey instrument used to collect data from individuals about themselves or about a social unit such as household or a school. It has been proven as a valid and reliable way of collecting factual information from the participants.

The questionnaire constituted solely close-ended questions. The questionnaire was divided into four (4) main sections. This included a section for biographical data and three other sections. These sections were labelled A, B, C, and D respectively. Apart

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from items in Section A, the rest of the sections contained Likert scale items. Section B contained ten items with a five-point Likert scale. The items on Section B were scored as Never=1, Rarely=2, Sometimes=3, Often=4, Very Often=5. Section C and D contained ten items each with four-point Likert scales. The items on these four-point Likert scales were scored as Strongly disagree = 1, Disagree = 2, Agree = 3 and Strongly agree = 4. The modes of administering the questionnaires included an online survey as well as pencil and paper.

The questionnaires were targeted at all teachers, including teacher counsellors. It sought to find the disciplinary problems experienced by students, measures used to address disciplinary cases in the school, the role played by the Guidance and Counselling department in discipline management and the factors that hinder effective use of guidance and counselling in managing student discipline.

3.7 Data Collection Procedures

Before administering the questionnaires, an introductory letter was obtained from the Department of Educational Foundations in the Faculty of Educational Studies, University of Education, Winneba. The researcher then visited the location of the study and sought permission from the headmaster. The researcher deliberately cultivated a warm relationship with teachers as part of efforts to gain their cooperation and willful participation. The researcher explained the purpose of the study and oriented participants on the administering of the questionnaires.

3.8 Validity of the Instrument

Mugenda and Mugenda (2003) defined Validity as the exactness and precision of deductions based on the findings from the research. In order to enhance the validity of the study, the questionnaire was given to my supervisor. Comments were made on the

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language, clarity, relevance of the items, format and structure of the research instruments in order to deem it acceptable. Suggestions were made on re-organizing the questionnaire, adding questions, and deleting some irrelevant questions. The instrument was finally examined and approved to ensure that the presentation, structure and form of the items within the instruments were suitable.

3.9 Analysis of Data

Descriptive statistics was used in organizing research data as it serves to summarize the information. Data collected were categorized, coded and subjected to Statistical Package of Social Sciences (SPSS) software for analysis. Data analysis was done using quantitative techniques. Quantitative data were analyzed using descriptive statistics including computing of frequency counts and percentages, means and standard deviations. Mean scores, frequency counts and percentages were presented using tables. Conclusion and recommendation were then drawn from the outcome of the analysis of the data.

3.10 Summary

The research study was guided by the quantitative approach. The quantitative research design employed for the study was Descriptive research design. Survey method was as well used in the collecting of data. The study involved teachers of Fumbisi Senior High school. The research instrument used in the study was mainly questionnaire administered through online survey and pencil and paper modes. Descriptive statistics were used in the analysis of data. The next chapter presents the results and discussions based on the research questions.

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CHAPTER FOUR

RESULTS/ FINDINGS

4.0 Introduction

This chapter presents the results of the analysis of the questionnaire data based on the purpose of the study. The purpose of the study was to examine the role of Guidance and Counselling (G&C) plays in promoting student discipline in Fumbisi Senior High School. The analysis and interpretation of data were carried out based on the results of the three (3) research questions. The analysis was based on the 85% return rate data obtained from 87 teachers, the total number of teaching staffing at Fumbisi Senor High School. In all, out of 87 teachers, 75 teachers were available to participate in the survey. The number of teachers who submitted their responses by online survey were 51 while those who submitted theirs by pencil-and-paper questionnaires were 24. Out of the 75 responses received, one pencil-and-paper response had to be discarded due to incomplete data. In the end, analysis on data was based on 74 complete responses. The minimum sample size for a total population of 87 is 70 as determined by Krejcie and Morgan (1970).

The data was analysed using descriptive statistics (Means-M, Standard Deviations-StD, Frequencies-Freq, and Percentages -%). The first part of this chapter describes the demographic characteristics of the teachers who participated in the research study. In the second part, the research findings are presented based on the research questions formulated for the study.

4.1 Demographics Characteristics

This section discusses the background information of the respondents. These include the respondents' gender, age, professional status and how many years they've taught

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in Fumbisi Senior High School. Table 3 presents the demographics characteristics of the respondents.

Table 1: Demographic Characteristics of Teachers

Variables	Subscale	Freq.	Percent (%)
Sex	Male	64	86.5
	Female	10	13.5
Age range	26-30 years	7	9.5
	31-35 years	27	36.5
	36-40 years	19	25.7
	Above 40 years	21	28.4
Professional Status	Professional	61	82.4
	Non-Professional	13	17.6
Years taught in School	0-3 years	18	24.3
	3-6 years	27	36.5
	6-9 years	10	13.5
	Above 9 years	19	25.7

Source: Field Survey (2022).

Table 1 shows the demographic characteristics of the respondents. The results indicate that majority of the teacher respondents were male (n=64, 86.5%). The females were the lesser (n=10, 13.5%). In relation to their ages, those between the ages of 31-35 years were the majority (n=27, 36.5%). With respect to professional status, the results showed that most of the teachers were professionals (n=61, 82.4%), as per the criteria of the Ghana Education Service.

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4.2 Analysis of the Research Questions

To gather evidence for the study, all members of teaching staff of Fumbsi Senior High School were made to rate their responses using Likert scales. With reference to the first research question, respondents responded to a ten (10)-item Likert scale using Never, Rarely, Sometimes, Often and Very Often. Using means the scale was scored as Never=1, Rarely=2, Sometimes=3, Often=4, and Very Often=5. The criterion value of 3.00 was established for the scale. To obtain the criterion value (CV=3.00), the scores were added together and divided by the greatest value number of the scale number (5+4+3+2+1= 15/5=3.00). To understand the mean scores, disciplinary problems items that scored a mean of 0.00 to 2.99 were regarded as less frequent disciplinary problems occurring in Fumbisi Senior High School. Those items that scored mean from 3.00 to 5.00 were regarded as significantly frequent disciplinary problems occurring in the school. This interpretation is applicable to only research question one.

In the case of the second research question, respondents responded to a ten (10)-item Likert scale using Strongly disagree, Disagree, Agree, and Strongly agree. Items on the Likert scale for research question 2 represented matters influencing the role of G&C in promoting student discipline. Using frequencies and percentages, corresponding interpretations were given to the various items.

Also, in the case of the third research question, the teachers responded to a ten (10)-item Likert scale using Strongly disagree, Disagree, Agree, and Strongly agree. Items on the Likert scale for research question 3 represented factors hindering the use of G&C in the successful management of student's indiscipline. Using means, the scale was scored as Strongly disagree=1, Disagree=2, Agree=3, and Strongly agree=4. The criterion value of 2.50 was established for the scale. To obtain the criterion value

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(CV=2.50), the scores were added together and divided by the greatest value of the scale (4+3+2+1= 10/4=2.50). To understand the mean scores, items that scored a mean of 0.00 to 2.49 were regarded as weak while those items that scored mean from 2.50 to 4.00 were regarded as strong.

4.2.1 Research Question One: What disciplinary problems are experienced in Fumbisi Senior High School?

This research question sought to ascertain the various disciplinary problems experienced in Fumbisi Senior High School. Participants were required to respond to the Likert scale, indicating the degree of frequency of each itemized disciplinary problem. Table 2 presents results on the frequency of occurrence of some common disciplinary problems in Fumbisi Senior High School.

Table 2: Teachers' Responses to Some Common Disciplinary Problems in Fumbisi Senior High School

Disciplinary problems	Mean	STD	Mean Rank
Absenteeism from school	3.88	.979	2nd
Drug/ substance abuse	3.18	.881	9th
Examination malpractice	3.50	1.089	5th
Fighting among students	3.24	.934	8th
Laziness in academic work	3.96	1.116	1st
Lateness to school	3.65	.943	4th
Rudeness to teachers	3.28	.958	6th
Indecent dressing	3.80	1.072	3rd
Bullying of fellow students	3.26	.980	7th
Sexual misconduct	2.82	1.077	10th
Mean of Means/STD	**3.45**	**1.00**	

Source: Field Survey (2022).
Key-M= Mean, STD =Standard Deviation, MR=Means Ranking, CV=Criterion Value

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Table 2 gives evidence to believe that generally, the set of common disciplinary problems presented on the Likert scale occurs in the school. This was evident after the teachers' responses scored an average mean of (MM=3.45) greater than the Criterion Value of 3.00.

Some of the most frequent of these disciplinary problems are espoused in the interpretation. The most frequent occurring disciplinary problems among students of Fumbisi Senor High School according to Table 2 is Laziness in academic work (M=3.96 > CV (3.00), STD=1.116, MR=1st, n=74). Laziness in academic work could be found in various forms. Some familiar forms it may take are, not partaking in class exercises, not honouring take-home assignments, sleeping in class, loitering about during classes and prep hours, and general lack of interest in class activities.

In accordance with the results from Table 2, Absenteeism from school was identified as the second most frequently occurring disciplinary problem in the school (M=3.88 > CV (3.00), STD=.979, MR=2nd, n=74). Absenteeism from school may also take various forms, especially in the case of a boarding and day school like Fumbisi Senior School. On one hand, this could mean that students overstay their vacation holidays or holiday breaks and as a result report later than the official reporting day. For boarding students, this could mean that students leave the school campus without permission to spend days away from home while the semester is in session. For day students, this could mean that students absent themselves from school without notifying concerned authorities or for no apparent reason. Also, extreme cases of absenteeism from school may count as truancy.

The third most frequently occurring disciplinary problem according to Table 2 is Indecent dressing (M=3.80 > CV (3.00), STD=1.072, MR=3rd, n=74). This suggests

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that indecent dressing is a pressing disciplinary problem that requires the attention of school authorities.

The fourth most frequently occurring disciplinary problem according to Table 2 is Lateness to school. (M=3.65 > CV (3.00), STD=.943, MR=4th, n=74). Lateness to school may take two forms given that not all students are day students. Boarding students are considered late for school when they arrive late to class for the first period of the day.

Similarly, the fifth most frequently occurring disciplinary problem according to Table 2 is Examination malpractice (M=3.50 > CV (3.00), STD=1.089, MR=5th, n=74). It is no surprise examination malpractice is considered a major disciplinary problem in the school since it has become a social canker in Ghana's educational system. In a research study conducted among students in a Ghanaian university, it was found that most respondents admitted they had cheated in exams before and when given another opportunity, they will cheat again (Dabone, Graham, Fabea, & Dabone, 2015).

Aside the above, other disciplinary problems that were considered significantly common among the students are Rudeness to teachers (M=63.28 > CV, MR=6th), Bullying of fellow students (M=3.26>CV, MR=7th), Fighting among students (M=3.24>CV, MR=8th), and Drug/ substance abuse (M=3.18>CV, MR=9th). On the other hand, Sexual misconduct with a mean score lesser than the criterion value (M=2.82<CV, MR=10) can be said to be a relatively minor disciplinary problem in the school.

The result confirms the outcome of a research conducted by Ngwokabuenui (2015) among Cameroonian secondary schools, where it was found that some common

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disciplinary problems prevalent among students were, wearing dirty and wrong uniform, drug abuse and alcoholism, fighting, idleness and examination malpractice. In another study by Samoei (2012) among secondary schools in Kericho county, Kenya, it had been observed that bullying of students, laziness, fighting among students, and drug abuse were among the most frequent occurring disciplinary problems in schools.

Moreover, in a related study conducted by Gyan et al. (2015) in Sunyani Senior High School, it was observed that most of the acts of indiscipline that were found to occur most frequently in the school shares commonality with the findings of this research. These included students reporting late when school reopens, bullying of junior students, students' absenteeism and indecent dressing.

4.2.2 Research Question Two: How is guidance and counselling being employed in the management of disciplinary problems among students in Fumbisi Senior High School?

This research question sought to find out about how guidance and counselling is being used in the management of students' disciplinary problems in Fumbisi Senior High School. Participants were required to respond to the Likert scale to indicate the extent to which they agree or disagree with various indicators of the use of guidance and counselling in the promotion of student discipline in Fumbisi Senior High School.

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Table 3: Frequencies and Percentages of Teachers' Responses to Indicators of the Use of Guidance and Counselling (G&C) in Promoting Student Discipline

Indicators of G&C Usage	SD	D	A	SA
	Freq %	Freq %	Freq %	Freq %
The school has an organized guidance programme.	2(2.7%)	15(20.3%)	40(54.1%)	17(23.0%)
Motivational/ Moral talks are organized for the student body at least once in a semester.	7(9.5%)	20(27.0%)	35(47.3%)	12(16.2%)
Teachers refer offending students in cases of students' indiscipline to school counsellors.	9(12.2%)	22(29.7%)	34(45.9%)	9(12.2%)
Students brought before the Disciplinary Committee are always referred to the G&C department to receive counselling.	8(10.8%)	27(36.5%)	28(37.8%)	11(14.9%)
Teachers have a role to play in assisting the G&C department in striving for positive behavioural change in students.	1(1.4%)	6(8.1%)	32(43.2%)	35(47.3%)
Teachers in this school view the use of guidance and counselling as an effective approach to managing students' indiscipline.	5(6.8%)	14(18.9%)	41(55.4%)	14(18.9%)

Source: Field Survey (2022).
Key- SD=Strongly Disagree, A =Agree, SA=Strongly Agree, Freq=Frequency, %=Percentage

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Table 3: Frequencies and Percentages of Teachers' Responses to Indicators of the Use of Guidance and Counselling (G&C) in Promoting Student Discipline (Continuation)

Indicators of G&C Usage	SD	D	A	SA
	Freq %	Freq %	Freq %	Freq %
The G&C department helps diffuse tension in the school.	6(8.1%)	18(24.3%)	40(54.1%)	10(13.5%)
The G&C department helps students to adjust to changes in their individual lives and the school environment.	1(1.4%)	10(13.5%)	47(63.5%)	16(21.6%)
The G&C department helps to develop a very free and friendly atmosphere between staff and students.	2(2.7%)	15(20.3%)	42(56.8%)	15(20.3%)
The school has an efficient Guidance and Counselling department.	3(4.1%)	18(24.3%)	33(44.6%)	20(27.0%)

Source: Field Survey (2022).
Key- SD=Strongly Disagree, A =Agree, SA=Strongly Agree, Freq=Frequency, %=Percentage

Table 3 depicts results on indicators of the use of G&C in managing students' disciplinary problems in Fumbisi Senior High School. The interpretation for the results from respondents on these items can be seen below.

Beginning with the first item on Table 3, 57 [40(SA)+17(A)] teachers representing 77.1% of teachers consented to the statement that the school had an organized guidance programme. This implies that a relatively large population of the teachers share the opinion that the school's guidance programme is organized. Going by this

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result, Fumbisi High Senior School should be able to administer all relevant guidance services to cater for the needs of students including managing disciplinary problems of students and effecting desired behavioural change in students. A school guidance programme includes all those activities other than instructional activities which are carried out to render support to learners in their educational, vocational, psychosocial development and adjustment. Unfortunately, it is common knowledge that the implementation of an organized guidance programme in schools is a rare practice. One of the likely reasons for the non-implementation of an organized guidance programme may be largely due to the lack of adequate knowledge among the concerned school staff regarding the planning and organization of the guidance programme in schools (eGyankosh, n.d.).

The second item considered on Table 3 is "Motivational/ Moral talks are organized for the student body at least once in a semester". Over 63% [(47.3(A)+16.2(SA)] of teachers responded in the affirmative to the item. This implies that Fumbisi Senior high school is doing well by organizing Moral and Motivational talk programmes for the student body since these programmes contribute to bringing about positive behavioural change in students. It also implies that the school could more in this area, since a significant percentage of respondents disagreed. Lynnette et al. (2021) argued that motivational speeches could be effectively employed to promote student discipline.

On the item of "Teachers refer offending students in cases of students' indiscipline to school counsellors", more than half the number of teacher respondents [58.1%=45.9%(A)+12.2%(SA)] who responded agree that teachers refer offending students in cases of indiscipline to school counsellors. On the other hand, 31 teachers

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who represent 41.9% teachers disagreed with the statement that teachers refer students involved in cases of indiscipline to school counsellors. This implies that teachers largely disagree on the matter hence the need to pay attention to the importance of referring students to school counsellors for the necessary help.

Similarly, teachers' responses to the item, "students brought before the Disciplinary Committee are always referred to the G&C department to receive counselling" was underwhelming given that the data showed that teachers were largely divided over the matter. 47.3% [10.8%(SD)+36.5%(D)] of teachers disagreed to the item whereas 52.7% agreed to it. This implies that more has to be done in this regard since it would prove helpful to avoid situations where offenders become hardened in their wayward lifestyles after they are either sanctioned or pardoned. It is therefore needful that such students undergo counselling. Mutie and Ndambuki (2002) noted that most of the students in senior high schools comprise of adolescents marked by emotional development that include mood swings, enthusiasm (exuberance), tenderness, cruelty, curiosity and apathy, which often result in increased crime and delinquency. On this basis, student offenders require guidance and counselling to better understand themselves and develop self-awareness to enable them to eschew rowdy and delinquent behaviours.

Respondents largely agreed [90.5%=43.2%(A)+47.3%(SA)] with the statement that, teachers have a role to play in assisting the G&C department in striving for positive behavioural change in students. This outcome indicates high teacher awareness of their role as guidance functionaries and the critical role they are to play in the efficient functioning of a school's guidance programme.

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Furthermore, most teachers agreed [74.3%=55.4%(A)+18.9%(SA)] that teachers in the school view the use of guidance and counselling as an effective approach to managing students' indiscipline. The outcome affirms that guidance and counselling is an effective approach to managing students' indiscipline. It as well presents the school with a conducive environment to implement a robust guidance programme targeted at the effective management of students' indiscipline since it can count on the support of these teachers. Also, for the fact that a significant number of teacher respondents (n=19) disagreed with the item suggests the need to educate all teachers on the effective use of guidance and counselling in the management of students' indiscipline.

Also, a significant percentage of teachers [67.6%= 54.1%(A)+13.5%(SA)] agreed to the statement that the G&C department helps diffuse tension in the school. This indicates the G&C department is functioning in this regard. However, the fact that a significant number of teachers [24=6(SD)+18(A)] disagreed with the item points to the fact that the G&C department could perhaps do better than it is currently doing.

Moreover, a large section of teacher respondents [85.1%= 63.5%(A) + 21.6%(SA)] agreed to the statement that, the G&C department helps students to adjust to changes in their individual lives and the school environment. The G&C department is on course in helping manage students' indiscipline since adjustment problems of students is one of the causes of students' indiscipline. Felix (2011, as cited in Magwa & Ngara, 2014) argues that chaotic family life is linked to aggression and disruptive behavior problems. Children from these families face adjustment problems at school because they have been deprived of

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attention, and love at home. Guidance and counselling could be effectively used to assist these students, thereby promoting student discipline.

Also, the research revealed that a relatively large percentage of teachers [77.1%= 56.8%(A) + 20.3%(SA)] agreed to the statement that, the G&C department helps to develop a very free and friendly atmosphere between staff and students. In this regard, the school is on course to avoid another violent students' unrest since the G&C department in helping foster a free and friendly atmosphere between staff and students lessens the chances of another violent demonstration. Angso (2013) in his study on students' unrest in senior high schools in the Upper East Region noted that lack of personal contact between students and staff has a great potential of triggering students' demonstration. When guidance and counselling is effectively employed, it promotes congenial relations between students and staff hence avoiding situations of mistrust, which could lead to students' unrest.

Finally, 71.6% [44.6%(A) + 27.0%(SA)] of respondents agreed to the statement, the school has an efficient Guidance and Counselling department, whereas 28.4% [4.1%(SD) + 24.3%(D)] disagreed. This suggests that as much as the work of the G&C department may be commendable, it leaves more to be desired. This is to say the G&C department has more to do to gain the approval of a section of the teacher population. It is recommended that the department engages all members of the teaching staff in a forum to solicit their views on ways to improve their efficiency. It is also advised that the department engages student clients to evaluate the services of school counsellors after every counselling session. This would go a long way to assist the department become more efficient.

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4.2.3 Research Question Three: What are the factors hindering effective guidance and counselling in the management of students' indiscipline in Fumbisi Senior High School?

This research question sought to determine factors hindering effective guidance and counselling in efforts to maintain students' indiscipline in Fumbisi Senior High School. Table 4 presents results on factors hindering effective guidance and counselling in efforts to maintain students' indiscipline in Fumbisi Senior High School.

Table 4: Teachers' Responses to Factors Hindering effective Use of G&C in the Management of Students' Indiscipline

Factors Hindering G&C Usage	Mean CV: 2.50	STD	Mean Rank
Lack of a national policy framework for implementation of guidance programmes in schools.	2.93	.881	4th
Inadequate resources for running an efficient guidance programme.	3.28	.693	1st
Too much workload for teachers (all teachers) hence no time to engage in counselling.	2.76	.934	6th
Too much workload for school counsellors hence insufficient time to attend to all students in need of their services.	2.84	.922	5th
Students do not take guidance and counselling sessions seriously.	3.28	.852	1st

Source: Field survey, (2022)
Key- M= Mean, STD =Standard Deviation, MR=Means Ranking, CV=Criterion Value

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Table 4 Continued

Factors Hindering G&C Usage	Mean	STD	Rank
Lack of an office or private room for guidance and counselling.	2.11	.959	9th
Poor attitude of school counsellors towards students who patronize their services.	1.95	.890	10th
Inadequate training for teachers regarding their role in guidance and counselling.	2.68	.923	7th
Poor attitude of teachers towards guidance and counselling.	2.30	.887	8th
Lack of support from parents.	2.99	.944	3rd
Mean of Means/STD	**2.71**	**.889**	

Source: Field survey, (2022).
Key- M= Mean, STD =Standard Deviation, MR=Means Ranking, CV=Criterion Value

On the whole, Table 4 reveals that the set of possible factors hindering guidance and counselling presented on the Likert are largely strong. This was evident after the teachers' responses scored an average mean of (MM=2.71) greater than the criterion value of 2.50.

Following are interpretations for some of the strong factors. The strongest factors hindering guidance and counselling in Fumbisi Senor High School according to the means ranking are, "inadequate resources for running an efficient guidance programme" (M=3.28 >CV (2.50), STD=.693, MR=1st, n=74) and "students do not take guidance and counselling sessions seriously" (M=3.28 >CV (2.50), STD=.852, MR=1st, n=74). Upon further observation it is noted that "inadequate resources for running an efficient guidance programme" is a relatively stronger factor than "students do not take guidance and counselling sessions seriously"

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since it scored a lower STD score than the other. In explanation, it points to the fact that the responses of teachers to the former item were clustered around it's mean whereas the responses of teachers to the latter item were relatively spread out from the it's mean. This implies that there was a broader consensus among teachers that inadequate resources for running an efficient guidance programme was the biggest challenge confronting the school in effectively employing guidance and counselling to manage students' indiscipline. The second strongest obstacle according to teacher respondents is that students do not take guidance and counselling sessions seriously. The school would have to take necessary measures to raise awareness among students of the benefits they can accrue from patronizing guidance and counselling services. The G&C department, in particularly, would have to take necessary steps to effectively advertise their services to students.

Similarly, the third strongest item on the Likert scale according to Table 4 is "lack of support from parents" (M=2.99 >CV (2.50), STD=.944, MR=3rd, n=74). In relation to this matter, the school must appeal to parents to play their crucial role as parent and guardians in helping shape the moral upbringing and character of their children. Parents need to also show earnest cooperation whenever they are called upon by school authorities in matters concerning their wards. These should be emphasized during Parents Teachers Association meetings.

According to Table 4, the fourth strongest factor hindering the effective use of guidance and counselling in managing student's indiscipline is lack of a national policy framework for implementation of guidance programmes in schools (M=2.99 >CV (2.50), STD=.944, MR=4th, n=74). As much as the Ghana

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Education Service have overseen the operation of school guidance coordinators, there is yet to be a robust policy framework on the implementation of guidance programmes in all schools nation-wide. As much as most senior high schools may boast of guidance and counselling departments not all of these schools have professionally trained guidance counsellors.

The next strongest obstacle to guidance and counselling according to Table 4 is, too much workload for school counsellors hence insufficient time to attend to all students in need of their services (M=2.84 >CV (2.50), STD=.922, MR=5th, n=74). This implies that school counsellors in Fumbisi Senior School are somewhat less efficient owing to excessive workload. The school would have to consider reducing the academic workload of school counsellors to allow them sufficient time to attend to all students seeking their services. The result as well suggests that when the workload of school counsellors is reduced it may afford them laxity to more effectively administer the services of the department and possibly initiate more innovative programmes. Where necessary, additional teachers may be trained to assist professional school counsellors with less serious cases.

Of the remaining items, two items showed relatively mild strength whilst the other three fell below the criterion value (2.50) rendering them weak. These two items are, “too much workload for teachers (all teachers) hence no time to engage in counselling” (M=2.76>TV (2.50), STD=.934, MR=6th, n=74) and “inadequate training for teachers regarding their role in guidance and counselling” (M=2.68 >TV (2.50), StD=.923, MR=7th, n=74). On that note, where applicable, school authorities may consider a commensurate reduction in workload for specific

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teachers to allow them time to attend to the counselling needs of their students. It is also recommended that school management collaborate with the G&C department to organize in-service trainings for teachers on the rudiments of school guidance and counselling. It is also advised that the management of the school embark on an assessment and evaluation of the school's guidance programme.

The findings confirmed a study by Samoie (2012) among Kenyan secondary schools. In the study, it was established that the main factors that hinder effective use of guidance and counselling include lack of policy framework for implementation, too much workload for teachers hence no time for counselling, students do not take guidance and counselling seriously, and lack of resource materials to be used during counselling sessions. Moreover, Salgong et al. (2016) observed that lack of legal and policy framework and too much workload for teachers makes it difficult for guidance and counseling to succeed in promoting student discipline. Furthermore, the findings of a study by Owusu et al. (2013) undertaken among senior high schools in Upper Denkyira East district, revealed that effective implementation of guidance services in schools were constrained by several challenges such as lack of financial and material resources, workload of teachers, and conflicting roles of teachers.

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CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.0 Introduction

The study sought to examine the role Guidance and Counselling plays in promoting student discipline in Fumbisi Senior High School. This chapter presents the conclusions of the study. It further recommends ways by which Fumbisi Senior High School can improve upon the effective use of Guidance and Counselling in promoting student discipline. The chapter ends with the presentation of suggestions for further studies.

5.1 Summary of the Findings

The study came out with the following findings:

1. Fumbisi Senior High School experienced major disciplinary problems which includes absenteeism from school, drug abuse, examination malpractice, fighting among students, laziness in academic work, lateness to school, rudeness to teachers, indecent dressing and bullying of fellow students. This indicates that the school is confronted with a critical disciplinary situation. It also suggests that guidance and counselling services have not been effectively employed in the management of student's indiscipline. In school, discipline is crucial to creating an enabling environment for serious learning.
2. The outcome of measurements of indicators of the effective use of guidance and counselling in promoting student discipline are seen below.

   Indicators where more than 70% of teacher respondents agreed are as follows, the school has an organized guidance programme; teachers have a role to play in assisting the G&C department in striving for positive behavioural change in students; teachers in this school view the use of guidance and counselling as

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an effective approach to managing students' indiscipline; the G&C department helps students to adjust to changes in their individual lives and the school environment, the G&C department helps to develop a very free and friendly atmosphere between staff and students, and the school has an efficient Guidance and Counselling department.

Indicators where less than 70% of teacher respondents agreed are as follows; motivational/ moral talks are organized for the student body at least once in a semester; teachers refer offending students in cases of students' indiscipline to school counsellors; students brought before the Disciplinary Committee are always referred to the G&C department to receive counselling, and the G&C department helps diffuse tension in the school.

3. The findings have led to the conclusion that some pressing factors hindering effective use of guidance and counselling in the management of students' indiscipline in Fumbisi Senior High School are, inadequate resources for running an efficient guidance programme, students not taking guidance and counselling sessions seriously, too much workload for school counsellors, lack of a national policy framework for implementation of guidance programmes in schools, lack of support from parent, too much workload for all teachers, and inadequate training for teachers regarding their role in guidance and counselling. These findings suggests that guidance and counselling in the school is faced with enormous challenges which demands the attention of relevant authorities.

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5.2 Conclusions

Students' indiscipline remains a major challenge in the administration of senior high schools. Fumbisi Senior High School is confronted with a serious challenge in managing the disciplinary problems of students. Guidance and Counselling has been established in this study as an effective approach to managing students' indiscipline. Therefore, Guidance and Counselling should be fully utilized in managing students' indiscipline, especially with the ban on corporal punishment. Hindrances confronting the operation of Guidance and Counselling in schools should be resolved to enable it realize its full potential in the effective management of students' indiscipline as well as the promotion of general discipline in schools.

5.3 Implications and Recommendations

In view of the findings of this study, the researcher made the following recommendations:

1. The school should consider an evaluation and a possible re-organization of the school's guidance programme to enhance its efficiency in meeting the critical disciplinary needs of the school.
2. The G&C department should organize moral and motivational talks for the student body more regularly, at least twice in a semester.
3. The school together with the G&C department must embark on an in-service training for teachers on their roles in the guidance programme, especially regarding the referral of students to the G&C department where necessary.
4. The Disciplinary Committee should come out with a laid-down procedure for referring student offenders to G&C department for counselling.
5. The G&C department should take more seriously their obligation to timely intervene in diffusing tension in the school environment.

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6. The school management and other relevant stakeholders should do their best to provide the necessary resources for the effective running of the school's guidance programme.
7. The school should sensitize students on the importance and benefits of guidance and counselling, particularly in relation to the promotion of self-discipline.
8. The school should carefully assess the workloads of school counsellors and effect commensurate reduction in their workloads to allow for effective delivery of their services to the student body.
9. The Guidance and Counselling Unit of GES should do regular follow up to schools to check on how policy guidelines on the use of guidance and counselling for the management of students' discipline (such as the safe schools programme) is being implemented in senior high schools.
10. School managements should educate parents on the subject of guidance and counselling and their functions in the guidance programme.

5.4 Recommendations for Further Study

1. The study was carried out among only teachers of Fumbisi Senior High School. A similar study should be carried out among both teachers and students together.
2. This study was carried out in only Fumbisi Senior High School. A similar study should be carried out in senior high schools in the whole district and possibly in the whole of the Upper East Region.
3. A more comprehensive study should be carried out to assess the efficiency of school guidance programmes in the management of discipline in schools.

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APPENDICES

APPENDIX A

University Of Education, Winneba

Faculty Of Educational Studies

Department Of Educational Foundations

Guidance and Counselling Research Questionnaire

Questionnaire For Teachers

Dear teacher, the researcher is a postgraduate student at University of Education, Winneba. He is pursuing Post Graduate Diploma in Education (PGDE). He is carrying out a research study on the topic: Examining the Role of Guidance and Counselling in Promoting Student Discipline: The Case of Fumbisi Senior High School. You have been chosen as one of the respondents. The information given on this questionnaire will be treated with absolute confidentiality and will be used only for the purpose of research. Please complete the questionnaire appropriately, truthfully and with all honesty. It would take approximately 10 mins of your time to complete this survey. Thank you.

Biographical Data (Tick appropriately)

Gender male ☐ female ☐

Age ☐ 26-30 years ☐ 31-35 years
☐ 36-40 years ☐ Above 40 years

Professional status ☐ Professional ☐ Non-professional

For how long have you taught in this school?

☐ 0-3 years ☐ 3-6 years ☐ 6-10 years ☐ Above 9 years

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Research Question 1: What disciplinary problems are experienced in Fumbisi Senior High School?

How often does the following disciplinary problems occur among the students of your school? (Tick appropriately using the rating below.)

1-Never, 2-Rarely, 3-Sometimes, 4-Often, 5-Very Often

Disciplinary Problems	**1**	**2**	**3**	**4**	**5**
Absenteeism from school					
Drug/ substance abuse					
Examination malpractice					
Fighting among students					
Laziness in academic work					
Lateness to school					
Rudeness to teachers					
Indecent dressing					
Bullying of fellow students					
Sexual misconduct					

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Research Question 2: How is Guidance and Counselling (G&C) being employed in the management of disciplinary cases among students in Fumbisi Senior High School?

How accurate are the following statements concerning the role of Guidance and Counselling in the management of discipline in your school? (Tick appropriately using the rating below.)

1-Strongly disagree, 2- Disagree, 3-Agree, 4-StronglyAgree

Indicators of G&C Usage	**1**	**2**	**3**	**4**
The school has an organized *guidance programme.				
Motivational/ Moral talks are organized for the student body at least once in a semester.				
Teachers refer offending students in cases of students' indiscipline to school counsellors.				
Students brought before the Disciplinary Committee are always referred to the G&C department to receive counselling.				
Teachers have a role to play in assisting the G&C department in striving for positive behavioural change in students.				
Teachers in this school view the use of guidance and counselling as an effective approach to managing students' indiscipline.				
The G&C department helps diffuse tension in the school.				
The G&C department helps students to adjust to changes in their individual lives and the school environment.				
The G&C department helps to develop a very free and friendly atmosphere between staff and students.				
The school has an efficient Guidance and Counselling department.				

* A guidance programme refers to the cumulative resources of staff and techniques used by a school to assist students in resolving academic and social problems (source: APA Dictionary of Psychology)

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Research Question 3: What are the factors hindering effective guidance and counselling in the management of students' indiscipline in Fumbisi Senior High School?

What are some of the factors hindering effective use of guidance and counselling in the management of students' indiscipline in your school? Tick appropriately using the rating below.

1-Strongly disagree, 2- Disagree, 3-Agree, 4-Strongly agree

Factors Hindering G&C Usage	**1**	**2**	**3**	**4**
Lack of a national policy framework for implementation of guidance programmes in schools.				
Inadequate resources for running an efficient guidance programme.				
Too much workload for teachers (all teachers) hence no time to engage in counselling.				
Too much workload for school counsellors hence insufficient time to attend to all students in need of their services.				
Students do not take guidance and counselling sessions seriously.				
Lack of an office or private room for guidance and counselling.				
Poor attitude of school counsellors towards students who patronize their services.				
Inadequate training for teachers regarding their role in guidance and counselling.				
Poor attitude of teachers towards guidance and counselling.				
Lack of support from parents.				

Thanks for your participation.

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APPENDIX B

Introductory Letter

UNIVERSITY OF EDUCATION, WINNEBA
FACULTY OF EDUCATIONAL STUDIES
DEPARTMENT OF EDUCATIONAL FOUNDATIONS

16th November, 2022.

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

LETTER OF INTRODUCTION

I write to introduce to you, RICHARD SOWAH AKRONG, the bearer of this letter who is a student in the Department of Educational Foundations of the University of Education, Winneba. He is reading Post Graduate Diploma in Education with index number 220012559.

He is conducting a research on the topic: EXAMINING THE ROLE OF GUIDANCE AND COUNSELLING PROMOTING STUDENTS DISCIPLINE: THE CASE OF FUMBISI SENIOR HIGH SCHOOL. This is in partial fulfillment of the requirements for the award of the above mentioned degree.

He is required to gather information through questionnaire and interviews to help him gather data for the said research and he has chosen to do so in your outfit.

I will be grateful if he is given permission to carry out this exercise.

Thank you.

Yours faithfully,

DR. DZAKADZIE YAYRA
AG. HEAD OF DEPARTMENT