#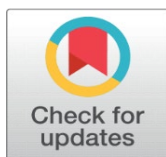 THE ROLE OF GUIDANCE AND COUNSELLING IN STRENGTHENING STUDENT DISCIPLINE IN SENIOR HIGH SCHOOLS IN SENE EAST DISTRICT OF GHANA

Gabriel Amponsah Adu[1] ✉ 🆔, Sujata Srivastava[2] ✉

[1]Department of Education, MS University of Baroda, India
[2]Department of Education, MS University of Baroda, India

Corresponding Author
Gabriel Amponsah Adu,
aduamponsahgabriel3@gmail.com

ABSTRACT

The study explores the role of guidance and counselling in bolstering student discipline across the two public senior high schools in Sene East District, Ghana. A total of 2,897 participants, including headmasters, school counsellors, teachers, and students, formed the study population. A sample size of 310 was used, comprising randomly selected students, teachers, headmasters, and school counsellors. This sample size constitutes 10% of the total population. The study employed a questionnaire which experts at the University of Education in Winneba validated. The data were analysed through descriptive statistics. The findings indicated that there is a dynamic teacher-student interaction in schools. However, it highlighted inadequate computer facilities within the guidance and counselling setup. Despite improvements in discipline and academic performance attributed to guidance and counselling, challenges such as a lack of legal framework, shortage of trained teacher counsellors, and excessive workload were evident. The study highlights the importance of fostering dialogue and nurturing strong relationships among students, counsellors, teachers, and administrators to promote effective conflict resolution and enhance overall discipline.

Keywords: Guidance and Counselling, Students Disciplinary, Headmaster, Counsellor

1. INTRODUCTION

Guidance and counselling programs within schools play pivotal roles in ensuring the delivery of high-quality education (Nkechi et al., 2016). These school-based initiatives afford students valuable opportunities to navigate the complexities of academic pursuits and personal development (Neyland-Brown et al., 2019). Across societies, guidance and counselling serve as essential pillars in managing disciplinary issues, with the evolution of societal structures often rooted in the necessity to guide individual behaviours towards collective well-being. Discipline stands as a cornerstone of societal functionality, necessitating continuous practice of guidance and counselling to foster cooperation towards shared objectives. As Eliamani et al. (2013) highlight, teachers and school administrations are responsible for facilitating students' consistent advancement along their educational journeys. Recognising students as invaluable assets underscores their central role as the linchpin of the educational process.

Recognising the pivotal role of guidance and counselling services within educational institutions, the Ministry of Education of the Republic of Ghana formulated a policy in 1976 to implement guidance and counselling services in all

first- and second-cycle institutions, aimed at aiding students in managing discipline issues (Taylor & Buku, 2006). Spearheaded by the Anamuah-Mensah reform committee, which played a crucial role in shaping this policy, emphasis was placed on the necessity of guidance and counselling to assist Ghanaian students in making informed decisions and plans (Ministry of Education, Republic of Ghana, 2007). Subsequently, considerable strides have been made in many Ghanaian senior high schools (SHS) in establishing administrative structures to provide guidance and counselling services, thereby addressing students' discipline challenges (Boitt, 2016). Consequently, each SHS in the country is expected to have designated guidance and counselling coordinators equipped with appropriate resources to deliver these essential services to students.

In the wake of burgeoning student enrolments in most Ghanaian SHS, particularly since the inception of free SHS, coupled with insufficient resources to meet the escalating demand for educational provision, the management of Ghanaian SHS has become markedly more complex and arduous (Erickson & Abel, 2013). Discipline-related issues in schools and institutions have emerged as a primary concern for educators globally (Khanyile & Mpuangnan, 2023), with public opinion polls corroborating the significance of discipline as a pressing issue in schools (Erickson & Abel, 2013). Instances of student misconduct, ranging from sexual assault to vandalism and even more severe crimes, have plagued educational institutions, necessitating a concerted effort to address these challenges. Drawing from personal experience and observations as a native teacher and headteacher in the Sene East District, the researcher seeks to explore the role of guidance and counselling in fortifying student discipline within public SHS in the Sene East District of Ghana amid these prevalent disciplinary concerns.

OBJECTIVES OF THE STUDY
The following objectives guided the study:
  I.   Establish the approaches used in guidance and counselling in solving students' disciplinary problems in public SHS in Sene East District of Ghana.
 II.   Examine the status of guidance and counselling in public SHS in Sene East District of Ghana.
III.   To determine factors that challenge practical guidance and counselling in public SHS in Sene East District of Ghana.

2. REVIEW OF LITERATURE
CONCEPT OF GUIDANCE AND COUNSELLING
According to Adu and Nimo (2023), guidance and counselling are long-standing practices passed down from generation to generation. The terms guidance and counselling have separate but overlapping meanings. They are inextricably linked and cannot be separated for long. In addition, Carey and Dimmitt (2012) discovered the assumption that humans are self-sufficient organisms.

They had an inbuilt drive for autonomy, independence, and self-destruction, implying that humans could determine their destiny and accept full responsibility for their acts.

The primary purpose of guidance and counselling is to assist people in understanding themselves and healthily dealing with life experiences by identifying the causes that generate difficulties and seeking appropriate solutions to resolve or avoid circumstances that could lead to unhealthy lifestyles. According to Theresa (2016), guidance and counselling services are critical components in the discipline control of individuals in every society.

3. WAYS USED IN GUIDANCE AND COUNSELLING
Discipline in school refers to any sensible strategy the school uses to discipline students effectively. Some measures included punishing the students. Punishment cannot be eliminated in student discipline for violations of school rules and regulations, which the Education Act and the Code of Regulation and Ethics have been strengthened. Despite this, punishment must be logical and appropriate for the student's offence; it should be reasonable. Over time, corporal punishment is an excellent way to encourage good behaviour and instil a sense of responsibility and decency in naughty people (Agbenyega, 2006). Before and after independence, corporal punishment was one of the primary methods of discipline used on students in Ghana. Because it was discovered that most teachers were abusing corporal punishment and hurting students, the Ghana Education Service (GES) partially banned it in schools in the late 1970s. However, headteachers or their assistants could still employ it (Boakye 2001). In 2017, Ghana Education Service (GES) officially banned all forms of corporal punishment on students in all schools in Ghana (Kuwornu, 2019).

Alternative techniques were required to address indiscipline in SHS. A student could be suspended or dismissed if he violates a severe school rule. Before being suspended or dismissed, the student should be allowed a hearing. Nakipodia (2010) suggests that the parents of such students should be invited to the school disciplinary committee meeting if dismissal is planned. They should be given a chance to appeal to a superior authority. Disobedience to the teacher, truancy, tardiness, insubordination, hitting a teacher, leaving the school premises without permission, destruction of school property, smoking, fighting with other students and use of drugs or alcohol are some of the school rules obtained from SHS. Suspension and expulsion are too severe to be left to a school headmaster's caprice and discretion. Before suspension or dismissal, the headmaster, P.T.A., board of governors, teachers in charge of the school discipline and school counsellor should meet and make such a decision

The behavioural method uses an external variable to encourage acceptable school behaviour (Arfasa and Weldmeskel, 2020). This strategy involves teachers manipulating shaping and extinction processes to influence student behaviour (Nkechi et al., 2016).

Token reinforcement systems and token economics are combined into a coherent school management framework. In this approach, the teacher decides on the behaviour or number of behaviours that will occur. Salgong et al. (2016) established a whole school discipline method based on a behavioural approach for setting explicit limits, establishing effects, consistently following through, and rewarding proper behaviour.

4. DISCIPLINARY PROBLEMS IN SHS

The growing signs of misbehaviour and its consequences demonstrated that discipline had become vital in Ghana's school management (Bitew and Adam, 2022). It has been noted that students use unconstitutional means to express their displeasure, and it is not uncommon for schools to be blamed for the students' unpleasant and uncultured behaviour.

Discipline is an old human phenomenon; its influence on SHS students today could be problematic and annoying. As Chinua Achebe said, "The Falcon cannot hear the Falconer." Ghanaian students can no longer hear or obey their parents, teachers, or government. Indiscipline in Ghanaian schools is widespread, affecting all educational institutions (Yatimue, 2020). Indiscipline behaviours such as drinking, rioting, alcohol consumption, smoking, truancy and rudeness, among others, harm effective teaching and learning in schools (Ofori et al., 2019). According to research findings, student discipline in SHS has taken many forms, becoming widespread and trickling down to junior high schools (Azogor, 2016). According to (Effah & Mensa-Bonsu, 2001), indiscipline appears to rise in Ghana. In most communities, there is indiscipline; armed robbery and rape are frequently mentioned in the daily media. Citizens and the government have expressed concern about the rise of indiscipline. Students have gone so far as to steal outside school; some have even engaged in armed robbery (Ofori, 2018). Sexual misconduct in students is increasing in and out of the school environment (Effah & Mensa-Bonsu, 2001). According to Antwi-danso et al. (2018), the most common disciplinary behaviours among Teteku SHS students are alcohol and drug use, absenteeism, truancy, tardiness, and wearing unapproved school uniforms. Bullying, sexual interactions, shoplifting, and absenteeism were found to be indiscipline behaviours of some students at Bantama Sub-Metropolitan SHS in Ghana (Asiedu-yirenkyi, 2019). Fights between students and school authorities to extend that, three SHS in the northern region of Ghana were closed indefinitely (Citifmonline.com/Ghana, 2015).

Recently, eight female students from Chiana SHS in the Upper East Region, Ghana, were caught on video insulting the president of the Republic of Ghana, Nana Addo Dankwa Akufo-Addo (Okyere, 2023). In addition, on Thursday, 6 August 2020, Ghanaians witnessed an unfortunate case of indiscipline from some groups of SHS candidates who claimed that their first paper, Integrated Science, which they wrote on that day, was too difficult for them and decided to engage in unnecessary rioting, insults and vandalism. Some of these students launched assaults and violent attacks on Teachers who invigilated them, Headmasters/Assistant Headmasters, WAEC officials, Journalists, and President Nana Addo Dankwa Akufo-Addo, the man who introduced free SHS education, of which they are the first beneficiaries (Yatimue, 2020).

Drug misuse was prevalent among students. This is a severe health issue. Many students use drugs to escape problems at school and home; Mutie and Ndambuki (2002) found that violent behaviour, anxiety and depression are common characteristics of student drug addiction.

According to Bitew and Adam (2022), bullying is often used as a coping mechanism for a negative self-image. Students use bullying activities to disguise their anxiety and feelings of inadequacy. According to Arfasa and Weldmeskel (2020), bullying may serve as an attempt to retaliate against an unpleasant world or seek attention due to insecurity and

inadequate socialisation. Laziness is a primary disciplinary issue; students appear inadequate to sit for examinations and other tests and feel inadequate. According to Bitew and Adam (2022), rigorous supervision of these exams encourages other students to disrupt so they can make excuses for not performing well.

Poor parenting is antisocial behaviour caused by the parent's model, and some parents are ineffective role models for their children. They may undermine their children's effective behaviour by being overly harsh and severe. According to (Atta-Frimpong, 2013), delinquent children from all over the world have shown that they come from inebriated homes. The absence of guidance and counselling for the student can result in poor nobility. This, consequently, may result in indiscipline in schools.

Students were not included or represented in non-participatory decision-making processes, and the management failed to listen to students' concerns and respond quickly to their complaints. This prompted students to revolt or create damage in the school. Taylor and Buku (2006) argue that disciplinary issues in schools are caused by societal, student, and institutional factors. The same elements were present in most Sene East District schools. Sene East District administrators may not have used guidance and counselling properly, which would have prevented disciplinary problems in SHS.

Worse, the majority of the leaders of guidance and counselling lacked training and were incompetent in their roles. According to Effah and Mensa-Bonsu (2001), disciplinary problems between students and administrators develop when administrators attempt to force things on students other than engage in communication. Favouritism is an example of indiscipline when an administrator fires some students while retaining others. Students believe dismissal or suspension is unjustified because they are not allowed to be heard. According to Gachenia & Mwenje (2020), indiscipline occurs when students face robust disciplinary procedures and unfriendly punishment.

5. STATUS OF GUIDANCE AND COUNSELLING IN STRENGTHENING STUDENT DISCIPLINE

According to Adu (2022), SHS counsellors play two critical roles: nurturing students with diverse capacities, interests, abilities, and boundless capabilities and preparing those students to be productive citizens of their changing societies. Furthermore, Nkechi et al. (2016) state that the majority of SHS students are teenagers who exhibit emotional development such as sensitivity, mood swings, apathy, enthusiasm, curiosity, cruelty, and as well as increasing delinquency and criminality. For example, SHS has been linked to student unrest. This antisocial behaviour could be a reflection of violence. According to Ramini and Zhimin (2010), individuals or groups should avoid using violence to address disputes in favour of discussion.

Understanding the student experience is critical for providing practical guidance and counselling. As Nkechi et al. (2016) pointed out, practical guidance and counselling services are essential for all students and students who depart from the norms. As a result, all students would receive guidance and counselling services to improve their personal, social and academic skills. Counselling is also a form of behavioural modification.

Although the Ghanaian government recognised the need for guidance and counselling, the usage of guidance and counselling services was motivated by a desire to assist in controlling increasing indiscipline in schools. Fighting, assault, vandalism, arson, loss of life, theft, harassment, destruction of school property, rape and rioting are all examples of infractions that require guidance and counselling.

The incidents continued to rise unabated to the point where, in 1976, the Ministry of Education of the Republic of Ghana issued a policy establishing guidance and counselling in all first- and second-cycle institutions (Ministry of Education, Republic of Ghana, 2007). According to Lunenburg (2010), many students' discipline problems in SHS could be avoided if proper guidance and counselling services were provided. These occurrences necessitated strengthening guidance and counselling services in SHS to strengthen student behaviour. Current challenges to guidance and counselling in SHS. According to (Boitt, 2016), guidance and counselling administrative structures were established in all public SHS in Ghana to address academic, career and discipline issues, as well as negative attitudes toward guidance and counselling services among teachers, parents, and school administration. Another difficulty was incompetence among school counsellors recruited without sufficient training (Nkechi et al., 2016).

Guidance and counselling's role in improving student discipline in Ghana has been hampered by a lack of acknowledgement and understanding of guidance and counselling as vital aspects of every child's education and growth. While some school heads created time for counsellors to deliver counselling services to their students, others saw it as a waste of valuable examinable time (Adu & Mpuangnan, 2022). Others confined it to after-school activities. They regard a child's education as providing academic knowledge and abilities in reading and writing.

As a result, most students leave school knowing little about themselves or how to deal with the facts and problems that await them later in life. Students generally struggle to deal with various problems, including unemployment, and even when they do find work, they struggle to sustain it.

6. THEORETICAL FRAMEWORK

Counsellors employ guidance and counselling theories as tools to improve their effectiveness. Engelks and Vandergoot (1982) discovered that counsellors incorporated those theories into their counselling paradigms to guide their decisions and the approaches of guidance and counselling they employed. This study will be influenced by two theories: social learning theory and personality theory.

7. SOCIAL LEARNING THEORY

Albert Bandura's social learning theory, developed in 1986, emphasises that behaviour is determined by an interaction between internal processes and environmental variables rather than by internal impulses or the environment alone. Internal procedures are covert occurrences based on previous experiences influenced by external ecological influences to produce overt responses, as reported (Adane, 2015). Bandura sees verbal and imagined representations of the environment as guiding behaviour of an individual. Thus, one can overcome difficulties by combining wisdom and foresight. Learning can also occur through observational learning, which is known as modelling.

As a result, students can develop academic, social, and personal skills through modelling. In every setting, the counsellor must serve as a role model for the student. Bandura also invented the idea of efficacy expectation, which is defined as an individual's belief that a given activity will result in a specific outcome (Karunanayake et al., 2020).

Efficacy expectation can also assess their capacity to plan, execute, and sustain a specific action or habit. These expectations affect the selection of activities and environmental situations. Understanding students' efficacy expectations in their current setting is critical for effective guidance and counselling. He also discussed motivational concerns and how they depend on the representation of unforeseen consequences, which produce present motivators of behaviour due to anticipated future rewards.

The expectation of self-approval influences behaviour, either positively or negatively. Students may be motivated in their intellectual, personal, and social capacities, allowing them to achieve their primary goals at their educational institutions. Bandura also discovered that learning is managed by restricting an individual's expectation efficacy. As a result, people learn from various situations, including modelling, reinforcement, and emotional touch. Bandura presented several venues for learning new behaviours, guidance and counselling, including fear reduction, efficacy expectation, and modelling. Such procedures can be improved via system desensitisation, modelling and directed participation.

8. RESEARCH METHODOLOGY

The study adopted a survey design. Its primary interest is determining "what is" and the current state of affairs (Gall et al., 2007). The survey study design aimed to collect data revealing an existing phenomenon. Mpuangnan et al. (2022) used a similar research design to explore the roles and challenges of school Improvement and Support Officer as curriculum leader in Pru East district. This study was conducted in the two public SHSs in the Sene East District of Ghana. The study examined the role of guidance and counselling in strengthening student discipline in SHS in Sene East District of Ghana. The population for the study included 2,897 participants, comprising two headmasters, two school counsellors, 82 teachers, and 2,811 students. Randomly, 236 students and 70 teachers, two headmasters and two school counsellors were selected for the study. Therefore, the total sample size of the study was 310. 10% of the population was used in the study as the sample. A questionnaire is employed. The tools were subsequently sent to three experts at the University of Education in Winneba, Ghana (Department of Counselling Psychology), for content validation for relevance and appropriateness to the study and language. The expert's recommendations were considered. The study followed ethical concerns. Permission to conduct the study was obtained to guarantee that participants' rights were not violated and that participants were assured confidentiality. Anonymity was maintained, and the participants were allowed to choose whether or not to engage in the study. The raw data collected were analysed employing descriptive statistics (frequencies and percentages) and presented in tables.

9. RESULTS AND DISCUSSION

The data were gathered via questionnaires. The data collected was analysed. The results were provided for each theme derived from the objectives, interpreted, and discussed. The data was organised into the following themes and sub-themes.

Table 1 Biodata of Students

Age	14 to 15	6.5% (15)
	16 to 17	44.6% (105)
	18 to 19	48.9% (116)
Gender	Male	56.5% (133)
	Female	43.5% (103)
Form	Form 1	6.5% (15)
	Form 2	47.6% (112)
	Form 3	45.9% (108)
Regularity with guidance and counselling	always seek guidance and counselling	77.2% (183)
	occasionally seek guidance and counselling	13% (31)
	never seek guidance and counselling	9.8% (22)

Table 1 shows that out of the 236 students, 6.5% (15) are between the ages of 14 to 15, 44.6% (105) are between the ages of 16 to 17, and 48.9% (116) are between the ages of 18 to 19. According to the findings, most students are in their prime adolescent years and are more likely to exhibit indiscipline, making their participation in the study crucial. Salgong et al. (2016) argue that to obtain helpful information about student discipline, engaging the most actively affected students is prudent. Regarding gender, 56.5% (133) of responders are male, while 43.5% (103) are female. Furthermore, 6.5% (15) of the students were in Form 1, 47.6% (112) were in Form 2, and 45.9% (108) were in Form 3. In terms of the regularity with which guidance and counselling are sought, the most, 77.2% (183) of students, always seek guidance and counselling, 13% (31) of students occasionally seek guidance and counselling, and 9.8% (22) of students never seek guidance and counselling. This affirms that the student knows guidance and counselling can help them solve their problems (Boitt, 2016).

Table 2 Biodata of Headmasters, School Counsellors and Teachers

Gender	Male	60.8% (45)
	Female	39.2% (29)
Teaching experience	1 to 5 years	9.4% (7)
	6 to 10 years	39.2% (29)
	Above 10 years	51.4% (38)
Professional training	Bachelor degree	74.3% (55)
	Masters degree	25.7% (19)
Guidance and counselling training	Trained	6.8% (5)
	Not trained	93.2% (69)
Activeness of counselling programmes	Active	28.4% (21)
	Not active	71.6% (53)

The researchers felt it vital to gather biodata about teachers. This would ensure the discovery of biodata gaps within the study and how they influence the achievement of its objectives. Table 2 indicated that, out of the 74 respondents, 60.8% (45) were men and 39.2% (29) were women. This suggests that males dominate the supervision of counselling students. Much work is still to be done to guarantee that female teachers are treated equally in guidance and counselling. Concerning teaching experience, 9.4% (7) of respondents have been in the profession for one to five years, 39.2% (29) for six to ten years and 51.4% (38) above ten years. Regarding professional training, 74.3% (55) held a degree, and 25.7% (19) held a master's degree. With guidance and counselling training, 6.8% (5) of the respondents are trained, while the majority 93.2% (69) of the respondents are not trained.

This suggests that the responders had insufficient training in guidance and counselling. Wako (2016) viewed that significant training in guidance and counselling is required to influence any counselling programme. Finally, 28.4% (21) of respondents confirmed that training is active, whereas 71.6% (53) stated it is not. This suggests that practical guidance and counselling are not practised in the schools (Lunenburg, 2010).

10. WAYS USED IN GUIDANCE AND COUNSELLING

This section discussed the ways used in guidance and counselling. Through guidance and counselling, students receive solutions to intellectual difficulties that may interfere with their studies. This allows students to acquire problem-solving skills, which will help them deal with specific difficulties in their lives. As a result, it was critical to identify the tactics employed in guidance and counselling at Sene East SHS.

Table 3 Ways Used in Guidance and Counselling

Statement	SA		A		UN		D		SD	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
I apply dynamic interactions with a group of students and ways	51	68.9	23	31.1	0	0.0	0	0.0	0	0.0
School counsellors use small-group counselling ways	0	0.0	28	37.8	0	0.0	46	62.2	0	0.0
I use a therapeutic intervention ways	12	16.2	34	45.9	0	0.0	23	31.1	5	6.8
I use student focused interventions	7	9.5	25	33.8	0	0.0	17	23.0	25	33.8
As a counsellor, I understand and respect the society created by students	0	0.0	12	16.2	0	0.0	29	39.2	33	44.6
Am conscious to all levels of communication being used by the student being counselled	5	6.8	36	48.6	5	6.8	23	31.1	5	6.8
I make the counselling office an enjoyable	25	33.8	25	33.8	11	14.9	4	5.4	9	12.2
I use one-to-one sessions	32	43.2	42	56.8	0	0.0	0	0.0	0	0.0
I use Nondirective Counselling	18	24.3	39	52.7	7	9.5	10	13.5	0	0.0
I apply open-ended questions to help the student enter into a communication	8	10.8	15	20.3	0	0.0	21	28.4	30	40.5
I apply online platforms to provide individual and group counselling	8	10.8	12	16.2	0	0.0	15	20.3	39	52.7

According to the data in table 3, 68.9% (51) of the headmasters, school counsellors and teachers strongly agree that they used the dynamic interactions of a group of students to shape and manage students' behaviour (Nkechi et al., 2016). Nonetheless, 62.2% (46) of the headmasters, school counsellors, and teachers disagreed that they employed a small-group counselling approach. Furthermore, 45.9% (34) of the headmasters, school counsellors and teachers confirmed that they employ therapeutic interventions, whereas 40.5% (30) reported that they agreed to employ student focused interventions. However, 44.6% (33) of headmasters, school counsellors and teachers strongly disagreed that they respect and understand the student-created society (Wako, 2016). As a result, teachers try to push things on students rather than engage in communication since they do not comprehend the atmosphere established by students (Effah and Mensa-Bonsu 2001). However, 48.6% (36) of the headmasters, school counsellors, and teachers agreed that they were conscious of all communication levels used by the students being counselled (Theresa, 2016).

Headmasters, school counsellors, and teachers also appreciate visiting the counselling office, as demonstrated by 40.5% (30) of them agreeing (Lunenburg, 2010). Furthermore, 56.8% (42) of headmasters, school counsellors and teachers affirmed using one-on-one sessions and nondirective therapy. This affirmed Adu (2022) techniques in counselling. In addition, 40.5% (30) of the headmasters, school counsellors and teachers strongly disagreed with using open-ended questions to assist their students in engaging in dialogue. Similarly, 52.7% (39) of headmasters, school counsellors and teachers strongly objected to using online platforms for individual and group counselling. This suggests the lack of online platforms for counselling in schools (Adu & Srivastava, 2023). According to the facts above, several initiatives have been implemented to solve the challenges encountered by the students. However, the efforts are inadequate. Furthermore, through guidance and counselling, students are instructed on how to deal with individual problems and emotional conflicts at school and incorporate them into their lives, emphasising the need to improve guidance and counselling ways.

11. STATUS OF GUIDANCE AND COUNSELLING

Table 4 Status of Guidance and Counselling

Statement	SA		A		UN		D		SD	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Available guidance and counselling curriculum	7	9.5	13	17.6	0	0.0	27	36.5	27	36.5
Computer facilities	7	9.5	14	18.9	5	6.8	48	64.9	0	0.0
Books and journals	13	17.6	7	9.5	32	43.2	22	29.7	0	0.0
Secretarial services	27	36.5	27	36.5	8	10.8	12	16.2	0	0.0
Time allocation	18	24.3	25	33.8	31	41.9	0	0.0	0	0.0
Video camera	18	24.3	25	33.8	31	41.9	0	0.0	0	0.0
Communication facilities	34	45.9	17	23.0	0	0.0	8	10.8	15	20.3
Storage facilities	10	13.5	15	20.3	0	0.0	0	0.0	49	66.2
Stationery	24	32.4	24	32.4	24	32.4	2	2.7	0	0.0
Counselling room/office	22	29.7	12	16.2	0	0.0	40	54.1	0	0.0
Notice boards	0	0.0	33	44.6	0	0.0	26	35.1	15	20.3
Career materials	30	40.5	18	24.3	10	13.5	8	10.8	8	10.8
Individual students files	13	17.6	19	25.7	0	0.0	29	39.2	13	17.6

Concerning the status of guidance and counselling, table 4 revealed that 40.5% (30) of headmasters, school counsellors, and teachers strongly disagreed that it should be included in the curriculum (Ministry of Education, Republic of Ghana, 2007). Similarly, 64.9% (48) of headmasters, school counsellors, and teachers disagreed that computer resources are available for advice and counselling (Erickson & Abel, 2013). However, 43.2% (32) of the respondents were undecided about whether journals or books were available.

Furthermore, 40.5% (30) of respondents reported having access to secretarial services. Concerning time allocation to guidance and counselling, 41.9% (31) of respondents were undecided. This supports Adu & Mpuangnan (2022) findings that some school heads created time for counsellors to deliver counselling services to their students while others saw it as a waste of valuable examinable time.

Furthermore, 41.9% (31) of respondents were undecided about the presence of a video camera, while 45.9% (34) disagreed that communication facilities were available (Erickson & Abel, 2013). Furthermore, 66.2% (49) of respondents strongly disagreed that there were storage facilities. Furthermore, 45.9% (34) of respondents were undecided about whether there was a stationary, while 54.1% (40) disagreed there was a counselling room/office. Furthermore, 44.6% (33) of respondents indicated that notice boards were available, 40.5% (30) headmasters, school counsellors, and teachers strongly agreed that career resources were available, and 39.2% (29) headmasters, school counsellors, and teachers disagreed that individual student files were available. The preceding demonstrates that guidance and counselling lack the necessary resources to improve student discipline in school (Erickson & Abel, 2013). Storage facilities, computer facilities, and individual student data must be thoroughly examined.

12. ROLE OF GUIDANCE AND COUNSELLING IN STUDENT'S DISCIPLINE

The researchers felt it vital to define the role of guidance and counselling. The findings are presented in table 5. Guidance and counselling services are critical in the discipline management of individuals in all communities.

Since Ghana's independence, many government policy documents have recognised the function of guidance and counselling in the century, as well as the administration and control of student discipline. Despite these guidelines, guidance and counselling services were still required to help reduce indiscipline in schools, which was expanding.

Table 5. Role of Guidance and Counselling in Students' Discipline

Statement	SA		A		UN		D		SD	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Improve in discipline and academic performance	19	8.1	27	11.4	0	0.0	95	40.3	95	40.3
Know when to seek help and information from peer counsellors and teacher counsellors	25	10.6	34	14.4	56	23.7	121	51.3	0	0.0
Balance leisure time with games, sports, clubs, academics and societies	34	14.4	27	11.4	116	49.2	59	25.0	0	0.0

Reduces student's disciplinary problems	98	41.5	98	41.5	21	8.9	19	38.6	0	0.0
Behave according to the school expectations of the school family and society	53	22.5	78	33.0	105	44.5	0	0.0	0	0.0
Plays a crucial role in strengthening student discipline	53	22.5	81	34.3	102	43.2	0	0.0	0	0.0
Can handle challenges, hardships and difficulties successfully	101	42.8	62	26.3	0	0.0	18	7.6	55	23.3
Methods used have strengthened student discipline	46	19.5	62	26.3	0	0.0	0	0.0	128	54.2
Understand and respect self and others	85	36.0	85	36.0	66	28.0	0	0.0	0	0.0
Prevent self-harming habits and practice	62	26.3	23	9.7	0	0.0	151	64.0	0	0.0

According to the findings in table 5, 42.4% (100) of student strongly agreed that guidance and counselling have improved their discipline and academic achievement. Similarly, 51.3% (121) of respondents indicated they understand when to seek assistance and information from peer and teacher counsellors. Guidance and counselling have also encouraged a balanced leisure time that includes sports, clubs, games, academics and societies, as evidenced by 49.2% (116) of respondents. The findings support Adu (2022) importance of counselling in educational institutions.

Furthermore, 44.9% (106) of respondents said it has reduced student disciplinary issues (Nkechi et al., 2016). Despite this, 44.5% (105) of respondents strongly disagreed that students behave following school standards set by their families and society. Furthermore, 43.2% (102) of respondents strongly believed that guidance and counselling are essential for strengthening student discipline (Nkechi et al., 2016). However, 42.8% (101) of respondents strongly agreed they can overcome challenges, sufferings, and difficulties. Similarly, 54.2% (128%) of respondents strongly disagreed that the approaches utilised in guidance and counselling improved student discipline. Similarly, 38.1% (90) of respondents said they understood and respected themselves and others. Finally, 64.0% (151) of respondents expressed undecided about preventing self-harming behaviours and practices.

13. CONCLUSIONS

Evidence shows that a lack of guidance and counselling contributes to school indiscipline in the district. Similarly, when students are not involved in decision-making, they are more prone to react negatively and become involved in instances of indiscipline. Furthermore, students develop indiscipline when the administration enforces things on them other than encouraging communication. According to the findings, students engage in unpleasant behaviour because of feelings of poor socialisation, inadequacy and insecurity. Cheating during exams was also common among students in the district, and in most instances, they caused mayhem to find an explanation for their bad performance.

Furthermore, the two senior high schools in Sene East district are now offer guidance and counselling. Notably, a lack of guidance and counselling has exacerbated indiscipline cases. Also, guidance and counselling are provided to all students in the district, not just those who have deviated from the norm. Furthermore, facilities are scarce to prepare students to be productive citizens of an ever-changing society. The study revealed that guidance and counselling are critical in improving student discipline. Guidance and counselling assist students in the district to make realistic judgments and overcoming personality defects. It teaches students to deal with challenges and think critically about their lives and futures.

In addition, it raises self-awareness and promotes behaviour change in delinquent students. It is also clear that a shortage of guidance and counselling resources, as well as private rooms, have hampered practical guidance and counselling in the district. Again, there is a lack of a legal and legislative framework, a shortage of certified teacher counsellors, and an excessive workload for teachers, making it impossible for guidance and counselling to promote student discipline.

14. RECOMMENDATIONS

The study findings suggested that the measures implemented were insufficient to strengthen guiding and counselling. As a result, teachers must employ a small-group counselling method while also understanding and respecting the culture produced by their students. Individual and group counselling should also be provided via online technologies. In addition, student-centred interventions should be adopted to improve guidance and counselling. There is also a necessity to promote communication in conflict resolution. This can be improved by developing strong relationships among

administrators, counsellors, students, and teachers to the point where they are free to speak up about problems that concern both parties.

The study also revealed that students were unfriendly and cheated on exams. Furthermore, the findings revealed that students were responsible for the destruction of plants as well as the incorrect positioning of visual aids and instructional materials. Therefore, guidance and counselling procedures must focus on rectifying insecurity and poor socialisation among students so that they can be kind to one another. Furthermore, students should be taught how to care for their environment as well as the importance of caring for learning resources. The findings also revealed a lack of necessary facilities to prepare students to become productive members of a rapidly changing society. Hence, schools must provide resources such as counselling offices, audio and video tapes, and magazines.

The guidance and counselling department should also develop a well-structured programme to manage student discipline problems. The study's findings also revealed that guidance and counselling strengthen student discipline. As a result, the Ministry of Education must organise in-service training for guidance and counselling teachers, administrators and teachers on how to use guidance and counselling to control student behaviour in the classroom.

It was also determined that some problems impede guidance and counselling in Sene East schools. There are few guidance and counselling resources, such as materials and private rooms. As a result, practical guidance and counselling programmes should be developed as an integral component of the school, and school administrators should supply counselling resources within their budget. Also, the ministry should establish a practical guidance and counselling department that promotes teachers of all levels to undergo guidance and counselling training.

CONFLICT OF INTERESTS

Academics: The manuscript is for academic purpose only.
Financial: Not for financial gain.
Personal: For enrichment of research skills and knowledge acquisition.
Political: Not for political interest.
Employment: Not for employment purposes.
Funding: It was funded by the Authors themselves.
For Publication: The paper was not sent to any journal for publication.

ACKNOWLEDGMENTS

None.

DATA AVAILABILITY STATEMENT

The authors confirm that the data supporting the findings of this study are available within the article.

COMPLIED WITH APA ETHICAL PRINCIPLES

We declare that, we have complied with APA ethical principles in treatment of participants in this study.

REFERENCES

Adu, G. A. (2022). The role of counselling services and its importance in educational institutions. *Journal of Emerging Technologies and Innovative Research*, *9*(6), 541–557.

Adu, G. A., & Mpuangnan, K. N. (2022). Developing Psychological Well-Being Among School Children Through Conceptualization Approach. *European Journal of Education and Pedagogy*, *3*(4), 123–127. https://doi.org/10.24018/ejedu.2022.3.4.374

Adu, G. A., & Nimo, C. K. (2023). Educational Guidance and Counselling : History , Meaning and Differences . *Journal of Emerging Technologies and Innovative Research*, *10*(9), 863–872.

Adu, G. A., & Srivastava, S. (2023). *Strengthening Online Counselling in Educational Institutions in the Era of Fourth Industrial Revolution*. Journal of Positive School Psychology, *7*(10), 114–120.

Agbenyega, J. S. (2006). Corporal punishment in the schools of Ghana: Does inclusive education suffer? *Australian Educational Researcher*, *33*(3), 107–122. https://doi.org/10.1007/BF03216844

Antwi-danso, S., Annang, L., & Hinneh, K. (2018). Teacher Behaviour and Student Indiscipline at Teteku Senior High School in Ghana. *Journal of Education and Practice*, *9*(23), 42–49.

Arfasa, A. J., & Weldmeskel, F. M. (2020). Practices and challenges of guidance and counseling services in secondary schools. *Emerging Science Journal*, *4*(3), 183–191. https://doi.org/10.28991/esj-2020-01222

Asiedu-yirenkyi, C. (2019). Incidence of Indisciplinary Behaviour Among Students in Senior High Schools in Bantama Sub-Metropolitan Schools. *European Journal of Education Studies*, 15–24. https://doi.org/10.5281/zenodo.3406784

Atta-frimpong, H. (2013). *Assessing the Effectiveness of Guidance and Counselling in St. Joseph'S College of Education – Bechem*.

Azogor, F. E. (2016). *Students Participation in Administrative Decision-Making in the Governance of Universities in South-South Nigeria.* file:///C:/Users/HP/Desktop/Home.pdf

Bitew, T., & Adam, T. (2022). *Guidance and counselling services in secondary schools in eastern Gojjam Administrative Zone: a mixed design evaluation of priority needs, service barriers and facilitators*. 1–19.

Boakye, K. (2001) Reintroducing caning in our schools?, Ghanaian Chronicle, 3 April, p.1. https://www.scirp.org/reference/referencespapers?referenceid=2850964

Boitt, M. L. J. (2016). Evaluation of the challenges in the implementation of the guidance and counselling programme in Baringo County Secondary Schools, Kenya. *Journal of Education and Practice*, *7*(30), 27–34. http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1118929&site=ehost-live

Carey, J., & Dimmitt, C. (2012). School Counseling and Student Outcomes: Summary of Six Statewide Studies. *Professional School Counseling*, *16*(2), 146–153. https://doi.org/10.5330/psc.n.2012-16.146

Citifmonline.com/Ghana, : (2015). *Indiscipline causing student riots in Northern schools – GES*. file:///C:/Users/HP/Desktop/New folder (2)/Indiscipline causing student riots in Northern schools.pdf

Effah, P., & Mensa-Bonsu, H. (2001). *Governance of tertiary education institutions in Ghana*. file:///C:/Users/HP/Desktop/New folder (2)/Skip to search formSkip to main contentSkip to account menu.pdf

Eliamani, M. P., Richard, M. L., & Peter, B. (2013). Access to guidance and counseling services and its influence on students' school life and career choice. *International Journal of Educational Research and Reviews*, *3*(2), 33–46.

Engelks and Vandergoot (1982). Introduction to counseling. Boston: Houghton Miffin Company.

Erickson, A., & Abel, N. (2013). A High School Counselor's Leadership in Providing School-wide Screenings for Depression and Enhancing Suicide Awareness. *Professional School Counseling*, *16*(5), 283–289. https://doi.org/10.5330/psc.n.2013-16.283

Gachenia, L., & Mwenje, M. (2020). Effectiveness of School Counseling Programs on Academic Achievement of Secondary School Students in Kiambu County, Kenya. *International Journal of Education, Psychology and Counseling*, *5*(35), 58–64. https://doi.org/10.35631/ijepc.535007

Gall, M. D., Gall, J. P., & Borg, W. R. (2007). Educational Research: An Introduction, 8th Edition. In *Educational An Introduction*. https://www.pearson.com/en-us/subject-catalog/p/educational-research-an-introduction/P200000001074/9780205488490

Khanyile, H. G. & Mpuangnan, K. N. (2023).Dilemma of school management teams inbalancing discipline and multipledeprivations among learners throughintegrated management approach. *Research in Educational Policy andManagement,* 5(2), 312-327. DOI: 10.46303/repam.2023.33

Karunanayake, D., Chandrapala, K. M. N. S., & Vimukthi, N. D. U. (2020). Students' Attitudes about School Counseling. *Asian Research Journal of Arts & Social Sciences*, *November*, 21–31. https://doi.org/10.9734/arjass/2020/v12i230186

Kuwornu, S. (2019). GES, the Law and the Ban on Corporal Punishment. *Ghana Law, Hub*, 2–5.

Lunenburg, F. C. (2010). School Guidance and Counseling Services. *Social Work Education*, *1*(1), 1–9.

Ministry of Education Republic of Ghana (2007). *Ghana Education Reform*. file:///C:/Users/aduam/OneDrive/Desktop/Ghana Education Reform 2007.pdf

Mpuangnan, K.N., & Dick-Segoe C. Adu A. G., Ennim F., (2022). School Improvement and Support Officer as curriculum leader in Pru East district- Ghana: roles, challenges, and the way forward. *Journal of Positive School Psychology;* Vol. 6, No. 3, p1337–1351.

Mutie and Ndambuki P (2002). Guidance and Counseling for schools and college. Nairobi: Oxford University Press.

Nakipodia E.D (2010). Teacher's Disciplinary Approaches to School. Abaka: Warri Jonakase Publishers

Neyland-Brown, Leslie, John M. Laux, Jennifer L. Reynolds, Kelly Kozlowski, and N. J. P. (2019). An Exploration of Supervision Training Opportunities for School Counselors. *Journal of School Counseling*, 2013–2015.

Nkechi, E. E., Ewomaoghene, E. E., & Egenti, N. (2016). The Role of Guidance and Counselling in Effective Teaching and Learning in Schools: *International Journal of Multidisciplinary Studies, I*(2), 36–48.

Ofori, K. N. (2018). Growing Acts of Indiscipline in Ghanaian Schools : Perception of Students and Teachers at Abuakwa South Municipality. *International Journal of Scientific Research and Management (IJSRM)*, *6*(12), 406–416. https://doi.org/10.18535/ijsrm/v6i12.sh04

Ofori, K. N., Ametefee, H. P. H., Akakora, K., & Ababio, J. B. (2019). Curbing the Dilemma of Indiscipline in Senior High Schools in Bantama, Ghana: The Role of Parents and Teachers. *The International Journal of Humanities & Social Studies*, *7*(12). https://doi.org/10.24940/theijhss/2019/v7/i12/hs1912-031

Okyere, K. (2023). *The sacking of 8 SHS girls for slandering the president : Examining the missing father equation.* Ghanaweb.

Ramini and Zhimin (2010). Survey on conflict mechanism in public secondary school. Nairobi: Unpublished thesis.

Salgong, V. K., Ngumi, O., & Chege, K. (2016). The Role of Guidance and Counseling in Enhancing Student Discipline in Secondary Schools in Koibatek District. *Journal of Education and Practice*, *7*(13), 142–151.

Theresa, E. (2016). The role of Guidance and Counselling in effective teaching and learning in schools. *International Journal of Multidisciplinary Studies*, *1*(2), 36–48. https://doi.org/10.20448/2003.11.11.15

Wako, A. (2016). The Status of Utilization of School Guidance and Counseling Services in Ethiopian Secondary Schools in Addressing the Psychosocial and Academic Needs of Secondary School Students: The Case of Sidama Zone, SNNPRS. *IOSR Journal Of Humanities And Social Science (IOSR-JHSS*, *21*(2), 27–35. https://doi.org/10.9790/0837-21272735

Yatimue, P. N. (2020). The Rising Incidence of Indiscipline in Ghanaian Schools: Must Corporal Punishment be Revisited? *Career Coach.*