

COUNSELLING AS A CRITICAL TOOL IN MANAGING ILL-DISCIPLINE
BEHAVIOUR IN COLLEGES OF EDUCATION IN GHANA

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STUDY SUMMARY

This study highlights the social issue of ill-discipline behaviour in some higher education institutions in Ghana, particularly Colleges of Education. This study was conducted to explore how colleges of education were managing ill-discipline behaviour. The study explored the implementation of ill-discipline behaviour strategies that were used to manage self-management issues in Colleges of Education. The study also investigated the counselling approaches that were in use to manage ill-discipline behaviour in Colleges of Education in Ghana.

As a critical behaviourist, the framework of my study therefore adopted a case study design underpinned by a qualitative approach. The participants included students, tutors, counsellors, principals, and members of the various disciplinary committees in five Colleges of Education in Ghana. A semi structured interview guide was used in collecting data from the participants. The semi-structured interview guide was administered to 25 participants from five Colleges of Education across the country. Data on the research questions and objectives were analysed qualitatively using the thematic method. Descriptive statistics of frequencies and percentages were used to present the results.

The key findings indicate that teacher training students in Colleges of Education in Ghana still engage in ill-discipline behaviour and this has affected the smooth running of the Colleges of Education in Ghana. Although College authorities are doing their best to curb the menace, the issue of ill-discipline behaviour is not completely out of control in Colleges. Ill-discipline behaviour manifested itself in the poor academic performance of most students in the Colleges of Education. It is therefore concluded by suggesting that using several counselling approaches could help de-escalate ill-discipline behaviour in Colleges of Education in Ghana.

BRIEF CURRICULUM

Rev. Charles Fosu-Ayarkwah is the Principal for Kibi Presbyterian College of Education in the Eastern Region of Ghana. He is an Ordained Minister of the Presbyterian Church of Ghana. He holds M.Phil. degree in Guidance and Counselling from the University of Education, Winneba, M.Ed. in Educational Management and Administration from the University of Cape Coast, M.A in Mission and Theology from the AkrofiChristeller Institute, Akropong-Akuapem, B.Ed. in Ghanaian languages, Akan and Diploma in Ghanaian languages from the University of Education, Winneba. He also holds a diploma in Theology and a Certificate in Ministry from the Trinity Theological seminary in Ghana. He is a professional teacher and a conference speaker with specialization in the youth and there, “personal social issues”. He is as well a counsellor with the Grace Evangelistic Team in Akropong-Akuapem in Eastern Region of Ghana. He is married and has three children.

With a keen interest in adding his quota to shaping the youth in his community and Ghana as a whole, he has to his credits four written books of which are dedicated to modelling the social lives of the youth in Ghana. He has also co-authored six Peer Reviewed articles in various educational journals. It is with same interest that he embarked on this project to confirm the significance of counselling as a tool in managing ill-discipline behaviour acts in Colleges of Education in Ghana. In detail, this study was to explore how discipline acts were viewed by the stakeholders of education in the tertiary level and to determine what comprehensive counselling approaches were in place to manage these ill-discipline behaviour acts in Colleges of Education.

ABSTRACT

COUNSELLING AS A CRITICAL TOOL IN MANAGING ILL-DISCIPLINE BEHAVIOUR IN COLLEGES OF EDUCATION IN GHANA

Ill-discipline behaviour has become a canker that threatens the moral fibre of institutions. The purpose of this study was to explore how discipline measures and practices were viewed by teacher trainees and college managers alike. Furthermore, to determine what comprehensive counselling approaches were in place to manage ill-discipline behaviour acts in colleges of education in Ghana.

A qualitative discourse analysis study design was employed in the study. In all, 25 participants were purposively selected from five colleges of education for the study using a semi-structured interview guide. Data collected was transcribed, coded, categorized and qualitatively analysed under themes that emerged from the analysis using the thematic approach. The study revealed that several ill-discipline behaviour acts exist in colleges of education, with perversion being the most prevailing ill-discipline behaviour act. The study also revealed that tertiarization of colleges is the major cause of ill-discipline behaviour among students in the colleges of education and poor academic performance being the major negative effect of ill-discipline behaviour in the colleges of education.

The study recommended that the college council and management should put adequate measures in place to strengthen Guidance and Counselling units in the colleges of education. The study also recommended that college counsellors should be equipped to use appropriate counselling approaches and techniques to counsel students to desist from indulging in ill-discipline behaviour acts.

DECLARATION OF ORIGINALITY

I hereby declare that this dissertation titled **COUNSELLING AS A CRITICAL TOOL IN MANAGING ILL-DISCIPLINE BEHAVIOUR IN COLLEGES OF EDUCATION IN GHANA** is of my composition and has not been presented or accepted in any previous application for a degree. The work, of which this is a record, has been carried out by me unless otherwise stated and where the work is mine, it reflects personal views and values. All quotations have been distinguished by quotation marks and all sources of information have been acknowledged by means of references including those of the Internet.

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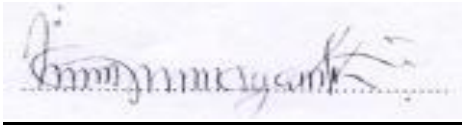
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DEDICATION

To my late mother, Ama Manu Nyarko, and my siblings- Minkah Boateng, Kwaku Adubofour, Adwoa Boatemaa, Abena Mansah, Akosua Nyanta and Akua Mary.

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LIST OF ACRONYMS

ACOE	Akatsi College of Education
BDI	Beck Depression Inventory
CAS	Counselling Approach System
CBT	Cognitive Behaviour Theory

COE	College of Education
HCCOE	Holy Child College of Education
WesCOE	Wesley College of Education
MA	Master of Arts Degree
Med	Master of Education Degree
MSC	Master of Science Degree
MPhil	Master of Philosophy Degree
MOE	Ministry of Education
NCTE	National Council for Tertiary Education
NEPI	National Education Planning Institute
PCE	Presbyterian College of Education
PhD	Doctor of Philosophy
PRINCOF	Conference of Principals of Colleges of Education
REBT	Rationale, Emotional Behavioural Therapy
RT	Rule Theory
SGC	School Guidance and Counselling
TLMs	Teaching Learning Materials
TT	Teacher Trainee
TTCs	Teacher Training Colleges
UCC	University of Cape Coast
UNESCO	United Nations Educational, Scientific and Cultural Organization

OPERATIONAL KEY CONCEPTS

Tertiarization: - is the upgrading of Teacher Training Colleges in Ghana into Colleges of Education.

Pre- service school teachers: - Are students at colleges of education who are undergoing both pedagogical and theoretical training.

Rogerians: - Are those who believe and practice Carl Rogers theory on human behaviours.

Ill-discipline behaviour: - refers to any outbreak of aggressiveness among peers, violence within teacher- learner relationship, disorderly classrooms, a behavioural disorder that is classified as an act of delinquency such as stealing, lying, being abusive, playing truant, playing truancy, not doing college work, bullying and disrespectful to tutors/lecturers and stakeholders.

Discipline: - Any mode of behaviour that is in accordance with school rules and regulations.

Counselling: - it is the study of any activity that is carried out by the school counsellor to help students out of problems and reforms maladjusted students to take meaningful decisions and to adjust satisfactorily in school.

Perversion: - Sexual behaviour that is considered abnormal and unacceptable in each society such Colleges of Education. It can also be referred to as sexual harassment, rape, sexual indecency, sexual immorality, sexual abuse, and sexual misconduct.

Influence: - refers to the attraction given to students by external stimuli to change in their character while in their schooling.

Teacher Counsellor: refers to a Professional teacher who is also a trained counsellor, who carries out the counselling processes in a school setting.

Morals: refer to the right conduct in the life of a person.

1.1 INTRODUCTION

The research background describes and explains certain significant issues that border on historical and present works on the topic or project embarked on. This chapter covers the introduction, problem statement, purpose of the study, significance of the study, main research questions, research objectives, motivation of the study, as well as the theoretical underpinnings of the study.

Education is the key to national growth and development. Therefore, every nation tries to develop her human resource base to provide solutions to her numerous problems. In Ghana, 40% of the yearly national revenue goes into the educational sector to meet the nation's quest for development (Tettey, 2002). The education sector therefore is expected to produce men and women of high calibre who are scientifically, socially, economically, politically, and culturally equipped to develop the nation (Fia, 2011).

The teacher training colleges (TTCs) in Ghana have been elevated to tertiary status and referred to as Colleges of Education. The sole duty of the Colleges of Education is to train pre-service teachers who are to teach in the basic schools. The advent of tertiarization of the colleges of education came with its increased ill-discipline behaviour acts among teacher trainees in colleges of education.

The draft national guidance and counselling policy in support of education stated the following;

The goal in life is to acquire education and to use the knowledge acquired to develop the human resource of a given country. The success and wealth of every nation depends on this priority to the development of their human resource (Fia, 2011:3).

The policy further states that all post-basic schools in Ghana including colleges of education must have well qualified educational counsellors.

Education also plays a significant role as far as the economic development of a nation is concerned. Adentwi (2005) opined that;

One major function of education is to equip the learner with intellectual skills, desirable attitudes that will enable him or her to earn a living and thereby contribute his quota to the economic development of the nation (p 399).

For every nation to achieve her educational goals, serious importance needs to be attached to discipline in schools and colleges. Sarkwah (2005) has said that, there is a positive correlation between discipline and academic performance. In effect, colleges of education and educational training centres are established to give moral, pedagogical, intellectual, skill and knowledge training to teacher trainees who in turn are expected to train young ones to be responsible adults in society.

However, almost all the colleges of education are bedevilled with the problem of ill-discipline behaviour which to a greater extent has led to poor academic performance, poor teaching practice results and lack of commitment and teaching skills among regular teachers (Frimpong, 2003).

According to Zaney (2007), the society appears to have been overwhelmed by the wave of moral decadence expressing itself in various forms of ill-discipline behaviour, including lack of integrity in public and private lives, especially the youth in schools and colleges. The roots of ill-discipline behaviour in our contemporary educational institutions, with reference to Afful-Broni (2005) and Zaney (2007) are the contributing factors of the social vices experienced by students of these institutions.

Issues likely to influence happenings in our society on the school community ranges among drop-outs due to student pregnancy, smoking marijuana or drug usage, insubordination at all levels, vandalism, or damage to school property, writing on school walls and many others. Tettey Enyo (1995) confirms other forms of ill-discipline behaviour such as students openly refusing teachers instructions, being impulsive and self-centred. According to Goodlad (1984), one worry of school administrators, teachers and parents is

the increase in students' misbehaviour, which has become a serious concern to stakeholders of education. Ill-discipline behaviour in colleges of education may assume diverse forms; protest, demonstrations, strikes, riots, bullying, breaking of bounds, resisting authority, using firearms and others (Goodlad, 1984). Other misbehaviours that were identified by Greene (1962) cited in Amoah, Adinkrah, Gyamfi-Boadi, Koranteng and Fosu-Ayarkwah (2018) as acts of ill-discipline behaviour were talking in class, disobedience to authority, carelessness, defiance of authority, cutting classes, inattention, tardiness, cheating and throwing objects in class. Gyan (2006) also indicated that bullying in schools is a significant and persuasive problem; however, it is a severally underrated problem within our educational system.

Frimpong (2003), confirms from his research that students who are disciplined, tend to do well academically. According to him, it is an under estimation to claim that proper discipline leads to great academic achievements. The forms of ill-discipline behaviour may vary as it may either occur in the classroom or the out-of-class occurrences of which most at times, has a direct influence on the teaching and learning process and its outcome.

A recent occurrence of an ill-discipline act took place in Bright Senior High School (Ghana) where some students assaulted some officials of West African Examination Council (WAEC) and some media personnel for not allowing them to indulge in examination malpractices (Addy-Lamptey, 2020).

According to this report, these officials were beaten up and their vehicles vandalized. The gadgets of media personnel were also destroyed in retaliation of being filmed. Other instances were acts of vandalism by students of Katanga Hall in Kwame Nkrumah University of Science and Technology (Agyemang, 2018).

These acts include burning of motorbikes of administrative staff, smashing of cars of lecturers, smashed air-conditioning set, destruction of car parks and many others which caused detrimental effects to the academic calendar. The background of this ill-discipline behaviour acts was a reaction to the news that evolved from the management of the institution that Katanga Hall was going

to be converted into a mixed hall. These incidents created toxic relationship between students, lecturers, and authorities in the university. It only took the intervention of the traditional authorities in the area and the government to settle issues amicably.

Another incident about ill-discipline behaviour in schools was reported in the Daily Graphic on March 19, 2019 of which a member of the University of Education's governing council organized a press conference to report the school's losses with respect to the damages caused by students during a demonstration. According to him facilities such as the ATM machines, glass windows of the administration block, and vehicles among others were destroyed by students just to send their message across during their protest on campus. The background of this incident was the demand of students for some lecturers who had been dismissed from the university to be reinstated. In the same vein, Citi News also reported on February 23, 2020, the damage caused to property in two halls of residence on the University of Cape Coast campus regarding a traditional clash between the halls. According to the report, students of these two halls were engaged in a fight which triggered to become a broader turmoil resulting in acts of vandalism. The authorities of the school collaborated with the Central Regional Police Command to arrest students who were involved in this violent clash which resulted in the destruction of property.

Finally, it was reported by peaceonline on November 18, 2015 on what is referred to in the report as a near violent on the campus of Bagabaga College of Education when some disgruntled students who were expelled from the institution for constant poor performance refused to leave the school premises. According to Adam Zakaria, the principal in charge of the college, these students had failed their semester examinations with respect to the required number of passes from the examining body, University of Cape Coast. A re-sit was organized for them but still they were not able to acquire the recommended passes. The result was that the affected students were to be withdrawn from the college. The aggrieved students therefore staged a demonstration to protest the decision taken by the college management. This

protest disrupted academic and administrative work of the college (citifmonline.com, 2015).

These acts and many more have been reported extensively across the country and has risen to become a bigger social issue as different stakeholders in the educational jurisdiction throw more light on the impact it has had on the students' academic performance, the overall performance of the school, as well as its destructive nature to nation-building. The Daily Graphic on December 4, 2017, reports news on Dr. Mahamadu Bawumia, the Vice President of the country commenting that ill-discipline behaviour in schools lately has become a serious problem for the country. Lamenting on this, he claimed that "ill-discipline behaviour is expensive for nation-building because it is destructive and can destroy the overall performance of students and their future". He said this in Tamale during the 23rd Speech and Prize-giving Day of Tamale Senior high school.

According to Bediako and Adzrolo (2013), discipline is an important aspect of tertiary education management. The university and colleges of education serve as instruments for moulding the character and behaviour of students and this prepares them to take up their future careers as well as the mantle of leadership. Also, it is generally accepted that education constitutes the single most important instrument for the acquisition of knowledge and skills that are indispensable for the building of manpower base to promote socioeconomic advancement. Indeed, discipline at the tertiary level is more important especially when education is said to be the bedrock of national development. Discipline is a prerequisite for the successful conduct of any undertaking.

Thus, to Tettey-Enyo (1995), "discipline is a necessary condition for university work and no university or tertiary institution can afford to work in an atmosphere of ill-discipline behaviour" (p. 33). He added, "discipline not only sets the tone of work but also determines the rate of achievement." This issue of ill-discipline behaviour in colleges of education therefore is not a matter of concern to administrators, parents, clergy, and policy makers only but the concern of all (Fia 2011). In the words of Marin Roll (2011), majority of the regular students in colleges and university campuses lack sense of direction,

sense of purpose and fulfilment which includes destruction of life and property. Moral decadence has entered the colleges so much so that recent trends of events related to ill-discipline behaviour is disturbing. Principals are doing their best to curtail or reduce this social canker, but the issue is rather becoming worse.

Students who are disruptive have the potential to hinder not only their own educational success but also their classmates learning and teachers' ability to be effective. More specifically, students who display disruptive behaviours could squander valuable instructional time, deter students' ability to focus on academic work, threatens individual sense of safety and increase teachers' level of stress (Shin & Koh, 2008; Walter, Gouze & Lim, 2006). According to Curwin and Mendler (1988), some students break classroom rules on regular basis and if these students are not provided with sufficient intervention, they can disrupt other students' learning. In view of this, Nyarko-Sampson (2010) opined that, most importantly, colleges of education need to put in place effective guidance and counselling programmes to achieve set objectives. As a training institution, they should use all available mediums to produce the right type of trained teachers to deliver educational programmes at the basic school level.

According to Taylor and Buku (2003) counselling is a relationship bringing together the counselee who needs help and the counsellor who is professionally trained and educated to offer this help. Pietrofesa, Hoffman and Splete (1984), also see counselling as a relationship between a professionally trained and competent counsellor and an individual seeking help in gaining greater self-understanding, improved decision making, behaviour change skills for problem solution and developmental growth. Counselling is a service that assist individuals to overcome self-defeating behaviours and take very useful decisions of life. It also assists individuals to overcome negative practices and maladaptive behaviours. Counselling provides benefits to students by addressing their intellectual, emotional, social, and psychological needs. For counselling programmes to successfully meet the needs of clients, it must be developmental, preventive, and remedial rather than crisis oriented (Idowu, 2004). Developmental and comprehensive school counselling

programmes do not only benefit students but also the parents, the school authority, the staff, and the society at large. To students, the programme increases self-knowledge and broadens knowledge about the changing environment. It also promotes effective relationship with others and to help them reach their fullest academic potential (Nyarko-Sampson, 2010). Guidance and counselling therefore might be the effective tool of reducing ill-discipline behaviour among both staff and tutors of colleges of education.

1.2 PROBLEM STATEMENT

Avoke (2005:91) has stated that a research problem is basically about the difficulties or problems that underpin the study and would usually point to the reason that motivates the study. Creswell (2005) on his part stated that by specifying the problem, the researcher limits the subject matter and focus on specific aspects of the study. A research problem therefore depicts the rationale for the study and what the individual wishes to study.

Every promotion has a price attached to it. The elevation of traditional teacher training colleges in Ghana to tertiary status has equally brought about many challenges and problems that administrators and tutors in the various colleges are battling with. The in-in-out program which was introduced about ten years ago in colleges of education where third year students moved to villages and towns around where the colleges are situated to practice for one year was now posing many challenges to school authorities. The teacher trainees who have received pedagogical and theoretical training for two years end up misbehaving in classrooms and communities where they are to practice. Lack of logistics such as fuel and transport allowances that are not given to supervisors regularly has consequently caused monitoring and supervision to suffer as far as teaching practice is concerned. This has affected the calibre of teacher trainees that are being trained to teach at the basic levels of education in Ghana.

The mentors in the various schools where trainees are to practice have engaged themselves in various ventures that share borderline with classroom teaching. Some regular classroom teachers vacate their posts any time after

which student teachers are sent out to practice. These have led to ill-discipline behaviour acts among student-teachers because there are no proper monitoring and supervision for them. Some of the ill-discipline behaviour acts among student teachers on the field for practice are truancy, insubordination, not preparing lesson notes and teaching – learning materials (TLMs), indecent sexual acts, stealing and gross disrespect to school authority.

In the words of Asare-Amoah, Adinkrah, Koranteng, Gyamfi-Boadi and Fosu-Ayarkwah (2018) the youth of today of which the colleges of education students form part shows increase in acts of ill-discipline behaviour such as misuse of drugs, drunkenness, occultism, sexual misconduct, examination malpractices, stealing, fighting, among others. This might depict the behaviour of teacher trainees in colleges of education in Ghana. However, the situation in Ghana is bizarre as the ‘in-in-out segment’ which allows third and final year students to stay out of campus for a year’s teaching practice has brought more challenges to college administrators than expected. Some final year students engage in indecent moral acts like perversion, not going for classes regularly, some others teach without lesson plan and related teaching-learning materials.

The “tertiarization” or ‘upgrading” of the colleges of education in Ghana has been the last straw that broke the camel’s back, as almost all the students on campuses across the nation have the notion that they are tertiary students hence they must be independent and be free to do what they want regardless of school rules and regulations. There seem to be little, or no study carried out after the tertiarization of colleges of education in Ghana regarding ill-discipline behaviours. The study therefore was aimed at finding out how teacher trainees experienced ill-discipline behaviour in the Colleges of Education (COE) after the tertiarization, restoration of allowances and authority professional supervision.

1.3 PURPOSE OF THE STUDY

The upgrading of the teacher training colleges into colleges of education is significant to tutors of colleges of education and pre-service teachers who are undergoing pedagogical and theoretical training. There is also no doubt that

the upgrading has also brought about certain challenges. Thus, the aim of the study was to explore pre-service teachers' ill-discipline behaviour on academic work of teachers in Ghana regarding discipline.

The study also sought to examine the causes, effects and ways of managing ill-discipline behaviours among pre-service teachers in colleges of education in Ghana. The study was also aimed at coming up with a comprehensive counselling approach or mechanism that would be used to check or minimize ill-discipline behaviour acts among pre-service teachers.

1.4 SIGNIFICANCE OF THE STUDY

There is no doubt that earlier researchers have not worked on the topic at different levels of education. In many of the instances, the researchers have worked mainly in Nigeria on the issue of ill-discipline behaviour in second cycle schools. Some have worked on tertiary institution globally. However, little or no attempt has been made at the various challenges administrators and tutors are facing in managing ill-discipline behaviour among college of education students in Ghana especially after being converted from the hitherto known "Training College" to the liberated status of tertiary Colleges.

Perhaps, attention has not been drawn to the disciplinary issues that take place in the Colleges. What aggravates the problem is the fact that trainees spend a year staying outside the confines of the school in communities where strict monitoring is not possible. There is also some little confusion as to the real status of the student. The Colleges of Education Act 2011 did not make any major changes to the status of the institution except for the name. The tutors feel they need to "train" the students who also feel they are in tertiary institutions hence do not need the restrictive training of the colleges. The confusion creates a thin line as to where the freedoms of the students end. No legal framework has been put in place either by the ministry of education or the college of education association of Principals of Colleges of Education (PRINCOF).

1.5 MAIN RESEARCH QUESTIONS

Every good research aims at adding scientific knowledge to various social science questions as a building block to what other researchers have done.

This work was aimed at providing answers to the following main questions.

1. What are the ascriptions of teacher trainees (TT) on ill-discipline behaviour in the Colleges of Education (COE) after the tertiarization, restoration of allowances and authority professional supervision?
2. What are the main causes and effects of ill-disciplinary acts among the teacher trainees (TTs) in COE in Ghana?
3. What are the ways by which Colleges of Education in Ghana manages self-management issues?
4. How can the Counselling Approach System (CAS) be used to manage teacher trainees (TT) ill-discipline challenges in Colleges of Education in Ghana?

1.6 STUDY OBJECTIVES

Every good academic research must have objectives which are the results sought by the researcher at the end of the research process. It is also what the researcher will be able to achieve at the end of the research study. The general objective of this research was to add to general knowledge in education management and administration of tertiary institutions on how to minimize ill-discipline behaviour among tertiary students.

The specific objectives on the other hand of this research were to achieve the following.

1. To analyse the varied types of acts of ill-discipline behaviour which prevalently occur in Colleges of Education in Ghana because of the recent tertiarization of colleges, restoration of allowances and supervision of teacher trainees.
2. To determine the main causes and effects of ill-disciplinary acts among the teacher trainees (TTs) in COE in Ghana.
3. To contextualize the various ways by which Colleges of Education in Ghana manages self-management issues.

4. To ascertain the ill-disciplinary situation in COE in Ghana and identify the necessary counselling approaches which could be used to resolve the challenge of ill-discipline behaviour.

1.7 THE MOTIVATION OF THE STUDY

Administrators across colleges of education in Ghana are sometimes seen to be desperate when it comes to management and handling of ill-discipline behaviour issues among pre-service teachers who are undergoing various forms of training to become qualified professional teachers. This stems from the fact that there are no laid down rules and regulations for handling pre-service teachers to manage and regulate student conduct and behaviour. The tertiarization of colleges of education has given a psychological pride to the pre-service teacher hence they want to behave like their colleagues in polytechnics and universities. Managing freedom by pre-service teachers has become an issue for colleges of education administrators hence the need for a comprehensive module or guide to help manage students with maladjusted behaviours.

1.8 THEORETICAL FRAMEWORK UNDERPINNINGS

The theoretical framework guides research to determine what things it will measure and what statistical relationship it should look out for (Borgatti 1999). It delineates those aspects of the real world the scientists consider to be relevant to the problem under study. It therefore makes explicit the significant relationships among these aspects and enables the researcher to formulate empirically testable propositions regarding the nature of these relationships (Frankfort-Nachimias&Nachimias 1996: 64)

The theoretical framework of the study was guided by the following theories: Clear guidelines or rules theory, Positive Teacher-learner Relationship theory, Behavioural theory, and client centred theory or self-theory.

1.8.1 Clear Guidelines/ Rules Theory

According to Deaukee (2010:32) one of the most basic and common part of any traditional discipline system is the setting of rules. Everton, Emmer and

Worsham (2000) explained that a rule identifies general expectations or standards of behaviour and added that giving the students a clear set of expectations for what is appropriate will be a major start towards establishing a positive classroom and school environment that will be devoid of unruly behaviour from the students.

Clement & Sova (2000) as cited by Deaukee (2010) further added that rules are the foundation for school conduct or behaviour. It is essential that children understand exactly what behaviours are acceptable in school and which ones are not and this is communicated through clear guidelines and rules. It is worthy to note that many colleges of education in Ghana have not established rules and regulations regarding the behaviour codes that are in line with their new tertiary status.

1.8.2 Positive Teacher-Learner Relationships Theory.

This according to Paul (2006), the potential of creating a conducive learning environment in the classroom and in turn brings an atmosphere that is devoid of unruly behaviours in the entire school environment, and this again will determine whether or not a learner can benefit from teaching-learning situations. Paul further quoted (Hood and Hood, 2001) that,

“teachers should be aware of the need for a positive loving relationship if learning is to take place. But, if trust in the relationship between educator and learner is lacking, the educator is in the position of power instead of authority” (Oosthizen & Wolhuterand du Toit, 2003: 463). On the contrary, when the relationship between teacher and their students are cordial, rational behaviour is likely to take place.

Looking at how the teacher-learner relationship could help in promoting effective classroom discipline and which could also help in keeping acts of ill-discipline behaviour minimal in the entire school environment, Paul (2006) observed that behaving consistently and being open and approachable will ensure a healthy relationship. Robertson (1996) also supported this when he contended that using humour, friendly greetings and non-verbal supportive behaviour may help improve such relations, but the teachers should avoid

humour targeted at the learners (Spaulding, 1992) cited in Paul (2006). Interestingly observation has shown that most tutors of colleges of education do not practice the above theory in their teaching as they teach or lecture with no or little love or care for the weak and odd students.

Mender (2019) states that the best teachers the world over are those who can maximize the learning potential of each student in their class. Such teachers understand that the key to unlocking student potential is by developing positive respectful relationships with their students beginning on the first day of school. The positivist is of the view that building relationships with your students can be both challenging and time-consuming. Meador (2019) has further stated that developing solid relationships with clients is paramount in fostering change in behaviour. In developing healthy and respectful relationship, a trusting classroom with mutual respect is a thriving classroom complete with active and engaging learning opportunities. According to Positive Teacher-Learning relationship theorists like Meador, teachers can overcome a deficiency among learners by implementing a few simple strategies into their classroom daily. Some of the strategies are:

Provision of structure in a classroom; most learners respond positively to laid-down structure in their classroom. Such structure makes them feel safe which leads to increased learning. Tutors who lack structure mostly lose valuable instructional time but often never gain the respect of their students. Tutors of colleges of education must therefore establish clear expectations and practicing class procedures which must be followed by both tutors and student-teachers.

Ensuring positive attitude; trials and difficulties are bound to come the ways of tutors, but they must however develop positive attitudes towards their work. Their personal challenges might not in any way conflict with their delivery. To the positivist, positivity is transcending therefore if a tutor is positive, students will generally be positive. Mender (2019) has said that a teacher who is positive and uses continuous praise can have positive impact on his students to “run through wall” with their teacher.

Displaying sense of humour in lessons; another strategy that tutors can use in their day-to-day delivery is incorporating humour in lessons. Lively teachers always make their students laugh and smile which reduces tension and stress among students. Sharing of appropriate jokes and stories related to the topic for the day can be the best practice that reduces boredom in the lesson. Allowing students to share passionate views related to content is also another good practice that erases boredom and monotony from the classroom.

Using students and making learning fun. Every student has a passion for something, and great teachers always identify the various passion areas and use them for their advantage. To positive teacher-student relationship theorists, knowing the passion of student in a class and creating ways to draw students' attention anytime they lose concentration is important. Knowing students' interest is also another strategy for involving them in class delivery. Most students also develop interest in tutors who tap into their interest areas and appreciate the extra efforts of the said tutors. Besides, students may at times dislike teachers who only use lecturing and note-taking methods in teaching. Students are most likely to enjoy the lesson of teachers who are creative, engaging, participatory, and activity centred in their delivery. This to a greater extent allows them to take ownership of the learning process (Mender, 2019).

Showing interest in students' co-curricular activities and visiting them at homes. Visiting less endowed at home to check them is a great means of motivating them to aspire higher. Developing interest in students' extra-curricular activities is also another milestone great teachers' cover. Giving insightful lectures on students' passion in games, sports, vocation, and special areas is a means of encouraging them to develop their hidden talents. Teachers can visit truants in their homes to check on them and to show care. This can have positive impact on the said students which can also lead to behaviour change.

Treating students with respect; Paul (2006) in his contribution to develop positive teacher-student relationships has said, positive teacher-student relationships promote a sense of school belonging and encourage students to

participate co-operatively. Students develop confidence to experiment and succeed in an environment where they are not restricted by fear of failure and disrespect by authorities. Teachers who are therefore able to treat their students with respect and assist them by giving them advice can win the said students and change their negative behaviours.

The positive teacher-students relationships theorists have said a good relationship between teacher-student can result to stopping a cycle of misbehaviour or ill-discipline behaviour, change classroom dynamics and improve a student's academic performance.

1.8.3 Behavioural Theories.

There are many contributions to the development of the theory of behaviourism and the use of the behavioural approach to counselling by theorists but the prominent ones among them are Watson, Skinner, Thorndike, Bandura and Lazarus. Their central assumption of behavioural theory however is that man is both the product and the producer of his environment and as such all his behaviour is the product of learning (King et al 2015: 106). The behavioural theorists are therefore of the view that behaviour or habit is learnt and can be un-learned. To the behaviourists, a person learns through four main ways. (King et al 2015). Thus:

1. Operant learning: this is an approach that is based on the usefulness of reinforcements and the timing of their presentation to produce change in behaviour.
2. Imitative learning: this is a situation where people imitate others good and bad behaviour through long association and interaction. Old behaviours are therefore changed for new behaviours through the acquisition of new responses by exposing clients to models that perform the desired behaviour.
3. Cognitive learning is another means through which people learn both good and bad behaviour. Here, people learn through following instructions. However, following appropriate responses and instructions lead to adaption of good thinking processes, attitudes, and values.

4. Emotional learning is also another area they have proposed that people learn through substitution of acceptable responses for behaviourists unpleasant emotional reactions and vice versa.

All the proponents of behavioural theory are of the view that any behaviour learnt through emotional, cognitive, imitative, and operant learning can be unlearnt with the help of various counselling techniques.

The irony is that some tutors of colleges of education who should know better are either not in a position to become role models to their students or are not ready to apply their knowledge acquired from various levels of higher education for the good of their students. Neukrug (2011) on his part stated that the individual is born capable of developing a multitude of personality characteristics. He further said significant others and cultural influences play a particularly important role in how the individual is conditioned. That is, man is naturally capable of developing different behaviours including deviant ones. Social and cultural factors can also play significant roles in a person's deviant character formation. Kankam and Onivehu (2000) have also said genetics and other biological factors may play a significant role in who we become. Recent advances in biology have revealed that virtually all cognitive behaviourists have realized that genetics and other biological factors play a wide variety of mental disorders and odd behaviours (Kankam & Onivehu, 2000).

In shaping human behaviour and human development, Skinner (1938) cited in Kankam and Onivehu (2000) has delineated many principles of operant conditioning such as the following.

1. Reinforcement: Here addition or removal of stimulus leads to a specific behaviour.
 - a) Positive reinforcement- Any stimulus usually favourable when presented or used is likely to attract good responses. For example, a student-teacher who uses the right cutlery at supper attracts marks towards principal's best-behaved student award at the end of the semester.
 - b) Negative reinforcement- A situation whereby an aversion stimulus is taken from a person to ensure discontinuity of

behaviour. For example, a student who is late for lectures may not be allowed to leave for dinner early.

2. Punishment: This is another tool that the behaviourists believe to be effective in correcting behaviour maladjustment. Punishment according to Neukrug (2011) is the addition or removal of a stimulus that leads to a decrease in a specific behaviour. Punishment can be used positively or negatively depending on the intention of the counsellor and the type of stimulus used. Harcourt (2010) cited in Neukrug (2011) has postulated that “A popular reason for punishment is that it gets criminals as well as offenders off deviant behaviour and also to deter others from emulating odd behaviour as well as instilling discipline in offenders.

Social learning, modelling, shaping, schedule reinforcement, acceptance, relaxation exercise, flooding and desensitization are various other techniques that behaviourists use in shaping or correcting deviant behaviours among students or clients.

1.8.4 Client Centred or Self-Theory

Carl Rogers is said to be the father of self-theory. Self-theory is humanistic in nature because it has a positive view of humanity (King et al 2015:21). The self-theory proposes that man is not anti-social, anti-cultural or innately evil and destructive. Rather, man is naturally good and that any bad behaviour generally is because of influence of society or the environment. To Carl Rogers, man always drives towards growth, health, adjustment and possess the capacity to experience awareness of him in the society where he belongs. In effect, “no one was born a criminal, but it is society that makes him so” (King et al,2015:23).

Shertzer and Stone (1976) cited in Fia (2008) opined that, all individuals strive for enhancement of self by moving in the direction of wholeness, integration, completeness, and autonomy. They have also added that individuals have the capacity to solve their own problems when given the chance. The Rogerians are of the view that, if obstacles such as poverty, ignorance, illiteracy, and superstition are reduced to the barest minimum, man will be able to socialize

and find answers to his problems. Client centred counselling has provision of techniques that motivate people with maladjusted or compulsive behaviour pattern to determine issues for themselves and to solve their own problem. Administrators and school authorities should provide the enabling environment and all requisite educational materials that motivate teaching and learning to promote self enhancement and growth among learners.

Mcleod (2019) has said client centred theory is simply psychology and it is simpler, warmer, and more optimistic than that carried out by behavioural theorists. He has further said, clients (students) are better helped if they are encouraged to focus on their current subjective understanding rather than on some unconscious motive or someone else's interpretation of a situation.

Roger the father of Client Centred theory is of the belief that students or client's condition will be improved if the counsellor is warm, genuine, and understanding (Roger 1980, cited in Mcleod, 2019). The central idea of Rogers's theory is the notion of self or self-concept. The self-concept according to Osarenren (2008) is the organized consistent set of perceptions and beliefs about oneself. With this, "all the ideas and values that characterise 'I' and 'me' involves perceptions and valuing of what "I am" and what I can do". Client centred counsellors do not necessarily employ specific techniques in counselling clients, they rather operate based on three basic principles that reflect the attitude of the counsellor to the client.

- a) The counsellor is congruent or genuine with the client. The proponent of this theory as stated in Kankam and Onivehu (2008) are of the view that congruence is the most important attribute in counselling. This means that the counsellor is not influenced by his personality and background in providing guidelines. This in effect makes the counsellor authentic.
- b) Another core condition in Rogerian counselling or therapy is exhibition of unconditional positive regards by a counsellor to students or clients. This according to Fosu-Ayarkwah and Fia (2018) is the counsellor's deep and genuine care for the client. Thus, accepting the student or client as he is. The person-centred counsellor is thus careful to always

maintain a positive attitude to the students or client even when disguised by the clients' actions.

- c) Empathy is the ability to understand what the client is feeling. It is therefore about the counsellor's ability to understand sensitivity and accurately the clients experience and feelings here and now. In affirmation Rogers (1959) cited in Mcleod (2019) has said, accurate empathic understanding is as follows.

"The state of empathy or being empathic is to perceive the internal frame of reference of another with accuracy and with the emotional components and meanings which pertain and therefore as if one were the person but without even losing the "as if" condition. Thus, it means to sense the hurt or the pleasure of another as he senses it and to perceive the causes thereof as he perceives them but without ever losing the recognition that it is as if I were hurt or pleased and so forth "as if" quality is lost then the state is one of identification (p. 210-211)". Client centred counsellors are genuine, non-judgmental or place boundaries of time and techniques or clients.

1.9 CONCLUSION

In a nutshell, the chapter above throws light on the rationale or background that embodies this study and the reason behind the researcher pursuing this course. It also includes the statement of the problem where the issue at hand is elaborated with loopholes which need acute attention. It also deals with the objectives that drive this purpose, the motivation of the research work and the theoretical framework of the study. The chapter ends with a list of words and their meaning to ease understanding.

CHAPTER 2: THEORETICAL FRAMEWORK AND LITERATURE REVIEW

2.1 INTRODUCTION

This chapter covers my theoretical framework and the concept of education, guidance and counselling, historical development and the need for guidance and counselling, and types of counselling. It has also the role of principals in discipline management in schools, guidance, and counselling programmes, discipline in tertiary schools, personal and social guidance as well as approaches to counselling. The other sections of the chapter include challenges facing the school management in implementing guidance and counselling, theoretical framework, conceptual framework, and the summary of literature review.

2.1.1 Theoretical framework of the study

The precise objective behind this study is to explore how tertiary educational institutions especially universities and colleges of education without counselling as a tool for instilling discipline manage ill-discipline behaviour. This study established that guidance and counselling are effective strategies that can be adopted in managing ill-discipline behaviour in tertiary institutions such as colleges of education.

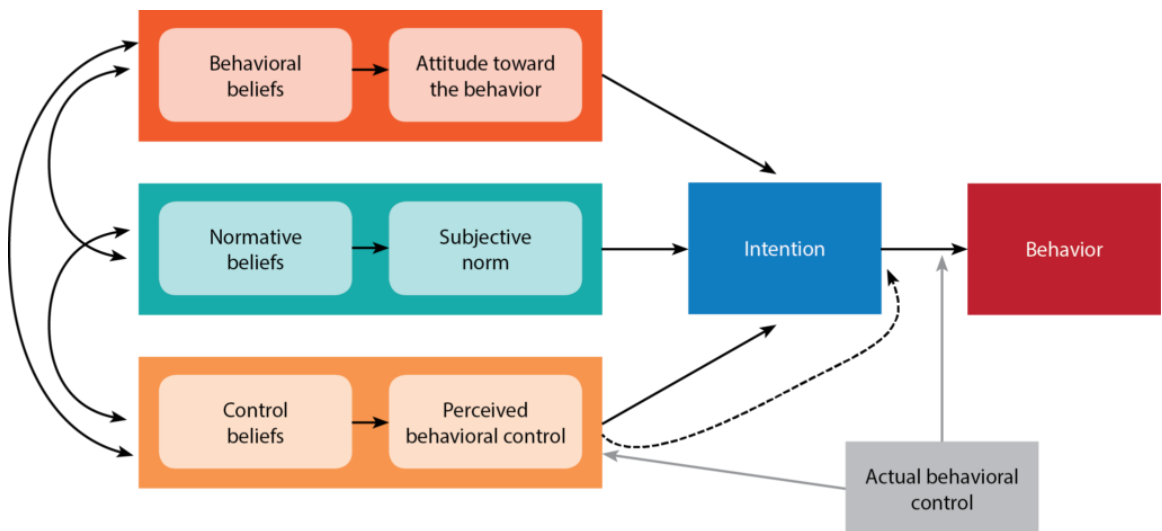


Figure 2.1: Theory of planned behaviour

According to the Theory of Planned Behaviour, behaviour is influenced by three factors:

- **Attitude toward the desired behaviour:** This is determined by the individual's belief that a beneficial outcome will occur if a behaviour (the desired behaviour) is practiced.
- **Subjective norms:** These relate to the individual's belief about what people in their reference groups (peers, family, or social networks) think about the desired behaviour as well as their motivation to comply with these norms.
- **Perceived behavioural control:** This refers to the individual's belief about his or her capacity to practice the desired behaviour.

The theory of planned behaviour acknowledges the individual's role in changing a behaviour (attitude and perceived ability), as well as the influence of significant others (subjective norms) (Ajzen, 1991; Glanz & Rimer, 2005). This theory tells us that interventions should:

- **Highlight the short-term benefits** of the desired behaviour as this improves attitude toward that behaviour.
- **Target close social networks** to promote a desired behaviour and improve the individual's perceived norms (see Figure 2.1)

The methods used for guidance and counselling in schools are two namely, group/peer counselling and individual counselling. Corey (1990) argues that group counselling has advantage over individual counselling in that, group participants can effectively learn 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. Group members can also offer support to each other. Therefore, family factors, environmental factors, personal factors, academic factors, and methods of counselling in a school set up will interact to determine the level of student discipline. High level of student discipline will turn to educational success that will in most cases lead to social success. Based on this, a conceptual framework was developed taking the ill-discipline behaviour acts in the colleges of education into consideration, the various

counselling approaches, and the outcome of the approaches. This is shown in figure 2:1.

2.2 CONCEPT OF EDUCATION, COUNSELLING AND GUIDANCE

2.2.1 The meaning of education

Education according to Farrant (1980) is the total process of human learning by which knowledge is imparted, faculties trained, and skills developed. Education therefore assists learners to acquire the skills and knowledge that is needed to function and to contribute one's quota towards the development of the individual and his country. This might be one of the reasons why nations across the world use a larger percentage of their national income to the development of the educational sector. Education is also described as a universal practice engaged in by societies at all stages of development (Farrant, 1980). All nations across the world attach relevant importance to education as it is seen as the sector that produces the human resource needs that propels the engine of growth and the development of nations across the globe.

Education has several important functions to perform. The impact of education upon an individual depends on the effectiveness and the wisdom with which one isolates and determines life purposes and goals (Kankam & Onivehu, 2000). The functions of education in general cannot be overemphasized. In the perspective of Kankam and Onivehu (2000), education broadly performs three primary functions. These functions are developmental, differentiating and integrating. Developmental functions of education stipulate that education has a responsibility to develop the unique qualities of the individual by helping him or her to develop personal philosophy, social adjustment as well as skills in vocational endeavours. Through education, individuals can enlarge their special interests, abilities, and talents. According to Kankam and Onivehu (2000), the individual can develop his skills when they have a full understanding of themselves. Developmental functions of education therefore help individuals to clarify their life goals and purposes so that they can face problems in life with certainty. Further, the way individuals respond to issues; social, economic, industrial,

and political depends not only on the skills acquired but also upon his attitude and personal resources. This function of education is relevant because the development of right attitudes helps in the transmission of the knowledge and skills acquired in education. This might be one of the reasons why the development of ill-discipline behaviour acts should be the concern of all special teacher trainees that are being prepared to go and mould the character of children/pupils in basic schools.

Secondly, the differentiating function of education stipulates that differences in abilities, interest and purposes exists among learners. According to Kankam and Onivehu (2000), these differences make it imperative for different systematically organized programmes to meet the varied interests and purposes of learners. To meet the varied needs of learners in a classroom is a difficult activity as classroom techniques and educational programmes cannot enable students to achieve specific goals with equal success. The thrust of personal development is for the individual to marshal thorough knowledge of the self through systematic personal enquiry. The understanding of the self therefore helps students to create meaning in their lives as they can clarify their life goals and purposes. This function of education therefore helps everyone to develop his or her potentials to the maximum.

A major function of education is to contribute as much as possible to the cultural integration of students. The integration function of education therefore bridges the horizontal and vertical gaps in society, social stability, and the ability to act co-operatively as a nation depends fundamentally on a measure of common understanding, attitudes, and belief of the people. Education therefore develops in individuals a common core of shared beliefs, attitudes, values, and knowledge. The common core of beliefs among learners is consummated by the guidance programme which assist learners to understand better their subjective state and the external or social environment. The integration function of education therefore assists individuals to unite and pursue a common goal that is a quest for national development. This could also lead to quality education if these functions of education are adhered to. Anderson (2004) also suggests that educators

should have a deep understanding of these functions of education and how individuals and groups of students learn. Basically, there are three forms of education. These are formal, informal, and non-formal. Formal education in the perspective of Farrant (1980) involves “learning that is carried out in a specially built institution such as schools and colleges and what is taught in these institutions are carefully structured by means of syllabuses and timetables. The teaching provided is usually supervised by an external administrative body. The achievements of those who learn in the formal education are often recognized by the award of certificates” (p.18).

Farrant also stated that in the case of informal education, there is no attempt of structuring it. Much of the learning that goes on is almost unconscious, as with those things the child learns from family, friends, experience, and the environment. Informal education is also haphazard than the other forms of learning and it is not associated with the award of certificates. However, its effects tend to be more permanent, unlike formal and non-formal education which are confined to learning experiences that are planned in a specific context for a time. Informal education therefore pursues its own course at its own pace, by its own means throughout each person’s lifetime (Farrant, 1980).

The non-formal education involves any organized learning activity outside the structure of the formal educational system that is consciously aimed at meeting certain specific learning needs of a group of children, youth, or adult in the community. It includes various kinds of educational activity such as agricultural extension, skill training, health and family planning, educational work amongst youth and women and functional literacy. What is learned is structured but not so obviously as the case of formal education and there is more flexibility as to the places and methods of learning. Formal education is characterized by government and private schools, universities, and special schools. Non-formal education is characterized by correspondence programmes, extension services, rural development programmes and government information units. The informal education is characterized by

home, peer groups, mass media, religious and societies and associations (Schaefer, 2005).

Education in general is to benefit the individual, the community, and the nation. Education can also be seen to be faced with several tasks at the level of the individual, community, and the nation. A task of education at the individual level must be to help everyone discover a philosophy in which he or she has a significance. Teachers for instance that lacked this sense of purpose can easily be swayed by each new educational fashion and become absorbed in methods rather than ends. Teaching however, should not be a mere process of training children to perform prescribed skills correctly without any real understanding of the purpose they serve. This might be one of the reasons why maintaining discipline in colleges of education is a serious concern to the researcher as those trained are expected to impart the lives of those they teach with positive virtues. Another task of education is to fit the young for coping with the future thereby assisting in finding solution to the problems of his community. When learners acquire the needed skills and knowledge, they can easily contribute their quota to the development of the nation.

2.2.2 Historical development and the need for guidance and counselling

The history of school counselling formally started at the turn of the twentieth century, although a case can be made for tracing the foundations of counselling and guidance principles to ancient Greece and Rome with the philosophical teachings of Plato and Aristotle. There is also evidence to argue that some of the techniques and skills of modern-day guidance counsellors were practiced by Catholic priests in the middle ages, as can be seen by the dedication to the concept of confidentiality within the confessional. Near the end of the sixteenth century, one of the first texts about career options appeared: The Universal Plaza of All the Professions of the World that was written in 1626 by Tomaso Garzoni stated by Guez & Allen, (as cited in Shayo, 2011). Nevertheless, formal guidance programmes using specialized textbooks did not start until the turn of the twentieth century. According to Shayo (2011), in most communities, there has been, and there still is, a

deeply embedded conviction that under proper conditions, people can help others with their problems. Some people help others find ways of dealing with, solving, or transcending problems (Nwoye, 1990). In schools, if the collaboration between teachers and students is good, students learn in a practical way. Young people develop degrees of freedom in their lives as they become aware of options and take advantage of them. At its best, helping should enable people to throw off chains and manage life situations effectively.

By the end of the 19th century guidance and counselling gathered momentum in Europe and United States of America. Systematic work was done by George Merrill in 1885 at California University. In Britain counselling of various kinds came to be offered within the school and college systems in the 1920's as career guidance for young people to adjust to the demands of college life. Acquah (2011) says that African traditions and cultures guided youth in social roles, values, belief system, sex, regimental roles, and skills they would need to enhance their culture. As society is dynamic, there are rapid social and economic changes that affect the students in our schools. The adolescents in schools find it difficult to cope with the challenges that come due to their physical, psychological, and emotional changes coupled with the rapid changes in the society. It is often difficult for them to make decisions since the traditional setting is no longer in place.

According to Muithya (1996), in the traditional African society, character formation was achieved through intense formal and informal programme of guidance and counselling. Makinde (1984) notes that guidance and counselling has been an essential part of every society and each society had its own sources of wisdom which controlled and regulated social interactions. Klingman and Ajzen (in Karayanni 1985) state that school counselling services were introduced in Israeli schools in 1960. The services were introduced to cater for students' career needs and learning disabilities.

School guidance and counselling was introduced in white and coloured South African schools in the 1960s through the South African national Education Policy Act 39 of 1967 (Euvrard, 1992). NEPI (Bernard, Pringle &

Ahmed, 1997) as cited in Adegole and Culbreth (2000) report that guidance was later introduced into the black education system in 1981. Dovey and Mason (1984:15) argue that guidance services were introduced in Black South African schools in 1981 as social control measure, namely, the services were aimed at nurturing a spirit of submission among black learners. Makau (2003: 17) add that school guidance and counselling services in South Africa, "...were originally seen as an instrument for the government imposition of religious, cultural and vocational ideologies and value systems".

Navin (1989:191) state that SGC (school guidance & counselling) services were introduced in Botswana in 1963 to provide students with career and higher education information. The students also had problems with personal and interpersonal issues and in choosing school subjects.

UNESCO (1998) states that many African Ministries of Education have realized the growing number of social problems that affect African adolescents, particularly girls. Adegole and Culbreth (2000: 236) add that the gradual breakdown of the extended family network in many parts of Africa has led to the introduction of school counselling.

Consequent changes in national economies as well as social over the years have in varied ways changed the way in which we manage our lives. With this notion, it is understood that not all the lessons of either our immediate or older past can be effectively applied in the present to deal with challenges even though some pieces can be borrowed. Effective counselling, especially in institutions of learning has now become important. Boys and girls, young men and women, need to be guided in the relationships between health and the environment, learning skills, knowledge, and attitudes that lead to success or failure in life.

The need for counselling has become paramount to promote the well-being of the child. The young are deemed to make effective decisions towards a life of achievement through effective guidance and counselling. The concept is known to have the capacity of empowering boys and girls to be involved fully in and benefit from the development of the nation.

Guidance and Counselling in Ghana dates to 1955 when the government attempted to organize a national system of vocational guidance by establishing Youth Employment Services for all youth under 20 years who had the middle school leaving certificate Ackummey (2003). It was purposely designed to give guidance to this group of people in finding a suitable job for their acquired knowledge. The Chief Education Officer then, and the Minister of Labour therefore agreed to the establishment of a National System of Vocational Guidance. The establishment of a National System of Vocational Guidance was an attempt to make the education system reflect the economic development and the manpower needs of the country because the expansion of the economy was not keeping pace with the educational expansion and the educational facilities were out of balance with manpower needs of the country (Pecku, 1991). Besides, many youths were becoming dissatisfied and frustrated because they could not get the jobs they wanted since their training did not prepare them for specific jobs. According Ackummey (2003), the notion of the government to have a meaningful education for citizens led to the adoption of a new Structure and Content of Education in Ghana in 1974. This particularly stressed so much the needs of the individual, the community in which he or she lives and the country. Reforms in the educational realm at that time was pragmatic and sort to bring out the best in each student as well as equip them with some useful skills. There was therefore, in addition to the existing content, vocational, technical, and business subjects were added to the school curriculum (Taylor & Buku, 2006).

The first directive for the establishment of school guidance and counselling programmes in second cycle institutions in Ghana was issued by the Ghana Education Service on November 4, 1976. Two more directives were issued in 1980: one for the inclusion of guidance and counselling in the 1981/82 budget estimates and another one was in 1982 for the introduction of guidance and counselling in first cycle schools (Ackummey, 2003). Therefore, in addition to the existing content, vocational, technical, and business subjects were added to the school curriculum. There is the confirmation therefore that, guidance and counselling was considered a crucial matter of inclusion in the lives of students in Ghanaian schools. The dynamic nature of our present

technological world brings into operation several forces that create problems of adjustment. As educational systems reflect and respond to the needs of the societies they serve, the proposed new structure and content of education in Ghana which has the guidance and counselling service as a component part should be handled with all seriousness.

2.2.3 The meaning of guidance

We are automatically influenced at birth by both hereditary and environmental factors which interact to shape personality as we grow. As one grows, one interacts with the environment and potentials which are mostly imbedded through hereditary means are unearthed. The changing environmental complexities therefore place much more responsibilities on the individual. It is based on this interaction that the significance of guidance comes to bear. The basic principles of the philosophy of guidance are essential pre-condition for one to understand the discipline called 'guidance' (Traxle and North, 1966 cited in Kankam and Onivehu 2000). At the face value, the meaning of the term "Guidance" can be traced to its root word, "Guide" that is to direct, steer and manage. The term guidance has over the years defied an all-embracing definition. This stems from the fact that guidance is an all-embracing discipline whose tentacles reaches almost every facet of human endeavour. Consequently, to compartmentalise the term 'guidance' to satisfy academic curiosity would be a grave injustice to what guidance really stands for. This difficulty notwithstanding, many authors and scholars tried to give an opinion as to what they think guidance should entail.

Arbuckle (1966), Peters and Farwell (1967) as stated in Fia (2011) have drawn attention to the implicit distinctions in the usage of the term Guidance. According to them, guidance can be used as a concept, as an educational construct and as an educational service. As a concept, guidance means using an idea or viewpoint to help another person. Guidance as an educational concept refers to the provision of experiences that lead to total personal growth and self-acceptance. As a service, Guidance denotes the procedures and processes, organized to achieve a helping relationship. This term has as well been used to mean assisting or empowering individuals to deal with personal problems and to make the right choices. Jones, Steffle and Steward

(1970) thus state, "Guidance is the assistance given to individuals in making intelligent choices and adjustments in their lives". The definition underscores the fact that man always has a choice to make and a problem to solve; but the ability to make wise choices is not innate, neither can one instinctively always handle efficiently the plethora of problems he faces. Guidance therefore helps individuals to enable them to develop the qualities of managing problems effectively and making well-informed choices.

It is generally believed that students have needs and the purpose of guidance programmes is to meet such needs. Ipaye (1983) therefore sees guidance as a generic label, an umbrella term that covers all the means whereby an institution identifies and responds to the individual needs of pupils and students, thereby helping the individual to develop his or her maximum potential. What is well appreciated in this definition is how the institution identifies and responds to the needs of pupils and students. This implies that every student has a need; educational, career or personal-social.

Guidance also assists learners to gain a better understanding of himself and develop his potentials. In relation to this, Pecku (1991) opined that guidance is the systematic professional process of helping the individual to gain a better understanding of his or her potentialities and to relate to him or herself more satisfactorily to social requirements and opportunities. UNESCO (1998) in support of this also see guidance as a process that is developmental in nature by which an individual is assisted to understand, accept and use his abilities, aptitudes, interest and attitudinal patterns in relation to his aspirations.

In addition to the above, Kankam and Onivehu (2000) also opine that guidance is the process of assisting the individual to perceive the nature of himself and understand the aggregate of his environment, to lead a more productive and happy life. This assertion is also in line with Taylor and Buku (2006) who see guidance as a programme designed to help the individual to make diligent and useful decisions of life and relate well with people. The basic aim of guidance is helping individuals to help themselves to effectively develop any potential they may possess (Ackummey, 2003). Ackummey further indicated that guidance is a process and as a process helps individuals

towards a better understanding of both themselves and their potential, and their relationship to the world in which they live.

Guidance is a service that helps individuals to develop holistically. Okoye (1990) noted that guidance is a service towards human development involving two major parties. These are the guidance personnel or the agent on one hand and the student or members of the community on the other. According to Okoye, these two parties enter a relationship with the view of seeking ways and means of solving personal, social, and vocational or educational problems. Okoye (1990) and Taylor and Buku (2006) listed the following characteristics of guidance.

1. Normal individuals are involved in the relationship. These individuals are “normal” with respect to the behaviour in the environment but may need some guidance, information, or different orientation to adjust well in an environment.
2. Professionals are involved in the provision of the services to ensure adequate guidance.
3. Guidance is concerned with choice at the time the individual is confronted with problems during his or her interaction with the environment. The individual is then assisted by the counsellor to weigh the merits and demerits of all the choices at his or her disposal. Upon careful examination, the individual now makes the decision that he or she considers much more informed to which he or she takes the responsibility. Such a decision or choice is based on issues as they affect him or her in a unique world.
4. Guidance is a regular service which is required at every stage of development for every category of student. It is a positive programme that meets the needs of all students irrespective of age and level of intelligence. The development of the learner begins right from the time him/her mature and enters the world of work. This shows that guidance is a regular developmental service that takes place from the cradle to the grave.

5. Guidance is to develop the individual for self-understanding and self – direction, while he or she is aware of his/her resources and limitations. Guidance helps the individual to know and direct himself.
6. Finally, guidance is both generalized and specialized service. As a generalized service, guidance makes sure that everybody within the school and the community is involved in the process of helping the child. This kind of guidance is not limited to only the school counsellor. Teachers, house masters, parents, pastors, community elders and opinion leaders are all involved. As a special service, guidance is rendered by professionally trained personnel to help the individual out of problems. According to Taylor and Buku (2006), guidance is considered as a process and a service. As a process, it involves a series of actions or progressive steps that are oriented towards a goal. As a service, guidance considers certain major aspects on which it acts. These are educational guidance, vocational guidance, and personal social guidance.

Educational guidance aims at assisting students to succeed in their endeavours and to attain their educational goals and objectives. This aspect of guidance helps the individual to understand his/her educational problems or challenges and to seek realistic way and plans to resolve them.

Vocational guidance is a process of helping an individual to choose an occupation, prepare for it, enter it and progress in it. Vocational guidance assists young people to overcome their problems in vocational development. This aspect of guidance also helps students to come to terms with occupational realities as regards career choices, socio-cultural, psychological, and emotional impacts of assuming new roles of work.

Personal and social guidance is a process of helping an individual to know how to behave with consideration for other people to improve the quality of life. Shertzer and Stone (1976), cited in Taylor and Buku (2006) stated that personal and social guidance deals with information about human beings which will help students to understand himself or herself better and to improve his or her relationship with others. This aspect of guidance also assists

students to overcome social problems such as stress, anxiety, alcohol and drug abuse, suicide, and juvenile delinquency. These are some of the acts of ill-discipline behaviour that calls for pragmatic guidance to assist student involved in such acts to reform.

Guidance is also an umbrella term that involves several services. According Shertzer and Stone (1976) guidance services are the formalized actions undertaken by the school to make guidance operational and available to students. These services are the orientation, appraisal, information, placement, counselling, consultation, evaluation, referral, and follow-up services. The orientation service is organized to welcome new students and help them to adjust satisfactorily (socially and psychologically) in a new environment. The appraisal service assist students to understand themselves and take wise and useful decisions. The information service is also designed to provide students with greater knowledge of educational, vocational, and personal-social opportunities to make better informed decisions in any increasingly complex society.

In addition, placement service according to Taylor and Buku (2006) is a selective assignment into a position designed to help a person to be in positions for which their plans, interest, skills, aptitudes, and physical activities are suited. The consultation service enables counsellors to work together with teachers, parent, and other agencies to resolve problems of students. The evaluation service assists the counsellor to systematically determine whether the objectives set for guidance programme is being achieved. The referral service is a process of transferring clients (students) to experts or specialists who can effectively assists clients to overcome their issues of concern. This often happen when the counsellor is not having the expertise in handling the issue affecting the client. Finally, the follow-up service is the process whereby the counsellor gets in touch with students he has counselled to assess their extent of progress after the initial termination of the counselling session.

According to Shertzer (1989), the basic principles of guidance and counselling as accepted by most authorities in the field includes respect to individual differences as no two persons are the same. Guidance is a life-long process

which implies, it is not a single activity that could be carried out in a day. It involves a series of activities that are goal oriented, which is carried out from time to time. Guidance also emphasis on self-direction where the individual is assisted to select alternatives that could be helping to overcome his challenges.

Guidance for all and this implies that everybody needs the services of guidance. The service is not meant for those who have challenges only. Guidance is also oriented towards cooperation and not compulsion. This implies that you cannot force people to accept the services of guidance. It should rather be a mutual concern on the part of the client and the counsellor. In furtherance, guidance deals with the holistic development of the individual. This implies that guidance seeks the total development of the individual, socially, physically, emotionally and psychologically.

Guidance is an interrelated activity, thus it requires a team effort, as no single individual would be able to solve all the problems of a client. The services of other professionals may be required. Guidance is also a systematic and well-organized activity which follows due process in its execution. Even though the concept of Guidance is considered as a broad base programme, it has a precise purpose. It therefore requires that information on guidance be shared and understood by all workers in the colleges of education.

2.2.4 The meaning of counselling

Counselling is the process of helping individuals to solve problems affecting them and take the right decision in life. Counselling is essentially democratic, in that, the assumptions underlying its theory and practice are that: Everyone has the right to shape his own destiny. This implies that the counsellor/therapist should not impose his will on the client or try to control the client in any way. The client has the right to his freedom of choice. More so, the relatively matured and experienced members of the community are responsible for ensuring that each person's choice shall serve both his interests and that of the society.

Research conducted about ill-discipline behaviour in colleges highlighted the need for the high level of counselling management strategies in education and

exposed weak approaches to counselling. As much as a student spends time in school, teachers act as counsellors. According to Gladding (2004), counsellors are part of the educational system who tries as much as possible to help students, “face their own feelings” and therefore be able to make worthwhile decision in the educational, vocational and social fields.

Tinto (1998) defined counselling as a scientific process of assistance extended by an expert to an individual having an issue. He further stated that counselling involves relationship between two persons in which one of them (Counsellor) attempts to assists the other (Counselee or Client) to attain a form of happiness by adjusting to a life situation. According to Tinto (1998), the main objective of counselling is to enable a client to understand one’s own problem clearly and to realize what he or she can do about the weakness and strength identified. Shostorm (2008) citing Tinto (1998) on his part sees counselling as a self-adjusted process which helps the client to become more self-adjusted and self-responsible. It is a personal and dynamic relationship between two individuals in which the more experienced person helps the less experienced person to find solution for his or her problem. With his definition, Shostorm seeks to opine that the key objective of counselling is to find self-determined solution to an identified problem or need.

King, Ampadu, Cobold, and Hlordze (2007) opined that counselling is a person-to-person relationship in which one person helps another to solve a problem. He further said that counselling takes place mostly between two persons: counsellor and counselee except in the case of group counselling. Counselling takes place in a confidential setting and aims at ensuring positive change in the behaviour of the client. Counselling is the application of mental health, psychological or human development principle through cognitive, affective, behavioural, and systematic interventions. The rest are strategies that addresses wellness, personal growth, career, and pathological concerns. With this definition, counsellors work in areas that involve relationship which includes intra and interpersonal concerns related to finding meaning and adjustment in such settings as schools, families, and colleges. Counselling therefore is mainly conducted on persons who are saddled with some challenges or needs that require help or assistance to overcome. Students

who are confronted with personal-social needs, educational needs or vocational needs may need assistance or help to solve the said need. Casey (1996) cited in Gladding (2004) also sees counselling as a process that may be developmental or intervening. To him, counsellors focus on the client's goals which involves both choice and change.

From the above definitions, the researcher is of the view that, counselling aims at correcting the challenges with the counselee through various assistance or interventions by counsellors. Counselling therefore seeks to assist the client to make meaningful choice to adjust, solve problems or adapt to a situation. Counselling has the following features.

Counselling according to Osarenren (2002) is a professional service which is imparted by a professional counsellor who is properly trained to handle various kinds of situations. The counsellor therefore helps the client to make decisions for himself or herself during the process. The counsellor therefore provides adequate information about the client and his environment so that the client could have insight to make his or her own decisions. Another significant feature of counselling is that recipients or clients are mostly worried or disturbed. It is the abnormality of the client's situation that calls for professional assistance to help resolve the said need or situation. For this objective to be attained, the client should co-operate with the counsellor.

Counselling is curative in nature. It is provided when a problem has already occurred and with the help of professional assistance, the emotional distress of the client is cured. This could be achieved when the climate for counselling is conducive by the counsellor communicating empathy, unconditional positive regard, and congruence to the client.

Counselling is almost always emotional and involves strong feelings. It is intimately personal and highly emotional as the counselee talks about his or her total life and exposes himself/herself completely to the counsellor who is ready and willing to offer help. Another characteristic feature of counselling is that it takes place between only two persons at a time (Individual Counselling). A teacher trainee or client and a professional counsellor who ensures greater confidentiality in the process. With the assurance of

confidentiality, the student-teacher or the client is free to share his or her predicaments without fear or reservations. Counselling can also take place between the counsellor and two or more clients having similar challenges. Counselling as opined by Fosu-Ayarkwah et al (2018) is a continuous process that goes on throughout the individual's lifetime. It considers the longitudinal development of the individual (from birth throughout life). Counselling should therefore not be seen as a one-time activity.

Counselling is highly specialized and professional, that is provided only by professionally qualified and trained persons who have gone through courses in behavioural sciences and are well versed in the use of interpretations of tests and counselling techniques. People who are not trained are not expected to play the play of counsellors. In their view, King et al (2013) postulated that, counselling is very specific and as such focuses on the direct needs such as problems and feelings of the client. They also added that, it is affective in nature hence it deals with values, emotions, feelings and needs of the client.

Apart from the various views shared by the various authorities on the characteristics or features of counselling, I understand that counselling is client initiated unlike guidance which is mainly initiated by the counsellor. Here, it is always the client who shares his worries, anxieties, emotions, and problems with the experienced professional person for counselling processes to begin. That is, counselling starts from the doorsteps of clients.

School counselling is a recent phenomenon in the schools (Yagi, 1997). Even more recent, school counselling is included in some primary schools. School counselling is what the school counsellor does. The school counsellor is a licensed clinical psychologist who does individual therapy by training. The school counsellor comes to the school once a week to do individual counselling and provide consultation. The role of the school counsellor is limited and directed towards at-risk students. School guidance is integrated within the school system. Each teacher does classroom guidance, which is incorporated in the curriculum (that is, moral education) and included in the schools' activities. In the primary schools, there are teachers in charge of specific guidance areas to support the classroom teachers. As part of their

adjunct role, there is a teacher who is assigned to support the classroom teachers with the children's discipline and educational life; a teacher who is selected to aid the classroom teachers with the children who may encounter personal/social problems; and a teacher appointed to help the classroom teachers with grade level children who may face problems. Classroom teachers consult with these teachers who oversee the overall student guidance in the primary school. There are among others, approved techniques employed in different types or styles of counselling sessions which is ultimately geared towards a certain positive outcome.

According to Dood (2009), the psychological counselling for instance maintains a process that follows a defined path of steps in a sequence formula. It is important to follow this process because of the power of human emotions and because of the real need to arrive at a desired outcome of the counselling. In his argument, Dood (2009) confirms the first step of this sequence process is the active listening and observation of the client. Is he or she relaxed or disturbed and agitated? Can eye contact be held or is the person's attention darting and being deflected everywhere? Is the body language telling you something? Is the body posture generally open or closed and defensive? He further postulates that the observation should involve a check on clearly consecutive negative emotions from the client especially fear, anxiety, anger, and guilt.

According to his submission therefore, whatever is realized from the listening and observation session should be 'fed back' to the client and advised on being the very parts that needs to be worked on. Unless these negative feelings are actively confronted, no progress can be made with behaviour modification and with goal setting. The concrete act of providing some feedback on the outcome of this session of negativity and bringing strong emotions to bear may take a considerable amount of time over several one-hour sessions. Some suggestions like 'you can do something about this' may be timely and empowering. Build up the perception of skills and self-esteem, systematically rewarding all progress including any 'baby steps' taken in the right direction towards the agreed-upon goals. Reward in this context of counselling means giving the person focused attention, acceptance, approval,

and praise. These social reinforce personnel are very potent in supporting changes in behaviour.

Kersey (2009) has analytically observed that faith is the most critical step in creating success. If people do not believe in themselves or in what they are doing, it becomes almost impossible to accomplish any project or task. In other words, Kersey highlights on the fact that the more an individual conscientize his belief on something, the higher his chances of succeeding. Believing in oneself in all we do is a necessity to propel the completion of whatever task it is, as well as believing in a process. This somewhat seem simple, and we may all agree about the necessity of it but there are still people who mostly fail in their effort to achieve because they do not believe in themselves and as much as in the process. A very prime reason why people go through deeper struggle in overcoming emotional trauma or distress is that they really do not believe in themselves in the first place and do not believe that counselling or psychotherapy can help in any way.

Certain activities on the media may be the roots of their disbelief of the power of counselling or psychotherapy in assisting or improving issues of this sort. Some may view counselling as for the weak and cowardly. People fail when they have little or no faith in the healing process of change. The successful individual understands that it takes believing in oneself and in others to accomplish a goal or a task. They realize that a certain amount of trust needs to be placed in a well-trained, well-educated health care provider or at least explore their lack of trust issues with the therapist in the beginning phase of counselling. This lack of trust in others may stem from early childhood issues and be a primary source of a person's pain (O'Leary, 2006).

Empathy, maturity, and warmth are classified as the basic personal qualities of which a counsellor should possess without question. In totality, the practice or system of counselling is an active one that varies automatically from passively just listening to problems. It goes way beyond listening to the challenges facing a client. Counselling deals with personal, social, vocational, empowerment, and educational concerns. A counsellor may only concentrate in an area of his expertise since all areas are considerably broad, especially,

when it deals with the behaviour or reactions of human beings (Kirschenbaum, 2009). These areas may include intra and interpersonal concerns related to school or college adjustment, mental health, aging, marriage or family issues, employment, and rehabilitation. Counselling is conducted with persons who are considered to function within the “normal range”. Clients have adjustment, developmental, or situational concerns; and their problems require short-term intervention. They are not considered “sick” but “stuck”. Sometimes they just need information, but usually they are looking for a way to clarify and use the information they already possess.

Counselling is theory-based and takes place in a structured setting. Counsellors draw from several theories and work in a structured environment, such as an office setting, with various individuals, groups, and families. Counselling is a process in which clients learn how to make decisions and formulate new ways of behaving, feeling, and thinking. Counsellors focus on the goals their clients wish to achieve. Clients explore their present levels of functioning and the changes that must be made to achieve personal objectives. Thus, counselling involves both choice and change, evolving through distinct stages such as exploration, goal setting, and action (Shayo, 2011).

Counselling encompasses various subspecialties. Subspecialties include school or college counselling, marriage and family counselling, mental health counselling, rehabilitation counselling, addiction counselling, and career counselling. Each has specific educational and experiential requirements for the practitioner. Thus, counselling can be more precisely defined as relatively short-term, interpersonal, theory-based processes of helping persons who are psychologically healthy to resolve developmental and situational problems (O’Leary, 2006). Counselling activities are guided by ethical and legal standards and it goes through distinct stages from initiation to termination. Personal, social, vocational, and educational matters are all areas of concern; and the profession encompasses several subspecialties. A practitioner must

complete a required course of study on either the master's or doctoral level to be licensed or certified as a professional.

2.2.4.1 Types of counselling

There are two major types of Counselling, namely: individual counselling and group counselling. Other types are peer counselling, crisis counselling, preventive counselling, remedial counselling, and developmental counselling.

2.2.4.1.1 Individual counselling

This is referred to as one-to-one Counselling. It occurs between the professionally trained Counsellor (Therapist) and his client (Counselee). The goal of this is to help the client to understand himself, clarify and direct his thought, to make a worthwhile decision. Through this, clients' problems are alleviated. Ojo (2005) remarked that it is mainly to bring about change in the client either by altering maladaptive behaviour, learning the decision-making process, or preventing problems. Individual counselling allows confidentiality in counselling sessions as clients would always feel secured to share thoughts and feelings without reservations.

Individual counselling as defined by Ojo (2005) is the counselling which focuses on the individual's immediate or near future concerns. Individual counselling may encompass career counselling and planning, grief after the loss of a dear one or dealings with problems at the workplace before they become major challenges. It is the one-on-one discussion between the counsellor and the client who is seeking treatment. The two form an alliance relationship or bond that enables trust or personal growth. Individual counselling makes room for the counsellor to provide three core conditions or (essential attributes) that are in themselves therapeutic. These are.

- Empathy - the ability of the counsellor to place himself or herself in another person's (clients) position to explore his feelings and anxieties.
- Unconditional positive regards – this is about the counsellor's special ability to give warmth, positive feelings, or positive attitude regardless of the client's odd behaviour.
- Congruence – being honest, confidential, and open to share life experience with client as well as giving assurance of hope.

These together with good relationship between client and counsellor ensures healing and change in the client. Mcdowell and Hostetler (2014) has opined that individual counselling can be transpersonal, transactional, analysis existential personal construct or gestalt counselling depending on the nature of the client's needs or issues at hand.

2.2.4.1.2 Group counselling

This is a counselling session that takes place between the professionally trained counsellor and a group of people. Number of this group should be at least ten, to have a cohesive group and an effective well controlled counselling session. Members of the groups are clients/counselees whose tasks or problems that are meant for resolution are similar.

Group counselling is a form of therapy which posits that people benefit from shared experiences. Usually, group counselling is focused on an issue, for example anger management. In group counselling, the counsellor usually facilitates the group activities by managing group members. Group members on their part contributes by sharing views, ideas, sentiments, feelings, and expertise to help solve a common problem or challenge.

According to King *et al*, (2013), one of the principles behind group counselling is the idea that dealing with specific issues may cause isolation and the feeling that one is alone facing one's problem. They further asserted that group counselling attempts to assemble people with similar or common issues to enforce that, difficulties are not singular to one person. Cherry (2020) has enumerated several advantages of group counselling. Among these are:

Group counselling allows people to receive the support and encouragement of the other members of the group. People participating in the group session can see that others are going through the same thing or even worse which can help them feel less alone. Group counselling, to Cherry (2020), can also serve as role models to other members of the group. By observing someone successfully coping and handling his or her problem, other members of the group can see that there is hope for recovery. As each person progresses, they can, in turn serve as a role model and a supportive figure for others. This can help foster feelings of success and accomplishment.

Group therapy or counselling is often very affordable. Instead of focusing on just one client at a time, the counsellor can devote his or her time to a much larger group of people. This ensures the economy of time. Group counselling also offers a haven. The setting allows people to practice behaviours and actions within the safety and security of the group. This implies people are encouraged by the behaviour of others to change aspects of their lives.

Working in a group also enables the counsellor to see first-hand how each person responds to other people and behaves in social situations. With this, the counsellor can provide valuable feedback to each client. Clients also learn social skills and how to interact properly with their colleagues. The authors however could not provide evidence of confidentiality in group counselling which is also a pivot of counselling. Group members have no confidential relationship with the counsellor and as such private issues cannot be handled in group settings. Again, altruism is a fundamental element in group counselling as members share strengths and weaknesses to boost self-esteem. However, in a situation where the counsellor does not have firm control over the group, bad nuts amongst group members can influence others negatively.

During group counselling, a free atmosphere is allowed, and freedom of speech is encouraged. The counselees are free to express themselves individually as Counselling progresses so that problems to be resolved would be open for all to consider and benefit from. All counselees express their feelings and the counsellor during group counselling is to help remove the marks covering the problem. He helps open the problem with the professional competence and knowledge he possesses. The counsellor is not just a member of the group; he is to direct the affairs and situations. This type of counselling helps to remove egocentrism, self-centredness and personal social issues and rather instil 'we' are feeling and togetherness among peers or persons with common or similar issues. It also enables individuals in a group to express their feelings and sentiments without fear or been intimidated as members always see themselves as either peers or partners.

Group counselling can take a form of orientation, education, teaching or preaching.

Many educational institutions in the past have been involved in strikes that led to mass destruction of property worth millions of Cedis or Dollars all because of lack of counselling to help erase confusion and stress that erupted on the minds of people.

2.2.4.1.3 Developmental counselling

According to Kankam and Onivehu (2000) developmental counselling is “an ongoing process that occurs throughout an individual’s entire life span. It focuses on helping clients to achieve positive self and personal growth at any stage of their lives” (p.14). According to Nyarko-Sampson (2010), developmental counselling is the assistance given to individuals to help them cope with problems associated with the developmental stages in life. For example, the adolescents need counselling to cope with the physiological and psychological changes that occur at that stage of development. Developmental counselling is not problem solving but rather, aims at helping the individual to know, understand and accept himself. Development counselling is a counselling approach which was developed by Allen Ivey with the sole aim of understanding and helping people. It is basically based on theories of individual uniqueness, human growth, and development, family, and environmental systems, multicultural awareness, and change. Development counselling may in most cases be defined as an integrative Meta theory that incorporates other theories and counselling approaches in a systematic way.

The theories associated with developmental counselling is varied and mostly in philosophical writings. These can be referenced theoretically to theories of Plato and the research and applications of Jean Piaget. Both writers proposed four levels or styles of thinking that are linear and qualitatively different. In the allegory of the cave, Plato explained the transition of the enlightenment. A slave chained in the dark with only candles of light, sees shadows on the walls. The slave creates stories to explain the shadows. After the slave emerges from the cave, the true meaning of the shadows become clear. Upon

returning to the cave, the shadows no longer have the same meaning. This constitutes a permanent change in perspectives and in ways of thinking. It is impossible to return to earlier stages of thinking. A “blind spot” has been removed.

Piaget also studied the cognitive development of children and proposed four sequential stages in the development of thought processes. These stages are linear and hierarchical. They are also qualitatively different. The sensory motor stage is seen in the infant who experiences the world through the five senses: taste, touch, hearing, smell, and vision. The preoperational child begins to develop mental images to develop things that are not physically present. Lacking life experiences, these images are often incomplete or flawed. Young children therefore begin to develop a concrete understanding of the world. This allows people to think logically rather than magically to explain events. Adolescents enter a final stage of development and can understand abstract concepts.

For its effectiveness, the developmental counselling session provides a means for the counsellor to assess his or client accurately and choose interventions most likely to assure successful counselling outcomes. The growth and continues change in the life of individuals opens an avenue for certain unique life experiences which combines to create an exclusive life story for them. These stories always tell how they make sense of their life experiences and transitions. How they dealt with the changes and challenges of each life period with experiences, becomes part of their life story.

2.2.4.1.4 Preventive counselling

Preventive counselling is the provision of assistance to individuals that will enable them to avoid certain unpleasant situations or adopt behaviour which might later give them problems. In support of this, Taylor and Buku (2003) stated that preventive counselling may encompass all the maladaptive behaviours that the society is trying to prevent. Some of which are drug abuse, sexual promiscuity, unwanted pregnancy, examination malpractices, smoking marijuana, alcoholism, poor study habits, excessive absenteeism, juvenile delinquency, among others.

Looking at the above assertions, preventive counselling is very essential in preventing ill-disciplinary acts in schools. Also, in the views of the researcher, trying to prevent the occurrence of a maladaptive behaviour is far better than allowing it to occur and later trying to solve it.

2.2.4.1.5 Remedial counselling

Remedial, facilitative or adjustive counselling is where appropriate counselling techniques are employed to help bring to normalcy anti-social or unacceptable behaviours (Taylor & Buku 2003). This type of counselling is normally employed for students who have involved themselves in certain antisocial acts. For example, a student involved in examination malpractices needs this type of counselling.

2.2.4.1.6 Crisis counselling

Crisis is any situation in which people lose their ability to cope and work through existing problems. Crisis counselling or intervention changes how individuals react to a crisis. The goal is to provide tools for the needs of those in crisis so they can return to normality in their daily lives. Kankam and Onivehu(2000) defines crisis as “a state of disorganization in which the client faces frustration of important life goals or profound disruption of his life cycle and methods of coping with stress”. Crisis counselling is therefore the process of helping people to develop adaptive problem-solving mechanisms so that they can return to the state at which they were functioning before the crisis occurred. Crisis situations may be related to thoughts of suicide, a rape victim, victims of sexual harassment, unwanted pregnancy, examination failure, divorce, loss of a beloved one, drug abuse and other disappointments in life. Crisis counselling is very relevant as students in crisis often commit suicide as a way of solving their problems.

The reaction people present in crisis situations is diffused using assurance that others undergoing similar circumstances are reacting normally and the reactions are usually temporary. During this elevation of anxiety and stress, individuals are more likely to accept help and guidance to cope with the crisis. Crisis events leave individuals in a weakened state, allowing different

influences. Time is essential in these circumstances. Although employed techniques and approaches can be applied for long-term, short-term is critical in diffusing any destructive behaviour that may be present. Short-term assistance is most beneficial in crisis intervention and includes linking functions allowing for referral to support groups and reinforcement of coping skills. The theoretical approaches that are applied in crisis intervention vary. The widely used technique for coping strategies is relaxation techniques, including exercise. Journaling has been used for crisis individuals. Journaling encourages individuals to write down their thoughts and reactions to a situation, including feelings and emotions that may arise during reflection. Other approaches appropriate in these situations include cognitive, narrative, cognitive-behavioural therapy, family systems, and experiential/existential therapy. No single theory or practice can be applied to all crisis situations (Rothman & Sager, 1998).

In intervention, social workers assist clients in developing mature defence mechanisms. Clients may practice new defence mechanisms by citing situations they have been enmeshed in, by reflecting on how they have acted in those situations, and then by discovering more productive ways they could interact in similar situations. A key aspect of intervention is helping people to first acknowledge their defence mechanisms are maladaptive. With support from clinicians, clients can learn how to interact in healthier ways. When clients do not receive adequate nurturing during their formative years, they may benefit from validation clinicians offer (Rothman & Sager, 1998).

The goal of intervention is to help clients develop behaviours that will lead to positive interactions and advancement. According to Corey (2012), an integrative approach to counselling and psychotherapy is best characterized by attempts to look beyond and across the confines of single-school approaches in order to see what can be learned from, and how clients can benefit from other perspectives (Arkowitz, 1997). Integrative counselling is the process of selecting concepts and methods from a variety of systems. The integrative approach can ideally be a creative synthesis of the unique contributions of diverse theoretical orientations, dynamically integrating

concepts and techniques that fit the uniqueness of a practitioner's personality and style. Since the early 1980s, psychotherapy has been characterized by a rapidly developing movement toward integration. This movement is based on combining the best of differing orientations so that more complete theoretical models can be articulated, and more efficient treatments developed (Goldfried & Castonguay, 1992).

One reason for the trend toward psychotherapy integration is the recognition that no single theory is comprehensive enough to account for the complexities of human behaviour, especially when the range of client types and their specific problems are taken into consideration. Because no one theory has a patent on the truth, and because no single set of counselling techniques is always effective in working with diverse client populations, some writers think that it is sensible to cross boundaries by developing integrative approaches as the basis for future counselling practice (Lazarus, 1996).

Many therapists identify themselves as "eclectic," and this category covers a broad range of practice. Perhaps at its worst, eclectic practice consists of haphazardly picking techniques without any overall theoretical rationale. This is known as syncretism, wherein the practitioner, lacking in knowledge and skill in selecting interventions, grabs for anything that seems to work and often making no attempt to determine whether the therapeutic procedures are indeed effective. Pulling techniques from many sources without a sound rationale can only result in syncretistic confusion (Lazarus, 1996). There are multiple pathways to achieving an integrative approach to counselling practice. Three of the most common are technical eclecticism, theoretical integration, and common factors (Arkowitz, 1997). Technical eclecticism tends to focus on differences, chooses from many approaches, and is a collection of techniques. This path calls for using techniques from different schools without necessarily subscribing to the theoretical positions that spawned them. In contrast, theoretical integration refers to a conceptual or theoretical creation beyond a mere blending of techniques.

This path has the goal of producing a conceptual framework that synthesizes the best of two or more theoretical approaches under the assumption that the

outcome will be richer than either of the theories alone (Norcross & Newman, 1992). The *common factors* approach attempts to look across different theoretical systems in search of common elements. Although there are differences among the theories, there is a recognizable core of counselling composed of nonspecific variables common to all therapies. This perspective on integration is based on the premise that these common factors are at least as important in accounting for therapeutic outcomes as the unique factors that differentiate one theory from another.

2.3 PROSPECTS AND CHALLENGES OF GUIDANCE AND COUNSELLING

The prospects of the concept of guidance and counselling in itself is deemed by different authors a driving wheel in the aid of shaping a more effective school environment and to provide students with unique developing opportunities aimed at national development and subsequently international push. The service roles must evolve to meet the needs of individuals who experience it to ensure that it has a significant impact. Nayak (2004) predicted that beyond year 2000, the following characteristics of guidance will stand out:

1. First the counsellor will go where people are; outreach will be a major strategy.
2. Secondly the service will be available lifelong; the school age emphasis will have disappeared.
3. Thirdly, much of the counsellor's works will emphasize prevention while crisis help will be provided.
4. Finally, the counsellor increased versatility will require a sound background in theory, research and techniques and the quality of preparation will rise.

These expectations will presume that all individuals across the globe will in the future be involved in rendering guidance service to others. In this case no social strata or subculture will have an edge over the other and individuals or groups will have their fair share of the guidance and counselling programme. For this reason, it is anticipated that institutions and agencies in this sector will

then be able to collaborate more effectively especially in creating opportunities for guidance workers to understand well what goes into it therefore have a good relationship with their colleagues. Most of the destructive features in the environment that generate problems will be eliminated, thus changing the task of agents. Personnel capacity will be developed, gaining in-depth understanding of other cultures and the building of effective working relationships. The guidance service will therefore involve agenda which will basically rely on the effort or contribution from the community being practiced, the working world and schools where students' progress will be based on competency. Other aspects of the role would involve legal status, ethical practices, professional organization and counsellors' supply and demand (Akinade, 2012).

These affirmations heave some light on the capabilities of the concept of guidance and counselling programmes which call for an empirical approach to studying the instruction of substantive counsellors and putting in place structures to expedite the supply of the service. Accumulative complications of our contemporary life have also placed new and different tasks on institutions, homes, and the youth. Institutions around the globe are not very much fortified with the needed skills, competencies, and logistics to meet the evolving challenges. The home may not be aware that it creates some of the problems for children. To arrest these contests, the young citizen must be adequately involved and prepared to face head on the socio-economic realities of life as well as the psychosocial and emotional challenges associated with life.

2.4 DISCIPLINE AND ILL-DISCIPLINE BEHAVIOUR EXPLAINED

Discipline as a term is often confused by many as a physical punishment. This is not really the case since they are quite different. Most individuals when growing up misinterpreted discipline as punishment as it could lead us feeling hurt, upset, and unfairly treated.

On the contrary, discipline is really about guidance. It is a way to keep children safe as they find out about their world. It can further be said to be an art that requires knowledge, skills, sensitivity, and self-confidence. Like any art, it is one that you acquire through training and experience and it becomes

easier with practice. Discipline in general terms, means training that makes people more willing to obey or more able to control themselves, often in the forms of rules, and punishments if these are broken. Discipline in the school system is described as the required action, taken by a teacher toward a student or group of students, after the students' behaviour disrupts the ongoing educational activity or breaks a pre-established rule created by the teacher, the school administration, or the general society (Mohapi, 2014).

Discipline can also be referred to as 'the readiness or willingness of an individual to demonstrate decent and decorous conduct, respect for authority, high sense of responsibility, love for orderliness, eagerness to discharge duties with promptitude and efficiency'. When an individual fails to discharge these characteristics, ill-discipline behaviour is said to have occurred (Afolabi, 1998). In a much broader sense, we can say that discipline is orderliness, which is the opposite of muddle and it is the essential requirement of any society. Nwankwo (1981) also sees discipline in the following light: discipline is a system of guiding the individual to make reasonable decisions. In classroom teaching, discipline means the control of a class to achieve desirable behaviour. Discipline involves self-control therefore a disciplined person knows and takes the right course of action most of the times. He is guided not simply by self-interest but also by the consideration of the interest of others. The concept of school discipline and school rewards has the similar objective of assisting students to make maximum achievements in their academic pursuits. According to Nwankwo (1981), "disciplined behaviour involves characteristics such as self-sacrifice, diligence, co-operation, integrity, consideration and sympathy for others as well as the fear of God.

The word discipline comes from two Latin words "discipulus" which means "pupil" and "disciplino" meaning teaching. Putting the two Latin words together, discipline therefore is teaching a learner or student to become responsible and obedient. To affirm this, Dinkmeyer (1995) cited in Bediako-Asare and Adzroho (2013) opined that discipline is a virtue that taught to make an individual bold to function meaningfully in society. It is about upholding genuineness and fairness. Kissiedu (2004) on his part has said, it is systematic and orderly behaviour that enables individuals to achieve personal

and societal goals. Discipline is a fulcrum in achieving personal, societal, and general goals of persons and institutions. Thus, discipline is a necessary virtue in any academic endeavour for the achievement of both personal and institutional objective (Fia, 2009). Alternatively, ill-discipline behaviour which is the focus of this study has many diverse definitions due to its predominant occurrences in any organization or institution around the globe. Its popularity has in effect brought about its many definitions.

Ill-discipline behaviour can simply be mode of life not in conformity with rules and non-subjection to control. Factually, ill-discipline behaviour is a multifaceted phenomenon concerning its spectacles and causes as well as its meanings and functions in the social, psychosocial, and pedagogical fields. Amado and Freire (2009) made clear the various faces in which ill-discipline behaviour can turn out to be. According to them, the first level of ill-discipline behaviour they said is the major situations. With this, they pointed out that these incidents of first level ill-discipline behaviour are the most disruptive nature which turns out to derail classroom peace or proper functioning in a classroom setting. Other incidents which they framed out into the second and third levels of ill-discipline behaviour are the conflicts among peers and the conflicts within teacher – student relationship which might be taken on proportions of violence and even delinquency.

Individuals willingly or unwillingly violating laid down rules of an institution, which hampers the smooth running of the institution, are described as ill-discipline behaviour. The social, psychosocial and pedagogical “meanings” and “functions” of these actions should take; primarily into account the “level” within their display is situated. The contextual analysis of the actions of ill-discipline behaviour, in a broader meaning, conferred herein, reveals that such behaviours are not always “offensive” (as general opinion does believe), but also “defensive” as a student’s shield to protect his/her image and “dignity”, or as a strategy of “maintenance” and “survival” towards physical, psychic and moral rhythms and constraints of school and of the classroom Amado and Freire (2009). By extension, the term ill-discipline behaviour connotes the violations of school rules and regulations capable of obstructing the smooth and orderly functioning of the school system. Ill-discipline

behaviour breeds corruption and other related social vices. With reference to a research embarked on by Gaustard (2005), discipline in schools has two main objectives. The first is to ensure the safety of the staff and the students themselves and then secondly, it is to create a conducive environment, suitable for learning. Acts of ill-discipline behaviour occasioned by students' misconducts involving violent and criminal behaviour defeat the goals of education. Guralnik (1974) defines ill-discipline behaviour as "lack of discipline". According to him, "discipline is training that develops self-control, character, or orderliness; orderly conduct, acceptance or submission to authority and control; strict control to enforce obedience and treatment that corrects, punishes or checks individuals' excesses. Ill-discipline behaviour according to (Timothy, 2008: 110) is the direct opposite of discipline i.e., lack discipline. He further quoted Tunor (2002) who defined it as any act that does not conform to the societal values and norms. He went further cited Otu (1995) who also define ill-discipline behaviour as unruly acts and behaviours, acts of lawlessness and disobedience to school rules and regulation. Acts of ill-discipline behaviour if allowed to incubate under current favourable conditions by education providers and consumers could hatch a monster that will be difficult to exterminate (Idu & Ojedapo 2011; Tunor 2002).

In addition, ill-discipline behaviour is also defined according to Akindiji (1996:5) adapted by Nwakoby (2001: 12) as "an act of misconduct which not only physical act but could also be a thing of the mind". The above definition presupposes that ill-discipline behaviour is an act of wrongdoing, which must not necessarily be seen from a student's action, but the mood of such student could be interpreted as an act of ill-discipline behaviour or misconduct. Osezua, Abah, &Gberevbie (2009) also delineated ill-discipline behaviour as, a disregard to lay down standards of behaviours, rules and regulations of a social system. From this assertion therefore, it could be said that ill-discipline behaviour is negligence of norms and cultures of a social system. The above definitions of ill-discipline behaviour therefore be the behaviour and action which deviates from acceptable and approved mode of behaviour in a society or an institution. Ill-discipline behaviour is any form of misbehaviours which the student(s) can display in the following ways; general disobedient to

constituted authority, destruction of school property, poor attitude to learning, abuse of seniority, immoral behaviour, drug abuse, stealing, lateness, truancy, dirtiness quarrelsome, use of abusive or foul languages, rudeness, gangsterism or cultism, as the forms of ill-discipline behaviour in schools are inexhaustible.

Timothy (2008) also confirmed that the concept of ill-discipline behaviour can be said to be the unwillingness of students to respect the constituted authority, observe and obey school rules and regulations and to maintain high standard of behaviours conducive to teaching learning process and essential to the smooth running of the school to achieve the educational objective with ease. Furthermore, ill-discipline behaviour as a concept could also be lack of self-control and utter disregard for constituted authority. It could therefore be deduced that ill-discipline behaviour is one who does not fit in properly into the system in which he finds himself and as such cannot contribute positively to the improvement of the society (Nwakoby 2001). In the context of a school system, a student is said to be disciplined if his behaviours, actions, and inactions conform to the predetermined rules and regulations of the school concerned. But, when this is not the case, such a child or student is said to be ill-discipline behaviour. School ill-discipline behaviour is further defined by Igwe (1990) as, “any mode of behaviour, action and conduct that deviates from the established and approved rules and regulations of a school and the acceptance code of behaviour, action, norms and the ethics of the society at large”. Going by the above explanation therefore, any behaviour and action which deviates from acceptable and approved mode of behaviour could be regarded as ill-discipline behaviour act.

In the higher educational system, the purpose of discipline is to produce graduates who will be well behaved in the society by differentiating what is good from what is bad and striving to do good for the general welfare of the society. Ill-discipline behaviour at times arises in educational field when there is too much laxity in the enforcement of rules and regulations (Asiedu-Akrofi, 1978). I proffer that when rules and regulations are enforced in learning an environment, learners unconsciously or consciously learn the rules and abide

by them. Fontana (1986) cited in Bediako and Adzroho (2013) on his part said, ill-discipline behaviour occurs when there is lack of organized leadership and facilities for learning and teaching are not available. Mankoe (2002) also opined that for lectures to provide positive structures in the classroom and lack of positive attitudes, as well as humour in teaching results to ill-discipline behaviour. He also added that some tutors lack of professionalism such as dating and having sexual affairs with students, contribute to ill-discipline behaviour in academic environment. Ill-discipline behaviour is therefore the failure to adhere to rule and regulations governing an institution or organization. It is also lack of obedience or conformity to existing norms (Fosu -Ayarkwah&Fia, 2018).

2.5 THEORIES OF ILL-DISCIPLINE BEHAVIOUR

2.5.1 Individual psychology

Ansbacher & Ansbacher (2016) believes that every individual has a goal he/she sets to achieve in life. It is the goal set by a person that explains the sort of behaviours he/she exhibits at any point in time. He also emphasized that the motivation to achieve the set goals causes feelings of inferiority in every person and that the final goal of every individual in life is to be superior. He added that the quest for superiority is what guides people to either be constructive or destructive. And if an individual's goals are formulated in a destructive manner it then leads to domination and exploitation of others around him or her. It could therefore be inferred that students who exhibit domineering attitude over their peers using foul languages and bullying as forms of school ill-discipline behaviour acts could have set their goals in a destructive manner.

Besides, under Adler's simple typology of personality, he categorized some individuals as the "ruling type" and added that the individuals within this category lack social interest and courage. They do not believe in the importance of equality and cooperation between people and when they are faced with problems and they are unable to solve, they tend to act in antisocial ways. He added that their own striving for superiority and power is so unrealistic that they exploit and harm others to achieve their goals. Typical

examples of those students who exhibit this trait are the bullies and the gangs who often frighten their colleagues in the classroom and in the school premises (Carlson, Watts & Maniaci, 2006).

Lahey (2003) in support of this added that the primary struggle in personality development was the effort to overcome feelings of inferiority in a social relationship and to develop feelings of superiority. The task of personality development according to Adler is to outgrow the inferiority of childhood and see ourselves as competent adults. Lahey added that to overcome inferiority, people might behave in ways that are unacceptable. This might be the reason why some students indulge in unacceptable behaviours in colleges of education to feel superior. Additionally, if the individuals are constantly manifesting their hostile behaviours toward other weaker students successfully without being checked and cautioned by the school authority, the entire staff they may end up forming a secret – cult to maximally achieve their goal of superiority.

In terms of therapeutic goals, the purpose of counselling is to restore faith in the client to overcome the feelings of inferiority by using appropriate and realistic strategies (Kankam & Onivehu, 2000). The therapeutic role and relationship between the client and the counsellor are characterized by therapeutic contract, mutual respect and equality, shared responsibility both parties must be active in the therapeutic relationship. According to Corey (1986), the Adlerian theory is not bound by any technique and procedure but uses variety of techniques. Adlerians tend to be eclectic in drawing from many techniques that will suit the unique needs of their clients. Some of the techniques they use are attending, encouragement, paradoxical intention, confrontation, suggestion homework and assignments.

2.5.2 Social learning theory (Pavlov and Bandura)

The major assumption of social learning theory is that all behaviours whether adaptive or maladaptive, social, or antisocial, defiant, or non-defiant, praiseworthy, or condemnable are learned and can also be unlearned. It could be said therefore that all manners of ill-discipline behaviour acts that pervade

our schools and colleges today or that are prominent among students are the result of poor learning experiences. The influx of and acceptance of some western cultures that are not in consonance with the practices and norms in our country are being practiced by adolescents. These adolescents carry out these practices without adequate censor within or outside the school premises. Makinde (2004) added that “adolescents” which is the proper appellation for the secondary school students because of their age bracket are rebellious against adults, and against convention through exhibition of acts of ill-discipline behaviour.

Albert Bandura, also a key proponent of the social learning theory (observational learning, modelling or vicarious conditioning) opined that individuals acquire attitudes or behaviours simply by observing others (Bandura, 1977 cited by Baron, Branscombe & Byrne, 2009). Hansell and Damour (2008) also asserts that people learn by observing and imitating other people’s behaviour, but the behaviour observed could be normal or abnormal. Hansell and Damour (2008) further demonstrated children who watch an adult act aggressively towards a large doll (the famous bobo doll), would later act aggressively towards the doll themselves, whereas other children who watched an adult play calmly with the same doll imitated the calm adult’s behaviour. Modelling can contribute to aggression as well as to many other potentially problematic behaviours. This is a clear indication that some student in the colleges of education in Ghana might imitate negative or ill-disciplinary behaviours of their parents, teacher, peers, and other significant adults in the society.

Additionally, Lahey (2003) asserted the role of social learning in personality development. In his view, a person will develop an adequate personality, only if he or she is exposed to good models and is reinforced for appropriate behaviour. Lahey further stated that an inadequate learning environment on the other hand will result in inadequate personality development. All these assertions of Lahey could explain why the behaviour of some students in the colleges of education could be described as the development of inadequate personality because exhibiting negative behaviours has become part of their

daily functioning. Ciccarelli and White (2012) in support of this assets that when children imitate appropriate behaviour, they should be reinforced with positive attention. Inappropriate behaviour on the other hand should be ignored or actively discouraged. The use of counselling approaches to discourage inappropriate behaviour is therefore a welcomed idea.

2.5.3 Rational emotive behavioural theory by Albert Ellis

The philosophy and basic assumption of this theory stipulates that human beings are born with the potential for both rational and irrational thinking that affect their behaviours. Ellis also indicated that human being could think logically and thereby behave logically. Again, human beings can think illogically and equally behave illogically. It is therefore generally believed that people who think irrationally and illogically behave in unacceptable ways. The goal of this therapy is to attack and eliminate self-defeating beliefs that affect behaviour negatively and assists clients to adopt a more realistic and rational behaviours (Kankam and Onivehu, 2000). Ciccarelli and White (2012) also indicated that clients are taught ways of challenging their own irrational beliefs with more rational and helpful statements. All these points to the fact that students in colleges of education could indulge in acts of ill-discipline behaviour when they think irrationally or illogically.

Ellis (1998) introduced the ABC theory of personality where “A” is activating event or any stimuli that can ignite a behaviour based on one’s belief “B” about the event and the consequences of the behaviour “C”. Where people however behave in unacceptable ways, then they need to reconsider their belief system, thereby restructuring their belief about the event. Ellis therefore proposed that the goal of therapy is to assist people to de-indoctrinate themselves of the old beliefs they hold about events and re-indoctrinate or re-educate themselves with new beliefs that could help them to behave rationally.

Neukrug (2011) also added that irrational thinking leads to emotional distress, dysfunctional behaviours, and neurotic ways of living, as well as people who tend to be critical of themselves. Rational emotive behavioural therapists also believed that there is a complex interaction between one’s thinking, feeling

and behaviour. As such they view the interpretation of cognitive processes as being mostly responsible for self-defeating emotions and dysfunctional behaviours. This interpretation could be conscious and or unconscious (Neukrug, 2011). In other words, the reactions to events are filtered through one's belief system and not to the event. However, if the belief system is irrational, the individual responds with self-defeating emotions and self-perpetuating dysfunctional behaviours. On the contrary, if the belief system is rational, the individual responds with emotions that perpetuate healthy ways of functioning in the world. This exposition depicts the situation of colleges of education as some students who misconduct themselves have irrational beliefs that shows in behaviours considered inappropriate.

2.5.4 Behaviour theory

Psychologists have different approaches in studying individuals' personality, and one of the approaches is the behavioural counselling theory. Behavioural counselling is the use of experimentally established principles of learning for the purpose of changing maladaptive behaviour. Behaviourist sees psychological disorders as the result of maladaptive learning. Behaviour therapy is marked by a diversity of views and procedures, but all practitioners focus on observable behaviour, current determinants of behaviour, learning experiences to promote change and rigorous assessment and evaluation (Kazdin cited in Corey, 2009). Unlike Psychoanalysis, behaviour therapy was not originated by a specific charismatic leader but evolved from a variety of sources, theorists, and therapists (Antony & Roemer as cited in Austad, 2009). Behavioural counselling can be traced to several theories; among them are Pavlov, Skinner, Bandura, Wolpe, Krumboltz, Thoresen, among others. This exposition covers a brief historical background and general overview of the theory.

2.5.5 Background of behavioural theory

The behavioural approach had its origin in the 1950's and early 1960's. It was a radical departure from the dominant psychoanalytic perspective. The behaviour therapy movement differed from the other therapeutic approaches in its application of principles of classical and operant conditioning to the treatment of a variety of problem behaviours (Spiegler and Government as

cited in Kottler, 2004). Historically there are three major phases in the development of behavioural theory. These include classical conditioning, operant conditioning, and social learning theory. Classical conditioning evolved from Ivan Pavlov's experiments with dogs. In these experiments (Pavlov as cited in Akinade, 2012) demonstrated that he could condition a dog to salivate to the sound of a bell. This was the first demonstration of what Pavlov called classical conditioning. Wolpe (1958) as cited in Kankam and Onivehu, (2000) integrated the principle of classical conditioning into a systematic desensitization process to treat phobias. In operant conditioning, Skinner as cited in Corey, 2009 proposed that learning cannot occur without some form of reinforcement. He contended that behaviours that are reinforced will tend to be repeated and those that are not, tend to be distinguished. Bandura as cited in Corey, (2009) early work on social learning theory focused on how learning occurs from observation, modelling, and imitation.

It was during the 1970's that behaviour therapy emerged as a major force of therapy in psychology and made a significant impact on education, psychotherapy, psychiatry and social work. Behaviour techniques were developed and expanded, and they were also applied to fields such as business, industry, and child rearing. This approach was now viewed as the treatment of choice for many psychological problems.

2.5.6 Basic assumptions

The basic assumptions of this theory are very diverse due to its eclectic nature. However, the central assumption is that man is both the product and the producer of his environment and as such his behaviour is the product of learning.

Other basic assumptions of behaviour therapy as highlighted by Kankam and Onivehu(2000) are:

Behaviour therapy is based on the principles and procedures of the scientific method. This implies that issues cannot be handled anyhow. A scientific process must be followed to attain set objectives. Behaviour therapy deals with the client's current problems and the factors influencing them as opposed to historical determinants. Counsellors should therefore focus on the client's

current situation and offer the necessary assistance. Again, in behaviour therapy, clients are expected to engage in specific actions to deal with their problems. Counsellors should therefore act as a guide in assisting the client to focus on the specific problems.

Furthermore, behaviour therapy is generally carried out in the client's natural environment as much as possible. Counsellors should therefore avoid taking clients to environments that oppose what the client wants. Behavioural techniques are designed to fit the unique needs of each client. Counsellors should therefore expose clients to varieties of techniques. The practice of behaviour therapy is based on a collaborative partnership between the therapist and the client in two major ways: the client is made aware of the nature of treatment and course of action; clients are trained to initiate, conduct and evaluate their own treatment under the guidance of the therapist (Kankam&Onivehu, 2000).

2.5.7 Major concepts and their meanings

Behaviour is defined as what the person (or animal) does, or actions performed in response to stimuli, either external or internal. Human behaviour is viewed as complex behavioural sequences created and maintained by combination of operant and responding conditioning. Behaviour can be overt, or visible such as walking, talking, or running, making it easy observable. Behaviour can also be covert, or performed within the mind, such as thinking, feeling, self-talk and attitude.

Covert activity is not easily observed but can be measured (Austad, 2009).

According to Oladele (2000), behaviour counselling is the function of interaction of hereditary and environment. These two are critical in assisting counsellors to understand the behaviour clients. Classical or Responding Conditioning; occurs when a stimulus elicits response. In our daily activities there are several things that we do, that elicit a response that is spontaneous (not learned but it happens naturally). For example, the sweet smell of food will elicit salivation. Any activity or event that elicits a response is called stimulus.

Operant conditioning according to Kankam and Onivehu (2000) is credited as the father of the laws of operant conditioning. Operant conditioning states that if behaviour is followed by an environmental event that brings satisfaction to a person, then there is every likelihood of the behaviour to be repeated. Counsellors should therefore assist clients to benefit from the counselling interaction to repeat a desirable behaviour. Counter conditioning also explains how a new desirable behaviour is substituted for the undesirable behaviour. Clients need to be encouraged and rewarded to maintain the desirable behaviour.

Reinforcers are responses from the environment that increase the probability of a behaviour being repeated. Reinforcers can be either positive or negative. Positive reinforcement involves the addition of something of value to the individual (such as praise, attention, money, or food) because of certain behaviour. Negative reinforcement on the other hand involves the escape from or the avoidance of aversive (unpleasant) stimuli. While extinction refers to withholding reinforcement from a previously response. Extinction can reduce or eliminate certain behaviours, but extinction does not replace those responses that have been extinguished. Finally, punishment which is sometimes referred to as aversive control, in which the consequences of certain behaviour result in a decrease of that behaviour. The goal of punishment is to decrease target behaviour. Counsellors should therefore reward and encourage clients to decrease the undesirable behaviour.

2.5.8 Theory of personality

The theory of personality stipulates that man is either intrinsically good or bad, but as an experiencing organism who has a potential for all kinds of behaviour both positive and negative. The purpose of counselling is to assist the clients to stick to positive behaviour and extinguish negative behaviours. Again, the focus of behaviourism is here and now which means counsellors should consider what the client is going through now. In addition, heredity and the interaction with the environment produce behaviour and form the personality of an individual (nature-nurture controversy).

An individual's behaviour is determined by the frequency and types of

reinforcement provided in life situations. People will therefore exhibit rational behaviour when reinforced. However, behaviours that are not reinforced will be extinguished as human behaviour is determined by the goals people set for themselves or as imposed by the society. This implies that when people fail to set goals for themselves, society will impose their goals on them. Therefore, the counsellor should assist clients to set goals for themselves during counselling. A basic tenet of behaviourism is that all behaviours are learned whether the behaviours are maladaptive or adaptive. The behaviourist approach therefore view personality as a pattern of learned behaviours acquired through either classical or operant conditioning and shaped by reinforcement in the form of rewards or punishment. The role of the counsellor is to assist clients to unlearn the behaviours that they have learnt.

2.5.9 Theory of Psychotherapy

Behavioural counselling theory is practical; it concerns itself with behaviours that are incompatible with local community standards. The behaviourist sees maladaptive behaviours as being learned behaviours, their development and maintenance are the same as that of any other behaviour, thus the behavioural view suggests that since maladaptive behaviour is learned, it can also be unlearned. Behaviours that are maladaptive either brings the person into conflict with society or fails to bring pleasure to the person. For example, it brings anxiety.

People may learn to be anorexic through social learning by observing models. Behavioural counselling theory assumes that psychological principles, especially learning principles, can be extremely effective in modifying maladaptive behaviour.

Rather, behaviour disorders are composed of learned repertoires of abnormal behaviour. Behaviour disorders also involve not having learned basic repertoires that are needed in adjusting to life's demands. Severe autism can involve not having learned a language repertoire as well as having learned tantrums and other abnormal repertoires.

Krumboltz and Thoresen (1976) as cited in Essuman, Nwaogu and Nwachuchu (1990) have discussed these areas which create and maintain the problems of individuals:

Insufficient reinforcement which implies that, some people for one reason or the other receive too little of the good things in life. They may have no friends to share their secrets and feelings. Their good works are not recognized and rewarded by people around them. They may never experience good outings. Life therefore becomes a routine, boring, useless and without meaning. Such individuals have problems of depression, apathy, alienation, powerless and helplessness. It is therefore the role of the counsellor to assist these people to overcome their challenges by using proper counselling approaches.

Further, due to “over reliance of single self-defeating reinforce,” people like gamblers, alcoholics, over eaters and drug addicts rely solely on a single reinforcer so much that they tend to ruin their health. For example, the home environment may be hostile. A nagging wife tends to drive away her husband unknowingly into beer bars. On the other hand. A pampered child may learn to be an over eater, smoker, a drug addict because his parents allow him the freedom to do what he likes. This is why group and family counselling is relevant in addressing some of these challenges.

Finally,excessive punishment in a society like ours where punishment is used frequently to control behaviour, people grow to develop anxiety of different types.Behavioural theory also indicates how behaviour disorders can be prevented by reducing the abnormal learning conditions that produce them.

2.5.10 Therapeutic relationship between client and counsellor

Behaviour therapists do not place much importance to the client/therapist relationship. However, they regard a good working relationship as an essential pre-condition for effective therapy. The therapist must play some skilfulness in bringing about change in the client's behaviour. On the other hand, the client must be actively involved throughout the counselling relationship. The therapist assists clients in formulating specific measurable goals. Goals must be clear, concrete, understood, and agreed on by the

client and the counsellor. This results in a contract that guides the course of therapy. Behaviour therapists and clients alter goals throughout the therapeutic process as needed. The cost-benefit effect of all identified goals is explored, and the counsellor and the client discuss the possible advantages and disadvantages of these goals.

Once goals have been agreed upon, a process of defining them begins. The counsellor and client discuss the behaviours associated with the goals, the circumstances required for change, the nature of sub-goals, and a plan of action to work toward the attainment these goals.

2.5.11 Steps in the Therapeutic Process

The behavioural counsellor takes much time with the client to define specific concerns and to outline specific techniques. A warm, empathetic relationship is essential before any work can be undertaken. The counsellor must establish a good working relationship to determine the client's problems and gain his cooperation (Krumboltzas cited in Pietrofesa, Hoffman & Splete, 1984). Blackman and Silberman as cited in Pietrofesa, Hoffman and Splete, (1984) have suggested four steps, which are paraphrased here to facilitate this procedure:

- Problem Definition is necessary to determine all the circumstances surrounding the inappropriate behaviour. What are the client's strengths, weaknesses, and limitations? Essentially, the counsellor needs to ascertain when the problem occurs, what precedes and what follows it, and what behaviour is reinforcing it to the client. These things are very essential in assisting clients to overcome their concerns.
- The second one is the ascertainment of developmental and social history. The client's history is valuable so far as it may delineate many problem areas as well as indicate physical reasons for certain behaviour. The counsellor specifically seeks information about the client's development, the changes that occurred and how he adapted to these changes. The client's sense of control over his life and his problem needs to be assessed. The client's ability to relate to others and to his environment is also assessed. Finally, the counsellor seeks

to understand the behavioural norms from both a historical and current perspective.

- The third one is the specification of counselling goals. The goals for each client will depend on the specific problem. Both the client and counsellor come to an agreement on what is the problem. It is the counsellor's responsibility, at this point, to decide if the goal is within his or her realm of expertise and in accordance with ethical considerations for goal setting depends on the data collected in steps 1 and 2. Goals need to be specified in terms that are behavioural and observable to ensure the application of the appropriate techniques and agreement as to when they can be attained.
- The fourth one is the selection of methods utilized. While the techniques used in the counselling process will vary, they must be compatible with the client's goals. Pietrofesa, Hoffman and Splete, (1984) states, "counselling consists of whatever ethical activities a counsellor undertakes in an effort to help the client engage in those types of behaviours which will lead to a resolution of the client's problems".
- The final stage is the evaluation and termination. The client's progress towards the specified goals will be evaluated at regular intervals. If the evaluation yields negative results, the goals and/or the techniques need further assessment and possible alternation. If the evaluation is positive and the goals have been attained, then the client is ready to either determine new goals to work toward or to terminate counselling.

2.5.12 The role of the counsellor

Behaviour therapists tend to be very active and directive during therapy sessions. They function as trainers, educators, consultants, and role models. They provide information, instruction, and feedback as well as challenging self-defeating beliefs, offering constructive criticism and suggestions, and offering positive reinforcements to enable clients maintain desirable behaviour. Behavioural counsellors also use skills such as summarizing, reflection, clarification, and open-ended questioning. According to

Miltenberger(2012), behavioural counsellors also perform these other functions such as conducting a thorough functional assessment to identify the maintaining conditions by systematically gathering information about situational antecedents, dimensions of the problem behaviour and the consequences of the problem.

The rest are to formulate initial treatment goals and design and implement a treatment plan to accomplish these goals, use strategies to promote generalization and maintenance of behaviour change. Also they evaluate the success of the change plan by measuring progress toward the goals throughout the duration of treatment and finally conduct follow-up assessment.

2.5.13 The role of Client

Clients have a good deal of control and freedom in deciding what goals of therapy should be. Clients should not only decide on the counselling goals but they also participate in the choice of techniques that will be used in dealing with their problems. Additionally, Clients involved in behaviour therapy are expected to assume an active role by engaging in specific actions to deal with their problems. They are required to do something to bring about change. Clients monitor their behaviours both during and outside the therapy sessions, learn and practice coping skills, and role-play new behaviour. Behaviour therapy is an action-oriented approach, and learning is viewed as being at the core of therapy. It is an educational approach in which clients participate in a teaching-learning process, provide complete information about his/her problems to enable proper evaluation and treatment, and also ask questions to ensure understanding of the condition or problem.

2.5.14 Techniques of counselling

Behavioural Counselling has with it some techniques that counsellors can employ, depending on the type of behavioural case or maladaptive behaviour identified. Among them are relaxation training, systematic desensitization, counter conditioning, behaviour contract, social modelling, and assertive training. These are discussed in the subsequent paragraphs;

Relaxation Training: Training in relaxation is appropriate for anyone who is tense or anxious. It was introduced as deep muscles relaxation according to Kankam and Onivehu, (2000) as important step in systematic desensitization. The client is taught to flex muscle groups to a staining point and focus on the feeling produced and recognize it as tension. The client is then told to relax those muscles gradually. The counsellor will be watching the client to see if he/she feels calm or warm. If a person is generally anxious, training in relaxation will help him/her to recognize signs of the anxiety, realize that he/she can control those feelings and become more relaxed. The anxiety may be about dating, taking test, or speaking in groups. The anxiety may cause clients to be overly shy or overly aggressive, suffer from severe headache or stomach distress.

Systematic Desensitization is another technique which refers to the process of anxiety reduction. It is used to breakdown certain anxiety response habits. During the desensitization, the anxiety is unlearned or inhibited by incompatible behaviour, usually the deep muscle relaxation is associated to the anxiety event. This process of learning an incompatible behaviour is sometimes called counter conditioning and is carried out on step-by-step basis. According to Kankam and Onivehu (2000) the procedure involves three set of operation. These are relaxation training, identifying anxiety-producing situation and working through the anxiety hierarchy.

The training is carried out purposely to relax the muscles. During the relaxation training sessions, the counsellor also finds time to monitor and identify the anxiety producing situation which will be part of the client's anxiety hierarchy that is, ranking the anxiety producing situation. The final stage is "in vivo desensitization" which involves the exposure of the client to the actual feared situations in the hierarchy in real life rather than simply imaging situations. For example, people who have extreme fears of certain animals could be exposed to these animals in a real life in a safe setting with a therapist.

Flooding is also another technique which refers to either "in vivo or imaginary" exposure to anxiety-provoking stimuli for a prolonged period. In vivo flooding

consists of intense and prolonged exposure to the actual anxiety producing stimuli. Imaginary flooding is based on similar principles and follows the same procedure except the exposure occurs in the client's imagination instead of real life.

Assertiveness Training, another technique is the appropriate expression of a person's feeling than anxiety. People who are assertive can express their opinions, desires, and wish to achieve their goals. Assertive training emphasizes teaching the clients to stand up for their rights without violating rights of others. Corey (2009) recommended this training for the following people. Those who cannot express anger or irritation, those who are overly polite and allow others to take advantage of them; those who have difficulty saying no; those who find it difficult to express affection and other positive responses and those who feel they do not have right to have their own feelings or thoughts.

Behaviour contract is also another technique which involves an agreement between the counsellor and the client as they try to change the behaviour of the client. Corey (2009) suggest that such approach helps to tell the client what to do without nagging. The agreement may be unique and requires a unique specific treatment, the problems of one client are often like the problems of another client and therefore do not require a unique counselling strategy.

Furthermore, self-management technique teaches people the skills they need to manage their own lives effectively. The basic idea of self-management assessments and interventions is that change can be brought about by teaching people to use coping skills in problematic situations. Using this technique, the individual is made to record the number of times an irrational behaviour occurs and equally use appropriate management techniques to overcome the problematic behaviour. The individual is therefore empowered to solve his own problems.

Social modelling is another technique where clients observe a model and demonstrates the desirable behaviour. The model can be the counsellor, a

peer, or a family member who exhibits rational and adoptive behaviours for clients to emulate. Clients are therefore expected to pay attention to the model in order to copy and exhibit the appropriate behaviour. Finally, shaping as a technique is based on the usefulness of reinforcers and their timing of their presentation in producing change. This technique is used to assist people to overcome weak or excess behaviour using reinforcers. These reinforcers may be concrete rewards or expressed approval or attention.

2.5.15 Contributions of the theory

Behavioural counselling has fostered the application of behavioural goals to counselling. These goals permit the counsellor and client to identify specific limits, criteria for termination, permit the use of contracts and incorporate a built-in method for measuring results. In addition, behavioural counselling has contributed to counselling techniques that are easily defined, taught, and used. The theory also assist in identifying specific goals at the start of the therapeutic process. The counsellor sets these goals with the client. Behavioural strategies can also be used to attain both individual goals and societal goals.

In furtherance, behavioural therapists have wide variety of specific behavioural techniques at their disposal. Because behaviour therapy emphasises “doing” as opposed to merely talking about problems and gathering insights, practitioners use many behavioural strategies to assist clients in formulating a plan of action for changing behaviour. It is also important to note that behaviour techniques have been extended to more areas of human functioning than have any of the other therapeutic approaches (Corey, 2009). Thus, behaviour therapy is deeply enmeshed in medicine, paediatrics, rehabilitation programmes and stress management. Compared with alternative approaches, behavioural techniques have generally been shown to be at least more effective in changing target behaviours (Spiegler & Guevremont, 2003). Finally, behaviour therapy is ethically neutral, in that, it does not dictate whose behaviour or what behaviour should be changed.

2.5.16 Limitations of behaviour counselling theories

Behavioural counsellors deal in the “here and now” and are not terribly concerned with the inner works of the mind or things that happened in the past to create the current behaviour. This sometimes accounts for its limitations, particularly with trauma victims. The behaviourists approach is extremely determinist because it states that the behaviour that has been reinforced will be carried out. However, humans clearly have a degree of free will and are able to decide when to carry out some behaviours and when to resist them. This is why it is expedient for counsellors to guide their clients to make the right choice.

The behaviourist approach to understanding abnormality is very reductionist because it reduces explanations for behaviour to simple reward and punishment. While some behaviours such as acquisition of phobias, can be explained this way, there are many abnormal behaviours that seem to be passed on genetically. For example, alcoholism and autism, and so it is difficult to explain them solely in terms of classical or operant conditioning. Further, depression that seems to facilitate abnormal levels of neurotransmitters as a biological explanation may be more appropriate than a simple behaviourist one. Finally, behavioural counselling makes no attempt to treat what is not overt and quantifiable, as it ignores the realm of feelings and conflicts that defy definition.

2.5.17 Research backing on the validity of the theory

A major contribution of behaviour therapy is its emphasis on research into assessment of treatment outcomes. Of all the theories, this theory and its techniques have been subjected to the most empirical research (Corey, 2009). Behavioural practitioners are put to the test of identifying specific interventions that have been demonstrated to be effective. The main finding produced by research in the behaviour outcomes are multifaceted. Improvements are likely to occur in some areas but not in others. All improvements do not emerge at one time, and gains in some areas may be associated with problems emerging in other areas (Corey, 2009). It is assumed that any technique under the label of behavioural counselling theory

have been subjected to empirical test and have been found to be relatively effective. Lastly, behavioural counselling theory has a component of strategies and interventions that have proven to be effective in laboratory conditions and have been endorsed as being effective and ethically acceptable worldwide.

2.5.18 Relevance to Ghanaian setting

This theory is relevant to Ghanaians because educational and other institutions give awards to students, teachers and workers based on good conduct and hard work. It thus increases academic performance in schools and productivity in organisations as the theory helps people to overcome maladaptive behaviours that affect productivity at all spheres of life. In schools and colleges, counsellors and teachers encourage children to learn through rewards, and at home, parents increasingly offer rewards to their children in the form of approval for behaving well. The theory can also be used to assist truants in schools and colleges through counselling and assigning them with duties in the classroom such as class monitors.

Maladaptive behaviours such as school dropout, bully, drug abuse and perversion can be corrected through learning in schools and colleges. Further, some organisations have replaced aversive autocratic managerial practices with the potentially more rewarding democratic supervisory styles of learning. This might be applicable to college administrators and tutors. Additionally, Ghanaian counsellors who use this theory fully recognise the different aspects of culture including gender, race and religion and work within the clients' comfort zone when it comes to their cultural beliefs and differences. The theory can be used to educate the youth in communities and educational institutions on the effects of substance abuse, teenage pregnancy, and arm robbery. All these practices lead to maladaptive behaviours which are unacceptable by the society.

It is evidently clearly from the above exposition that behavioural counselling theory is based on learning theories. The proponents of the theory believe that personality is based on learning theory. They believe that personality is a composite of what the person has learned in the process of interacting with

the environment. Classical conditioning, operant conditioning and imitative learning are the three modes of learning.

A counsellor who uses behavioural counselling is expected to be warm and emphatic so that he can establish a strong working relationship with the client and take detailed behavioural history. The counsellor and the client are expected to work together to identify problem areas, specify the counselling goals and select the appropriate techniques to attain the goals.

2.6 COGNITIVE BEHAVIOUR THEORY (CBT) BY AARON T. BECK

OVERVIEW

The exposition on this theory is in 10 sessions. The first is an introduction, and the historical background of the author and his approach, the second, third, fourth, fifth and sixth looks at basic assumptions of the theory, theory of personality, theory of psychopathology and mode of practice. The seventh, eighth, ninth and tenth looks at research backing on the validity of the theory, critique of the theory and the relevance of the theory in the Ghanaian context and to the current study and the conclusion.

Cognitive therapy (CT) was developed by American psychiatrist Aaron T. Beck. It is a therapeutic approach that is used to deal with problems relating to cognitive behaviour. It is an insight focused therapy that emphasizes changing negative thoughts and maladaptive behaviour.

Cognitive behaviour therapy (CBT) originally known as cognitive therapy (CT) which combines both cognitive and behavioural principles and methods in a short-term treatment approach. Aaron T. Beck developed this approach because of his research on depression (Beck 1963, 1967). This is a psychological education model of therapy. Beck was designing his cognitive therapy about the same time as Ellis was developing REBT, yet both appear to have created their approaches independently. Beck's observations of depressed clients revealed that they had a negative bias in their interpretation

of certain life events, which contributed to their cognitive distortions (Dattilio, 2000).

Cognitive therapy has several similarities with rational emotive behaviour therapy. Both therapies are active, directive, time-limited, present-centred, problem-oriented, collaborative, structured, and empirical, make use of homework, and require explicit identification of problems and the situations in which they occur (Beck & Weishaar, 2008). In both CBT and REBT, reality testing is highly organized. Clients come to realize on an experiential level that they have misconstrued situations. In CT focus is on using Socratic dialogues by posing open-ended questions to clients with the aim of getting clients to reflect on personal issues and arrive at their own conclusions. CT places more emphasis on helping clients discover and identify their misconceptions for themselves than does REBT. In CT, the therapist attempts to collaborate with client in testing the validity of clients' cognitions. Beck observed that often, these automatic thoughts that patients were unaware of, were followed by unpleasant feelings that they were very much aware of (Beck 1991).

Based on this, Beck formulated the concept of a negative cognitive shift, in which individuals ignore much positive information relevant to them and focus instead on negative information about themselves. To do so, patients may distort observations of events by exaggerating negative aspects, looking at things as 'all black or all white'. Comments such as "I never can do anything right," "Life will never treat me well," and "I am hopeless."

Many of these thoughts developed into beliefs about worthlessness, being unlovable, and so forth. Such beliefs, Beck (1967) hypothesized, were formed at earlier stages in life and became significant cognitive schemas. For example, a student who has several examinations coming up in the next week may say to herself, "I'll never pass, I can't do anything right." Such an expression is a verbalization of a cognitive schema indicating a lack of self-worth. This might lead to playing the truancy by not serious with academic work or plan to cheat in the examination, leading to examination malpractice which is an ill-discipline behaviour act.

2.6.1 Background of Aaron Temkin Beck

Aaron Temkin Beck was born on 18th July 1921 in Providence, Rhode Island. He was the youngest of four siblings. His father, Harry, was a businessman whilst his mother Lizzie, was described as have a dominating personality (Nekrug, 2011). Though his parents had two different personalities, he still describes his nuclear family as loving and supportive, with Russian immigrant parents who encouraged his scholarship in (2001). His father was tranquil whilst his mother was emotional, erratic, and overprotective. Harry and Lizzie had four sons and a daughter. Very early, two of their children died living Lizzie so disorganized. She never recovered till she died.

Based on this, Beck formed many distortions about life, managed to find healing for himself. His childhood was characterized by adversity. Beck's early schooling was interrupted by a life-threatening illness, yet he overcame this problem and ended up a year ahead of his peer group (Weishaar, 1993). As a child, he broke his hand and a severe infection resulted, that nearly required amputation. Throughout his life he struggled with a variety of fears: blood injury fears, fear of suffocation, tunnel phobia, anxiety about his health, and public speaking anxiety. Beck used his personal problems as a basis for understanding others and developing his theory.

As a graduate of Brown University and Yale School of Medicine in 1946, he joined a faculty at the University of Pennsylvania. Beck initially practiced as a neurologist, but he switched to psychiatry during his residency. Beck is the pioneering figure in cognitive therapy, one of the most influential and empirically validated approaches to psychotherapy. Beck's conceptual and empirical contributions are among the most significant in the field of psychiatry and psychotherapy (Padesky, 2006). Beck attempted to validate Freud's theory of depression, but his research resulted in his parting company with Freud's motivational model and the explanation of depression as self-directed anger.

As a result of his research, Beck developed a cognitive theory of depression, which represents one of the most comprehensive conceptualizations. He found the cognitions of depressed persons to be characterized by errors in

logic that he called “cognitive distortions.” For Beck, negative thoughts reflect underlying dysfunctional beliefs and assumptions. When these beliefs are triggered by situational events, a depressive pattern is put in motion. Beck believes clients can assume an active role in modifying their dysfunctional thinking and thereby gain relief from a range of psychiatric conditions. His continuous research in the areas of psychopathology and the utility of cognitive therapy has earned him a place of prominence in the scientific community in the United States.

Beck joined the Department of Psychiatry of the University of Pennsylvania in 1954, where he currently holds the position of Professor (Emeritus) of Psychiatry. He has successfully applied cognitive therapy to depression, generalized anxiety and panic disorders, suicide, alcoholism, and drug abuse, eating disorders, marital and relationship problems, psychotic disorders, and personality disorders. He has in 1994, developed assessment scales for depression, suicide risk, anxiety, self-concept, and personality.

2.6.2 Philosophical Underpinnings of the Theory (Basic Assumptions)

CBT assumes that, to understand the nature of an emotional episode or disturbance, it is essential to focus on the cognitive content of an individual’s reaction to the upsetting event or stream of thoughts (De Rubeis & Beck, 1988). This implies that, people’s internal communication is accessible to introspection. The goal is to change the way clients think by using their automatic thoughts to reach the core schemata and begin to introduce the idea of schema restructuring. Further, clients’ beliefs have highly personal meanings, and these meanings can be discovered by the client rather than being taught or interpreted by the therapist (Weishaar, 1993). The way people feel and behave is determined by how they perceive and structure their experiences whether positive or negative.

As such, the most direct way to change dysfunctional emotions and behaviours is to modify inaccurate and dysfunctional thinking. This is done by encouraging clients to gather and weigh the evidence in support of their beliefs. Further, emotion is a by-product of cognition and behaviour and this is addressed in a different fashion of interest in understanding. This leads to

psychological disorders which are cognitive distortions, inaccurate ways of thinking that contribute to unhappiness in life. CBT believes that distressing emotions are typically the result of maladaptive thoughts. The problems with people and the way to fix them are located inside the individual's thought, rather than out in culture and in the world (Prochaska and Norcross, 1994).

2.6.3 Major concepts and principles

2.6.3.1 Basic Principles of Cognitive Therapy

Beck contends that people with emotional difficulties tend to commit characteristic “logical errors” that tilt objective reality in the direction of self-depreciation. Here are some of the systematic errors in reasoning that lead to faulty assumptions and misconceptions, which Beck termed as cognitive distortions (Beck & Weishaar, 2008; Dattilio & Freeman, 1992).

Arbitrary inferences/Catastrophizing: This explains how individuals take an event about themselves and exaggerate it to become fearful. Making conclusions without supporting relevant evidence. This might be one of the reasons why some students indulge in negative acts with faulty conclusions. For example, smoking marijuana “wee” to make you feel “high”. Thinking of the absolute worst scenario and outcomes for most situations. You might begin your first job as a counsellor with the conviction that you will not be liked or valued by either your colleagues or your clients.

Selective abstraction: This involves forming conclusions based on isolated details of an event. All other information is ignored, and the significance of the total context is missed. The assumption is that the events that matter are those dealing with failure and deprivation. Here the individual measures his or her worth by his or her errors and weaknesses, not by his or her successes.

Overgeneralization: This is a process of holding extreme beliefs based on a single incident and applying them inappropriately to dissimilar events or settings. If you have difficulty working with one stammered, for example,

you might conclude that you will not be effective counselling any client with speech problem.

Magnification and minimization: This are the process of perceiving an event in a greater or lesser light than it truly deserves. Magnifying imperfections and minimizing good points. Students might indulge in ill-discipline behaviour acts such as perversion and perceive it as nothing serious or grievous.

Personalization: This is the tendency for individuals to relate external events to themselves, even when there is no basis for making such connections. If a client does not return for a second counselling session, you might be absolutely convinced that this absence is due to your terrible performance during the initial session. She might even be avoiding me; relating unrelated events to self.

Labelling and mislabelling: This is a negative view of oneself based on some errors in the past. Portraying one's identity based on imperfections and mistakes made in the past and allowing them to define one's identity. Thus, if you are not able to live up to all a client's expectations, you might say to yourself. I may not be in the right profession.

Dichotomous thinking: This is also known as all-or-nothing thinking involves categorizing experiences in either-or-extremes. With such polarized thinking, events are labelled in "black or white" terms. This implies that the individual is not firm in taking a decision. Such individuals may be in a dilemma and may end up not taking any decision.

Mind reading: This refers to the idea that we know what another person thinks about us. For instance, a man may conclude that his friend no longer loves him that is why he refuses to go out shopping with him. In fact, the friend may have many reasons. And lastly, negative prediction is the belief that something bad will be happening meanwhile there is no evidence to support it.

2.6.3.2 Theory of personality

We all have idiosyncratic vulnerabilities that predispose us to psychological distress. These vulnerabilities are related to our personality structures; a person's fundamental beliefs about themselves and the world. These personality structures are called "cognitive Schemata". We therefore have a bunch of schemas or schemata about certain kind of events like social interactions called "cognitive set". It is the cognitive sets that inform how one should respond in certain situations. Cognitive sets also direct behaviour somewhat automatically. If not done properly these sets come together to result in "cognitive modes" like depression.

2.6.3.3 Development of Schema

Cognitive therapists view individual beliefs as beginning in early childhood and developing throughout life (Figure1). Early childhood experiences lead to basic beliefs about oneself and one's world. These beliefs can be organized into cognitive schemas. Normally, individuals experience support and love from parents, which lead to beliefs such as "I am lovable" and "I am competent," which in turn lead to positive views of themselves in adulthood. Persons who develop psychological dysfunctions, in contrast to those with healthy functioning, have negative experiences that may lead to beliefs such as "I am unlovable" and "I am inadequate." These developmental experiences, along with critical incidents or traumatic experiences, influence individuals' belief systems.

Negative experiences, such as being ridiculed by a teacher, may lead to conditional beliefs such as being ridiculed by a teacher, may lead to conditional beliefs such as "If others don't like what I do, I am not valuable." Such beliefs may become basic to the individual as negative cognitive schemas leading to negative behaviour (Sharf, 2012). Beck (2008) identified common maladaptive schemas that can lead to the development in childhood of many psychological disorders. Early *maladaptive schemas* are ones that individuals assume to be true about themselves and their world. Young cited

by Sharf, (2012) has identified and grouped these schemata that developed from previously dysfunctional childhood interactions into five domains:

The first one is disconnection and rejection which shows that the need for security, caring, acceptance, and empathy may not be met in a predictable way. The second one is impaired autonomy and performance. This is the belief that individuals cannot handle their responsibilities well, or function independently, and that they have failed and will continue to do so. The third one which is impaired limits refer to schemas for the rights of others, in being cooperative, and in restraining one's own behaviour. Other directedness, which is the fourth one, deals with putting the needs of others before one's own needs to be loved. And finally, over-vigilance and inhibition are beliefs that one must suppress feelings and choices or meet high expectations of performance.

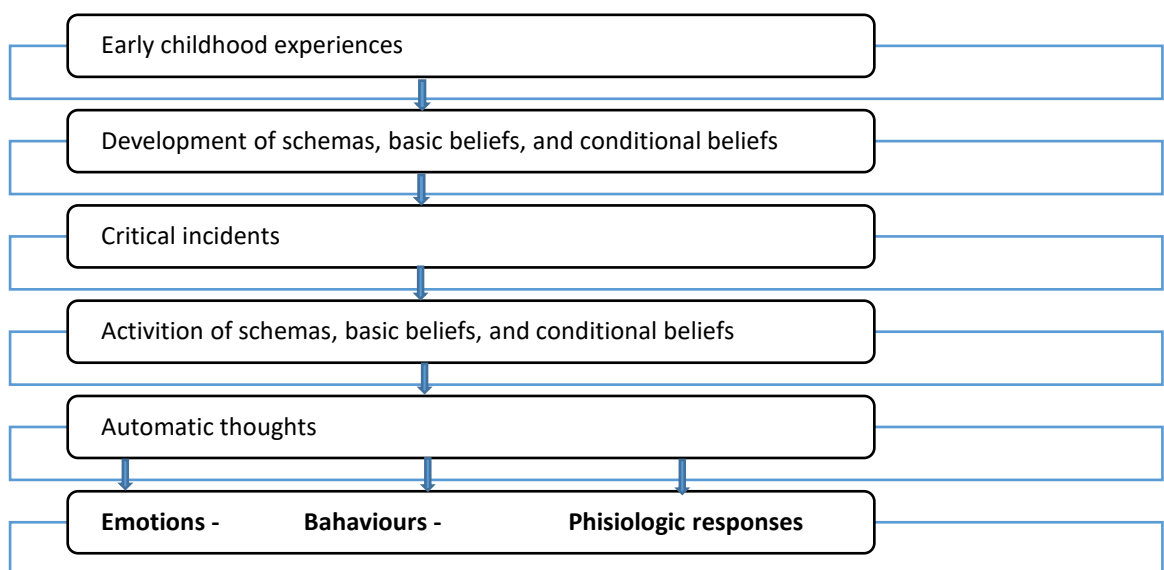


Figure 2.2: The Cognitive Developmental Model - Brief Therapy. (Liese, 1994).

2.6.3.4 Theory of psychopathology (Malfunctioning or maladjustment)

Cognitive therapy perceives psychological problems as stemming from common place processes such as faulty thinking, making incorrect inferences based on inadequate or incorrect information, and failing to distinguish between fantasy and reality. Beck contends that people with emotional

difficulties tend to commit characteristic “logical errors” that tilt objective reality in the direction of self-deprecation. Cognitive therapists view dysfunctional beliefs as being problematic because they interfere with normal cognitive processing, not because they are irrational (Beck & Weishaar, 2008). Instead of irrational beliefs, Beck maintains that some ideas are too absolute, broad, and extreme. For him, people live by rules, premises or formulas and get into trouble when they label, interpret, and evaluate it by a set of rules that are unrealistic or when they use the rules inappropriately or excessively.

According to Beck (2003), psychological distress can be caused by a combination of biological, environmental, and social factors, interacting in a variety of ways, so that there is rarely a single cause for a disorder. Beck prefers to use the term “rules” to irrational beliefs. He identifies six of such rules that states that to be happy, I must be successful in whatever I undertake, I must always be accepted by all people, if I make a mistake, it means that I am inept, I cannot live without love, if somebody disagrees with me, it means that he does not like me and my values as a person depends on what others think of me (Rimm & Masters, 1979).

A person behaving abnormally therefore possesses cognitive distortion and systematic biases (cognitive shift) in processing information. Psychopathology is all about cognitive distortions also known as depressogenic assumptions. For instance, a middle-aged man whose business collapsed, may resort to internal conversations (depressogenic assumptions) like *“I will never be able to run a successful company”* what *else is there to my life?* *“it’s all hopeless, nothing is left in the business”*.

2.6.3.5 Mode of practice

(a) Therapeutic relationship between client and Counsellor in CBT

The CBT is an active therapy in which the therapist collaborates with the client in here and now. It uses verbal therapy, and each session establishes an agenda, structures, and therapy time, summarizes periodically what is happening, questions the client, assigns homework, and asks the client to

sum up the session. Beck emphasizes the necessity of accurate empathy, warmth, and genuineness in the helping relationship. To Beck, rapport, collaboration, and mutual understanding are important in therapy. The cognitive therapist teaches clients how to identify these distorted and dysfunctional cognitions through a process of evaluation. Unlike Ellis's therapist who is largely a teacher, Beck (1987) effective therapists can combine empathy and sensitivity, along with technical competence. The core therapeutic conditions described by Rogers in his person-centred approach is viewed by cognitive therapists as being necessary, but not sufficient, to produce optimum therapeutic effect.

Cognitive therapists are continuously active and deliberately interactive with clients, helping clients frame their conclusions in the form of testable hypotheses. Therapists engage clients' active participation and collaboration throughout all phases of therapy, including deciding how often to meet, how long therapy should last, and what problems to explore. (J. Beck & Butler, 2005).

The frequently asked question is, "Where is the evidence for?" this practice usually includes assessment with standardized instruments and techniques, Socratic dialogue, catastrophising, decentring and refining.

The past may be brought into therapy when the therapist considers it essential to understand how and when certain core dysfunctional beliefs originated and how these ideas have a current impact on the client's specific schema (Dattilio, 2002).

The goals of CBT brief therapy include providing symptom relief, assisting clients in resolving their most pressing problems, and teaching clients relapse prevention strategies. Another goal is to change the way clients think by using automatic beliefs to reach the core schemata and begin to introduce the idea of schema restructuring.

Cognitive therapists aim to teach clients how to be their own therapist. Typically, a therapist will educate clients about the nature and because of their problem, the process of cognitive therapy, and how thoughts influence

their emotions and behaviours. One way of educating clients is through bibliotherapy, in which clients complete readings dealing with the philosophy of cognitive therapy. According to Dattilio and Freeman (1992, 2007), these readings are assigned as an adjunct to therapy and are designed to enhance the therapeutic process by providing an educational focus. Emphasis is placed on self-help assignments that serve as a continuation of issues addressed in a therapy session (Dattilio, 2002). Cognitive therapists realize that clients are more likely to complete homework if it is tailored to their needs, if they participate in designing the homework, if they begin the homework in the therapy session, and if they talk about potential problems in implementing the homework (Beck & Butler, 2005). The three major stages of therapeutic relationship in CBT are: eliciting thoughts, self-talk, and the client's interpretation of them, gathering with the client evidence for or against the client's interpretation and setting up experiments (homework) to test the validity of the clients' interpretations and to gather more data for discussion.

(b) The Process

CBT uses several techniques in the process of therapy. Meichenbaum (1977) describes a three-phase process of change that are interwoven in themselves. According to him, focusing on only one aspect will probably prove insufficient.

Phase 1: Self-observation: Clients learning how to observe their own behaviour. This process involves an increased sensitivity to their thoughts, feelings, actions, physiological reactions, and ways of reacting to others. Clients are made aware that they are not victims but rather, they are contributing to their depression through the things they tell themselves. As therapy progresses, clients acquire new cognitive structures that enable them to view their problems in a new light. This reconceptualization process comes about through a collaborative effort between the client and the therapist.

Phase 2: Starting a new internal dialogue: As a result of the early client-therapist contacts, clients learn to notice their maladaptive behaviours, and

they begin to see opportunities for adaptive behavioural alternatives. Clients' new internal dialogue serves as a guide to new behaviour.

Phase 3: Learning new skills. The third phase of the modification process consists.

of teaching clients more effective coping skills, which are practiced in real-life situations. As they behave differently in situations, they typically get different reactions from others.

Meichenbaum (1977) uses these questions to evaluate the outcomes of therapy. Are clients now able to tell a new story about themselves and the world? Secondly, do clients now use more positive metaphors to describe themselves? Thirdly, are clients able to predict high-risk situations and employ coping skills in dealing with emerging problems? Lastly, are clients able to take credit for the changes they have been able to bring about? In successful therapy, clients develop their own voices, take pride in what they have accomplished, and take ownership of the changes they are bringing about.

Although cognitive therapy often begins by recognizing the client's frame of reference, the therapist continues to ask for evidence for a belief system. Tompkins (2006) points out that there are clear advantages to the therapist and the client working in a collaborative manner in negotiating mutually agreeable homework tasks. He believes that one of the best indicators of a working alliance is whether homework is done and done well.

(c) The Counsellor's role in therapy

The emphasis is on therapeutic relationship:

The therapist functions as a catalyst and a guide who helps clients to understand how their beliefs and attitudes influence the way they feel and act. Wolfe (2007) suggests that the CBT therapist's job is to help clients examine and challenge long-standing cultural assumptions only if they result in dysfunctional emotions or behaviours. Therapist assists clients in critically thinking about potential conflicts with the values of the dominant culture so they can work toward achieving their own personal goals within their own sociocultural context. Also, the therapist provides graded task assignments. For instance, a housewife who sees herself as a total failure might be asked

initially to do nothing than to boil an egg and continue from there. The therapist helps client to appreciate how they construct their realities and how they author their own stories.

(d) Client's role in therapy

Clients are expected to identify the distortions in their thinking, summarize important points in the session, and collaboratively devise homework assignments that they agree to carry out (Beck, 1995, 2005; Beck & Butler, 2005; Beck & Weishaar, 2008). Secondly, clients are to engage in self-discovery with the assumption that lasting changes in the client's thinking and behaviour will be most likely to occur with the client's initiative, understanding, awareness, and effort. Thirdly, clients learn to engage in more realistic thinking whenever they get caught up in catastrophic thinking.

(e) Applications of Cognitive Therapy

CBT and CBM techniques are aimed mainly at correcting errors in information processing and modifying core beliefs that result in faulty conclusions. Examples of behavioural techniques typically used by cognitive therapists include skills training, role playing, behavioural rehearsal, and exposure therapy. Regardless of the nature of the specific problem, the cognitive therapist is mainly interested in applying procedures that will assist individuals in making alternative interpretations of events in their daily lives.

Cognitive therapy has been successfully used in a wide variety of other disorders and clinical areas, some of which include treating phobias, psychosomatic disorders, eating disorders, anger, panic disorders, and generalized anxiety disorders (Chambless & Peterman, 2006; Dattilio & Kendall, 2007; Riskind, 2006); posttraumatic stress disorder, suicidal behaviour, borderline personality disorders, narcissistic personality disorders, and schizophrenic disorders (Dattilio & Freeman, 2007); personality disorders (Pretzer & Beck, 2006); substance abuse (Beck, Wright, Newman, & Liese, 1993; Newman, 2006); chronic pain (Beck, 1987); medical illness (Dattilio & Castaldo, 2001); crisis intervention (Dattilio & Freeman, 2007); couples and families therapy (Dattilio, 1993, 1998, 2001, 2005, 2006; Dattilio & Padesky, 1990; Epstein, 2006); child abusers, divorce counselling, skills training, and

stress management (Dattilio, 1998; Granvold, 1994; Reinecke, Dattilio, & Freeman, 2002).

(f) Treatment of Depression

Beck challenged the notion that depression results from anger turned inward. Instead, he focuses on the content of the depressive's negative thinking and biased interpretation of events. He found cognitive errors in the dream content of depressed clients. Beck identifies a cognitive triad as a pattern that triggers depression the **first** component is that clients hold a negative view of themselves. The **second** component of the triad consists of the tendency to interpret experiences in a negative manner; a process referred to as selective abstraction. The **third** component of the triad pertains to depressed clients' gloomy vision and projections about the future. They expect their present difficulties to continue, and they anticipate only failure in the future.

Beck's therapeutic approach to treating depressed clients focuses on specific problem areas and the reasons clients give for their symptoms. Some of the behavioural symptoms of depression are inactivity, withdrawal, and avoidance. To assess the depth of depression, Beck (1967) designed a standardized device known as the Beck Depression Inventory (BDI).

2.6.3.6 Some depressive symptoms and CBT

(a) Suicidal Wishes and CBT

Strategies may include exposing the client's ambivalence, generating alternatives, and reducing problems to manageable proportions. For example, the therapist may ask the client to list the reasons for living and for dying. Further, if the client can develop alternative views of a problem, alternative courses of action can be developed. This can result not only in a client feeling better but also behaving in more effective ways (Freeman & Reinecke, 1993).

(b) Self-criticism and CBT

Underneath the person's self-hate are attitudes of weakness, inadequacy, and lack of responsibility. The therapist may ask the client, "If I were to make a mistake the way you do, would you despise me as much as you do yourself?"

A skilful therapist may play the role of the depressed client, portraying the client as inadequate, inept, and weak. This technique can be effective in demonstrating the client's cognitive distortions and arbitrary inferences. The therapist can then discuss with the client how the "tyranny of should" can lead to self-hate that they cannot stand the pain or that nothing can make them feel better.

(c) CB Family Therapy

CBT approach focuses on family interaction patterns, and family relationships. Some cognitive behaviour therapists place a strong emphasis on examining cognitions among individual family members as well as on what may be termed the "family schemata" (Dattilio, 2006). These are jointly held beliefs about the family that have formed because of years of integrated interaction among members of the family unit. These schemata have a major impact on how the individual thinks, feels, and behaves in the family system (Dattilio, 2006).

2.6.3.7 Research backing on the validity of the theory.

Much attention has been given to studying the effectiveness of Beck's cognitive therapeutic approach to depression, as can be seen by several meta-analyses that evaluate it. Sharf (2012) pointed out that in a meta-analysis examining 58 investigations; it was found that depressed clients benefited considerably from psychotherapy, with gains comparable to pharmacotherapy. Sharf again wrote that in a review of 72 studies of adults using randomized clinical trials, cognitive therapy helped patients significantly better when compared to waiting lists, antidepressants, and miscellaneous therapies. Additionally, a large-scale study-treatment for Adolescents with Depression Study (TADS) has shown that combining pharmacological treatment with cognitive and behavioural methods can be effective in helping depressed adolescents (Sharf, 2012).

In another study, depressed patients who did assigned psychotherapy homework were found to improve much more than patients who did little or no homework (Burns & Spangler, 2000). Interestingly, severity of depression did not seem to be a factor in whether patients did homework. Sharf (2012)

reported that individuals who had participated in cognitive therapy suggest that relapse can be reduced by training patients to be intentional rather than automatic in the way they process unwanted thoughts. Rather than change their beliefs, they can label them as “events in the mind.” In a study of 35 moderately to severely depressed patients, relapse was also shown to be reduced by developing and using cognitive therapy techniques. Also, comparisons have been made with other theories of therapy. Comparing person-centred therapy with cognitive therapy in a sample of 65 French patients found that, patients in cognitive therapy were retained in therapy longer and showed better long-term improvement on global measures than those in person-centred therapy. Also, those in cognitive therapy showed earlier improvements in feeling hopeful and acting less impulsively than those in person-centred therapy.

In a review of the effectiveness of cognitive therapy with patients who have symptoms of generalized anxiety disorder, Beck (1994) concluded that cognitive therapy is successful in reducing individuals’ perception of threat and reducing levels of distress. They report that cognitive therapy has been more effective than behavioural or pharmacological therapy, especially in maintaining therapeutic change over time.

In a study of 35 outpatients with obsessive-compulsive symptoms, those who received cognitive therapy in addition to exposure therapy were less likely to drop out of treatment than those who received exposure treatment alone (Beck, 200).

In addressing the application of cognitive therapy to women, Davis and Padesky cited in Corey (2012) describe how gender issues can be incorporated in dealing with women’s concerns. About treating women who are depressed, they also describe the challenge of using cognitive therapy to help women dispute their thoughts and beliefs while at the same time recognizing the value of their own views. Because cognitive therapy is active and structured, therapists need to be careful not to take too much power or responsibility in the therapeutic contract.

Cognitive therapy can also be helpful to men because of several features, including an emphasis on problem solving, Mahalik cited in Corey (2012) found that men may be more comfortable with cognitive therapy's emphasis on thoughts rather than emotions unlike in the case of women. This is likely to be particularly true of men who are reluctant to express themselves emotionally. Also, men who are experiencing gender role conflicts may prefer, as some research evidence suggests a cognitive approach to treatment. Traditionally socialized men also may prefer the structured and action-oriented approach of cognitive therapy to others described in this text.

Just as gender values and beliefs can be seen in cognitive therapy as gender schemas, so can cultural-based values and beliefs be viewed as cultural schemas.

(a) Group CBT

The meta-study by Leahy (2006) examined 29 studies in the United States and other nations occurring between 1984 and 2008 which investigated the effectiveness of CBT for depression in people with a diversity of somatic diseases (such as cancer, HIV infection, multiple sclerosis, or renal failure). Participants were diagnosed as having depressive symptoms or depressive disorder as well as the somatic disease.

The results also suggested that, while individual treatment might be more effective than group therapy in somatically ill people with depressive disorder, group therapy also reduces symptoms. Overall, CBT is effective in treating depressive symptoms in people with a variety of somatic diseases. There were other similar findings using CBT for groups. The current study also views group counselling as one of the approaches that could be used to assist students in overcoming ill-discipline behaviour acts in schools and colleges.

A study, by Leahy (2006), sought to determine whether cognitive therapy has an enduring effect and to compare this effect against the effect produced by continued antidepressant medication. In outpatient clinics, patients who responded to CBT in a randomized controlled trial were withdrawn from treatment and compared during a 12-month period with medication

responders who had been randomly assigned to either continuation medication or withdrawal.

Results showed that those withdrawn from CBT were significantly less likely to relapse during continuation than patients withdrawn from medications. The researchers concluded that CBT has an enduring effect extending beyond the end of treatment, seemingly as effective as keeping patients on medication. CBT has proven to be efficacious in many instances. CBT however has not yet been effective with issues such as comorbid alcohol or other substance disorders, some psychotic disorders, organic brain syndrome, and learning difficulties.

2.6.3.8 Critique of the theory (Effectiveness and Limitations)

(a) Strengths of CBT

If therapists understand the core values of their culturally diverse clients, they can help clients explore these values and gain a full awareness of their conflicting feelings. Then client and therapist can work together to modify selected beliefs and practices. CBT tends to be culturally sensitive to the individual's belief system, or worldview, as part of the method of self-challenge. CBT also believes that an essential part of people's lives is group-living and that their happiness depends largely on the quality of their functioning within their community. The fact that counsellors with a cognitive behavioural orientation function as teachers, clients focus on learning skills to deal with everyday problems of living.

Further, the collaborative approach of CBT offers clients the structure they may want, yet the therapist still makes every effort to enlist clients' active cooperation and participation. CBT is inherently suited to treating diverse clients (Rimm & Masters, 1979). CBT uses individualized treatment, focuses on the external environment, active nature, emphasis on learning, reliance on empirical evidence, focuses on present behaviour and brevity. Beck identified cognitive schemas that were common to people with different types of emotional disorders and developed strategies for treating them. Lastly, CBT to

an extent, works for all ages. This makes the theory versatile in handling humans' cognitive concerns.

(a) Weaknesses of CBT

Beck's CBT has been criticized for focusing too much on the power of positive thinking; being too superficial and simplistic as it denies the importance of the client's past. CBT is too technique oriented; failing to use the therapeutic relationship well. CBT has also been working only on eliminating symptoms but failing to explore the underlying causes of difficulties; ignoring the role of unconscious factors; and neglecting the role of feelings (Freeman & Dattilio, 1992; Weishaar, 1993).

CBT explores values and core beliefs it is crucial therefore for therapists to have some understanding of the cultural background of clients and to be sensitive to their struggles. The fear is that the client may feel understood and leave therapy. In CBT emotions tend to be played down in treatment. A potential limitation of any of the cognitive behavioural approaches is the therapist's level of training, knowledge, skill, and perceptiveness. Macy (2007) stresses that the effective use of cognitive behaviour therapy interventions requires extensive study, training, and practice. In CBT for instance, values and core beliefs play an important role in all the cognitive behavioural approaches, and it is crucial for therapists to have some understanding of the cultural background of clients and to be sensitive to their struggles.

2.6.3.9 Relevance in the Ghanaian context (gender, culture and class, age)

Most of the things we do can be considered "cognitive," in a general sense, because they have the aim of changing clients' subjective views of themselves and the world. Cognitive behavioural approaches focus on undermining faulty assumptions and beliefs and teaching clients the coping skills needed to deal with their problems. This is useful in straightening distorted thinking that might resort to negative behaviours. If patients can be helped to think constructively and forsakes negative thinking, it would help.

Further, the theory is useful in treating a lot of behavioural, psychiatric, medical disorders such as depression, hyperactivity and for conflict resolution

in families. The fact that clients are active, informed, and responsible for the direction of therapy makes the theory very relevant in the Ghanaian context. Beck also developed the Beck Depression Inventory (BDI) that is a 21- item Likert type scale to determine depression. It is one of the most likely used in Psychiatric hospitals to measure depression in Ghana.

(a) CBT in Educational Settings

Cognitive therapy is a very active area of practice and research. CBT is also applied in educational institutions as students are faced with emotional and behaviour problems. Some students indulge in ill-discipline behaviour acts because of their negative perceptions or judgement. Students especially ladies disappointed in immoral relationships often have suicide ideations leading to aggressive lifestyles or withdrawal symptoms that affect their academic work. Counsellors using this therapy could assist clients out of such challenges.

Although the cognitive therapist is straightforward and looks for simple rather than complex solutions, the process is not as simple as it appears. While CBT does have its limitations, it remains one of the most efficacious and well-researched modalities in existence. In their critique of Meichenbaum's approach, Patterson, and Watkins (1996) raise some excellent questions that can be asked of most cognitive behavioural approaches. What then is the way forward? Is directly teaching the client the most effective approach? Is the client's failure to think rationally or logically always due to a lack of understanding of reasoning or problem solving? Is learning by self-discovery more effective and longer lasting than being taught by a therapist? Is therapy being mainly a cognitive process? Cognitive therapists do not explore the unconscious or underlying conflicts but work with clients in the present to bring about schematic changes. However, they do recognize that clients' current problems are often a product of earlier life experiences, and thus, they may explore with clients the ways their past is presently influencing them.

2.7 PERSON-CENTRED THERAPY

2.7.1 Introduction

Carl Rogers, the profounder of the Person-Centred Therapy was born on the 8th of January 1902. He was the fourth child out of six children. His parents were described as strict, uncompromising, religious, controlling, and disciplined (Neukrug, 2011). Rogers was a bright, sensitive, shy, and sickly child. He developed a close relationship with his mother. He entered the University of Wisconsin to major in Agricultural Science, and later joined the Staff of Western Behavioural Sciences Institute in La Jolla, California. In his school days, his academic interest started from agriculture to history, then to religion and eventually to clinical psychology. Rogers contributed extensively to the field of psychology (Cain 1987, cited in Kankam & Onivehu, 2000).

Rogers also applied his person-centred approach to world peace by training policy makers, leaders, and groups in conflict. His effort was directed towards the reduction of inter-racial tensions and the effort to achieve world peace. He further tried to build confidence in people to overcome challenges confronting them and solve their own problems in life with a therapist's guide. Rogers died in 1987.

2.7.2 Philosophy and Basic Assumption

Rogers basic assumptions are that people are basically good and trustworthy, have a vast potential for understanding themselves and resolving their own problems without direct intervention of the therapist. This theory has a positive view of humans who are striving towards becoming a fully functioning member of the society. According to Rogers, individuals are capable of self-directed growth if they are involved in a specific kind of therapeutic relationship. This theory further postulated the fact that every human being with a concern or issue has what it takes to solve the problem. The theory therefore refused to look down upon the integrity and capability of the individual. The theory wants people to trust their own ability in handling certain issues of life and build positive self-esteem.

Further, the theory emphasized the attitude and personal characteristics of the therapist and the quality of the client-therapist relationship as the prime

determination of the outcome of the therapeutic process. Kottler and Brown (1985) summed up the basic assumption of Rogerian therapy in the following paragraph.

Human beings are growth-oriented and move toward self-actualisation. The necessary and sufficient condition for change to occur is the therapeutic relationship, which includes qualities of trust, openness, acceptance, permissiveness, and warmth. Also, the legitimate focus of counselling content is on the effect and thorough exploration of feelings as the client has the primary responsibility for the course of treatment. This means, counselling is a shared responsibility and mutual understanding of the client's world is paramount. Finally, human beings are intrinsically good and trustworthy.

2.7.3 Major Concept

Rogers place a sense of trust in the client's ability to move forward in a constructive manner if conditions fostering growth are present (Corey, 2009). According to Kankam and Onivehu (2000) some of the key concepts are that people are positively motivated, rational, socialised and can largely determine their own destiny. According to Rogers (1959), every individual has the capacity to guide, regulate and control himself under certain favourable conditions. He further maintained firmly that people are trustworthy resourceful, capable of self-understanding and self-direction, able to make constructive changes and live effective and productive lives.

According to him, when therapists can experience and communicate their readiness, support, non-judgmental understanding and caring, significant changes in the client are most likely to occur. Rogers further stressed that the three therapist attributes that creates growth promoting climate are congruence (genuineness), accurate empathic understanding and unconditional positive regard (acceptance and caring).

(a) Theory of Personality

According to Rogers, the normal person is the one who has confidence in his ability and is not overwhelmed by the challenges he is going through. Despite the challenges that a person goes through in life, such person can still have a positive view of himself or herself. The normal person according to Neukrug

(2011) believed that reality for each person is a function of that person's consciousness or understanding of the world, and not something external to the person.

Neukrug (2011) also suggested that the infant and growing child has what is called an actualizing tendency which leads to directionality to life as individuals seek to reach their unique and full potentials. This can lead to constructive growth and healthy relationship. According to Rogers (1980), a person can attain normal growth in five ways. These are people have specific needs, motives, and inner urges for fulfilment. Secondly, people have the capacity to meet these needs. Thirdly, people actively interact with their environment and tend to move in the direction of growth, adjustment, improved socialization, self-realization, and autonomy. The way we seek to meet these needs enhances our self-esteem rather than diminishing it is the fourth one while the capacity and tendency to fully actualize oneself are realized under proper conditions is the fifth one.

(b) The Theory of Psychopathology

Psychopathology is about the abnormal person or the non-functioning personality. Rogers generally views human beings as good, capable constructive and trustworthy. He also views human beings as having what it takes to address or handle their own challenges. However, the non-functioning personality has the opposite views of the Rogerian therapy. They often look down on their own ability and develop negative self-perception. Such people therefore give up instead of fighting on to attain their objectives in life or have handled their own challenges.

Psychopathology arises when an individual lack self-confidence and self-efficacy. Because they do not trust their own potential in solving problems, they cannot take firm or concrete decisions and get committed to it. According to Neukrug (2011), Rogers believed that individuals sometimes do not perceive conditions of worth being placed on them or the resulting congruence and posited that individuals develop process of defence in which they selectively perceive situations, distort situations, or deny threats to self to protect themselves from a state of anxiety, that is the result of this

incongruence. The ability to defend oneself however is not perfect, and anxiety and related symptoms can be conceptualized as a sign to the individual that he or she is acting in a non-genuine way and not living rightly. Non genuineness occurs because of conditions of worth being placed on the individual. The individual who is non genuine is not in touch with his or her feelings and is living out a life that is false. Alternatively, his or her thoughts, feelings, and behaviours are incongruent; that is, the individual's feelings are not in sync with the individual's thoughts and behaviours.

2.7.4 Mode of practice in counselling (therapeutic relationship between client and counsellor – Counsellors Role, Client's Role)

According to Corey (2009), the types of relationship established between the client and the counsellor is very crucial for a successful therapy. Thus, the therapist should create a helping relationship in which clients experience the necessary freedom to explore areas of their lives that are neither denied to awareness nor distorted.

According to Neukrug (2011), Rogers' viewed the effective therapeutic relationship as one in which the counsellor can embody and maintain the core conditions of empathy, genuineness, and unconditional positive regard. The ability of the counsellor to do this is directly related to the client's experience of caring and empathic relationship in which the client feels accepted.

Further, with the core conditions being exhibited, the client will feel safe enough to reveal deeper parts of the self both to the therapist and himself. And as the session continues, the client will realise how he or she has lived in non-genuineness and false ways and generally realise that conditions of worth had been placed on him to overcome his non genuineness and incongruity. Rogers (1959) based his thesis of the necessary and sufficient conditions for therapeutic personality change on the quality of the relationship: "If I can provide a certain type of relationship, the other person will discover within himself the capacity for growth and change, personal development will occur. These hypotheses are, two persons are in psychological contact, the first, whom we shall term the client, is in a state of incongruence, being

vulnerable or anxious, the second person, whom we shall term the therapist, is congruent or integrated in the relationship.

The rest are, the therapist experiences unconditional positive regard for the client, the therapist experiences an empathic understanding of the client's internal frame of reference and endeavours to communicate this experience to the client and the communication of the therapist's empathic understanding and unconditional positive regard to the client is achieved. (Rogers, 1959, p. 96).

(a) The Therapist's Role

The attitude of the therapist rather than their knowledge, theories or techniques facilitates personality change in the client. The therapist should believe in the inner resources of the client that create the therapeutic climate for growth (Bozarth et al 2002 cited in Corey, 2009).

Person-Centred Therapy holds that the counsellors' function is to be present and accessible to the clients and focus on their immediate experience. The therapist must be available and willing to be real in the relationship with the client. By being congruent, accepting, and empathic, the therapist is a catalyst for change.

When the therapist is genuine, caring, respectful, acceptive, supporting and understanding, then clients can lose their defences and rigid/ negative perceptions and move to a higher level of personal functioning.

The therapist must not aim to manage, conduct, regulate or control the client. They must also not take a history, avoid asking leading questions and probing questions, make interpretations of the client's behaviour but rather provide the conditions necessary for change. No matter the gravity of the clients' negative behaviour, change is possible when the conducive environment for change is created.

(b) The Role of the Clients

The therapeutic change expected during counselling depends on the client's perception of both their own experience and the counsellor's basic attitudes.

According to Neukrug (2011), when clients come in for therapy, it is important that they take responsible action for changing their lives. If the counsellor creates a climate conducive to self-exploration, clients can explore the full range of their experience which includes their feelings, beliefs, behaviour, and worldview.

Clients are expected to discover aspects within themselves that had been kept hidden. As clients feel accepted and understood, they become less defensive and become more open to their experiences. Clients are also expected to direct their own lives instead of looking outside themselves for answers. Clients should see themselves as primary agents of change. Finally, clients are expected to formulate their own goals for counselling. The therapist should only act as a guide.

(c) Therapeutic Techniques

This therapy saw techniques as secondary to the therapist's attitude of active listening, reflection of feelings and clarification. Of these attitudes and techniques, the most important as noted by Lister (1985) is the reflection of feelings (Kankam & Onivehu, 2000).

2.7.5 Research backing on the validity of the theory (rate of success)

A major contribution of the Rogerian therapy has been the identification of the necessary therapeutic characteristics of the counsellor during the counselling process and the development of a philosophy that sees the individual in a positive growth-oriented context (Pietrofesa et al. 1984).

Corey (2009) also stated another major contribution of person-centred therapy as the quality of the therapeutic relationship as opposed to administering techniques, is the primary agent of growth in the client. Person centred therapist have the freedom to use a variety of responses and methods to assist their clients. This implies that the therapist can go eclectic (Corey, 2009).

The person-centred approach has been applied to working with individuals, groups, and families. Bozrath, Zimring, and Tausch (2002) cite studies done

in the 1990s that revealed the effectiveness of person-centred therapy with a wide range of client problems including anxiety disorder, alcoholism, psychosomatic problems, agoraphobia, interpersonal difficulties, drug addiction, depression, cancer, and personality disorders (Neukrug, 2011).

The basic philosophy of the person-centred approach has applications to education –from elementary school to graduate school. The core conditions of the therapeutic relationship have relevance to educational settings. In freedom to learn, Rogers and Freiberg (1994) describe journeys taken by different teachers who have moved from being controlling managers to facilitators of learning. These teachers have discovered their own pathways to freedom. According to Rogers and Freiberg, both research and experience show that more learning, more problem solving, and more creativity can be found in classrooms that operate within a person-centred climate. In such a climate learner can become increasingly self-directing, able to assume more responsibility for the consequences of their choices and can learn more than in traditional classrooms. They equally overcome behaviours that affect their academic work as well.

The researchers completed a series of experimental studies with control groups that include the use of what was called the Q-sort technique. Using this technique, the researchers examined a wide range of outcomes related to client-centred counselling, with the most important probably being whether clients who had gone through client-centred counselling had success at reducing the gap between how they actually saw themselves (their “self-concept”) and how they wanted to be (their “ideal concept). As you might suspect, the research did show that clients were able to achieve increased sense of congruence between their self-concepts and how they wanted to be and appeared to improve when rated by outside observers who used established instruments.

Recent research has also found some interesting results that relate to Rogers’ theory. For instance, research on the relationship between the counsellor and client suggests that, regardless of the background of the client, the most important quality for positive therapeutic outcomes is the therapeutic alliance,

or the ability of the counsellor to connect with the client (Neukrug, 2011). In addition to research on the therapeutic alliance, research that specifically focuses on the use of empathy has shown it to be one of the most critical factors for effective client outcomes.

(a) Critique/Limitations

Despite person centred therapist's wide ability to many settings, it has been criticized by several authors on several grounds. Belkin (1959) for instance noted that while it is theoretically desirable to speak of unconditional positive regard, total acceptance, warmth and empathy in the real world of school counselling, but school counsellors may exhibit this partially due to pressure of work.

According to Neukrug (2011), the use of empathy may have some limitations and its value may be contingent on the stage of counselling, the kind of problem (e.g., depression) the ability of the therapist to be empathic, the cognitive complexity of the client to recognize empathy (e.g., the psychotic). Kankam and Onivehu (2000) also came out with the following limitations citing Kottler and Brown (1985). The theory has given too much responsibility to the client and reduces the role of the therapist, who is the expert. The therapist may merely reflect on what the client has said. Secondly, it may be somewhat naïve in its view of clients naturally evolving and lofty in goals that may not be possible. Therapists for example, may be unable to create unconditional positive regard, since everything is ultimately conditioned.

The theory does not also respond to the difficulties encountered in translating feelings into action. It is narrow in its focus on effects and tend to ignore thoughts and behaviour. The theory also may over-emphasize the importance of relationship factors, which may be a necessary but not sufficient condition for therapeutic change. It is not useful for clients who are in deep crisis and require direct intervention. Finally, it tends to be more useful for highly verbal clients and less appropriate for those who have difficulty expressing themselves.

(b) Relevance and Application to Ghanaian Setting

According to Corey (2009), one of the strengths of person-centred approach is its impact on the field of human relations and education with diverse cultural groups. Rogers made a global impact when his work reached more than thirty countries and his writings have been translated into twelve languages. Person centred philosophy covered Europe, South America, Japan, and Africa.

Cain (1987) sums up the reach of the person-centred approach to cultural diversity, our international family consists of millions of persons worldwide whose lives have been affected by Carl Rogers' writings and personal efforts as well as his many colleagues who have their own innovative thinking and programmes to many corners of the earth. In addition to this global impact, the emphasis on the core conditions makes the person-centred approach useful in understanding diverse worldviews.

Glauser and Bozarth (2001) remind us to pay attention to the cultural identity that resides within the client. Therapists must wait for the cultural context to emerge from the client, and they caution therapists to be aware of the "specificity myth," which leads to specific treatments being assumed to be best for groups of people.

(c) Application to the Ghanaian Culture

This therapy may apply in the Ghanaian context because of our low socioeconomic status. Where people find it difficult to make ends meet, they may develop low self-perception thinking they cannot self-actualize or overcome their challenges. This therapy will therefore encourage clients to reconsider their ability, trust themselves and aspire to self-actualize. This therapy will also change the "we can't voice to yes we can" the approach is also relevant in our educational sectors as students will realize their potentials, fail to look down on their ability but rather believe that they have what it takes to develop their potentials to the maximum. Several students in educational institutions will benefit from this therapy as it will help them to overcome challenges that hinder their academic performance. However, people who have intense emotional challenges or mental difficulties may not see this therapy appropriate. This therapy may also not work where people

are superstitions and attribute issues to the “external” instead of the “internal” causes.

Carl Rogers’ approach was welcomed globally and was used in the 1980s to promote world peace by training policy makers, leaders, and groups in conflict. The approach was used to assist people to build self-confidence and move towards self-actualisation. Therapists also create conducive climate that calls for the client to change his or her self-defeating perception and behaviour. Despite the above, this approach may not help people with severe emotional difficulties and self-defeating behaviours. Therefore, the therapist can go eclectic or order to satisfy the client. The researcher used this theory also to guide the study because some students indulging in ill-discipline behaviour acts find it difficult to build self confidence that will enable them to change. Also, some counsellors might not create the conducive atmosphere that will enable the client to change. It is hoped that counsellors by this study will create the right atmosphere that will help students to change their negative behaviours.

2.8 ILL-DISCIPLINE BEHAVIOUR IN THE EDUCATIONAL REALM

School ill-discipline behaviour has been, over time, an issue of concern for educators and this has become a huge concern among educators, policymakers and public opinion in general, owing to the outbreak of aggressiveness among peers, violence within teacher-student relationship and vandalism. Various authors about ill-discipline behaviour have recorded its relationship with diverse causes based on situations or circumstances through which they occur. These different perceptions or views of authors on the topic, provides a clear window for the understanding of its positive-end, discipline. According to Peretomode (1995), discipline involves the ability to have self-control, restraint, respect for self and respect for others. He further maintains that contrary to the above positioning, this view can be considered as ill-discipline behaviour. Abubakar (2000) is additionally of the view that discipline is the ability and willingness to do what one ought to do without external control. Hence one can say discipline is internally motivated within the individual and this depends on the state of mind of the individual. It is

voluntary and an individual deliberately makes efforts to conform to an established code of conduct. His conclusion therefore is that anyone involved in ill-discipline behaviour acts has most often pre-conscientize himself to go wayward.

However, Aguba (2009) while emphasizing Douglas McGregor's theory, maintained that discipline is extremely induced in individuals who do not succumb to established rules and regulations out of personal volition, but out of fear of punishment or sanction. Ill-discipline behaviour on the hand may be any act that diverges from the acceptable societal norms and values. Norms and values are fundamentally the backbone of every society as it is based on these that rules and regulations are coined for human existence and co-habitation. For this reason, any acts which does not conform, whether deliberate or accidental may be deemed as ill-discipline behaviour. Ill-discipline behaviour according to Sarumi and Okoji (2010) is the opposite of discipline but in a comprehensive form, the meaning refers to the improper behaviour exhibited by either a group of individuals or one person in the school environment. Students who are involved in ill-discipline behaviour acts are seen to be violating the rules and regulations of the school.

The public presumes that schools are the preferred environment to transform productive and useful citizens of any nation. Agbenyega (2006) retains that decent discipline is one of the key attributes of effective schools and most schools which experienced frequent deviant students' behaviour have been blamed according to empirical research, on lack of effective implementation of school rules and regulations for discipline to reign in the schools. This factor has been very predominant in the occurrences of ill-discipline behaviour acts in most schools in Ghana. Such case can be made for the Colleges of Education in the country. Ever since the directive came from the government for the colleges to be upgraded to the tertiary status and for that matter, at par with the existing universities and technical universities in the country. Before the tertiarization status, it was an open fact that the subject of ill-discipline behaviour was completely absent in their system. That hasn't been the case anymore as current students at these colleges are of the notion that they are

studying under the liberal educational type of system and thus their actions and inactions mostly flout the already existing rules and regulations of the school.

The issues of ill-discipline behaviour among the various schools in the country especially at the higher educational level have become a social plague in all parts of the world. This common pestilence has in several ways derailed the full objectives of education. A process of ensuring that there is orderliness in our schools relates to discipline and punishment. Oladele (1998) is of the opinion that discipline arises from the need to bring about a balance between what the individual wants to do, what he wants from others and the limitations and restrictions demanded by the society in which he lives. According to him, every individual has his likes or wants with respect to his personal interest and what the society has to offer him. There are limitations and restrictions to the wants or interest of the individual from the society in which he lives. The process whereby these individual balances his own interest with that of the society and the limitations which comes along with it, is what we termed as a disciplined individual. Muchiri (1998) identified some forms of ill-discipline behaviour acts commonly experienced in schools. These were absenteeism, persistent or non-completion of work, fighting in the school compound, deviation from school rules, refusal to carry out punishment, smoking marijuana, lateness to class, laziness, and drug abuse. In addition, Ayieko (1998) explained that discipline problems may include destruction of school property such as burning dormitories.

Ill-discipline behaviour among students is disturbing as it slows down the race of education in the country. As it is wisely said by Yaroson (2004), “the problem of ill-discipline behaviour permeates all facets of the life of man and has brought man down to their knees”. Acts of ill-discipline behaviour occasioned by students’ misconduct involving violent and criminal behaviour defeat the goals of education. Acts of ill-discipline behaviour if allowed to incubate under current favourable conditions by education providers and consumers, could hatch a monster that will be difficult to exterminate (Idu&Ojedapo, 2011, Tunor, 2002).

According to Edem (1982), ill-discipline behaviour as a violation of school rules and regulations can obstruct the smooth and orderly functioning of the school system and should be consequently avoided. This could be done through perfect orientation of students and imposition of positive sanction. To further explain in the words of Akubue, (1991), ill-discipline behaviour is when there is a total break of law and order. It is also a partial deviation from acceptable patterns of behaviour within any specified social unit. The problem of ill-discipline behaviour has in recent times become a national concern. Ill-discipline behaviour manifests itself in several spares of both school and society. This presupposes that, ill-discipline behaviour which is the social canker, derails the focus of any institution or organization as far as the objectives of that organization or institution (school) is concerned. Akubue (1991) states that, the situation of ill-discipline behaviour in school has generated a lot of concern with no positive action to arrest the situation. Ill-discipline behaviour in school also include such unwanted and retrogressive acts like sexual abuse, smoking marijuana, drug abuse, rudeness /insubordination, truancy, refusal to do assignment, cheating in examination and other social vices.

Meanwhile Denga (1989) noted that ill-discipline behaviour among students come out clearly when they flout school rules, refuses to do their assignments or carry out their assigned duties, cheat in examinations, organize and participate in immoral parties or riots either in school or elsewhere. It is a brain behind poor academic achievement.

In the context of the school and college system, an individual is said to be of good behaviour if his actions and inactions conform to the set rules and regulations of the institution. If otherwise, then we can say that the individual (student) is not disciplined. With reference to the definition of Dare, Hashim, Sweinan and Ofie (2004) as cited in Idu and Ojedapo (2011), discipline in schools as respect for school laws and regulations and the maintenance of an established standard of behaviour and implies self-control, restraint, respect for oneself and others. This embodies the exact positive actions portrayed by students in the school setting and if a student does otherwise, his or her action is basically termed as ill-discipline behaviour.

Gender or school type does not been a barrier or an obstacle to the problem of ill-discipline behaviour in schools even though the degree of the incidence vary from school to school. Cases of violence though less common, occur more often outside, than on school premises.

With reference to the above postulations, ill-discipline behaviour in the educational or school system be any act, habit or behaviour exhibited by the learners or students within the school premises and outside the school, which definitely attracts condemnation instead of praise by the public and/or the school staff. In addition, any act or behaviour which goes contrary to predetermined school rules and regulations is said to be ill-discipline behaviour.

2.8.1 Types of ill-discipline behaviour in schools, colleges, and universities

Danso (2010) confirmed that ill-discipline behaviour acts are a major canker to every society and goes a long way to destroy the moral fibre of society. According to him, ill-discipline behaviour acts are the ones which do not conform to the accepted norms of any given society. He decried the higher rates of ill-discipline behaviour and lawlessness in Ghana's educational institutions. He observed that not a single day goes by without an act of ill-discipline behaviour perpetrated by students in schools. He therefore lamented over some of the major causes of these acts to be fuelled by the youth's influence from social media, peer pressure and the repositioning of the rules planted to ensure orderliness in educational institutions. He further highlighted some of the common types of ill-discipline behaviour acts in schools which are cases of insubordination to school authorities such as assault and insults on teachers or instructors, non-teachers, and school prefects. He as well pointed out common cases relating to a collective misbehaviour of students in schools which are vandalization of school properties to vent out their grievances on issues and mass protests. According to his research, there are incidences of poor habits regarded as ill-discipline behaviour acts like the speaking of pidgin language instead of English, chewing gum in class, fighting and wearing of dirty or unprescribed

uniforms to school gatherings and examination malpractices. Ebontane (2006) supports this assertion as he also found out that the various types of ill-discipline behaviour cannot exclude vandalism from students as well as insubordination on the part of students to school authorities as well as school prefects.

Lewis (1991) as quoted by Morengwa (2010) observed that there are three types of misbehaviour which are considered as ill-discipline behaviour by educators. This include misbehaviour that inhibits the learners' own learning, misbehaviour by one learner which is destructive to the learning of another and misbehaviours which are disrespectful, defiant, or abusive to the educator. He added that these behaviours can be committed intentionally or unintentionally. Morengwa (2010) further stated in a clear term some of these behaviours which he believes can negatively affect the morale of the student. These stipulates that a learner consistently comes to class late and disrupts the flow of the class, talks while the teacher is addressing the class and writes graffiti on school property. The rest are, continuously calling out in class, not listening, and asking questions that have already been answered, defies the teacher and refuses to follow instructions and moves around in the class to the point of becoming a distraction.

Rosen (1997) he identifies ten other types of disciplinary problems or ill-discipline behaviour acts among the students, and which may lead to suspension as a way of punishing any learner who perpetrate such acts. These include defiance to school authority, class destruction, truancy, fighting, the use of profanity and damaging school property. The rest are violation of school dress code, theft/stealing, leaving campus without permission and not reporting to after -school-detention or Saturday School.

Donnelly (2000) also mentions other common types of ill-discipline behaviour acts experienced in American schools. Some of these are fighting, insubordination, little support for educators, a general climate of disrespect and distrust of the administration. It is noteworthy to report extensively that ill-

discipline behaviour acts are perpetrated by students across the globe but the intensity and the various forms they take may vary only a little. On this note, the subject of ill-discipline behaviour in schools is by far one of the deepest social menace which is gradually deforming the foundation of these educational institutions and needs the required attention.

2.8.2 Causes of ill-discipline behaviour

There are several causes of ill-discipline behaviour in schools and colleges. Many psychologist including Kankam and Onivehu (2000), Osarenren (2002) and Schaefer (2005) classified the causes of ill-discipline behaviour under the following sub-headings. These are rights and freedom, family/parental/societal factors, the school factor and the media.

2.8.2.1 Rights and freedom

The first cause of ill-discipline behaviour in schools and colleges could be described as the idea of democracy with its emphasis on the rights and freedoms of the individual. According to Olaiya (2009) the issue of rights and freedom (democracy) is the root cause of ill-discipline behaviour, not only in schools and colleges, but in the society. According to him, individuals of all race and age, misinterprets or sometimes overuse their understanding of the concept of democracy in any organization or a country. When this conception is misjudged, one may be on the verge of taking certain actions or inactions contrary to what the society or the constitution expects or demands from an individual in an institution. This in a way might depict the situation in the colleges of education and other tertiary educational institutions in the country. For instance, when the initial teacher training colleges were elevated to colleges of education (tertiary status), students saw this as freedom to misbehave. As such most students break school rules and regulations with impunity. They no longer obey school rules and regulations. They want to equate themselves to the universities where there is nothing like boys' dormitory or girls' dormitory, no specific time for visitation and no need for permission to go town. In addition, students' allowances that was withdrawn has been restored and this has given them money. This has given the students some power to play the truancy and indulge in immoral acts.

The rest are freedom to use mobile phones anywhere, anytime, entering sexual relationships, smoking marijuana and the use of alcohol and drugs. It could therefore be seen that the tertiarization of colleges of education seem to have increased ill-discipline behaviour acts in the colleges. This is a serious concern for the college management and other stakeholders of education. Ali (2014) confirms this assertion that the idea of democracy has most predominantly been the origin of ill-discipline behaviour in most senior high schools as well as colleges. Whether this act goes against the norms or rules of an institution or society, perpetrators may not consider its implications or whatsoever. He further commented that most of the reason behind the occurrences of ill-discipline behaviour acts are more intangible than concrete reasons that can be ascertained. He emphasized on tackling the psychological mindset of perpetrators than allowing them to go through punishment which may only succeed in inflicting pain on individuals who get involved in such acts. He cited examples of these causes as the “generation gap” that exists in ideas, beliefs and values about the nature of man, life and society and also the high level of sophistication of young men and women compared with that of the old generation. He argued that there is a wide difference of opinion in matters of basically the nature of life and the society between the two generations, the young and the old. For this reason, there may be certain norms or actions which may be acceptable and common among the youth or the young age. This same norm may not be conversant with the old generation which may in some situations be considered and classified as ill-discipline behaviour as some rules of organizations and the society has not been altered to suit the growing generations.

2.8.2.2 Family, parental and societal factors

Parents are very important personalities in the development of every child. Child development is basically dependent on the home from which children are born into. There is the global perception that, “the home” is the first teacher to any child even though as the child grows, he or she meets other people who may cause a change or influence the life of the individual either positively or negatively. Schaefer (2005:91) stated that “the lifelong process of learning begins shortly after birth and that human beings especially family

members constitute an important part of their social environment.” This implies that, it is the duty of the family to educate the child into a responsible adult. Consequently, it is assumed that proper supervision becomes very necessary at the tender age of every child. In the modern world however, some parents have abandoned their main responsibility of bringing up their children the way it was done in the past. Some parents rather concentrate on the acquisition of wealth and fame or more significantly, much emphasis is laid on the family’s survival than on steps to bring up their wards in the upright direction. According to Ahmed (1982), some children from broken marriages are often very harsh, unhappy, insecure, and very frustrated due to an unhappy home. They go to the extent of wandering, idling, pick pocketing and shop lifting to amuse them. He further said that some parents offer alcoholic drinks, cigarettes, hard drugs to their children or wards, which lead them to armed robbery, thuggery, theft, damaging of public property and killing fellow human being and many other social vices.

This assertion is supported by McEwan (1998) who opined that some parents are so involved in domestic problems to the extent that they lose sight of their primary role in socializing their children. This responsibility of parents is then left in the hands of the schools most especially, the tertiary institution where students are regarded as adults with massive freedom and need little or no supervision in their daily activities. This in tend breeds ill-discipline behaviour.

On a more serious note, most children are over protected and over pampered at home who in turn become problematic in the school and in the society at large. Some parents allow their children to be so influenced with their wealth to the extent that, these children see those around them as inferior and this may include their school authorities. Docking (1980) agrees that indeed some students come to school already displaying disposition to be disruptive. There are many factors at the home such as poverty, children using mobile phones, child abuse, broken homes and parental irresponsibility that would go a long way to influence students’ behaviour negatively. Poverty as a state in life is mainly determined by the socio-economic status of the child in question.

Poverty is a state where parents are unable to provide certain basic human needs and amenities which can aid in making life quite easy for an individual. It therefore become a problem for such families to be able or be in the position of buying their children certain materials like uniforms, textbooks, and stationery. This therefore induces a high probability of making the child cultivate the habit of stealing from his fellow mates to make ends meet. The temptation to steal and make ends meet right from junior high school to the tertiary level is high if socio-economic matters in the family remains the same. Assignments may not be done due to lack of space and lighting equipment, all of which are perceived as ill-discipline behaviour in schools. Besides, students from poor families who cannot afford to pay for transport costs, walk long distances to school, thereby arriving late and exhausted. This may also be classified as ill-discipline behaviour since it flouts school rules and regulations. Day school students live in their homes where they are expected to carry out duties on daily basis. Being late to school due to household chores may lead to what teachers may term as ill-discipline behaviour, when assignments are not done on time. Such activities disrupt normal school routine (Wangai report, 2001). Additionally, some parents do also contribute to student ill-discipline behaviour by not checking on students' progress which leads to laziness. Parents also give too much pocket money without monitoring their children expenditure or give advice on the proper expenditure and advice on the dangers of abusing drugs.

Afful-Broni (2005) posits that the society is expected to teach directly or indirectly certain appropriate, worthy, and acceptable behaviour patterns to its members. It is an undebatable fact that our school system is wrapped around the happenings of our society. And thus, whatever the trend of events, it is deemed to carry either positive or a negative impact to the members of the society and once the school system forms a core part of our society, it stands at the brink of receiving even deeper effects of the outcomes of the society. The school community is known to be a true reflection of the society accommodating the beliefs, values and organizational systems that exists beyond the school grounds.

Greenbaum, Turner and Stephens (1989) reviewed a study conducted by Olwens and found that 15% of school children are involved in bully-victim problems. One in ten students is regularly harassed or attacked by bullies. From the above, it could be deduced that schools do not exist as isolated institutions untouched by the social events surrounding them. Schools are both a mirror image of what transpires in their communities and a force that attempts to convey and shape the values, beliefs, and attitudes of students. Being both a mirror image and a dynamic force make it essential that we understand how factors that occur both within and outside the boundaries of schools interact to create discipline problems.

To conclude on this, Glasser (1984) cited in Kankam and Onivehu (2000) lamented that children want to be responsible, but they need parents to demonstrate a model of responsibility so that they can emulate. This implies that children are what they are because of the lifestyles exhibited by their parents especially when some parents fail to act as very good role models for their children to emulate. They rather indulge in unacceptable behaviours which their children also emulate and indulge in unacceptable behaviours.

2.8.2.3 The school factor

The school as a cause of ill-discipline behaviour is re-classified under administration, student, and teacher factors.

(a) Administration

With respect to the situation existing in the tertiary institutions, conditions on most campuses in one way or the other promote ill-discipline behaviour. For instance, there are inadequate recreational and welfare facilities and inadequate exposure of students to reading materials. The tertiary institutions are mostly in this situation due to inadequate financial allocation by most African governments. Authorities of these institutions, to generate funds, then enrol more students than the capacity of the school. This in one way or the other brings about ill-discipline behaviour.

According to MOEST (2000) on ill-discipline behaviour, one of the leading causes of unrests was the habitual absence of head teachers from schools. Some head teachers were not always in school to give guidance to those

under them; they were not always available at critical times to give direction and counsel to teachers, students and supporting staff. The temptation to be absent from school is indeed greater in public day schools. This leads to loss of touch with the school. Absentee head teachers indeed create loopholes and lack of coordination in school activities. It can therefore be concluded that student's ill-discipline behaviour acts are mostly a manifestation of what happens in the school, which is the laxity of rules and regulations of the institution what is happening in the environment as well. The factors behind ill-discipline behaviour include lack of good role models, drug abuse, and stealing among some school authorities. It is agreed by different authors that happenings in the school is always a reflection of what goes on in the school.

(b) Student Factors

Charton and David (1993) attribute the cause of students' misbehaviour to biological and environmental factors. According to them, biologically, disorder in the hereditary characteristics of individuals, chromosomal abnormalities due to genetic defects and other environmental factors such as separation, divorce or loss of parents often contribute to students' misbehaviour in schools. This means that if a child has biological defect through hereditary and if the environment is not conducive or supportive enough, misbehaviour may emerge.

Closely associated to the above is the assertion of Yizura (2000), attributing the causes of students' misbehaviour to the biological characteristics they possess, the kind of experiences they have and the social pressures operating on them at the moment. Yizura further stated that misbehaviour occurs because of the physiological changes taking place in the adolescent characterized by "stress and storm". Most adolescents face problems in adjusting to these physiological changes thereby indulging in certain negative practices as a form of adjusting to these bodily changes. In support of this, Kankam and Onivehu (2000) explained that students who misbehave have unsatisfied emotional needs. Resentment and reflection in the home, school and even among peers induce deviations in behaviour towards oneself and others. They further stated that, these types of students may; express their feelings of inadequacies or frustration in a variety of negativistic ways. They

break rules, hurt other people, destroy property, refuse to do their schoolwork, become truants and insolent to teachers etc (p.62).

This suggests that most of the misbehaviour of students is because of frustrations faced at school or the home. Therefore McPhillimy (1996), said that misbehaviour is mainly a symptom of a problem rather than a problem. This means there are underlying factors that make people to behave in certain ways. This is why Kankam and Onivehu (2000) are of the view that disciplinary actions taken against students must be followed up by a well-organized plan to remove the causes or the reinforcers of the negative behaviour otherwise they tend to create more serious problems.

The nature of students' personality development may also have a greater volume of influence on their behaviour. Kyriacou (1986) observed that some ill-disciplinary problems may be due to immature or disturbed personality development and that disruptive behaviours can be seen to be primarily a reaction to stress which they are unable to cope up with. In support of this assertion, Lahey (2004) noted that individuals with antisocial personality disorder "frequently violate social rules and laws, take advantage of others and feel little or no guilt about it. It is therefore clear from the above that people who have some abnormalities in their personality may indulge in antisocial behaviour.

Further the issue of ill-discipline behaviour can as well be evident in the dress code of students which may emanate from flouting the recommended code to be worn to school due to some circumstances which may not even be in the students' control. In day schools, it is a common practice to flout the school dress code. Students wearing inappropriate clothes make the school look bad. Sineleb (2011) asserts that, Uniforms in public schools reduce economic and social barriers between students, encourage discipline and affects positive attitude by increasing self-confidence, school pride and a sense of belonging. They create a safe environment in school.

She adds that, learners can then focus more on their schoolwork and less on what their peers are wearing. School dress code has always been a controversial topic, especially in the USA, where since the 1960s when it

began adopting school uniforms, they are yet to be embraced throughout the country, notes Sileneb (2011).

Frustration is also another cause of students' misbehaviour. Students are often frustrated when their needs are not met or when they have emotional problems. Lahey (2004) is of the view that a common reaction to frustration and other stressful situations is aggression. He continued that "many individuals cope ineffectively with stress by using alcohol and other drugs to soothe their emotional reactions to stress". This relates to the fact that students under stress may indulge in certain undesirable behaviours as a way of coping with stress. Kennedy (1997) therefore states that a child who is in turmoil is unlikely to learn effectively until life is more settled.

Food is generally believed as a necessity for human growth. This is a major and essential substance to the growth of individuals, especially adolescents. Mugambi (2005) asserts that adolescents eat more due to their growth spurt, so if they are not given food in adequate amounts, some tension and chaos may arise. In this direction, everything about food becomes significant for the welfare of the student. In terms of quality, quantity, variety, and the serving system may all be considered sensitive matters in this direction which should not be compromised in any way. In colleges of education where students are fed, where the quality and the quantity of the food is below what is expected, students may engage in disruptive behaviour or demonstration against school authorities.

The temperament of students also causes ill-disciplinary acts in schools. Fia (2011) assert that extroverts show ill-discipline behaviour most and that extrovert dimension of personality has been found to have interesting implications. When trying to study, extroverts generally prefer to make noise and to socialize. This assertion is supported by Essuman, Nwanchukwu and Anusiem (1989) that extroverts tend to be boisterous, restless, full of vigour and energy but careless and lack long attention span and that their extroversion makes them find it difficult to learn by conditioning. In another development, Digman (1990) and McCrane (1989) as cited by Wertman and Loftus (1992) postulate that, extroverts are socially active, assertive, outgoing,

talkative, emotionally unstable and fun loving and this could hinder academic development or progress in a child. This means that extroverts are more prone to ill-discipline behaviours than introverts. Osarenren (2002: 50) is also of the view that, “children indulge in some ill-discipline behaviour acts as a form of seeking attention or protest”. According to her, some parents do not care nor show enough interest in their children’s welfare. As a form of protest, they indulge in truancy.

The influence of peer pressure is also another cause of students’ misbehaviour. This is to say that the behaviour of students is at a greater extent influenced by their peers. This is more prevalent during the period of adolescence when students begin to explore various possible identities and affiliation. Students therefore copy the bad characters of their peers. According to Adentwi (2005), certain modes of behaviour passed down from seniors to juniors over the years tend to characterize the school as a whole and to some extent, all individuals who passed through its walls. This may mean that anyone who passes through the walls of an institution may acquire certain behaviour styles, positive or negative.

In the words of Allubile (1991), the groups to which a child belongs, exercise a potential influence on his behaviour. These influences can be positive or negative depending on whether the aims of the groups are social or anti-social. The peer group pressure is known to force members often into patterns of behaviour which may be against their own best inner judgments. They must adhere to laws of the group no matter how bad. So, a good child at home might change to a bad student in the school due to the peer influence. According to Bandura and Kuper (1963) as noted in Fia (2011), peer models were as affective as adult models. In addition, he observes that peer group participation does not contribute to producing a certain value system. It generates value conflicts because of role taking in social situation of varying character. When the conflict exists, the dominant members will come out with their behaviour and command which make the good ones to start doing the good and bad things learnt in the groups. Students learn most of their ill-behaviours from their peer group.

Students can also misbehave because of the environment in which the child is brought up. This also poses serious influence on him or her. This to a large extent influences the individual's behaviour and characteristics, especially how to respond to certain situations in a particular manner. Soet (2005:53) stresses that, what a child sees, how it is done, and when it is done, does not go out of the child's mind. Indeed Mwaniki (2003) quoting Farrant (1980) concurs that, ". . . the environment like the blacksmiths forge tapers and alters our natural characteristics, moulds and alters as according to the treatment given". The intensity of ill-discipline behaviour acts in our educational institutions are at alarming rates lately and this practically reflects the prevailing lawlessness and frustration in our society.

In line with the above, Osarenren (2005: 46) stressed that, "another dimension to adolescents' problems, perhaps the most important is related to their peer culture". In a research conducted by Obi, Bisong and Denga (2006), on the sources of sexual information to adolescents, the result shows that peers are the first and major sources of sexual information to adolescents. The findings of the study revealed that 43.3% of peers had their first source of sexual information from peers and only 16.7% from parents. The rest are 11.8% for the school, 8.1% for relations and 21.1% for newspapers media. This may be attributed to the socio-cultural environment in which adolescents find themselves in Nigeria. This is because parents hardly discuss issues of sex with their children.

Mobile phones are great devices which have great advantages in the lives of students both at homes and in schools. The school regulations for at least senior high in Ghana however does not allow it for students to be using it on campuses. When these gadgets are smuggled into schools may be a severe source of ill-discipline behaviour on the part of the student. This therefore is very rampant in schools especially in Day schools in the country as many of these devices are continuously seized and burnt to serve as a deterrent to others. This punishment however does not send its message well to the defaulters as a subsequent swoop for the devices may just show an overwhelming result of some being found.

Mobile phones can be a source of great misconduct in schools, among them, viewing pornography and cheating in exams, Kwajo (2011). The situation is not different from the colleges of education even though mobile phone usage is allowed in colleges of education. Teacher trainees instead of using the gadgets for academic research rather use it on unproductive activities such as watching pornography and movies. This is a malpractice that is a big headache in many countries. Siringi (2011) notes that some parents facilitate cheating by bringing mobile phones to students in boarding schools during the prayer's day ahead of the start of the exams. Muindi (2012), lamenting that the use of mobile phones in exam centres was indeed the greatest challenge they were facing in curbing examination irregularities. Walteym (2011) reveals that with mobile phones, one can do a lot of things as well as cheat in exams, since most phones are internet-enabled. The use of mobile phones diverts students' attention and concentration during class hours.

(c) Teacher Factors

Teachers often contribute to ill-disciplinary behaviour of students in diverse ways either intentionally or unintentionally. Students do acquire certain behaviours and habits by observing and imitating their teachers. Adentwi (1991) identifies three main categories of teachers related causes of ill-discipline behaviour. These are.

- i. Studies related to behaviour which includes absenteeism, lateness, laziness, ineffective teaching, and inadequate control over subject matter.
- ii. Interpersonal relation where the teacher uses abusive language on students and over-familiarity with students.
- iii. Inability to comport oneself leading to smoking marijuana, drunkenness, improper dressing, flirting (sexually) with students and undermining fellow teachers and superiors before students. When teachers do not conduct themselves in the manner expected, they are urging ill-disciplinary acts among the students.

Afful Broni (2005) also stressed that; lack of professionalism could cause miserable distractions and once students know that the teacher is playing

favouritism, he will lose their respect and attention in the classroom. Another cause of ill-discipline behaviour is when teachers fail to establish classroom rules and procedures. In this vein, Afful-Broni (2005) further stated that “without appearing dictatorial, teachers should still be in charge, for if they shirk this responsibility the students will rule them instead” (137). Paaga (2007) in support of this lamented that sometimes, teachers are to blame for the ill-discipline behaviour in schools. According to his findings, some utterances made by some teachers in schools were some of the root causes of ill-discipline behaviour and riotous behaviour among students of such institutions. Unguarded comments like, “...*it is only in this school that such bad meals are prepared for students to eat,*” is a recipe for rioting by students.

In another vein, Afful-Broni (2005) stressed, that if students have been physically or emotionally abused by an adult figure, their behaviour in class may be affected. The way teachers punish recalcitrant students may rather harden them instead of reforming them. Terry (2000) also stated that students who are often punished physically tend to show more aggressive behaviours than children who have been punished in non-physical ways. It is also believed that students who are severely punished may become socially withdrawn and less active.

Another factor that influences ill-discipline behaviours in colleges of education is teacher-student relationship. Akuma (2006) stated that the teacher functions more than just an employee of the school board. The teacher in the school is also the parent of the student both the well behaved and the misbehaved ones. When a teacher relates with his students and he fails to play such a fatherly or motherly role and allows themselves to be drifted by indulging in a mean lifestyle such as harassing students, quarrelling with them, throwing abusive words at them and embarrassing them publicly, tend to breed ill-discipline behaviour among students since they will try to be rebellious against him.

2.8.2.4 The mass media

We are in an era of technological advancement that is full of diverse electronic devices. Although the media is expected to be channelled into productive use, many students rather use it for the opposite. The media to a larger extent is seen as a major cause of ill-discipline behaviour acts among students not only in the colleges of education but equally at other levels of education in the country. Schaefer (2005) stated that “it is tempting to say that the “peer group” or “media” really raise kinds these days especially when the spotlight falls on young people involved in shooting crimes” (p.91). It is generally believed that many adolescents often watch pornography, movies on stealing syndicates and armed robbery gangs. Most adolescents also tend to practice whatever they see thereby leading to carrying out ill-discipline behaviour acts.

According to Meek, Heit and Pape (2003), young people who are exposed to lots of media violence, see violence as a way of life. Watching violence, repeatedly can increase the likelihood of acting in violent ways. Meek et al (2003) further explained that children are glued to the television to the extent that their relationships with family and friends suffer. In addition, students may put off doing assignments, project works and even daily house chores. All these are indications that the misbehaviours children exhibit at school are the result of what they see on the television. In a study conducted in the USA, the National Parents and Teachers Association reported that “a typical child views 8,000 murders and 100,000 acts of violence on television from age three to twelve. Some television programmes and movies show other forms of inappropriate material. They may show or talk about people having sex, using drugs, and using vulgar or offensive language” (Meek et al, 2003 p.452). It is rather unfortunate that students of today have access to sophisticated smart phones that they can easily use to download and view whatever they want with ease. Some students at times play with their mobile phones as teachers are teaching. The mass media according to Alhassan (2000) is the key factor in the generation of ill-discipline behaviour in most schools and colleges. Alhassan (2000) emphasized that the radio, television, movies, comic books, newspapers, and magazines contribute to ill-discipline behaviour by glorifying, overemphasizing, and giving instructions in crime.

Levine Madeline quoted by Awake! Of 22nd May 1997 in her book “Viewing Violence” stated that when children who are heavy viewers of the television are more aggressive, less imaginative, less empathetic, and less capable students than their lighter students viewing counterparts. Thus, the more the child is exposed to the television, the internet, and other forms of mass communication, the more the child is prone to ill-discipline behaviour acts. Students’ exposure to the media could be blamed on parents and guardians’ laxity in the ways of socializing the child as some parents and guardians might be pre-occupied with work to the extent that they care little about socializing the child. Some parents might also fail to monitor what the child watches on the television or on the internet. Some students are also interested in pornographic materials because they are teenagers who naturally have the desire for sexual activities because of the development of sex hormones in their bodies. Teenagers are also very curious and would practice whatever they perceive.

This assertion is consistent with Osarenren (2002) that the presence of sex hormones constitutes a very strong and powerful stimulant that reinforces sexual desires and cravings among teenagers. Much therefore must be done to assist students to limit or control their exposure to these facilities that most of them often use wrongly constituting ill-discipline behaviour acts in colleges of education.

Another serious issue of concern is the use of social media among students. Students in colleges of education and at other levels of education are nowadays addicted to social media to the extent that their academic work suffers. Many students only think about how to get money to buy data to engage themselves in negative activities on the internet such as internet fraud and watching pornography. Some students are on WhatsApp, Twitter, Facebook, Instagram, Tiktok among others at the expense of their academic work. Others also practice the negative things they watch using these applications. Additionally, some students also do not have the intention of doing anything negative with the internet. However, they are induced by some sites they incidentally encounter which they unintentionally attend to, thereby wasting their precious time for studies.

2.8.3 Importance of discipline

It is generally believed that there is several importance of discipline to the individual in society. According to Fia (2009), there is a positive correlation between discipline and academic performance. Many schools that are well disciplined equally perform well academically. Any breach of discipline in the system of operation therefore causes severe damage and acts as a potential obstacle to the achievement of goals of an organized institution and as such should not be entertained. In the words of Silsil (2010) discipline be the system of training the mind and character of an individual to be guided in making reasonable decisions in a responsible manner in the society. Therefore, an individual with no respect to discipline may not have the character training to make reasonable decisions. Disciplined persons may not go contrary to the rules of the society that may cause disturbances in the society.

Okuthe (2003) observes that discipline is one of the most important factors that help all social systems to function effectively and achieve their purpose. No government institution or establishment of any kind can function without discipline. Even the family institution which happens to be the very core of a society ceases to function effectively if there is no discipline among the members of the family. The system of discipline can therefore be the wheel which directs the goals and objectives of any group into the achievement of its mission and subsequently the vision accomplishment. With this notion, school establishments' pays higher homage to the system of discipline and has been observed as one of the very important social systems that can effectively help train students in good conduct and the acquisition of knowledge. The enrolment in schools therefore does not only mean to acquire some knowledge in a certain field of study but to also work on the personal relationship with the society in general.

Eshiwani (1993) therefore concurs that for proper learning to take place in school establishment, discipline must be observed. Discipline must always therefore be maintained because it is only where there is discipline that proper learning can be expected to take place. It must be maintained to ensure a

peaceful and conducive environment for learning. Padilla (2012) agrees with the fact that a disruptive behaviour by any student will interfere with the instruction and learning processes of any school establishment. He then asserts that, good discipline from students and teachers, enables those being taught to practically focus and master the skills being offered by the teacher. Troublesome students may only end up interfering with the smooth system of teaching and learning which at the end may limit themselves as well as others to the full advantage of academic instruction.

In his argument on modern scheme of discipline as well, Mbiti (2007) confirms that the scheme of discipline allows the system to teach students good conduct in their relationship with the society, making them understand their responsibilities and obligations and the consequences of bad conduct. According to Mbiti, the whole system of education is handicapped in the absence of discipline as there will be obviously destructive activities of students or probably some people in authority to take certain actions or inactions in the reverse of the institutional objective. He however confirms that discipline itself without education is dead since these two concepts are closely linked.

Jeng (2011) maintains that knowledge without discipline is useless. It is only knowledge with discipline that one can be used to get anything in life. Discipline is the only weapon that one can use to fight poverty, harassment, difficulties, violence, and discrimination in the society. A disciplined and educated student becomes a progressive element in the society. Therefore, students must maintain discipline to earn dignity and success. Once we all live and work in a certain society, our lives is automatically involved with others. Without discipline, there is the challenge of co-existence as Jeng (2011) further confirmed that discipline is the weapon used to combat all negative happenings around us.

2.8.4 Effects of ill-discipline behaviour

Students' discipline is deemed as a very important tool to the success of every educational institution. Bafoua (1983) highlighted in his study how

significant discipline is as an element in the educational system during the ancient Greece. The concept discipline alone is known to create avenues in fostering a serene and smooth educational process as lamented by Larson (1973). Student ill-discipline behaviour is currently seen as a global phenomenon which permeates into all educational set-ups irrespective of the age group dominant in the institution of subject. Statistics of student ill-discipline behaviour have shown a recurring trend of issues involving students' inappropriate acts of which affects the administration of such institutions as well as the learning process as whole. Kuntz (2000) addressed in his study, the continuous happenings of the issue of students' ill-discipline behaviour in primary and secondary schools with examples of bad behaviours like destruction of school property, pupils lack of respect for each other or for adults which impede normal school routine. Larson (1973) also reports in his study with figures from the National Centre for Educational Statistics from the USA how the issue of ill-discipline behaviour is reducing the educational pace for students and teachers alike as well as school management. According to his study, thirty-six (36) percent of the students in grade 9-12 reported that they have been involved in physical fight over the last academic year and also 7% of teachers in inner cities were recorded to have been assaulted in diverse ways by students in these schools.

This situation is not different from the perspective of Danso (2010) who reported and highlighted on high ill-discipline behaviour rate and lawlessness in educational institutions. He commented in the outcomes of his study that not a single day goes by without an act of ill-discipline behaviour being executed in schools around the country as the media receives records of different forms of inappropriate acts in educational institutions which sometimes include murder and incidents of permanent damage to an individual (a student, teacher or management staff). According to him, meaningful teaching and learning geared towards the attainment of goals is unattainable if teachers and students are not disciplined in their dealings. According to Ovell (2001), discipline in schools is considered essential for effective learning, good teacher relationship and peer adjustment. A

democratic form of discipline leads to a healthy classroom environment that in turn promote respect and a desire for education.

The issue of ill-discipline behaviour in schools has already become a social canker and concerns being raised by stakeholders of the country's educational system has increased. Accordingly, this challenge carries a threatening ability of destroying, the total purpose of the educational system in the country. Discipline has already been established by different authorities and considered as a vital element for student success in schools and social success in general. Therefore, a very good academic qualification which cannot be backed by a good foundation of an individual will consequently be of no use to the individual in question, the school, and the society at large. According to Finn, Fish and Scott (2008) and Oliver (2011) as cited by Simuforosa& Rosemary (2014) are of the view that, when students misbehave either in class or out of class, they learn less and may as well obstruct their peers from learning. The contact time of teachers will be reduced when the teacher will have to take time off the main purpose of his/her presence to combat the issue of student ill-discipline behaviour. The repercussions of these acts rather direct and causes much damage to the objectives of learning. The impact of such misbehaviour does not only end as the learning process is distorted but it as well, causes stress for the teachers involved.

Finn et al (2009) cite a survey of 805 members of American Federation of Teachers Union and report that 17% of teachers lost about four hours a week to destructive behaviour by students while an additional 19% lost between two to three hours per week to destructive behaviour of students. The time and energy needed to cope with the destructive nature of some students can be physically draining and emotionally exhausting. Students who are involved practically in ill-discipline behaviour in schools are often seen sacrificing their free times and alone-periods for acts which are unnecessary and may have the propensity to only delay their academic performance. They may therefore only allocate fewer hours to their academics of which will directly result in poor performance. As a result of students engaging themselves in ill-discipline behaviour acts, they may end up tangled up with the ideas of examination malpractices and other academic vices which adds up to the records of

student's ill-discipline behaviour. They also waste their precious time meant for studying by indulging in unscrupulous acts that produces no gain.

The student-teacher relationship in the school system is likely to be stained to a certain degree which may have a reverse effect on the welfare of students' knowledge acquisition. The acts of ill-discipline behaviour especially in the classroom setting may speak volumes and may as well be interpreted as a complete disrespect to the authority in the classroom level. When this happens, the climate for mutual respect which is necessary to facilitate learning is compromised. The Ministry of Education, Kenya conducted a survey which in the end, directly linked the causes of poor examination results to acts of misbehaviour in secondary schools. (MOE, 2001).

Matsimoto (2000) is also of the same view as he directly links the success of students academically to the instance of no or fewer records of ill-discipline behaviour acts in schools. According to his study, the detrimental effect of ill-discipline behaviour acts on teaching and learning process are poor performance. This is because much time is spent on ill-discipline behaviour cases whereas lesser time is spent on teaching and this in turn, will result in the syllabus not being covered in time and hence students' inadequate preparation towards impending assessment. Referring to the outcome of his work, the grave implications of ill-discipline behaviour in schools have the affinity to affect the entire school culture which may have positive relationships with the overall performance of the school. Ill-discipline behaviour poses a problem since it leads to poor results.

Fosu-Ayarkwah & Fia (2018) opines in their study which concentrated about ill-discipline behaviour as a plague in our schools, that the acts of ill-discipline behaviour in general impedes the pursuit of knowledge and a setback to the development of any society. Generally, junior high and senior schools across the world are faced with some form of ill-discipline behaviour acts with elements of violence and oppression of weak students by stronger ones. According to this research, acts of ill-discipline behaviour do not only influence the individual (student) involved but also the family, the school, the society and the nation as a whole are all affected in one way or the other.

(a) Effect on the school

Ill-discipline behaviour in schools leads to breaking of school rules and regulations. There is also the destruction or damages to school property and increase in other behavioural problems which may go against the integrity of the school. The increase in behavioural problems may nullify any benefits the school may have accrued. An increase in ill-discipline behaviour events may create huge problems for the school. Therefore, the control of student behaviour becomes a primary concern for the school authority to the extent that academic work at times, are ignored. With respect to the outcome of the study, some schools are experiencing rates of school dropout due to ill-discipline behaviour coupled with challenges of dwindling academic results. This as well as higher probability of undermined integrity is a major factor a parent may consider when deciding a choice of school for his or her ward (Fosu-Ayarkwah & Fia, 2018).

(b) Effect on the family

The interest of seeing ill-discipline behaviour students through the completion of their education by their parents or guardian may be at risk since these students may exhibit some provoking and rebellious behaviours at home too and most surely on their parents as well. Other siblings may be encouraged by the ill-discipline behaviour attitude of this person and may assume similar attitude which becomes a problem for the family. With this at hand, the reputation of the family the individual is from is at stake and when this happens, it normally results in parents renouncing their own children. The repercussions that follow some of these decisions are beyond measure as these children may go as far as stealing family property for sale and becoming violent and aggressive. They will resort to threatening the lives of family members and the people around them. This may therefore indirectly affect the financial capacity of the family in the end as some of these behavioural problems may even send these individuals to jail.

(c) Effect on the society/the nation

According to Fosu-Ayarkwah & Fia (2018), ill-discipline behaviour can be said to be the breakdown of moral and ethical values of the society. People are bound by the law of the society or nation, but once the fine line between right

and wrong is blurred, it is going to influence the society and the nation at large. Instead of being law abiding and honest, people are becoming greedy, violent, and corrupt and are ready to go any length to achieve their personal goals and ambitions.

Developing nations are saddled with problems such as low infrastructural development, poverty, low health delivery, high subsistence agriculture, low industrialization, and unemployment. However, huge sums of money that should have been channelled towards these developments is rather being spent on people in psychiatric hospitals, prisons and bolster homes who may have been reaping the fruits of ill-discipline behaviour such as excessive smoking marijuana, alcoholism, perversion and others. A critical examination of most of these individuals in psychiatric homes and prisons especially may trace the roots of their ill-discipline behaviour acts to their past school attended.

2.8.5 Methods used to maintain discipline in schools

Different authors on the topic of ill-discipline behaviour, very often support the assertion that the solution of this canker to education is guidance and counselling in general. It has been generally recognized that the formula for guiding students and taking them through counselling sessions of any form is appropriate and peer counselling this has been cited by many authors as a very effective counselling method (Timothy, 2008). Denga (1999) posit that the issue of ill-discipline behaviour in our schools especially with students in the tertiary institutions can be resolved with counselling methods. According to him, students being practically and consistently involved in counselling sessions when they violate the rules and regulations of the institution will imbibe in them some sense of responsibility of which will affect them positively to think twice about their actions in future. It may even help with them being involved in peer counselling unconsciously when their colleagues think of breaking the rules. According to him, high parental and school supervision, and counselling and enforceable school rules and regulations will allow for a serene environment on campus. His paper suggests and highlight on the need of ensuring a very positive teacher-student relationship on campus and

school administrators should devise means of involving students in policy formulation as well as implementation process.

It is hoped that when students are involved in rule formulation, they will adhere to the rules formulated since they were part of the discussion. Students should also be involved in evaluating the improvement of instructional programme. They should also add their voice in formulating the consequences of flouting school rules. Additionally, they should be involved in the planning and implementation of co-curricular programmes for students on campus. This will go a long way to help curb ill-discipline behaviour among students in schools. Denga (1999) concludes however that, teachers must appreciate, understand, and accept “today’s students” for the social distance that exist between students and teachers to be reduced.

To buttress the assertions of Denga (1999), Charles (2007) agrees that most of the relied-on techniques in solving the issue of ill-discipline behaviour in our educational institutions are obsolete with respect to the contemporary evolvement of the educational system and this has been rendered ineffective overtime. He stated emphatically that techniques that involved demanding, bossing, scolding, belittling, and punishing are tactics that can only keep behaviour partially under control only for a while. He as well confirmed that these tactics are not only ineffective but can also produce detrimental side effects such as uneasiness, evasiveness, fear, avoidance, dishonesty, undesirable attitudes towards learning, overall dislike for school and teachers, inclination to retaliate and for many the desire to leave school as soon as possible. When such situations occur, there is the tendency of inhibited learning being created. Paul (2006) is also of the view that the authoritarian strategies of controlling ill-discipline behaviour acts among students do not provide allowances for the explanations or investigations of circumstances. As a result, they are often associated with anger and sometimes, this results in depression and low self-esteem. These methods according to Paul (2006) can be aligned with behaviourist philosophy which emphasizes on shaping behaviour using rewards and punishment. Even though researchers on the topic have agreed that the traditional style of curbing the issue of ill-discipline

behaviour in our educational system is ineffective, they as well confirm and insist that some of these methods may still hold a place in any disciplinary system. Some of these revised and recommended strategies may include a positive teacher-learner relationship, clear guidelines or rules, behaviour contracting and the modelling behaviour.

According to Okumbe (1998), collective discipline is the administrative action which follows an infraction of a rule. This action is intended to discourage further violation of rules and regulations put in place which is a disciplinary action. Larson (1973) suggested the following guidelines for punishing students.

- Reprimands are the most common device; the most frequently resorted to and if administered calmly and without anger can be very effective.
- Detention: staying after school for some hours is also a form of punishment.
- 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.
- Loss of privileges: a student may be removed from class for hours or days or be demoted from being a Perfect.

From his viewpoint also, Kochhar (1990) confirms that guidance and counselling does not really solve the problems and challenges of students but however helps the students or clients to solve these challenges they are faced themselves. It is therefore considered to be all about the individual and not the problem. In agreement, Yadav (2005) posits that the system of guidance and counselling is meant to help the students so that they are able to help themselves recognize and use their inner resources to set goals, make plans and to work out their own problems of development. Depending of the heights of ill-discipline behaviour in schools, Yadav (2005), recommends that it would be quite prudent on the side of every government to appoint teacher counsellors in the various schools to coordinate mostly with student groups and find the challenges confronting them and find solutions to such issues promptly.

2.8.6 Other approaches used in dealing with students' ill-discipline behaviour

The control of ill-discipline behaviour acts in the school setting may take many forms even though most of these can be involved in the bigger umbrella of guidance and counselling. These are some other ways heads of educational institutions and teachers can effectively infuse in their leadership to control discipline in schools.

2.8.7 The school-based family units' program

Okumu (2014), citing Wangai (2001) reported a recommendation for the Kenyan government to address the damaging challenge of ill-discipline behaviour in secondary and tertiary institutions in the country. The school-based family units' program as it was dubbed was practically meant to lessen and eventually eliminate the issue of ill-discipline behaviour as it was deeply eating into the academic excellence of schools in the country. From the report, the schools will be meant to adopt a system of school mentor, whereby a teacher would oversee a specific number of students and would work with this group as a parent in school. Students' allocation to teachers will practically be based on the number of students' population in the school as well as the number of teachers available. In the same vein as the teacher is seen as a parent, the teacher can still serve as a mentor working with a smaller group of students which is more effective.

Padilla (2012) also laments that, without proper family structure, many adolescents struggle to acquire efficient social and academic skills. According to him, the subjection of family life to severe strains by the accelerated changes in society, impact the development of many children. With respect to the view of Kochhar (1990), the home is no longer able to provide the child the kind of support and help as it once did in the earlier days when communities and families were more intimate. Also, increasingly absent, is the lack of a listening ear in form of sympathetic adult siblings, friendly aunts and grandparents who can be turned to. The development of fundamental skills in children is no longer burnt on immediate family of children anymore but close institutions like the school and church settings in most cases. The school has

the qualities that can provide a family system for children through which many upbringing skills can be nurtured and maintained in children.

According to Ngwiri (2007), such family units are of great importance since they encourage consultation, help unearth the underlying causes of misbehaviour and provide a listening ear to those students seeking attention and suffering from feelings of rejection. With respect to the discussions above, school-based family programs are deemed intensive in the nurturing of students and may go a long way in curbing the issue of ill-discipline behaviour in the school setting as a parent-teacher is in the scene to guide students in their activities and tasks assigned to them in school. In the same vein, parent-teachers to some extent serve as mentors to the students in their circle (family) of which may have a directly positive relationship with the outcomes as the mentor deliberately portrays positive behaviours once in touch with his family.

2.8.8 Teaching Life skills education

Life skills education is also one way of maintaining discipline in our schools. With this, students are taken through some essential topics which helps in different phases in the life of a growing individual. Topics such as adolescence, drug addiction, individual hygiene, career development and many others. These experiences happen in the lives of every individual and as such there can be many practical examples from any teacher or instructor who leads the lessons. Often when an instructor leads this lesson, it is anticipated that he or she uses his or her life as an immediate mirror to reflect certain life skills experience to the students being taught.

From the theories of modern scheme of discipline, it has been an established fact that discipline is learnt. It as well advocates the development of an informed conscience within the individual person as part of his or her personality. Life skills education goes a long way in achieving this end since it imparts techniques for positive behaviour on students. Some authorities especially in the counselling department agrees and confirm that life skills education indeed goes beyond the provision of knowledge and information. Fosu (2005) opines that life skills are the aptitudes which enables an

individual student to cultivate some adaptive and positive behaviour to deal effectively with challenges and demands of everyday life.

As a result of a fast-growing world and the contemporary advancement of our social world, there are many challenges thrown into the life of every growing individual which may need some sort of guidance to be able to overcome. The pressures of the society now have a very improved transferable medium which we now refer to as the social media. Cultures of the western and eastern worlds are easily copied and may probably not have a positive impact on the youth that copy them due to a totally different conditions of our world. These negative pressures mostly may result in challenges such as gender bias, early marriages, teenage pregnancies, ill-discipline behaviour, poor career choices, early sexual debut, drug and substance abuse, rape, incest, and H.I.V/AIDS. Such problems render the youth vulnerable to health risks.

Through the life skills intervention in schools, skills which may be impacted into the life of a growing youth as a student will include interpersonal skills, skills of making effective decisions and skills of knowing oneself. Since these skills are mostly practical, the school or any educational institution may decide to adopt less abstract style of teaching like role plays, brainstorming, storytelling, song and dance, games, puzzles, miming and riddles, among others. A purposeful commitment to teaching life skills can lead to self-discipline and where this reigns among students in schools, ill-discipline behaviour is unheard of. Through the execution of these forms of teaching with the objectives of the lesson fused in the storytelling, role play, games and others as mentioned above, students may quickly grasp any concept being taught as it becomes part of them during the lesson. Life skills education as an intervention may help curb the issue of ill-discipline behaviour indefinitely and may go ahead to shape the life of a student in all aspects of an individual due to its broad periscope.

2.8.9 Recreational programs as a discipline tool

The school academic calendar and the curriculum in Ghana is always approved with the inclusion of some extracurricular activities like sports (football, games, and athletics). These activities therefore may not only be to

lessen the pressures of academics but can be broadened to accommodate other games with the prime aim of serving as a tool to address the issue of ill-discipline behaviour. It can be literally termed as recreational programs for the school to immediately sell the idea of fun in the minds of students. According to Chan, (2010), school recreational programs can be used as an effective tool for curbing ill-discipline behaviour. Students must be involved very actively in co-curricular activities to channel their negative energy into positive and productive behaviour. Such activities go a long way in relieving tension that could burst into undesirable incidents, (Mbiti, 2007). Indeed, a report on Causes, Effects and Remedies of ill-discipline behaviour in secondary schools in Central province of Kenya, decried lack of recreational programs in schools as one of the causes of the strikes. Therefore, every school must establish a rigorous recreational program, and all students must be encouraged to participate.

2.8.10 The modern scheme versus the traditional scheme in tackling ill-discipline behaviour in schools

The system of maintaining discipline in an organization or institution is by far intentional depending on the actions of persons or individuals in the said institution. Different authors across the globe on the topic of ill-discipline behaviour often points out to the fact that the act of discipline means maintaining and respecting the rules and regulations that governs an institution or a group of people of which these rules are mostly very astute rules and known to all. Going contrary may be deliberate in most cases.

Mbiti (2007:83) maintains that discipline is the capacity that enables the individual to use the voice of reason in making the right decision, even when the natural desires are pulling in the other direction. Silsil (2010:292) is of the same opinion that “indeed it is a system of training of the mind and character so that the individual is guided to make reasonable decisions in a responsible manner. In the face of all these unrests in Kenyan schools, this is what is being advocated to handle ill-discipline behaviour cases as opposed to the traditional method of discipline”.

2.8.11 Traditional scheme of discipline

The traditional scheme of handling ill-discipline behaviour was based on the idea that the child was born naturally bad. For this reason, it was traditionally deduced that all children are naturally born with some evil in them, and it was the duty of the adult or guardian to treat them with some severe punishment or rewards in order to nurture the child to be upright. (Mbiti, 2007). According to his research, those behind this view believed that physical punishment was a must since it worked wonders in deterring misbehaviour in children for it successfully expelled the evil or bad tendencies. From his point of view, discipline was the process of expelling bad behaviour, characteristic or habits from the child or student through harsh punishment. According to him and others of the same school of thought, such kids may always want to obey instructions and go the right way to avoid being punished or inflicting pain on them.

Ozigi and Ocho (1981) points out that there are people who believe strongly that an effective solution must involve the use of force to command obedience and orderly behaviour. From the understanding, a society which lacks punishment of some sort will see a progressively declining societal standards with so many imbalances and disaster as well as during total anarchy and frustration. Being rewarded was a practice which they found to be quite successful in yielding the desired behaviour.

These two traditional aspects have some drawbacks. According to Mbiti (2007:81) research evidence show that it is a hindrance to learning. He notes that physical punishment, for example, produces fear, anxiety, resentment and sometimes, hostility towards schooling in many children. Some people argue that punishment does not eliminate an undesirable behaviour, but only suppresses or reduces it. Ozigi and Ocho (1981) argue that externally imposed discipline is no discipline at all, since the use of force does not stop offenders from repeating their offences, nor others from committing them.

This ideology has crept into most schools and is unconsciously or intentionally adopted with the aim of eliminating ill-discipline behaviour acts in the schools

despite all modern professional training being received as teachers and administrators of educational institutions. The cane is still used in recent years and other forms of physical punishment with the intent of punishing a rule defaulter. This may lead to permanent bodily injuries like scares or even death and may still not resolve the issue of imbining discipline into students.

Corporal punishment, we must remind teachers, is illegal in Ghana; it was banned in schools with legalities under the President Kufuor's governance. Unfortunately, some teachers still think they have the right to use the cane. Teachers must therefore find alternative ways of dealing with ill-discipline behaviour to correct children's behaviour, for it is true that rules cannot always be obeyed by everyone without the existence of some form of control measure.

Recent studies have revealed that manual work and corporal punishment are the order of the day in Kenyan schools. Mwaniki (2003) in his study, "Management of students discipline in secondary schools, the case of Migwani Division, Mwingi District," discovered that physical punishment in form of cutting grass, digging holes, cleaning floors and pavements, sweeping the paths, picking litter, and weeding flowers was common in schools. Caning, warning, and threatening were also administered. In agreement with Mwaniki, Mugambi (2005) found out through his study that manual work, corporal punishment, and suspension were very common in schools.

It has therefore become evident that teachers in some schools in Africa have tried deliberately to instil discipline into students through the forms of drilling them through different types of corporal punishments as well as manual work or suspensions for the matter. This has not been yet an obstacle to deviant behaviour as we still have some of these unlawful happenings in schools. Examples of these are the strike actions and boycotting of classes in University of Education in Winneba in 2019. In the Kwame Nkrumah University of Science and Technology (KNUST), students in 2018 demonstrated against the decision of the university council to transform one male hall into a mixed hall. Others are the use of drug and destruction of school property.

It is therefore in the same effort to instil discipline in schools that the modern scheme of discipline ought to be embraced fully in secondary schools and tertiary institutions like Kibi College of Education.

2.8.12 The modern scheme of discipline

In contemporary perspectives, the individual or student's personality development is key and a very core factor to consider when nurturing the child or student into a standard career level after his graduation. There should be more efforts geared towards the development of the conscience of the individual.

As Mbiti (2007) explains,

...A child whose informed conscience has blossomed obeys the voice of reason to do the right thing in any given situation, not because the rules say so, but because the individual is convinced that it is the right thing to do.

It is therefore deduced that discipline is a learnt act. Padilla (2012) advocates for preventive discipline in line with the modern scheme, where the procedures that emphasize and rewards good behaviour are upheld instead of punishing bad behaviour. For this nature, an individual will constantly be rewarded and encouraged for good behaviour and acts put up to serve as an example for others to emulate. To some extent, this will prevent the indulgence of negative acts on campus or going against the rules and regulations of the school. Ozigi and Ocho (1981) argue that a rational approach to the problem of ill-discipline behaviour rather than an emotional one is the most effective way of dealing with disciplinary cases.

A lot of emphasis is put on the approval of good behaviours which are then easily internalized as good habits and disapproval of bad actions which are easily abandoned as bad habits. Positive and negative reinforcement do encourage good behaviour while discouraging ill-discipline behaviour, (Chan 2010).

This forms a sound basis for character training. For this reason and more, authorities of educational institutions can encourage and employ positive reinforcement through words of encouragement, house-point awards and giving special privileges among others; this inspires the internalization of building individuals with virtuous characters and habits and with no intentions of defaulting rules of the institution. In a school or family situation, negative reinforcement in the form of detention after official school hours, isolation from the group, paying a fine and withdrawal of privileges deters bad behaviour.

In the modern viewpoint, a lot of emphasis is placed on guiding the individual to be responsible in making his or her decisions using reasoning and informed conscience that would be able to assist them to make reasonable decisions. The modern scheme of discipline therefore does not only seek to correct the child or student but to instil in him or her some form of smartness in making decisions which will benefit himself or herself. This scheme as a matter of fact does not include and form of the traditional scheme of discipline in children. These two methods show that it is not necessary for teachers to use physical punishment as the one and only method of discipline (Mbiti, 2007).

2.9 GUIDANCE AND COUNSELLING AS A PREVENTIVE MEASURE TO ILL-DISCIPLINE BEHAVIOUR

There are scholars who perceive the role of guidance and counselling in controlling ill-discipline behaviour as being centred on prevention of ill-discipline behaviour from occurring. Shertzer and Stone (1966) describe guidance and counselling 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 behaviour that is not acceptable. One needs to create a positive healthy emotional climate. A person who suffers from emotional depression or frustration will find life generally miserable and experience adjustment problems. Unpleasant emotions can upset a person's mental and physical wellbeing. It can also lead to stress and anxiety. An anxious person appears frustrated and may withdraw from social conducts or become

aggressive. A healthy emotional climate can be created, for example, assisting new students arriving in the school to adjust to the new environment. They should for instance, be familiarized with the names of all staff members, the significance of school motto, the preparation of timetables and the procedure in changing periods.

Considering that most secondary school students are in their adolescent stage (between 12 to 20 years), their emotional stability is a central issue. Shertzer and Stone (1996) noted that emotional changes in this period include: frequent mood shift leading to anger, hostility, frustrations, emotional stress, embarrassment, and anxiety. The emotional changes lead to resistance to authority, hyper criticalness towards adults, oversensitivity to adult suggestions regarding friends and appropriate use of time.

Proponents of the preventive approach to ill-discipline behaviour argue that disciplinary problems can be prevented if students in secondary schools can be guided and counselled on how to deal with their emotions. A healthy emotional climate can be achieved through guidance and counselling because students who have problems have someone to turn to.

Mbiti (1974) observes that guidance and counselling can prevent ill-discipline behaviour. He noted that discipline can be regarded as a positive force. It can relate to training and not punishing. He emphasized that the term discipline should be used to mean a system of guiding the individual to make reasonable decisions responsibly. This implies that students who are guided and counselled are unlikely to have disciplinary problems. Therefore, guidance and counselling department has a role to play with respect to the school administration. The department should guide the school administration in creating conditions for healthy learning and living. Some of the rebellions emerging from schools are provoked by the school administrations inability to provide basics like decent dormitories, food, classrooms, quality education and co-curricular activities and facilities. For instance, the inability to provide sports facilities on time for sport can lead to accumulation of stress.

Holden (1971) asserts that ill-discipline behaviour can be prevented through upholding student individuality and responsibility. He observes that

counselling is intended to increase a client's sense of responsibility for his or her own life and to help him or her make up his/her mind and act upon his/her decisions. It should also assist the individual to cope up with situations he or she has hitherto disliked, resented or rejected and come to terms with circumstances which cannot be changed. This implies that students be disciplined if they understand that there are some things that cannot be changed. For example, guidance and counselling should help students understand that rioting does not change the situation when there is power failure.

Hughes (1971) also focused on individual responsibility and flexibility as the key to promotion of discipline. He observes that directing or manipulating the growing person is a self-defeating process in a world in which flexibility, independence of thinking and action, decision making capacity are more crucial requirements. He argues that the focus of guidance is internal freedom in terms of increasing personal control and responsibility both in the intellectual and emotional sphere. Moreover Hughes (1971) feels that "an ultra-permissive regime and authoritarian one is unlikely to provide the experience young people must have if they are to discover themselves as people. A permissive school atmosphere where students do what they like will bring chaos. On the other hand, an authoritarian school administration creates dependency where students behave well only when they are followed. If teachers are not near, students feel free to misbehave. If students can behave in a disciplined manner only when teachers are present, we cannot be talking about discipline.

True discipline can only be realized when students are able to make the right choices. Hughes (1971) notes that the child of today, inside and outside the school is confronted by an ever-increasing number of choices. As the choices confronting an individual increase, so do the problems associated with this greater complexity. As options and new possibilities prevent themselves, ambiguity, and uncertainty increase. Adolescents do not need someone to make decisions for them but to help and support them in tricky process of learning how to cope successfully with such ambiguity. Guidance and Counselling according to Hughes (1971) can help prevent ill-discipline

behaviour by assisting the youth to acquire the skills necessary to cope with the uncertainties of the modern world.

Guidance and counselling can also prevent ill-discipline behaviour by taking new students through an orientation process. Hughes (2004) noted orientation is concerned with ensuring that problems involving transition from familiar to a strange place are reduced. The most obvious transition is witnessed from the primary to secondary level. Pupils should be assisted to become acquainted with the new school and to learn as much as possible about the educational opportunities. They should also be assisted to learn new responsibilities they will face in secondary school. The aim is to ensure that students are not overwhelmed by strange or new situations. Students transferred from one school to the other should also be helped to adjust. When students are given proper orientation, they are not likely to break school rules and regulations.

2.10 ROLES OF GUIDANCE AND COUNSELLING IN DISCIPLINE MANAGEMENT

Learning as it is known can be in two separate ways, which is positive impact and the negative impact learning. Counsellors in their line of work rather help to make learning a positive experience for all students and abandon the negative. It is evident also that classroom environment which may be good for one child does not necessarily make it a suitable environment for the other, since every individual is sensitive to individual differences. Counsellors as well facilitate communication among teachers, parents, administrators, and students to adapt the school's environment in the best interest of each individual student. They help individual students make the most of their school experiences and prepare them for the future.

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. Guidance and counselling play the following roles in discipline management. It motivates students to do what is right for the right reason. Students are positively motivated to do what is right because they judge it to be right, not simply

because they feel obligated, or they fear the consequences. It also enables the student to possess vision and discernment which involves sensitivity, judgment and understanding that leads to a decisive action. They will know how to respond to situation and when to respond, it cultivates compassion in student that involve a regard for the welfare of others and sensitivity to the suffering of others. They can take action to reduce other pains. When students behave as they are expected to, they reduce the pain that would have been suffered by their parents, school administrators, teachers, fellow students, and the community at large. Guidance and counselling develop self-awareness among students. They develop capacity for self-observation; know their assumptions, convictions and biases that are likely to affect their interactions with others. It enables students to understand the moves of their community and the importance of the community in moral decision making, policy setting and character development. This will make them understand the ideals and expectations of their community.

The counsellor can identify the learners' talents to advise them on the best career choices. Learners are made aware of common ailments, diseases and causes of ill health such as drug abuse. This creates understanding of the need for good health. It prepares the student to handle disasters. Disaster preparedness refers to measures that can be put in place to minimize loss of life and damage caused by disaster. It helps the learners to understand and be equipped with knowledge about rights, freedom, and responsibilities in society. It enables learners to undergo smooth transition from secondary level to tertiary level of education. Therefore, guidance and counselling play an important role in developing a whole person. Guidance and counselling in school is aimed at enabling students to realize their full potential and minimize frustrations.

2.11 CONCLUSION

From the literature review, it is observed that guidance and counselling have an influence on students' discipline in schools and colleges. It is through guidance and counselling that students remain disciplined and focused on life. Collins (2002) indicates that through guidance and counselling students are

assisted to be disciplined and able to deal with challenges and realities they face in their academic, social, and physical environment. However, many youths still pose the danger of becoming ill-disciplined due to the changing cultures and the eroding of norms of society. The review also covers the causes and effects of ill-discipline behaviour in colleges of education and in the society in general. It also covers the various ways of managing ill-discipline behaviour in schools and colleges.

CHAPTER 3: METHODOLOGICAL APPROACHES

3.1 INTRODUCTION

The purpose of this qualitative study was to explore ill-discipline behaviour in colleges of education in Ghana and subsequent vexing the use of counselling as a critical management tool. This chapter covers the research design, data collection method and techniques, trustworthiness, validity/reliability of methods, delimitations, limitations and assumptions of the study, data processing techniques and analysis, as well as ethical considerations underlying the conduct of the study.

Qualitative research explores a social or human problem by building a complex holistic picture, analysing words rather than numbers and providing detailed information on the views of the participants in their natural settings (Creswell, 1998). According to Verma & Mallick, (1999), human experience is shaped in a context and this cannot be understood if removed from those contexts. Thus, qualitative research attempts to be as naturalistic as qualitative studies are shaped in their context and will be impossible to be understood if removed from that context (Kincheoloe, 1991).

Qualitative research sees knowledge because of human cognition that does not exist out there, it must be discovered. This implies that there must be thorough interaction between the researcher and the researched in their socio-cultural context, to gather data and interpret them to create knowledge (Vygostky, 1978; Fosu-Ayarkwah, 2008).

3.2 RESEARCH DESIGN

Qualitative research is a universal term that embraces varied research approaches or design including ethnographic study, case study, phenomenological study etc. Out of these designs, the case study design was employed to explore the use of counselling as a critical tool in managing ill-

discipline behaviour in colleges of education in Ghana. According to McMillan and Schumacher (1997), qualitative research uses a case study design meaning that the data analysis focuses on one phenomenon which the researcher selects to understand in-depth regardless on the number of sites, participants, or documents for a study. Yin's (2014) two-part definition focuses on the scope, process, and methodological characteristics of case study research, emphasizing the nature of inquiry as being empirical, and the importance of context to the case. This choice of design is in line with the ontological and epistemological assumptions underlying knowledge construction. The standpoint of this study is that knowledge is created, constructed, and subjectively formed because of experience or interaction which is embedded in the qualitative-interpretive framework. I therefore, collected qualitative data to assist in the exploration of the complexities of ill-discipline behaviour and the surrounding use of counselling as a critical tool in managing it in the colleges of education in Ghana.

3.3 JUSTIFICATION FOR QUALITATIVE APPROACH

Qualitative research according to Sarantakos (1998) refers to several methodological approaches based on diverse theoretical principles that employ methods of data collection and analysis that are non-quantitative and aims towards exploration of social relation and describing reality as experienced by the respondent. The choice of qualitative design stems from the fact that the purpose of the study is not pre-determined or pre structured by hypotheses and procedures that might limit its scope or operation as in quantitative studies where the research is pre-determined and pre structured by hypotheses before the researcher gets to the field (Sarantakos, 1998).

Further, the topic under investigation lends itself to a qualitative case study because I sought to sample the views of 25 participants from 5 colleges of education on the issue at stake into detail. The use of the face-to-face, one-on-one semi-structured interview approach was to probe deeply into the use of counselling to understand how, why, and what ways counselling should be done to manage ill-discipline behaviour in colleges of education. Qualitative research therefore provides the easy platform that requires in-depth, in-

context research that also allows the opportunity to uncover many aspects, in this case of the counselling processes in the schools. Qualitative research is field centred where the researcher relies on the 'self' as the main instrument for data collection to ensure higher rate of recovery as compared to low recovery rate in quantitative research where questionnaires are mostly used. In addition, instead of deductive analysis which focuses on testing pre-conceived hypotheses, the qualitative researcher studies the data inductively to reveal the unanticipated outcomes. The qualitative researcher therefore first gathers the data and then tries to develop the understanding before drawing generalizations (Borg & Gall 1989).

According to Creswell (2005), the purpose of qualitative research is more open ended where participants express their own views on issues more than quantitative studies where more close ended items are used. Qualitative research also makes use of purposive sampling by selecting wide range of subjects including deviant cases that are often missed by random sampling in quantitative research. Full array of multiple realities relevant to the study may therefore be uncovered (Borg & Gall 1989).

3.4 RESEARCH PARADIGM

A paradigm is a set of assumptions about how the issue of concern to the researcher should be studied (Henn, Weinstein & Foard, 2006). The most common paradigms identified in research literature are the positivist, interpretivist/constructivist, and critical paradigms (Cohen, Manion & Morrison, 2003). This study was underpinned by the interpretivist/constructivist paradigm but influenced by an epistemological foundation that knowledge is constructed. Interpretive research acknowledges the feelings, experiences, and viewpoints of the researched data. It therefore becomes imperative to observe and allow the researcher verbally to express him/herself.

The interpretivist paradigm was chosen ahead of the others because:

- It allows the researcher to access the experiences and viewpoints of the researched.

- The paradigm recognizes the role of the researcher acknowledging interpretations as socially constructed realities.
- It is useful to understand a phenomenon in all its complexity in a socio-cultural context.

3.5 EPISTEMOLOGY

Epistemology is what constitutes knowledge and whether it is possible to know and understand and re-present (Sikes, 2004). The epistemological position of this study is the constructivist epistemology. The constructivist epistemology argues that meaning is constructed and not discovered, so subjects/researched construct their own meaning in different ways, even in relation to the same phenomenon (Gray, 2004).

3.6 ONTOLOGY

Ontology is concerned with the nature and essence of things in the social world (Cohen, Manion & Morrison, 2007). There are two main types of ontological assumptions about social reality. According to Sikes (2004), researchers could view social reality as external, independent, and given objectively. It can also be socially constructed, subjectively experienced a result of human thought as expressed through language.

This study was influenced by the latter ontological assumption which argues that social reality has no external existence such that it can be objectively and dispassionately accessed; it is rather the result of human thinking and this is referred to as interpretive paradigm, thus ill-discipline behaviour was explored in this study (Burrell & Morgan, 1979).

3.7 DATA COLLECTION METHODS AND TECHNIQUES

This section of the entire study deals with the data collection procedure I employed with respect to the research questions outlined to guide the outcome of the study. With the aid of studied process of purposive sampling, semi structured interview was administered to the various participants after a pilot study had taken place. The data gathered, through interview was transcribed, coded, and analysed.

3.7.1 Sampling strategies

I adopted three sampling techniques namely, quota sampling, purposive sampling, and simple random sampling techniques. The quota sampling technique was used to select five Colleges of Education from each of the five zones in the country. The quota sampling technique was used to ensure that each zone is fairly represented in the study (Babbie, Mouton, Vorster & Prozesky, 2001; Welman Kruger & Mitchell, 2005). In all two mission colleges, two public colleges and a female college were selected from across the zones. Purposive sampling technique was used to select the Principals of the five colleges, five counsellors and five disciplinary committee chairpersons. According to Cohen, Manion and Morrison (2007), the researcher using purposive sampling, handpicks participants based on judgment and typicality. In support of this Creswell (2005) stated that in purposive sampling, I intentionally selected individuals and sites to learn or understand the central phenomenon. The individual and sites selected should also make the information rich. However, five tutors and students each were selected using the simple random sampling technique. This is to give each participant a non-zero chance of being selected (Creswell, 2005). With this, I was able to build a sample that suited the specific participants of the study. These are principals, disciplinary committee chairpersons, counsellors, tutors, and students.

3.7.2 Sample size

Sample size is usually the subset of the entire population of interest to the researcher. Johnson and Christensen (2009:224); see sample size as a set of elements taken from a larger population according to certain rules and number of people or elements in a study is regarded as sample size.

In social research, it is usually not feasible to involve all the entire population and therefore the need to select some of them. The sample should have identical characteristics with the rest of the population (Avoke 2005). I used 25 participants in total for data collection. In each of the five zones of the country,

one college was selected, and, in each college, 5 participants were selected for the interview, making a total of 25.

3.8 TRUSTWORTHINESS VALIDITY/RELIABILITY OF METHODS

Validity is the ability of a research instrument to measure an intended variable effectively. (Bassegy 2006). It is also about the expert's view on the research instrument in social science research (Frankfort- Nachimias & Nachimias 1996 quoted in Fosu-Ayarkwah 2008). The research instrument, the interview guide was validated by experts in information science and more specifically some lecturers and professors in the field of Guidance and Counselling.

Reliability is a process undertaken by the researcher to ensure that the variable/random errors in the measuring instrument are removed (Frankfort-Nachimias&Nachimias 1996 quoted in Fosu-Ayarkwah 2008). To measure reliability in the study, I ensured that the interview guide was strictly administered to the intended participants, the principals, disciplinary committee chairpersons, counsellors, tutors, and students in the colleges of education in Ghana.

3.9 UNIT OF ANALYSIS

I used 25 interviewees in total for data collection process drawn from five zones of the country, one college was selected, and from each college, 5 interviewees were selected for the interviews, making a total of 25. I also consulted several sources such as accredited scientific journals, books, monographs, policy and legislative documents.

3.10 EMERGENT DATA TREATMENT

This study is informed by the ontological assumption that knowledge is acquired, subjective in the nature and the result of human cognition (Cohen et al, 2000). It is further informed by the interpretive paradigm, which argues that knowledge is created through interaction between the researcher and the researched. The instrument for data collection (interview document) produced qualitative data. The data was analysed thematically based on the research questions and the objectives of the study.

The preparation of interview schedule for presentation begun with the organization and transcription of audio-tape recordings. The transcription involved listening to each tape repeatedly to be familiarized with the conservations and carefully writing them down in the words of each interviewee. The next stage was involved with intensive and repeated reading of the data with the aim of immersing myself to gain thorough understanding. The aim of this activity was to determine analytical categories or themes. The development of the themes was guided by the research questions and literature review. The coding process then begun after determining the themes. The codes consisted of short phrases expressed by the researched in their words. The related codes were aggregated under each of the dominant themes to form a framework. The next stage was to provide a detailed description of each of the major themes. Brief quotations from the researched were used to add realism to the description.

In the data analysis and discussion stage, the findings of the interviews and documentary search were re-categorized to develop new themes. In the discussion, references were made to the interview findings for detailed explanations and validation. Also, comparing of issues and ideas with the existing body of knowledge, especially those in the related literature were made.

3.11 REFLEXIVE RESEARCH

Knowledge produced through social research draws on a variety of biological or biographical aspect of the research participants such as values, motives, politics employment and personal status as well as issues related to the key social division.

In developing reflexivity in this study, I looked at how to develop a critical reflexive awareness of research participants as productive identity. This means the data produced by the participants was not taken out of context. It was collected within the participants' biographic assumptions. The mode, facial expression, health status, economic background, age, sex, religious affiliations etc. as some biographic underpinning factors were considered.

Again, a critical reflexive awareness of the researcher as knowledge producer was developed. This implies that, though the primary data came from the participants, its production in terms of literature was done by the researcher. As an interpretivist I reported the issues as they appeared but within the context of the participants' background.

3.12 MANAGING BIASNESS

Kumah (2005) indicates that bias is deliberate attempt either to hide what you have found in your study or highlight something disproportionately to its true existence. I being a counsellor had his own convictions and conceptual orientation in counselling yet the impact of the findings of the study would endeavour to ensure that the meaning of the research findings is not changed by his knowledge and experience. I ensured that the results, accepted as subjective knowledge of the researched, can be traced back to the raw data of the research and that they are not merely a product of my worldwide, disciplinary assumptions and interest (Charmaz, 1995).

3.13 DELIMITATIONS, LIMITATIONS AND ASSUMPTIONS OF THE STUDY

Limitations are influences that I could not control. They include shortcomings, conditions, or influences that I could not control in the study field and that placed restrictions on my methodology and conclusions. By choosing purposive sampling was a limitation as could be construed not a true representative sample of colleges. However, I juxtaposed my findings with other research done in the same space by other researchers.

Delimitations are choices I made with research design. The delimiting factors included the choice of research questions, scoping, theoretical framework, site, and participants. The problem statement was also a delimiting factor as other problems were left out including the purpose statement itself. In fact, it means the study was narrowed down and other questions were left out.

Assumptions are accepted as true, or at least plausible, by researchers and peers who will read my thesis. I believe participants answered honestly after having explained to them how anonymity and confidentiality would be preserved and that the participants were volunteers who were free to terminate the process anytime if so, wished with no ramifications. A pilot study was performed, and data collection methods and tools were refined accordingly. It is critical to emphasize that teacher education practices will continue if humanity survives, and ill-discipline behaviour will unfortunately remain but efforts to manage it will persist.

The study was conducted among the principals, counsellors, disciplinary committee chairpersons, tutors, and students at public colleges of education in Ghana. The area of study was chosen due to my familiarity with it which facilitated easy access to the participants.

3.13.1 Scope and limitations of the study

Scope and limitations of a study is a boundary of the study or what the study is going to cover (Kotari, 2004). The sample to be investigated in this study will be from the colleges of education in Ghana, thus five colleges from each of the five zones in Ghana. Therefore, conclusions to be reached might not relate to institutions outside the zones selected. Although there are several strategies of managing ill-discipline behaviour in colleges of education, this study mainly focused on counselling as a critical tool to minimize ill-discipline behaviour in colleges of education in Ghana.

3.14 DATA PROCESSING TECHNIQUES AND ANALYSIS

Qualitative methodology was mainly used to analyse the data that was gathered from the interviews. The sub-section describes in details the specific analysis strategies to be undertaken during the analysis phase. Qualitative research is a naturalistic inquiry that makes use of non-interfering data collection strategies to discover the natural flow of events and processes and how participants interpret them. Qualitative research helps to describe and analyse people, individual and collective actions, beliefs, thoughts, and perceptions. It also enables researchers to gather data by interacting with

selected persons in their settings and to obtain relevant documents on topics under study (McMillian and Schumaner 1997 quoted in Fosu-Ayarkwah 2008- unpublished). Furthermore, qualitative research enables researchers to use smaller but focused sample to elicit in-depth information or views from the participants. Qualitative researchers are often more concerned about uncovering knowledge about how people feel about circumstances in which they find themselves than they are in making judgments about these thoughts and feelings.

3.14.1 Qualitative data analysis

Data from the study was transcribed from the audiotape into text data. This was coded into emerging themes and sub themes. Transcription is the process of correcting audio and tapes or field notes into data. For effective building of chain of events, the text data was coded and categorized into themes and sub-themes. This provided a ready means of storing segmenting and organizing lengthy field notes and it was designed to help me find patterns in the field notes. (Leedy and Ormrod 2005)

Coding is the process of segmenting and labelling text to form description and broad themes in data (Creswell 2005 cited in Fosu – Ayarkwah2008). This strategy helped to reduce redundancies found within the data. Themes and sub-themes that emerged in relation or with respect to the research questions were used for discussion. Direct quotations and related literature were used to support and enrich the discussions. My observations and experiences were also used to make inferences. Statistically, simple percentages were used to represent the themes and sub-themes while pie and bar charts were also used graphically to represent the themes and sub-themes.

3.14.2 Instrumentation

Data for the study was obtained from primary and secondary sources. The secondary data was collected from related literature from books, journals, the internet, demographic survey, and other relevant publications on the topic. The primary data was obtained using in-depth interview with principals,

disciplinary committee chairpersons, counsellors, tutors, and students. An interview is a data collection method in which an interviewer asks an interviewee question (Johnson and Christensen 2008:203)

In this study, a semi structured interview based on the research questions was used. In a semi-structured interview, the interviewer uses an interview guide with specific questions that are organized by topics but are not administered in a specified order (Bailey 2007). Accesses to participants were coordinated through various contacts in the colleges selected. The contacts were arranged and contacted through formal means before the data collection phase began.

3.15 ETHICAL CONSIDERATIONS

Ethics in research refers to the code of conduct of behaviour while conducting the research. This should always reflect on my behaviour who conducted the investigation, the participants who provided the data, the analysts who provided the results and the presentation of the interpretation of the results and suggested alternative solutions. The study had already concentrated on various aspects of ethics consideration. In social science research, human beings commonly referred to as participants usually are subjects of study. This raises a fundamental ethical issue on how a researcher can go about the conduct of his research.

One primary responsibility of the research was treating the information given by participants as strictly confidential and guarding their privacy. The purpose of research was explained to participants before conducting the study by presenting them with introductory letters. I was concerned not to violate the self-esteem and self-respect of the subjects as well. Moreover, it was worthwhile bearing in mind that no respondent was forced to respond to the study, and consent of the participants was the goal of the study. This study was conducted considering the ethical responsibility in accordance with the general principles of research ethics concluded by Ticehurst and Veal (2000) that.

(1) no harm shall befall the research participants.

(2) participants should take part freely.

(3) based on informed consent.

3.16 CONCLUSION

The above chapter of the study is mainly about the data gathering and various ways of processing it for authentic findings or results. It is a chapter that has technicalities because if an appropriate tool is not chosen there would not be genuine findings.

The next chapter discusses conceptual factors that underpin the study.

CHAPTER 4: DATA ANALYSIS AND PRESENTATION

4.1 INTRODUCTION

The purpose of this study is to explore the use of counselling as a critical tool in managing ill-discipline behaviour in colleges of education in Ghana. This chapter presents the results of the study according to the research questions and objectives.

The study sampled 25 participants drawn from five Colleges of Education across the country. This sample covers principals, disciplinary committee chairpersons, counsellors, tutors, and students. Data was collected using a self-developed semi-structured interview guide. Data was analysed qualitatively using the thematic approach. The results of the analysis are presented in tables using frequencies and percentages. Data analysis was done in two sections. The first section covers the demographic characteristics of the participants while the second section covers the analysis of the main data by research questions.

4.2 ANALYSIS OF DEMOGRAPHIC DATA

The demographic characteristics cover age, gender, and academic qualification of participants.

4.2.1 Age distribution of participants

The age distribution of participants is presented in Table 4.1.

Table 4.1: Age of Participants (n=25)

Age Range	Number (N)	Percentage (%)
21 – 30	5	20%
31 – 40	4	16%
41 – 50	9	36%
51 – 60	7	28%
TOTAL	25	100%

Source: Field Data, January 2020

Table 1 indicated that 20% of the participants fall between 21-30 years, 16% of them are between the ages of 31-40 years, 36% are also between 41 to 50 years while the rest (28%) are between the ages of 51 to 60 years. This implies that majority of the participants are adults within the ages of 41 to 60 years. Figure 4.1 below also shows a graphical representation of the analysis above.

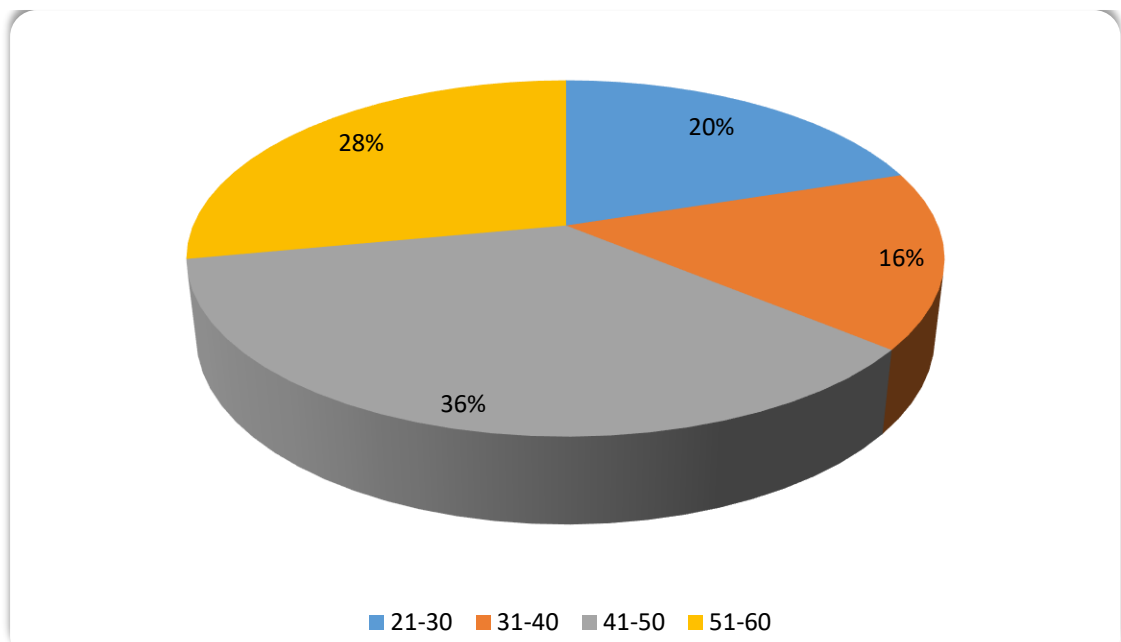


Figure 4.1: Pie Chart showing age distribution of respondent

4.2.2 GENDER OF PARTICIPANTS

The genders of participants are presented in Table 4.2.

Table 4.2: Gender of Participants (n=25)

Gender	Number (N)	Percentage (%)
Male	15	60%
Female	10	40%
TOTAL	25	100%

Table 4.2 shows that 60% (15 participants) are males and 40% (10) are females. This implies that more male participants were used for the study. A graphical understanding is provided by the figure 4.2 below.

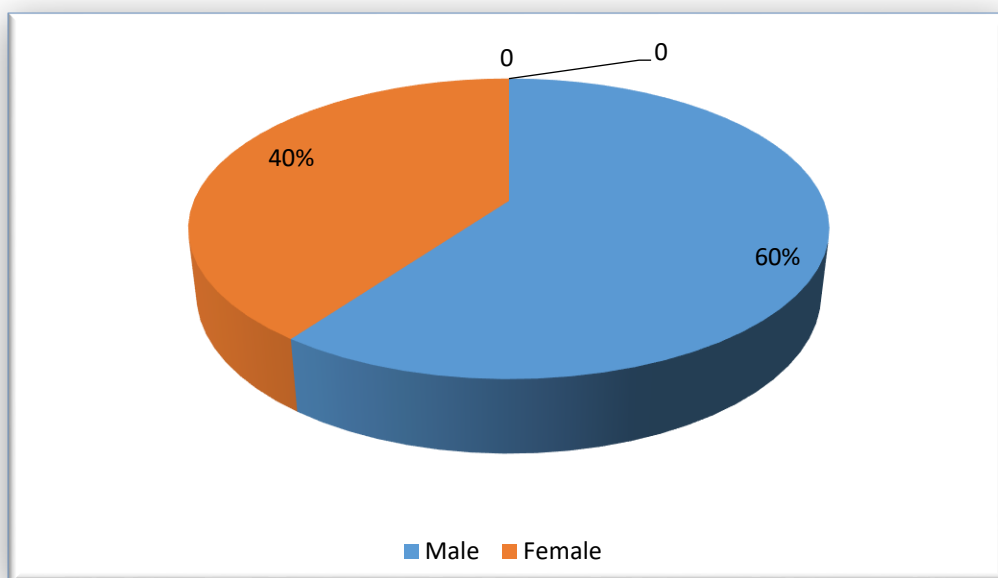


Figure 4.2: Pie Chart showing the gender distribution of participants.

4.2.3 Academic Qualification of Participants

The academic qualification of participants is represented in Table 3.

Table 4.3: Academic Qualifications of Participants (n=25)

Academic Qualification	Number (N)	Percentage (%)
Ph.D.	1	4%
M.Phil	17	68%
MA/Med/MSc	2	8%
B.Ed/B.A/BSc	-	-
WASSCE	5	20%
TOTAL	25	100%

From Table 4.3, one (1) of the participants holds PhD degree, 17 hold MPhil degree, 2 hold M.Ed./MA/MSc degree and five hold West African Secondary School Examination Certificate (WASSCE). This is presented in figure 4.3 below.

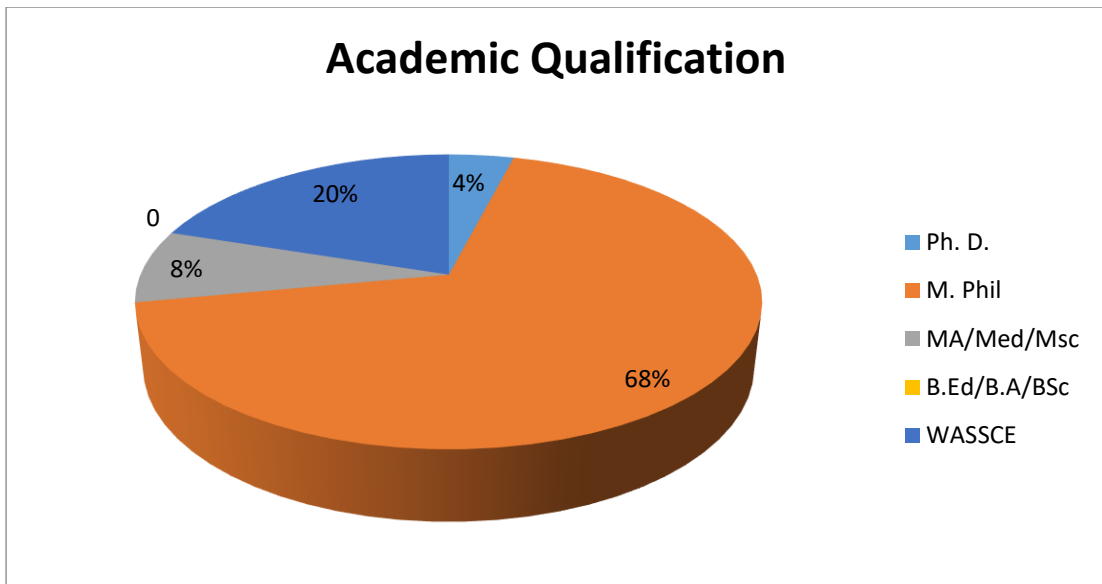


Figure 4.3: Pie Chart showing Percentages of Participants' Academic Qualification

The pie chart above throws a graphical light on the analysis of participants' academic background above. This is intended to give a pictorial view of the presentation.

4.3 ANALYSIS OF MAIN DATA (RESEARCH QUESTIONS)

4.3.1 Presentation of results

This section presents the main data in line with the research questions and objectives of the study. The research questions cover the ill-discipline behaviour acts prevalent in Colleges of Education, the main causes of ill-discipline behaviour acts, the effects of ill-discipline behaviour acts, ways by which College authorities manage ill-discipline behaviour acts and the counselling approaches that could be adopted to manage ill-discipline behaviour acts in Colleges of Education in Ghana.

4.3.2 Data analysis plan

Qualitative data analysis is the process of interpreting and understanding the qualitative data that I had collected. Qualitative data analysis relies heavily on interpretation. During analysis, I drew on my own experiences and knowledge of my program to make sense of my data. I also considered the context of my program to determine how the data fitted into the bigger picture. Qualitative data analysis is an iterative process; once one has begun to collect qualitative

data, one began to review it and used your initial findings to shape how I collected and interpreted data in the future (see figure 4.4)

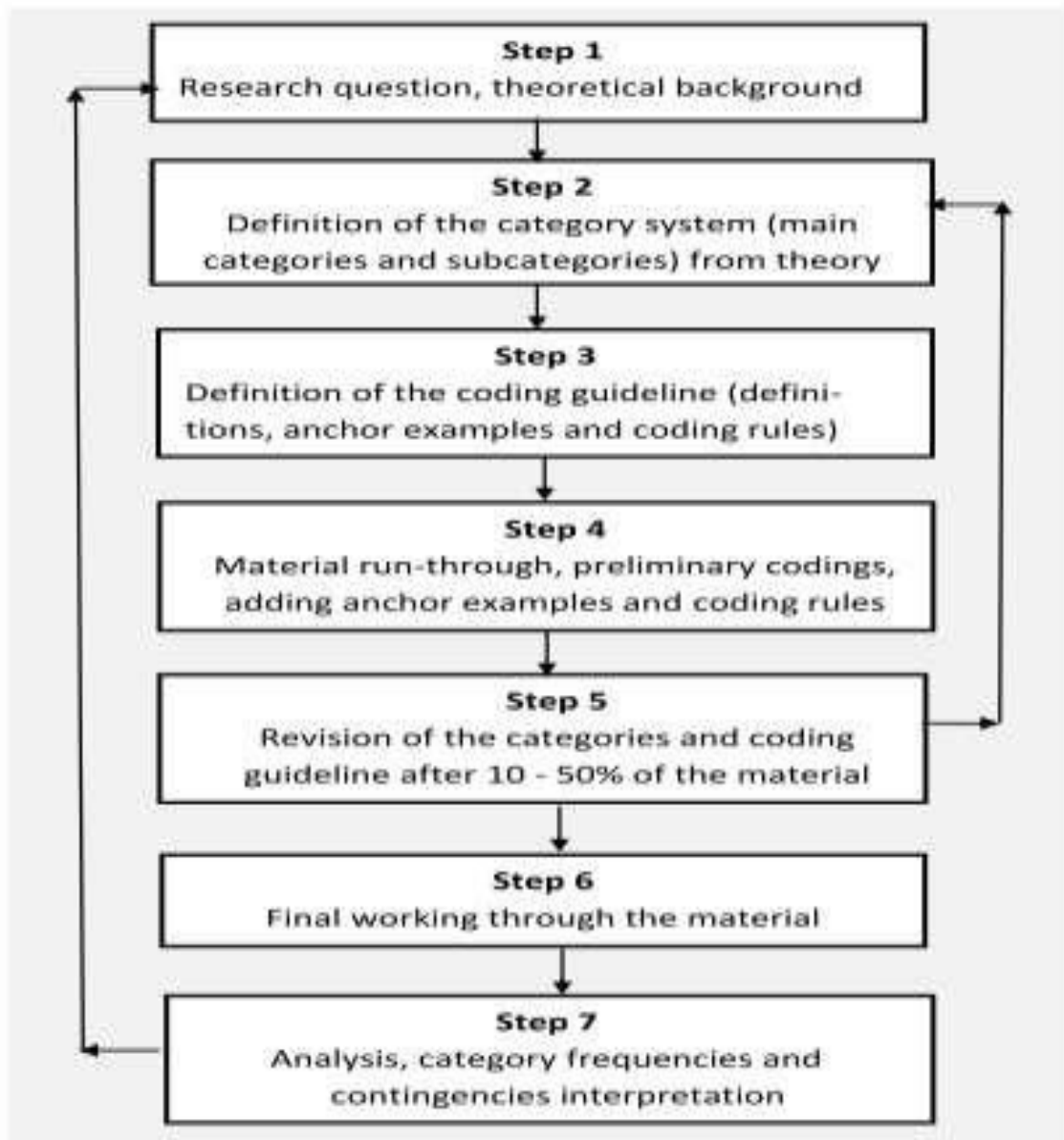


Figure 4.4: Major elements of data analysis plan (Source: Kohlbacher, 2005)

Triangulation

Triangulation is a crucial step in the evaluation and impact assessment process. Triangulation is the process of combining multiple methods and perspectives with various types of data sources to cross-check the results of

your research. It can also mean using several different researchers in an evaluation (see figure 5.5)

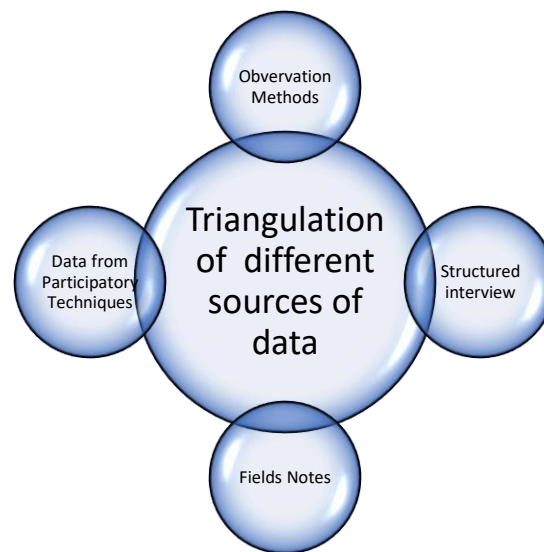


Figure 4.5: Main components of triangulation of different sources of data (Nyoni and Fosu – Ayarkwah, 2020)

While data analysis in qualitative research can include statistical procedures, many times analysis becomes an ongoing iterative process where data is continuously collected and analysed almost simultaneously. Indeed, my data analysis plan included strategies that looked for patterns in observations though the entire data collection phase (Sevenye& Robinson, 2004). The following questions informed my data analysis strategies.

- (1) What are the ascriptions of teacher trainees (TT) on ill-discipline behaviour in the Colleges of Education (COE) after the tertiarisation, restoration of allowances and authority professional supervision?
- (2) How can the Counselling Approach System (CAS) be used to manage teacher trainees (TT) ill-discipline challenges in Colleges of Education in Ghana?

(a) STUDY OBJECTIVES

The specific objectives on the other hand of this research were to achieve the following.

1. To analyse the varied types of acts of ill-discipline behaviour which prevalently occur in Colleges of Education in Ghana because of the recent tertiarization of colleges, restoration of allowances and supervision of teacher trainees.
2. To determine the main causes and effects of ill-disciplinary acts among the teacher trainees (TTs) in COE in Ghana.
3. To contextualize the various ways by which Colleges of Education in Ghana manages self-management issues.
4. To ascertain the ill-disciplinary situation in COE in Ghana and identify the necessary counselling approaches which could be used to resolve the challenge of ill-discipline behaviour.

4.3.3 Research Question 1: What are the ascriptions of teacher trainees (TT) on discipline in the Colleges of Education (COE) after the tertiarization, restoration of allowances and authority professional supervision?

Research question (1) sought to find out the ill-discipline behaviour acts that are common in the Colleges of Education in Ghana. To answer this research question, items 3 and 4 on the interview guide for tutors and Disciplinary Committee chairpersons were used; items 5 and 6 for Counsellors and Principals were used while items 4 and 5 for students were also used. The responses from these participants are presented on Table 4 using frequencies and percentages. These are the coded and categorized responses. Below is a table 4.4 as well as a bar chart (figure 4.6) showing the outcome of the study.

Table 4.4: Acts of Ill-discipline behaviour in Colleges of Education (n=25)

Responses	Students	Tutors	Counselling	Principal	DCM	Total	
	Number (N)	Number (N)	Number (N)	Number (N)	Number (N)	Number (N)	%
Truancy	3	5	3	5	5	21	84
Smoking marijuana	5	3	2	4	3	17	68

Stealing	3	4	5	4	4	18	72
Lateness to class	3	5	4	2	5	19	76
Examination Malpractice	1	4	1	1	1	8	32
Fighting	3	3	2	2	3	13	52
Drug Abuse	2	1	2	1	1	7	28
Disrespect to Authority	1	3	2	1	2	9	36
Alcoholism	3	2	4	3	24	16	64
Perversion	5	5	4	4	4	22	88
Using Phones/ Talking in class	4	5	3	3	5	20	80
Bullying	1	-	-	1	-	2	8
Laziness	-	-	-	1	-	1	4

Source: Field Data, January 2020

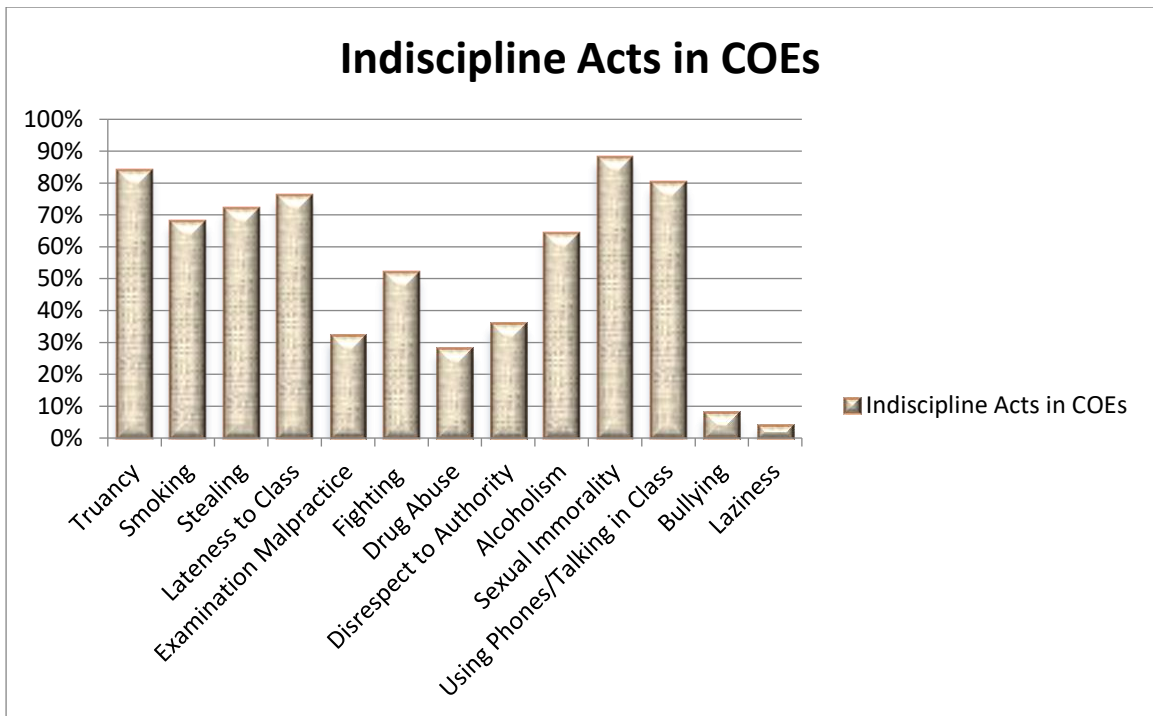


Figure 4.6: Bar Chart showing results of Ill-discipline behaviour acts in COEs

From Table 4, 88% of the participants mentioned perversion as the most prevalent ill-discipline behaviour act in the Colleges of Education in Ghana. This was followed by truancy where 84% of the participants agreed as the second most common ill-discipline behaviour act in the Colleges of Education. The rest are, using mobile phones in class and talking in class 80%; lateness to class 76%; stealing, 72%; smoking marijuana 68%; alcoholism 64% and fighting 52%. Ill-discipline behaviour acts that are below 50% would be described as less prevalent in the Colleges of Education. These are disrespect to authority, 36%; drug abuse 28%; bullying 8% and laziness 4%. The figure 4.6 above, clarifies the analysis presented in the table.

Furthermore, three of the responses of the interviewees stated the following:

“In our College, there are a lot of students here. Hence the self-management acts are also many. These are truancy, stealing, perversion and smoking marijuana is key ill-disciplinary acts over here. Some students I hear run to town to drink alcohol while others too do not attend lectures at all, or they come in late” (PCE Tutor)

“.... Yes, there are ill-discipline behaviour acts in our school. These activities include stealing, lateness, using mobile phones in class while teachers are teaching, sexual relationships, and at times fighting, smoking marijuana and drug abuse” (HCCoE Student)

“There are issues like truancy, stealing, smoking marijuana, perversion and lateness among students. Some tutors are into sexual relationship with female students” (ACoE Principal)

4.3.4 Research Objective 2: Determine the main causes and effects of ill-disciplinary acts among the teacher trainees (TTs) in COE in Ghana.

Research objective (2) sought to find out the main causes and effects of ill-discipline behaviour acts in the Colleges of Education in Ghana. To find solution to this objective, items 8 and 9 on the interview guide for Principal and counsellors, items 5 and 9 for tutors and disciplinary committee chairpersons, while item 7 and 9 on the interview guide for students were used. This aspect covers the causes of ill-discipline behaviour while the second part will be on the effects of ill-discipline behaviour. All the responses were coded and categorized. Nine themes emanated from the coding and the categorization. This is represented in Table 4.5.

Table 4.5: Causes of ill-discipline behaviour acts in Colleges of Education (n=25)

Responses	Students	Tutors	Counsellors	Principals	Disciplinary Committee	Total	
	Number (N)	Number (N)	Number (N)	Number (N)	Number (N)	Number (N)	%
Tertiarization of Colleges	5	5	5	5	5	25	100

Restoration of students' allowance	4	4	4	4	3	19	76
Peer influence (Student factor)	4	5	4	5	4	22	88
Environmental influence/Society	3	1	2	2	2	10	40
Poor/low supervision in College	4	1	4	3	2	15	60
Parental influence	1	2	2	2	2	9	36
Media influence (social media)	5	4	4	3	4	20	80
Bad teacher influence	5	3	4	5	3	20	80
Laxity in enforcing rules	-	2	1	-	-	3	12

From Table 4.5, all the participants (100%) mentioned tertiarizations of Colleges of Education as the major cause of ill-discipline behaviour acts in Colleges of Education in Ghana. This was followed by peer influence 88%; media influence 80%; bad teachers influence on students 80%; restoration of students' allowance 76% and poor supervision 60%. The causes of ill-

discipline behaviour acts that are below 50% are environmental or societal influence 40%; parental influence 36% and relaxing school rules 12%. Below is a bar chart (figure 4.5) representing the results.

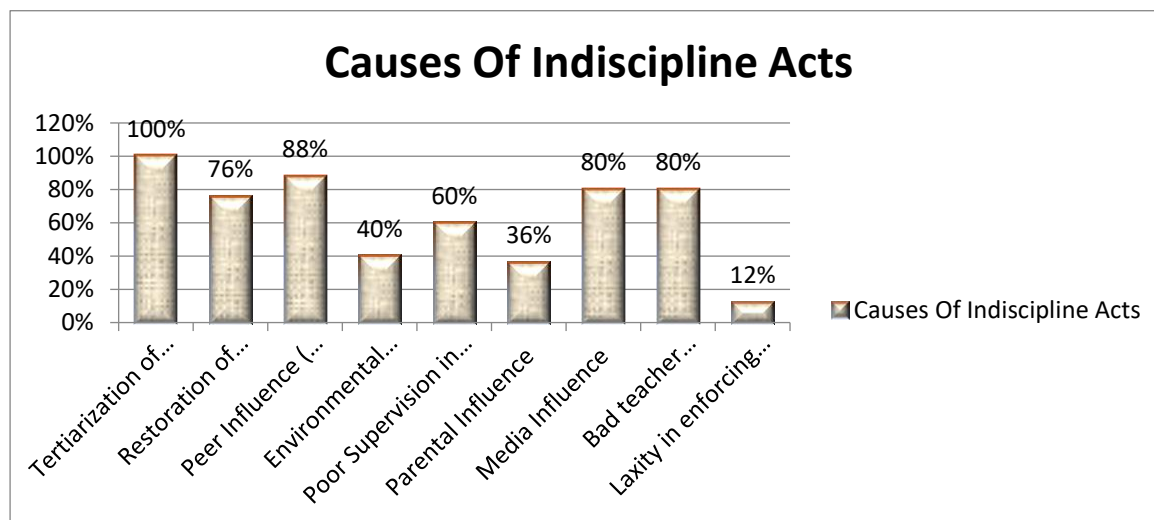


Figure 4.7: Bar Chart showing results of Causes of Ill-discipline behaviour acts in COEs.

Besides, these three of the responses of the interviewees stated that.

“In some homes parents are not in control so their children do bad things in the College. Tertiarization of Colleges of Education and restoration of students’ allowance have worsened the case. The last thing is peer pressure and media influences especially, the social media. (Tutor ACoE)

“.....Yes, these ill-discipline behaviour acts are because of upgrading of Colleges of Education to tertiary status which has brought unnecessary freedom to students. The restoration of students’ allowances has also brought money into the pockets of the students, hence, some misuse the money. Some teachers also have wrong attitudes that students copy. Social media and peer pressure are also causing of students’ ill-discipline behaviour in Colleges of Education” (a counsellor from HCCoE)

“Mostly, tertiarization of Colleges of Education and the restoration of students’ allowances are the main causes of student’s misbehaviour. We also have peer pressure, the media, parental and societal

influences as causes of contemporary ill-discipline behaviour acts in Colleges of Education in Ghana” (a student from WesCoE)

4.3.5 Effects of ill-discipline behaviour in Colleges of Education

Research Objective 2 also sought to find out the effects of ill-discipline behaviour acts in Colleges of Education in Ghana. To find solutions to the effects of ill-discipline behaviour, items 8 on the interview guide for tutors and Disciplinary Committee chairpersons, item 9 for Counsellors and Principals and item 12 for students were used. All the responses were coded and categorized. In all, six themes emerged from the coding and categorization. This is represented on Table 4.6 and figure 4.8.

Table 4.6: Effects of ill-discipline behaviour acts in Colleges of Education (n=25)

Responses	Students	Tutors	Counsellors	Principals	Disciplinary Committee	Total	
	Number (N)	Number (N)	Number (N)	Number (N)	Number (N)	Number (N)	%
Poor academic performance	5	5	5	5	5	25	100
Poor graduation class	4	5	4	5	5	23	92
Withdrawal of students	2	3	5	3	5	18	72

Increase in number of re-sit papers	3	3	4	4	5	19	76
Negative image of the school	4	5	4	4	3	20	80
Unwillingness of people to seek admission	-	1	4	1	1	7	28

Source: Field Data, January 2020

From Table 4.6 all the participants (100%) mentioned poor academic performance as the major effect of ill-discipline behaviour in Colleges of Education in Ghana. This was followed by poor graduation class 92%; negative image of the school 80%; increase in the number of re-sit papers 76% and withdrawal of students from the Colleges 72%. The only effect of ill-discipline behaviour in the Colleges that is below 50% is the unwillingness of parents to seek admission in the Colleges of Education and this is 28%.

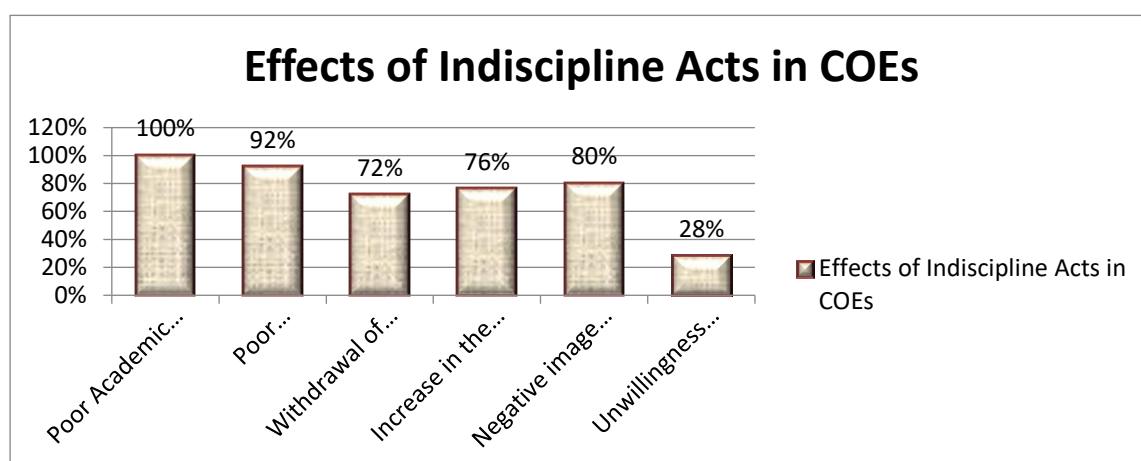


Figure 4.8: Effects of Ill-discipline behaviour acts in Colleges of Education in Ghana

Furthermore, three of the responses of the interviewees stated that.

“The various ill-discipline behaviour acts have had negative impacts on our schools. Students have been performing poorly academically which have resulted in poor graduation class this year. I am even afraid of the number of students withdrawn from the College and those who are writing re-sit papers” (John Bosco Principal)

“The upgrading of the Colleges of Education into tertiary level and the freedom associated with it has also brought about students performing poorly given a negative image on the Colleges. Some students were also withdrawn for poor academic performance while many of the first- and second-year students must rewrite some of their papers” (Tutor PCE)

“...Yes, it has given students ample freedom to indulge in self-management acts leading to poor academic performance, withdrawal from the College, the need to re-sit some papers and poor graduating classes. This does not put the school in a positive light and some parents may not be willing to send their wards to the College” (WesCoE Counsellor)

4.3.6 Research Objective 3: To contextualize the various ways by which Colleges of Education in Ghana manage self-management issues.

Research objective 3 sought to find out the ways or strategies that are used to manage self-management issues in Colleges of Education. To find solutions to this objective, items 6,9,10 and 11 of the interview guides for tutors and disciplinary committee chairpersons, items 10, 11, 12 and 14 for Principals and Counsellors and items 8 and 13 for students were used. All the responses were coded and categorized. In all, 8 themes emerged from the coding and categorization. This is represented on Table 4.7 and figure 4.7.

Table 4.7: Ways Colleges of Education manage ill-discipline behaviour (n=25)

	Students	Tutors	Counsellors	Principals	Disciplinary	Total

	Committee						
	Number (N)	Number (N)	Number (N)	Number (N)	Number (N)	Number (N)	%
Giving physical punishment such as weeding, sweep and scrubbing	5	5	5	4	5	24	96
Students suspended from the school	4	4	2	4	5	19	76
Students totally withdrawn from the school	4	4	1	4	4	16	64
Referring them to the disciplinary Committee	3	3	-	4	-	10	40
Enforcement of rules and regulations	1	1	1	1	1	4	16
Orientation	2	2	5	1	2	12	48

for students							
Counselling and warning students	3	2	2	1	2	10	40
Increase supervision	-	2	2	5	1	10	40
Using student's handbook	1	-	-	3	5	9	36
Bringing in parents for discussion	-	2	1	4	-	7	28
Signing a bond to be of good behaviours	-	1	-	3	3	7	28
Church services	-	1	-	2	-	2	8

Source: Field Data, January 2020

From Table 4.7: 24 participants representing 96% mentioned giving physical punishment to students who carry out ill-discipline behaviour acts. This was followed by suspending students from the school 76%; withdrawal from the school 64%; orientation and giving of talks and seminars 48%; referring students to disciplinary committees 48%; increasing supervision 40%; counselling and warning students 40% and enforcing school rules and regulations 16%

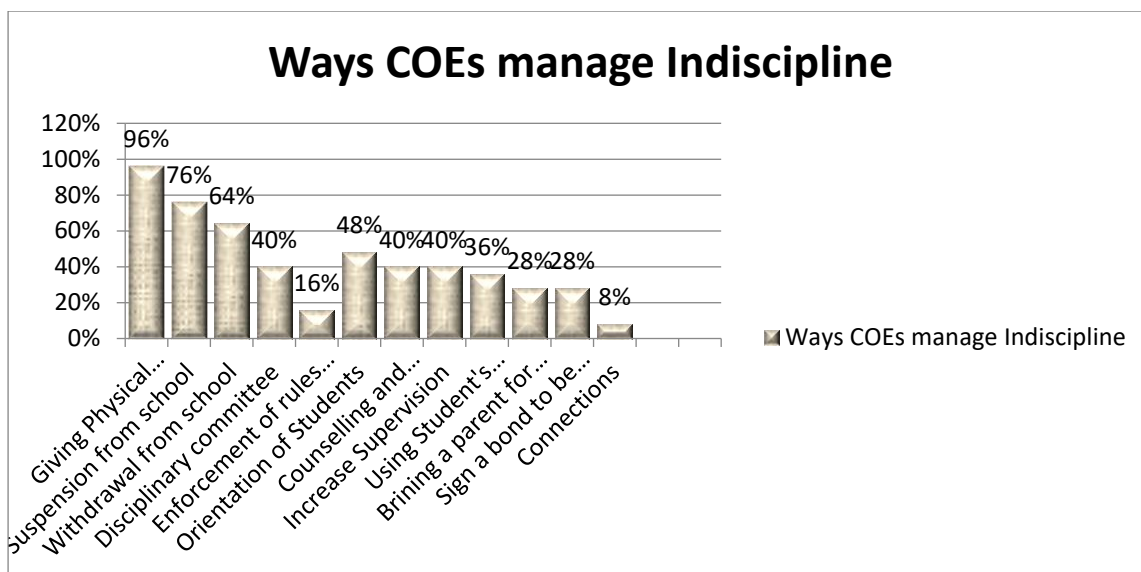


Figure 4.9: Ill-discipline Management Strategies in Ghana Colleges of Education

Further, three of the responses of the interviewees stated that.

“.... We talk to the students and often educate them. Sometimes too we warn them and give orientation to first year students. General education on school rules and regulations are given to students on every Monday. Some are also punished to deter others”. (John Bosco Principal)

“Here students who go wayward are asked to face Disciplinary Committee. Those who are found guilty are either punished to weed, scrub bathrooms, pick litter or are suspended. Others are dismissed based on the gravity of the offence. Seminars and orientations are periodically organized to sensitise and educate students on effects of ill-discipline behaviour”. (PCE Tutor)

“.... We have been organizing orientation for them. We also encourage group and peer counselling among them. Seasonal or motivational speakers and counsellors are invited to speak to them. The chaplaincy has also been organizing deliverance services and give talks on good behaviours. The College authorities are also enforcing the school rules by punishing and dismissing offenders”. (WESCoE Disciplinary Committee Chairperson).

4.3.7 Research Question 2: To what extent can the Counselling Approach System (CAS) be used to manage teacher trainees (TT) disciplinary challenges in Colleges of Education in Ghana?

Research question B sought to find out the counselling approaches that could be used to manage ill-discipline behaviour in Colleges of Education in Ghana. To answer this research question, item 12 of the interview guide for tutors and Disciplinary Committee chairpersons, item 15 for Principals and Counsellors and items 10 and 11 for students were used. Data collected was coded and categorized out of which four themes. This is represented on Tables 4.8 and Figure 5.8

Table 4.8: Counselling Approaches adopted to manage ill-discipline behaviour in Colleges of Education (n=25)

Responses	Students	Tutors	Counselling	Principal	DCM	Total	
	Number (N)	Number (N)	Number (N)	Number (N)	Number (N)	Number (N)	%
Individual /Group counselling	5	4	5	5	5	24	96
Crises/ Developmental counselling	1	2	3	2	3	11	44
Preventing counselling	5	3	5	3	2	18	72
Peer Education/ Remedial	3	3	3	3	1	13	52

counselling							
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Results in Table 4.8 indicated that individual and group counselling (96%) was the most effective counselling approach that could be used to manage ill-discipline behaviour in Colleges of Education in Ghana. This was followed by preventive counselling 72%; peer counselling and remedial counselling 52% and crisis and developmental counselling is 44% each.

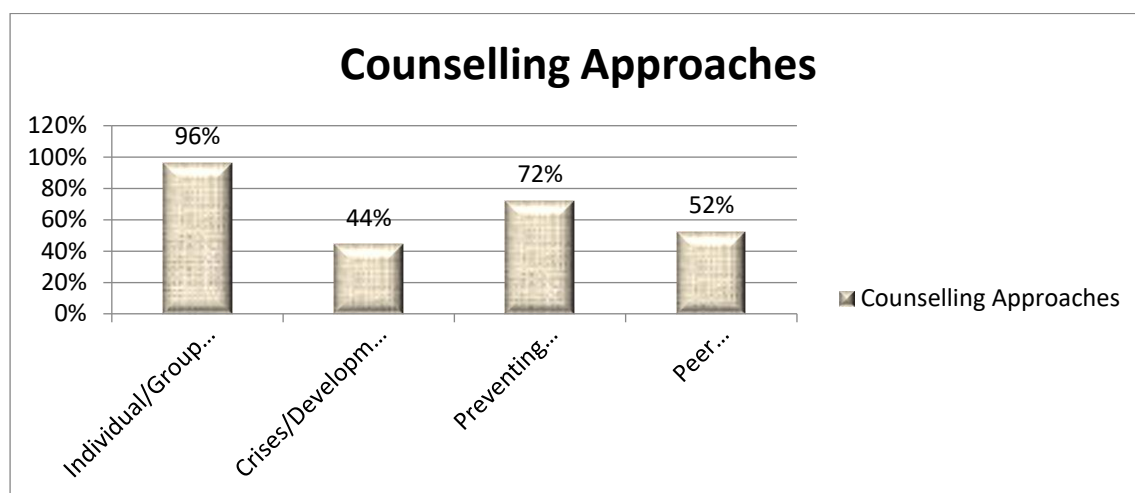


Figure 4.10: Counselling Approaches adopted to manage ill-discipline behaviour in Colleges of Education.

Furthermore, three of the responses of the interviewees stated that.

“.....I think we can adopt counselling approaches like peer educators’ group, developmental, preventive, and individual counselling to minimize ill-discipline behaviour acts in Colleges of Education in Ghana”. (HCCoE Counsellor)

“..... I am of the view that preventive, crisis, remedial, group and individual counselling approaches are effective in handling self-managementacts in Colleges of Education. Peer educators’ clubs are also very effective in handling these issues”. (ACoE Disciplinary Committee Chairman)

“..... For me, preventive counselling could be used to prevent issues like smoking marijuana, stealing, truancy and other ill-discipline

behaviour acts. Again, peer counselling could also be used to help students with maladjusted behaviours to refrain from such acts. Remedial and developmental counselling could also be used to help students overcome their self-management acts". (WesCoE Tutor)

4.4 CONCLUSION

Marshall and Rossman (1995) defines data analysis as the process of bringing order, structure and meaning to the mass of collected data. It is defined as messy, ambiguous, and time-consuming, but also as a creative and fascinating process. Broadly speaking, although it does not proffer a precise framework for analysis, it is the activity of making sense of interpreting and theorising data that signifies a search for general statements among categories of data (Schwandt, 2007:6). One could, therefore, infer that data analysis requires some sort of logical pattern or connectivity to research artefacts.

As a behaviourist I applied interpretive approaches in the regime of qualitative research which underscores the research of the meanings in human cultures and subjectivities in the human behaviour. Its overall emphasis has been on the processes, stages and goals of conventional case study design, qualitative data analysis and their presentation in the academic and professional reports. Data presentations and analysis in this Chapter whose interpretations and analysis findings are discussed in the next Chapter in thematic fashion.

CHAPTER FIVE: DISCUSSION OF FINDINGS

5.1 INTRODUCTION

This chapter discusses findings which are based on the themes emerging from the analysis of data. The themes are behaviours that disrupt educational objectives, risk factors of ill-discipline and consequences of ill-discipline. The rest are policies on campus conduct and behaviour as well as counselling approaches in managing ill-disciplines.

Thematic analysis has been in use in qualitative research for the time immemorial (Braun & Clark, 2006, and has been rarely appreciated in the same way as grounded theory, ethnography, or phenomenology. Braun & Clark (2006) proffer that thematic analysis should be a foundational method for qualitative analysis, as it provides core skills and competences for conducting many other forms of qualitative analysis including case study designs.

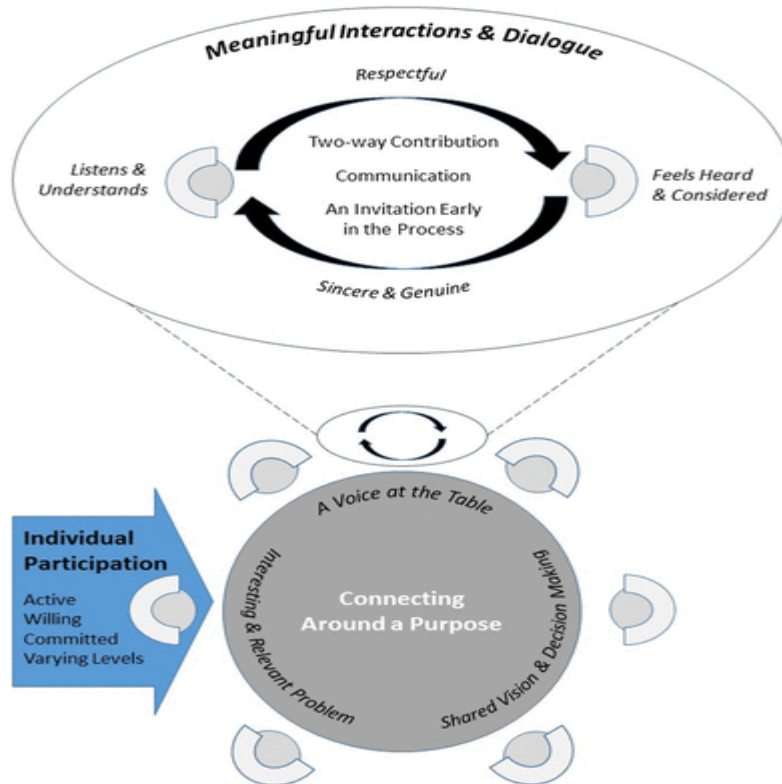


Figure 5.1: Components of Engagement Process

The discussions take due cognizance of the direct quotations of the participants which are in line with the issues that came out from the analysis and views from relevant literature cited to support the findings. In all, five themes emerged from the data analysed.

The themes are;

- Behaviours that disrupt educational objectives.
- Risk factors of ill-discipline
- Consequences of ill-discipline
- Policies on Campus conduct and Behaviour
- Counselling Approaches in managing ill-disciplines

5.2 THEME ONE (1)

5.2.1 Behaviours that disrupt educational objectives

This theme covers the various ill-discipline issues in colleges of education in Ghana. The theme emerged during the analysis of data with reference to research question A which states; *what are the ascriptions of teacher trainees (TT) on discipline in the Colleges of Education (COE) after the tertiarization, restoration of allowances and authority professional supervision?*

To attain the objectives of theme one (1), the research question A was used to find out the prevalent ill-discipline acts in Colleges of Education. The study revealed that the most common prevalent ill-discipline act was perversion as majority of the participants (22 out of 25 interviewees) representing 88 percent were of the view that teacher trainees indulge in perversion. Perversion among teacher trainees who are supposed to be professionals with high moral standards to mould and shape the behaviours of pupils through teaching and impartation of knowledge is disturbing. Two of the participants in support of perversion being the most prevalent issue in the colleges of education had this to say;

“Some of the common prevalent self-management issues in our College are lateness to class and College functions, alcoholism, stealing, smoking marijuana, perversion and at times drug related issues” (ACoE tutor)

“The most prevalent odd behaviour since the inception of B.Ed programme last year is indecent sexual acts on our campuses. Others may be running to town without exeat, fighting and sometimes stealing”. (Disciplinary committee chairperson from WesCOE)

Haugaard (2001) has opined that “perversion is another ill-discipline problem in educational institutions”. This assertion is consistent with Osarenren (2002) that the presence of sex hormones constitutes a very strong and powerful stimulant that reinforces sexual desires and cravings among students. This implies that students who are being disturbed by these hormones are likely to indulge in perversion. Zaney (2007) further added that, issues likely to impact the happenings in our society on the school community ranges from dropouts to perversion, student pregnancy, smoking marijuana or drug usage, insubordination at all levels, vandalism, or damage to school property. Students sometimes indulge in perversion because of the behaviour of some teachers. In support of this, Adentwi (2005) noted that “Inability of some teachers to comport themselves often leads to smoking marijuana, drunkenness, improper dressing, flirting (sexually) with students and undermining fellow teachers and superiors before students amount to acts of ill-discipline. Students also indulge in ill-discipline acts as disclosed by Behaviour Therapy with reference to operant conditioning which stipulates that people carry out behaviour because of the satisfaction they get from indulging in such behaviour (Kankam & Onivehu, 2000).Also, in the perspective of Rational Emotive Behaviour Therapy, students may indulge in ill-disciplinary acts as they have the potential to think rationally and irrationally. It is therefore assumed that students irrationally, indulge in ill-disciplinary acts (Ciccarelli & White, 2012).

The views of these authors confirm that perversion is prevalent in the Colleges of Education. This might be attributed to the tertiarization of Colleges of Education which students misconstrued as freedom to misbehave. This assertion is consistent with Olaiya (2009) that the issue of rights and freedom (democracy) is the root cause of ill-discipline, not only in schools and colleges, but in the society. According to him, individuals of all race and age, misinterprets or sometimes overuse their understanding of the concept of

democracy in any organization or a country. When this conception is misjudged, one may be on the verge of taking certain actions or inactions contrary to what the society or the constitution expects or demands from an individual in an institution. The view of Olaiya (2009) might be a perfect example of what prevails in the colleges of education. The researcher is also of the view that the restoration of allowance in colleges of education has given money to the students which they can spend on women.

Aside perversion, the study also revealed truancy as the second major ill-discipline in the colleges of education. Two participants had this to say on truancy.

“There are many ill-discipline acts in our College but the commonest one is truancy. Students these days are not serious at all. They are always roaming in town and do not attend lectures” (HCCoE Disciplinary Committee Chairperson)

“For our College, the upgrading of the Colleges has brought about ill-discipline among students, especially training. Our students are always in town for no good reason”. (PCE tutor reported)

In support of this, Fia Doh (2009) confirmed that ill-discipline among students come out clearly when they flout their school rules, refuse to do their assignments or fail to carry out their assigned duties, cheat in examinations, organize and participate in immoral parties outside school premises or elsewhere. These assertions are line with Afful-Broni (2005) that “Lack of professionalism could cause miserable distractions and once students know that the teacher is playing favouritism or not enforcing rules, he will lose respect and attention for rules in classroom hence truancy will be on ascendancy”. The researcher is therefore of the view that teacher trainees are abusing the freedom associated with tertiarization hence the indiscriminate perversion and truancy experienced in the Colleges of Education.

5.2.1.1 Using phones and disrupting class sessions

The beauty of teaching lies in good delivery and attentiveness on the part of students, coupled with the use of teaching and learning materials. The study

has however revealed that another ill-discipline act in Colleges of Education in Ghana is using mobile phones while teaching is in progress and talking in class when lesson delivery is on-going. Majority of the participants (20 out of 25) affirmed that students use mobile phones to distract lesson delivery as others also talk to distract those who are seriously paying attention in class. On this issue, one respondent said.

“The current crop of students in Colleges of Education do not respect at all. Most of the students use mobile phones to chat when tutors are teaching. Others talk in class to disturb others. In fact, their attitudes are nothing to write home about. Others too indulge in indecent sexual activities in and outside campus” (John Bosco College Tutor)

The above assertion is in line with a late Chief Justice Mr. Justice G. K Acquah when he addressed the 94th Speech and Prize giving day of Adisadel College. He attributed the deteriorating academic standards in some Ghanaian schools to ill-discipline acts among students. He was of the view that most Ghanaian students are abusing the technology especially the use of mobile phones to engage in indecent activities instead of using it positively to learn (Quaicoo, 2004). In support of this, some girls of Ejisuman Secondary school in the Ashanti Region of Ghana used mobiles phones to make immoral comments on social media (myjoyonline.com, 2020).

In further support of this, the former president of the Republic of Ghana, His Excellency J.A Kuffour, warned students on several occasions against acts of ill-discipline such as armed robbery, sexual promiscuity and breaking school rules and regulations such as using mobile phones in class. He further stated that “My government would not hesitate to ensure that students who violate regulations with impunity face the full wrath of the law” (Tetteh 2004: Owusu Achaw & Nuhhu-Billa 2004). Noise making during lessons is in line with the views of Lawrence, Steed and Young (1984); Wrag and Dooley (1984) that noise or non-work-related talking, not getting on with the learning activity, fidgeting and being out of one’s seat are acts of ill-discipline negatively affect smooth academic work.

All these issues go to buttress the point that ill-discipline such as wrongful use of mobile phones and talking in class to distract attention are rampant in schools and colleges and this is a concern to all stakeholders in Colleges of Education. The researcher is of the view that these students might not know the gravity of the effects of their action.

5.2.1.2 Lateness to Class

It is generally believed that punctuality is the soul or hallmark of every good profession. Student-teachers are supposed to be punctual at College functions and at all lectures. Results from the study has shown that lateness to College functions and lectures is one of the prevalent ill-discipline acts in Colleges of Education. The results revealed that several the participants (19 out of 25) representing 76 percent are of the view that lateness to College functions and lectures is a common ill-discipline act in Colleges of Education. This is consistent with two participants who said.

“In this College, we have issues like lateness to school gatherings, stealing, truancy, smoking marijuana, alcoholism and perversion” (John Bosco College Disciplinary Committee Chairperson)

“These days we have issues like truancy, lateness to College gatherings and classes, perversion, stealing, few cases of fighting and use of drugs. These were not rampant during the Diploma in Basic Education era. This negative attitude has affected the academic performance of the trainees”. (WesCOE Tutor)

This assertion is consistent with Kirby (2010) that students who are routinely late at school are more likely to fail in school examinations or even drop out of the school. This assertion is also consistent with Scott (2016) that, “frequent lateness to school by students has negative impacts on their well-being and learning.

The researcher is therefore of the view that the poor academic performance experienced recently in Colleges of Education could be attributed to students’ negative attitude or lateness to lectures and other College functions. College

authorities must endeavour to tackle the issue of lateness to lectures with all seriousness using counselling approaches, talks and seminars.

5.2.1.3 Stealing

Stealing, a social vice, is not accepted in any civilized society and all major religions in the world condemn it. One of the ten Commandments in the Bible forbids man to steal: Exodus: 20:15. The research has also revealed that one of the prevalent ill-discipline acts among teacher trainees in Colleges of Education in Ghana is stealing. Some of the interviewees (18 out of 25) responded that stealing is taking place in Colleges of Education. This assertion is supported by two interviewees who said that.

“There are issues like truancy, stealing, smoking marijuana, perversion and lateness among students. Some tutors are into sexual relationship with female students. These have affected academic performance in our College and peace on campus as well (ACoE Tutor)

“Yes, these activities include stealing, lateness to class, using phones in class, talking as tutors are teaching, sexual relationship among staff and students and at times fighting in dormitories” (WesCOE Student)

McEwan (1998) in the same vein supports this assertion that, some parents due to economic hardship lose sight of their primary role in supporting their children hence such children may steal to survive. Fia (2011) in support of the assertion above has opined that the rapid social and economic transformation has led to a lot of unresolved social problems that have affected child rearing. He further said economic hardship has led to partial neglect of children and as a result, children (students) look for any dubious means to fend or provide for themselves such as stealing. Additionally, Millman, Schaefer and Cohen (1980) also identified lying, stealing, and cheating as acts of dishonesty among students. Teacher trainees are to develop good moral skills as part of their training but peer influence, economic hardship and lust for worldly things has lured some teacher trainees into stealing. This immoral act might best be handled using various counselling approaches.

5.1.2.4 Smoking marijuana, Alcoholism, and Drug Abuse

Smoking marijuana and alcoholism are twin-like ill-discipline acts that pervade through most of the Colleges of Education in Ghana. The result from the research has shown that some students at Colleges of Education do smoke and drink alcohol. This assertion was confirmed by several the participants. (17 out of 25) Two of the interviewees said that.

“Any act that is negative and contradicts the rules and regulations of the school are the acts that affect students’ lives and affect academic performance. These issues are lateness, smoking marijuana, disrespect to authority, alcoholism, and others”. (John Bosco College Counsellor)

“In this College we have issues like truancy, lateness to class, smoking marijuana, alcoholism, perversion and at times fighting”. (HCCoE Principal)

Fia (2008) agrees that some forms of ill-discipline commonly experienced in schools and Colleges are absenteeism, persistent or non-completion of work, fighting, smoking marijuana and alcoholism. These acts affect students’ social and academic performance negatively. Further, Amoah et al (2018) added that acts of ill-discipline such as misuse of drugs, drunkenness, occultism, sexual misconduct, examination malpractice, stealing, fighting among others are on the increase in tertiary institutions.

5.1.2.5 Other Malpractices (Examination cheating, Disrespect to Authority, Bullying and Laziness)

This signifies other ill-discipline acts that are not common in colleges of education or minimally exhibited. These acts include examination malpractices disrespect to authority, bullying and laziness. This is consistent with the views of two participants who said that;

“Ill-disciplinary acts such as disrespect to authority especially student leadership due to differences in programme, examination malpractices,

bullying and laziness are sometimes exhibited among students at this College". (HCCoE Student)

"...Yes, we have negative behaviours like truancy, stealing, at times too examination malpractices, disrespect for student leadership, bullying among students". (John Bosco Student)

In line with the above, Akinade, et al (2005)) stressed that senior students bully the junior ones as a form of revenge or compensation for what perhaps they had gone through earlier. Similarly, Adentwi (2005) on his part identifies absenteeism, lateness, laziness, ineffective teaching, and inadequate control over subject matter as one of the categories of teacher related causes of ill-discipline among students.

Lack of professionalism, lack of enforcement of rules and regulations and lack of counselling or education could result in miserable distractions and social vices. Managers of Colleges of Education must therefore act with professionalism, run orientations and seminars for students, strengthen counselling services in Colleges of Education to minimize the various acts of ill-discipline or self-management acts that are prevalent in Colleges of Education in Ghana.

5.3 THEME TWO (2)

5.3.1 Risk factors of ill-discipline

Discussions under theme two (2) considers the risk factors or causes of ill-discipline in colleges of education in Ghana. This has been obtained using the research objective 2 which states; *To determine the main causes and effects of ill-disciplinary acts among the teacher trainees (TTs) in COE in Ghana.* This research objective 2 on the above theme has revealed that tertiarization of colleges, peer pressure, media influence, bad teachers' influence, poor supervision and parent/societal or environmental factors were the main causes of ill-discipline in Colleges of Education in Ghana. The risk factors are discussed below.

5.3.1.1 Tertiariation of Colleges

It can be gathered from the results of the study that the tertiariation of Colleges is the major cause of ill-discipline in Colleges of Education in Ghana. Many students do not understand the meaning of upgrading of the initial training Colleges to tertiary status. All they know is to see or equate tertiariation of the Colleges to freedom to do whatever seems good to them. Students therefore think they can leave College at any time, use mobile phones for social media activities in class and show disrespect towards College authorities as ways of expressing the freedom they have.

In support of this, one of the participants interviewed stated that;

“The tertiariation of the Colleges of Education was misunderstood by students. They see it as freedom to do what pleases them. This made them to run away to town and use mobile phones in class not for academic purposes but to receive calls and send WhatsApp messages to their friends” (ACoE Disciplinary Committee Chairperson)

Although, the Ghana Education Service and the government have very good intention of upgrading the Colleges of Education, many students see it as removing restrictions and barriers to their rights and liberties, not knowing the dangers associated with tertiariations, especially on their academic work. One of the students interviewed had this to say.

“Tertiariation gave us freedom to do what is not good. We now run away to town frequently and some of us are no longer serious with academic work. I can boldly say that tertiariations has increased the ill-discipline acts in our College”. (WESCoE Student)

All these findings are however inconsistent with the aim of upgrading of the Colleges of Education as stated in the document on tertiariation which states that “the new 4-year B.Ed curriculum in Colleges of Education is to prepare teachers with relevant productive and adaptive 21st century skills through the education system in order to make Sustainable Development goals 4 (SDG4) attainable. The new 4-year B.Ed. curriculum is designed not only to produce such teachers but also to help train teachers who have a passion for teaching

and leadership. In addition, the programme is also expected to produce teachers who are reflective practitioners who can engage with members of the wider community and act as prospective agents of change” (Transforming Teacher Education and Learning, NTC Accra).

One of the purposes of this study is to manage ill-discipline in Colleges of Education. The factors that hinder the attainment of the objectives of tertiarization would be minimized, for the Colleges to produce high quality teachers to attain the objectives of upgrading the Colleges of Education.

5.3.1.2 Peer Pressure

Peer pressure was identified as another major cause of ill-discipline acts in Colleges of Education in Ghana. Many students often imitate the negative behaviours of their friends in the College. This is consistent with Fia (2012 p. 24) that;

“Peer influence is also another cause of students’ misbehaviour. This is to say that the behaviour of students is at a greater extent influenced by peers. This is more prevalent during the period of adolescence when students begin to explore various possible identities and affiliation”.

This is a clear indication of peer influence leading to ill-disciplinary acts. These findings are also in line with Adentwi (2005) that certain modes of behaviour passed down from seniors to juniors over the years tend to characterize the school as a whole and to some extent all individuals who passed through its walls. These assertions are further supported by the responses of interviewees that.

“There are issues like peer pressure as they learn from bad students, som teachers’ bad character, some parent’s behaviour and the influence of social media, low supervision and tertiarization of Colleges are all contributing factors”. (ACoE Principal)

“...Mostly peer pressure, tertiarizations of Colleges, restoration of our allowances that some use to ‘fool’ about, media influence and societal influence”. (WESCoE Student)

In line with the above, Osarenren (2005: 46) stressed that “another dimension to adolescents’ problems, perhaps the most important is related to their peer culture”. In a research conducted by Obi, Bisong and Denga (2006), on the sources of sexual information to adolescents, the result shows that peers are the first and major sources of sexual information to adolescents. The words of Allubile (1991), supports the above assertions that the group to which a child belongs, exercise a potential influence on his behaviour. The peer group pressure is known to force members often into patterns of behaviour which may be against their own best inner judgments. It is likely that peer pressure is common in Colleges because many parents may not get the time to discuss certain issues with their children. But if parents would have time for their children and train them to become responsible citizens, ill-discipline acts may reduce in our educational institutions.

5.3.1.3 Media Influence

In this era of technological advancement, full of print and electronic devices, the media is seen as a major cause of students’ misbehaviour (Fia, 2008). The study revealed the media as one of the causes of ill-discipline in Colleges of Education. This assertion is supported by Schaefer (2005) that “It is tempting to say that peer group or media really raise kids these days especially when the spotlight falls on young people involved in shooting sprees and crimes”.

Likewise, Meek, Heit and Page (2003; p. 452) have observed and asserted that “young people, who are often exposed to media violence, begin to see violence as a way of life. Watching violence repeatedly can increase the likelihood of acting in violent ways”.

These assertions are in line with one of the interviewees assertions that;

“They sit by the television and go to the internet not to study but to look at other things which are not relevant to their education. The media is affecting them seriously by what they watch and read on the television and daily papers of all kind. (John Bosco Counsellor)

“We have peer pressure, parental factors and media influence especially the social media where we try to practice everything, we see on social media whether good or bad. Most of the time we see pornography and violent films and we try to copy what we see. I do not think this is good for us. Authorities must try to stop these practices as a way of bringing sanity into the system” (PCE Student)

Issues about media influence is further supported by Alhassan (2000) who emphasized that the radio, television, films, comic books and some newspapers and magazines contribute to ill-discipline. All these are indications that ill-discipline in Colleges of Education is caused by the influence of media especially using mobile phones that every student possesses. It is therefore believed that adopting strategies to curb the menace in Colleges of Education will help greatly in bringing sanity into the system.

5.3.1.4 Bad Teacher Role Model

The behaviour of some teachers who exhibit negative characters, could influence students to misbehave or indulge in ill-discipline acts. Adentwi (2005) identified three categories of teacher related causes of ill-discipline. These includes absenteeism, lateness, negative interpersonal relationship, smoking marijuana, and drunkenness. Terry (2000) also stated that students who are often punished physically (severely) by teachers, tend to show more aggressive behaviours, thereby, indulging in certain acts of ill-discipline. This is consistent with the Positive Teacher-Learner Relationship Theory which stipulates that when there is no proper relationship between students and teachers, students will indulge in acts of ill-discipline (Paul, 2006). In similar vein, Akuma (2006) stated that the teacher functions more than just an employee of the school board. Teachers are expected to play fatherly and motherly roles in the school. However, when teachers fail to play these roles but rather embarrass and harass students by quarrelling with them, throwing abusive words at them and ridicule them publicly, such students may resist the teacher's action with rebellion and other acts of ill-discipline.

I think teachers are expected to be very good role models to students by exhibiting positive lifestyles for students to emulate. It is rather unfortunate that some teachers rather do what is detestable for students to emulate. These assertions are in line with Glasser (1984) cited in Kankam and Onivehu (2000) that children want to be responsible, but they need parents to demonstrate a model of responsibility to emulate. Responses from two interviewees are consistent with the stance of the authors cited above.

“...The behaviour of some tutors especially those who indulge in negative practices such as smoking marijuana, alcoholism, and those who have all kinds of sexual relationship with student girls on campus. Some tutors even take the ladies to town to do their ‘own things’ with them”. (John Bosco Student)

“Some of the tutors worry us for sexual relationships. Although not all of them are like that, but some will put pressure on you, and it is difficult for us at times. I think this kind of things must stop”. (WESCOE Student)

These are clear indications that the behaviour of some tutors in Colleges of Education contribute to the ill-discipline acts. The researcher is of the view that tutors who contribute to ill-discipline should be sanctioned to deter other tutors from doing same. Strengthening counselling in the colleges of education is therefore a step in the right direction.

5.3.1.5 Poor Supervision

Another cause of ill-discipline as revealed by the study is poor supervision. Although good and constant supervision is relevant for the smooth running of the Colleges, this is lacking. This is consistent with Afful-Broni (2005) who stressed that lack of professionalism could cause miserable distractions and once students know that the teacher is not in control or is playing favouritism, he will lose their respect, and this could affect their ability to control or supervise students. This is in line with two of the participants who said.

“Poor supervision is also one of the courses of ill-discipline in the Colleges of Education. Supervision is in the hands of few tutors only, and the rest seem unconcerned about whatever is going on in the

College. All they know is to come to class and teach and go away. This attitude is not helping us at all". (WESCoE Principal)

"Some school authorities are often not seen in the school Mostly, what we hear is that they are attending meetings and at times they say workshops for teacher Therefore, the college is in the hands of few tutors who cannot control it? At times, there seem to be workshops every week and they also have T-Tel workshops every Wednesday. So, I think this is affecting us even in our academic work" (ACoE, student).

This assertion is in line with Deauke (2010) who reported that rules are foundation for school conduct and behaviour. It is essential understand exactly what behaviours are acceptable in school and which ones are not and this is communicated through clear guidelines and rules. He further opined that anytime rules are relaxed, students end up exhibiting ill-discipline behaviour. This is consistent with MOEST (2000), as it states that one of the leading causes of unrests was the habitual absence of head teachers from schools. Some head teachers were not always in school to give guidance to those under them; they were not always available at critical times to give direction and counsel to teachers, students and supporting staff. This is a clear indication that the uncooperative nature of some tutors in Colleges of Education does not augur well for the smooth running of the Colleges. It might also mean that some tutors are careful because of the tertiarization of the Colleges of Education where students feel they have the right to do what pleases them.

5.3.1.6 Parental, Societal and Environmental Factors

A few parental and environmental factors are also responsible for ill-discipline among students in Colleges of Education. Parents and the society are expected to exhibit some good values worthy of emulation for children to emulate. In line with this, Schaefer (2005) stated that "the lifelong process of learning begins shortly after birth and parents constitute an important part of their social environment" (p. 91).

This implies that it is the duty of parents and the society to educate the child into a responsible adult. Some students however in the Colleges of education resort to ill-discipline acts because of the failure of some parents in the environment, not living lives worthy of emulation. This is consistent with Schaefer (2005) that “parents are thought to have a positive effect on their children’s socialization, but this has not been found to be the case always”. If children are therefore not well cultured and society also exhibit negative lifestyles, students might also copy the negative lifestyles and exhibit the same. This is in line with the responses of one interviewee that.

“Some parents and adults in the community do not exhibit positive lifestyles for us to follow. Some smoke and do other bad things that we also copy and do, thinking because adults are doing such things, it is also good for us to do it. Some of us want to do the right thing but at times, we are not motivated” (ACoE Student)

This is a further indication of how parents and the community may cause ill-discipline acts among their children in Colleges of Education.

5.4 THEME THREE (3)

5.4.1 Consequences of ill-discipline

To achieve the objective of this theme, research objective 2 which states that; *To determine the main causes and effects of ill-disciplinary acts among the teacher trainees (TTs) in COE in Ghana*, was used. Research objective 2 also sought to find out the main effects of ill-discipline acts in Colleges of Education in Ghana. The results have been presented in chapter five. The findings of the study illustrated that most of the ill-discipline acts have had adverse effects on the individual student, the school, parents, and society. These effects as revealed are discussed in detail below;

5.4.1.1 Effects of ill-discipline on students’ academic work

Acts of ill-discipline among students cause general setback and hampers students’ pursuit for knowledge. It is disappointing to see students roam the streets freely nowadays in their uniforms while lectures are going on. The results of the study indicated that ill-discipline acts in Colleges of Education have led to low academic performance of students. As a result of this, some

students have written several re-sit papers. Others have been withdrawn completely from the Colleges. Some others have been depressed because of poor performance and the humiliation associated with failures. It has also been revealed that ill-discipline acts have brought about economic hardship on students as those who failed several papers were to rewrite at a cost of One Hundred Ghana cedis per re-sit paper. Those who were involved in alcoholism, drug abuse and smoking marijuana have become depressed and are in mental related challenges.

This revelation about the effects on students is in line with Fia (2018) that “students who abuse drugs or smoke tobacco and Indian hemp may only live to develop serious health or mental disturbance in future. He further stated that “ill-discipline also affects the whole process of imparting knowledge and assisting students to become responsible and competent members of society. In line with this assertion, Frimpong (2003) also argues in support that, almost all schools and Colleges in Ghana are faced with the problem of ill-discipline which has led to poor academic performance that has also led to low human resource development. The issue of ill-discipline to him has also contributed to low academic achievements of students in the country. In support of this, two participants also had this to say.

“Our students who were pursuing Diploma in Basic Education programme were sober and disciplined. This tertiarization has given the current students some freedom which has no source and as such they do anything. They are always in town or they are flipping or fidgeting with the cells phones even when lecture is in progress. No wonder the mass failure we had this year” (PCE Principal)

“Hmmm, the tertiarization of Colleges of Education has brought about unmanaged freedom which has also led to laziness, lateness to lectures and social gatherings, truancy and gross disrespect to tutors. These and other factors also brought mass failures and withdrawal of students” (HCCoE Disciplinary Committee Chairperson)

The issue of ill-discipline in our colleges these days is therefore not only a matter of worry to administrators of Colleges of Education, parents, clergy,

policy makers, and opinion leaders but a grievous concern of all. Putting adequate measures in place such as strengthening guidance and counselling in the colleges, could help manage ill-discipline among students.

5.4.1.2 Effect of Ill-discipline on Parents

The wish of every meaningful parent is to educate the child to become a responsible adult in future. A good parent therefore sacrifices to provide for the educational needs of the child. The research findings suggested that various ill-discipline acts contributed to poor academic performance and rewriting of papers and withdrawal of students from College. These in effect had brought about social and economic burdens on parents. The withdrawn students are at home while those who are to write some papers again demand huge sums of money from parents to pay for the examination. This assertion is supported by two participants who said that;

“Students who are withdrawn for poor academic performance have become a burden to their parents at home. Some of the parents are paying huge sum of money to secure admission for their wards in other tertiary institutions, and for some, to rewrite the papers they have failed”. (ACoE Principal)

“Our colleagues who could not pass some of their papers are now rewriting at Cape Coast, OLA College of Education meanwhile, lectures for this semester are on-going. I hear one person is paying Eight Hundred Ghana cedis (GH¢800.00) as re-sit examination fees” (WesCOE Student)

The above assertion agrees with Farrel (2003) that the standards of discipline had deteriorated very fast over the past decade. He further lamented that those school dropouts because of ill-discipline acts have now become grievous burden on their parents and society in general. The researcher is therefore of the view that stakeholders of Colleges of Education must wake up, else the effects of ill-discipline will affect genuine students.

5.4.1.3 Effects on Society

The negative effects of ill-discipline acts on Colleges of Education are not limited to individuals, schools, and parents. It also affects communities and societies as well. In the olden days when most people were living in villages, strict laws bound people together. Any person who went contrary to laid down rules was punished severely (Ghana Tertiary Education Document- National Council for Tertiary Education, 2019, p.37). He stressed that Schools and Colleges admitted smaller numbers hence rules were enforced strictly. The exploding population in both Colleges and society has made law enforcing agencies finding it difficult to control and discipline odd behaviours.

The research has further illustrated that ill-discipline has broken down the moral and ethical values of the College and society. Students from Colleges of Education indulge themselves in perversion with pupils thereby impregnating some of the girls. Some of the female teacher trainees snatch husbands of Landladies during teaching practice thereby creating tension and chaos in homes. The immoral trainees pass out of Colleges to become bad examples to pupils they teach, instead of becoming law abiding and honest people in society. The influence of teachers with negative characters has adverse effects on society in general. In this regard, a tutor had this to say.

“The restoration of trainees allowances has brought money into the pocket of students and instead of using the money wisely on their academic activities, they rather use it foolishly on women, thereby impregnating some of them but not accepting responsibility. Others spend their allowance on smoking marijuana India hemp and using hard drugs that lead to fighting and stealing”. (John Bosco Tutor)

The assertion agrees with Fia (2008.p31) that “huge sum of money that should have been spent on infrastructural development and other social amenities, is rather diverted to psychiatric hospitals, prisons and bolster homes where inmates may only be reaping the fruits of ill-discipline such as excessive smoking marijuana, alcoholism, among others.

The researcher is of the view that parents, elders, and teachers must be responsible by correcting and inculcating good values in their children or

students. We must also encourage the use of counselling approaches to manage ill-discipline in Colleges in Ghana.

5.4.1.4 Effects of Ill-discipline on Colleges

Poor academic performance, withdrawal of students, mass failure in some subjects and poor graduation class has given negative image to some Colleges of Education in Ghana. Ill-discipline students who flout school rules and regulations by flirting around snatching people's husbands has also given a bad name to some Colleges. As a result, some parents would not like to send their wards to some Colleges of Education in the Country. This view is supported by a counsellor who said that.

“People are not patronizing our admission forms these days, all because of the picture painted about our College regarding ill-discipline. My church member retorted the last time that she will never allow her only daughter to come to our College because she doesn't want her to become a spoiled woman”.

In addition, a tutor also had this to say;

“Management should do something about this tertiarization and its associated freedom. The students are not learning, they do not come for lectures and you always see them in town roaming aimlessly and chasing girls. I will not help any student who will not attend my lectures. The towns folk are always insulting the principal when they see students in town. They are even comparing the current principal to the former Principal” (WesCOE Tutor)

These statements are in line with Quaicoo (2004) that “the deteriorating academic standards in some schools could be attributed to ill-discipline on the part of some students and school authorities. He further added that acts of ill-discipline such as sexual promiscuity, alcoholism, substance abuse and stealing among students affect the social image of the school negatively.

To buttress this point, Osagyefo Amoatia Ofori Panin, the Okyenhene and King of Abuakwa State in Ghana advised the Principal of Kyebi Presbyterian College of Education on the day of the principal's investiture to work hard to make the College a haven for the ordinary people to acquire skills and knowledge for living but not a kingdom of immoral students as it is perceived these days (Kaye, 2019)

The researcher is therefore of the view that policy makers and stakeholders must reshape the mode and practices of contemporary students of Colleges of Education to minimize these acts of ill-discipline that are tarnishing the good image of Colleges of Education.

5.5 THEME FOUR (4)

5.5.1 Policies on campus conduct and behaviour

Theme four covers various strategies that are used by colleges of education management to manage ill-discipline acts. The analysis revealed the following sub-themes on which ill-disciplined acts are managed in colleges.

They are punishment, increased supervision and enforcement of school rules and regulations, counselling and workshops.

5.5.1.1 Rehabilitation and Reform

Ill-discipline is a canker that threatens the moral fibre of the society, the welfare of the child and the dignity of the whole nation. There is therefore the need for concerted efforts of teachers, heads of schools, counsellor, students, and other stakeholders towards its solution. One of the measures employed by Colleges of Education to control the menace is punishment. Punishment meted out to students in Colleges of Education are in two folds. We have physical punishment and non-physical punishment. Physical punishment includes, weeding of lawns, sweeping classrooms, and scrubbing washrooms. The non-physical ones include suspensions and withdrawal from the College.

This agrees with Fia (2008) who stated that "In most schools, administration has resorted to the use of digging of trenches, weeding of lawns, and sweeping of classrooms and lanes for a period as punishment for light offences. For offences like stealing, robbery, smoking marijuana "wee", sexual

misconduct, fighting or physical assault which are regarded as grievous, punishments such as suspension and withdrawal from the school constitute the mode of punishment” (p. 31). Yizura (2000) also supports this assertion that offences such as stealing, fighting, bullying and assault attract punishment such as suspension, de-boardenization and dismissals. In support of this, one of the participants interviewed also stated that;

“Management punished students who misbehave by given them plots to weed, sweep classrooms, pick litter or scrub the washrooms. Some are taken to the disciplinary committee to take actions on them. The rest are suspended or withdrawn from the school for serious offences like fighting or drug abuse” (PCE Student)

All these are clear indications that Colleges of Education in Ghana are already doing something to curb ill-discipline acts.

5.5.1.2 School Supervision, Enforcement of Rules and Regulations

As a way of managing ill-discipline in Colleges of Education, there is the need to enforce school rules and regulation and beef up supervision in the Colleges. In this vein, Afful-Broni (2005) stated that “without appearing dictatorial, teachers and authorities should still be in charge for if they shirk this responsibility, the students will rule them instead” (Page 137). This implies that teachers and administrators must be on top of supervision assignment and enforce school rules and regulations. This is consistent with one of the responses of interviewees that;

“In my view, I think authorities are relaxed in enforcing school rules and regulations. I want them to change and enforce all the rules and regulations in the school. When they do this all the students will be afraid and rise. I also want them to step up their supervisory roles to check the excesses in the College. If supervision is high, everybody will be afraid to break the law” (HCCoE Student)

In a further confirmation to this, a respondent interviewed also stated that.

“We all need to rise up to our feet and enforce the rules of this College. All hands must be on deck. No one should sit on the fence. We need to

step up supervision at all the levels. I think this will stop the students from misbehaving” (John Bosco Principal)

All these are indications that where the College enforce school rules and regulations with adequate supervision, it is likely that ill-discipline acts in the College will reduce. Further, to enforce school rules and regulations, each College is having a disciplinary committee that handle student ill-discipline issues and punish offenders. This committee is made up of the Vice Principal who is the chairperson, the College Secretary, one Head of Department, the Dean of Students, and a representative of the Student Representative Council (SRC). It is hoped that students who appear before the disciplinary committee are likely to change their negative ways of life. In support of this, one of the interviewees said.

“At the disciplinary committee we listen to offenders and interrogate them to know the facts of the offence committed. Students found guilty were given the necessary punishment as indicated in the student’s handbook. I think some of the students comply and change, although some do not comply to our directives. They are normally the students that are withdrawn from the school” (PCE Disciplinary Committee Chairperson)

The researcher is of the view that the disciplinary committee is doing a very good job as their activities deter other students from indulging in acts of ill-discipline.

5.5.1.3 Counselling and Workshop

Colleges of Education have been trying their best to manage ill-discipline in diverse ways. One of such ways is counselling students and organizing seminars and workshops for them. Counselling is seen as a tool that assists students to change aspects of their lives that creates problems for them in the school. This assertion is supported by Akinade (2012) who stressed that counselling has been found to be very useful in helping ill-disciplined students to adjust to school life. This is also consistent with the views of Taylor and Buku (2003) that counselling helps in the prevention or the formation of bad

habits, remedy maladjusted behaviour in students and instil in students the spirit of good citizenship.

It might therefore be concluded that when ill-discipline students are counselled, the probability that they will change is very high. One of the interviewees also confirmed this by saying that.

“... We counsel them very often and some of them do change totally. I could remember some came with drug related issues and I was able to help them from using those drugs. Some of the truants and the sexually immoral were also assisted to some extent and some managed to stop running away to town to concentrate on their studies”
(WESCoE Counsellor)

The College as part of its routine duties organizes seminars and workshops where seasoned speakers are invited to give talks to students on issues that border on their behaviours. This activity also helps some of them to change. One of the interviewees confirms this by saying.

“At times, the seminars and workshops organized by the College helps us a lot. I personally changed aspects of my life through such seminars and workshops. I think it is good and should be intensified because it will help some of us to change completely” (HCCoE Student)

Counsellors in the Colleges of Education also organize orientation for first year students as a way of helping them to adjust to the system and to be well focused to face their academic work. This is done to caution them to be of good behaviour. All these activities are carried out as a way of building a decent school environment that is acceptable for meaningful academic work to continue.

5.6 THEME FIVE (5)

5.6.1 Counselling approaches in managing ill-discipline.

Theme five considers the various counselling approaches that are used in managing ill-discipline acts in colleges of education in Ghana. The themes emerged during the analysis of the data with reference to research question B which states that; To what extent can the Counselling Approach System

(CAS) be used to manage teacher trainees (TT) disciplinary challenges in Colleges of Education in Ghana? Durojaiye (1987) cited in Akinade, Sohan and Osarenren (2005) sees counselling as the development of interaction through the relationship between a trained therapist and a troubled person in a perceived temporary state of indecision, confusion, malfunction, habit disorder, distress, or despair. He further explained that the process of counselling which sometimes lasts over several sessions between the counsellor and the counselee helps the counselee to resolve his own confusion, correct his behaviour disorder, evolve new habits and overcome other difficulties in life.

Results of the study reflect the position of these authors as most participants see counselling as relevant in reforming recalcitrant students. They also called for the adoption of counselling approaches that could be used to curb the menace of ill-discipline in Colleges of Education. Results of the study identified preventive counselling approach; remedial and peer counselling approach; developmental and crisis counselling approach; and individual and group counselling. The following discussion covers the approaches listed above.

5.6.1.1 Preventative Counselling Approach

Preventive counselling approach is the provision of assistance that individuals need that will enable them to avoid certain unpleasant situations or adopt behaviour that might give them problems in future. This is consistent with Taylor and Buku (2003) that “preventive counselling approach encompasses all the maladaptive behaviours that the society is trying to prevent. Some of these are drug abuse, sexual promiscuity, unwanted pregnancy, examination malpractices, smoking marijuana, alcoholism, poor study habits, excessive absenteeism, and juvenile delinquency”. This is a clear evidence of the effectiveness of the preventive counselling approach as it tries to prevent ill-discipline acts in schools, colleges, and the society. This view is also consistent with the views of this interviewee that;

“...Also, I think preventive counselling approach is very good as the popular saying goes that ‘prevention is better than cure’. This approach

will help students to avoid certain habits that will not help them or that can cause their suspension or outright dismissal from the College”.
(PCE Tutor)

Another interviewee also said that.

“The best thing the authorities should do is to show us the way or strategies we can use to prevent these ill-discipline acts. I think this can help us not to do the wrong thing at all. I will appeal to the College authorities to consider this seriously”. (WESCoE Student)

This is a clear indication that preventive counselling approach is very essential in avoiding ill-discipline acts in Colleges of Education. It is better to prevent acts of ill-discipline than allowing them to occur and later trying to solve it. Charles (1981) in further support of this asserts that, building total discipline by preventing bad behaviour from occurring, supporting discipline by implementing techniques for supportive discipline and correcting discipline problems whenever students misbehave. He further stressed that, you cannot prevent all behaviour problems, but you can prevent many of them. Additionally, Asiedu-Akrofi (1978) and Charles (1981) said, the best way of maintaining discipline is to prevent the misbehaviour from happening. The researcher is of the view that this should not be limited to the counsellor only, but tutors and student leaders must be involved with proper guidance from the college counsellor. It is therefore imperative for college administration to equip counsellors to train tutors and students' leaders to carry out this task.

5.6.1.2 Remedial and Peer Counselling Approaches

Remedial counselling approach involves using appropriate counselling techniques to bring to normalcy individuals involved in anti-social or unapproved behaviours. Results of the study identified remedial and peer counselling approaches as helpful in managing ill-discipline in Colleges of Education. This agrees with Taylor and Buku's (2003) assertion that remedial counselling is normally employed for students involved in antisocial or unacceptable acts. For example, a student involved in examination malpractices needs this type of counselling. This assertion is further supported by one of the interviewees that;

“What the students needed to me is very good counselling approach like remedial counselling. This strategy is good because counsellors will have time for clients to assist them with techniques to overcome the negative characters disturbing them. Peer counselling is also good as the good ones among them do help those with the negative characters”. (ACoE Tutor)

So long as counselling is remediating, counsellors using techniques and strategies would help student in questionable behaviours to turn a new leaf. The counsellor is expected to create conducive environment for students to access this service by showing empathy, unconditional positive regard, respect, and congruence. Client centered therapy is of the view that individuals have the capacity to solve their own problems when given the chance (Fia, 2008). Client Centered Therapy further stipulates that if obstacles such as poverty, ignorance, illiteracy, and superstition are reduced to the barest minimum, man will be able to socialize and find answers to his problems. Client centred counselling has provision of techniques that motivate people with maladjusted or compulsive behaviour pattern to determine issues for themselves and to solve their own problem (Neukrug, 2011). This assertion is further supported by Mcleod (2019) that client centred theory is simply psychology and it is simpler, warmer, and more optimistic than that carried out by behavioural theorists. He has further said, clients (students) are better helped if they are encouraged to focus on their current subjective understanding rather than on some unconscious motive or someone else's interpretation of a situation.

5.6.1.3 Developmental and crisis Approach

Developmental and crisis counselling approaches assist individuals to cope up with challenges associated with the various developmental stages of life. Some of these challenges could easily lead students into crisis. Students in Colleges of Education are young adults going through the various developmental stages with their associated challenges. This counselling approach will therefore help them in overcoming such challenges. This assertion is supported by Kankam and Onivehu (2000) that “developmental counselling is an ongoing process that occurs throughout an individual's entire

life span that focuses on helping clients to achieve positive self and personal growth at any stage of their lives” (p. 14). This was further supported by Taylor and Buku (2003) that developmental counselling approach is the assistance given to individuals to help them to cope with problems associated with the developmental stages in life. For example, adolescents need this approach of counselling to cope up with the physiological and psychological changes that occur at that stage of development. Results from the study confirmed this as some of the interviewees made various statements such as.

“We have a number of issues that are physiological and psychological in nature. I think these are developmental in nature and us do not know what to do. I think if we are taken through this type of counselling, it will help us to stop or control some of our negative behaviours, that confronts us, and we do not know what to do about them” (HCCoE Student)

Additionally, to confirm this statement, one of the counsellors interviewed said.

“I think most of them are still developing and as they grow, they will face developmental challenges that they cannot control. One of such challenges is the desire for sex. Therefore, we have some issues of perversion in the College. I think we must intensify using this approach to help the students” (WESCoE Counsellor)

It could therefore be deduced that students face several developmental challenges that often lead them into crisis. Therefore, using developmental approach to assist students will be a step in the right direction. Crisis situations may be related to the thoughts of suicide, a victim of rape or sexual harassment, examination failure, loss of a beloved one or frequent disappointments in life. In line with this, Brammer (1973) said people in crisis are frustrated and disorganized. Brammer (1973) again said that crisis counselling approach is therefore the process of helping people to develop adaptive problem-solving mechanisms that will help them to return to the state at which they were before the crisis occurred. A student respondent also confirmed this by saying that;

“We students have a number of crisis situations. At times we become pregnant and cannot concentrate on our studies. At times too, our academic work is in shambles as we have two or more papers to re-sit. Few tutors at times put pressure on us to do their ‘own thing’ with us and this is disturbing and frustrating. We need help to overcome all this”. (John Bosco Female Student)

The researcher is therefore of the view that developmental and crisis counselling will be of a great help in assisting students out of certain ill-discipline acts. Counsellors should therefore update their knowledge on reproductive health issues to assist students out of such challenges. It is advisable for college management to sponsor counsellors to attend workshops and conferences frequently to update their skills with relevant knowledge in assisting students in this light.

5.6.1.4 Individual and Group Counselling

The kind of approach used in counselling varies from person to person. The kind of approach to use may also depend on the nature of challenges the individual is going through. Some individuals prefer individual counselling approach while others also prefer the group approach. Results from the study show that some students are in favour of group counselling and others are in favour of individual counselling. This is consistent with Ackummey (2003) and Nayak (2004) that “as a result of differences in terms of personality and the issues involved, those who are not in favour of group counselling opt for individual counselling and vice versa”. This assertion is in line with the responses of the participants as one of them interviewed stated that;

“...Some of us are not interested in group counselling as everybody there will see you as a bad boy or a bad girl so some of us want individual counselling approach because we do not want anybody to see us”. (ACoE Student)

Individual counselling is time consuming, and I think therefore some counsellors would prefer group approaches to avoid wasting time on one individual. Using individual counselling could be frequent when counsellors are detached from teaching to concentrate on counselling students only. We

therefore appeal to stakeholders to detach counsellors from teaching as a way of helping them to concentrate on counselling services only.

5.7 CONCLUSION

In the ethical guidelines for research in education, counselling, psychotherapy, and management thereof, Bond (2004:9) research integrity and discussion of findings require both a robust ethical commitment to fairness as well as honesty and competence in all aspects of the work. During the process data collection, I included the collection of views and experiences of college students, principals and other stakeholders, journals, books, and other literature. I also made my own observations that assisted me in the interpretation and analysis during the iterative data analysis process.

The key findings in general point to a deterioration of discipline in teacher colleges and often counselling in these institutions often focus on reactive support and crisis management, rather than developing and implementing preventive support programmes. Findings generally highlighted the need to provide more individual counselling as mental health and other issues are left to escalate rather than dealt with early. Support programme initiatives were often absent to manage some of ill-discipline behaviour acts occurring or escalating from mild to moderate or severe.

CHAPTER 6: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

This chapter gives a contextual summary of the study, findings, conclusions drawn, recommendations, implications for counselling, contribution to knowledge and areas for further studies.

6.1.1 Overview of the study

The purpose of this study is to explore ill-discipline behaviour in Colleges of Education and how counselling can be used as a critical tool in its management. In more specific terms, the study sought to: (a) describe ill-discipline behaviour acts that are common in the Colleges of Education in Ghana, (b) find out the main causes of ill-discipline behaviour acts in the Colleges of Education in Ghana, (c) determine the effects of ill-discipline behaviour acts on the Colleges of Education in Ghana, (d) the ways or strategies that are used to manage self-management issues in Colleges of Education, (e) find out the counselling approaches that could be used to manage ill-discipline behaviour in Colleges of Education in Ghana. These issues were transformed into two research questions and four specific objectives.

The study employed a case study (Yin, 2014) design with a qualitative approach in the conduct of the study. The study targeted students, tutors, counsellors, principals, and members of the various disciplinary committees in five Colleges of Education in Ghana. A semi structured interview guide was used in collecting data from the participants. The semi-structured interview guide was administered to 25 participants from five Colleges of Education across the country. Data on the research questions and objectives were analysed qualitatively using the thematic approach. Descriptive statistics of frequencies and percentages were used to present the results.

6.2 KEY FINDINGS

The following were the findings of the study:

1. Perversion was the most common ill-discipline behaviour act in the Colleges of Education in Ghana. Other acts of ill-discipline behaviour prevalent in the Colleges of Education are truancy, using mobile

phones in class and talking in class, lateness to class, stealing, smoking marijuana, alcoholism and fighting. However, the following acts of ill-discipline behaviour were less prevalent in the Colleges of Education. These included disrespect to authority, drug abuse, bullying and laziness.

2. Poorly conceived policy on tertiarization of Colleges of Education in Ghana was in part contributory to ill-behaviour acts in of Colleges of Education. Manifestations of peer influence, media influence, bad teacher role model to students, poor institutional and student supervision. Additionally, environmental, or societal influence, parental influence and relaxing school rules were minor causes of ill-discipline behaviour in the Colleges of Education.
3. The study revealed that poor academic performance, poor graduation class, negative image of the college, increase in the number of re-sit papers and withdrawal of students from the Colleges were the major negative effects of ill-discipline behaviour in the Colleges of Education. Additionally, the study revealed that parents' unwillingness to seek admission in some Colleges of Education is a minor effect of ill-discipline behaviour.
4. Colleges of Education used physical punishment, suspension, and withdrawal of students from the college, organizing orientation programmes and giving of talks to students as a way of managing ill-discipline behaviour in the colleges. The rest are organizing seminars, referring students to disciplinary committees, increasing supervision, counselling, and warning students as well as enforcing school rules and regulations as other ways of managing ill-discipline behaviour in the Colleges of Education.
5. The study revealed that group counselling, preventive and individual counselling, peer counselling, remedial counselling, crisis, and developmental counselling approaches could be used to manage ill-discipline behaviour acts in Colleges of Education in Ghana.

6.3 SUMMARY AND CONCLUSIONS OF FINDINGS

The findings of the current study provided enough evidence to support the fact that students in the Colleges of Education in Ghana still engage in ill-discipline behaviour acts and this has affected the smooth running of the Colleges of Education in Ghana. Although College authorities are doing their best to manage processes, the issue of ill-discipline behaviour is not completely out of the Colleges. This is reflected in the poor academic performance of most students in the Colleges of Education. It is therefore concluded that using several counselling approaches could help in reducing ill-discipline behaviour in Colleges of Education in Ghana.

6.4 FINAL OBSERVED MODEL

Final Observed Model (After the Study)

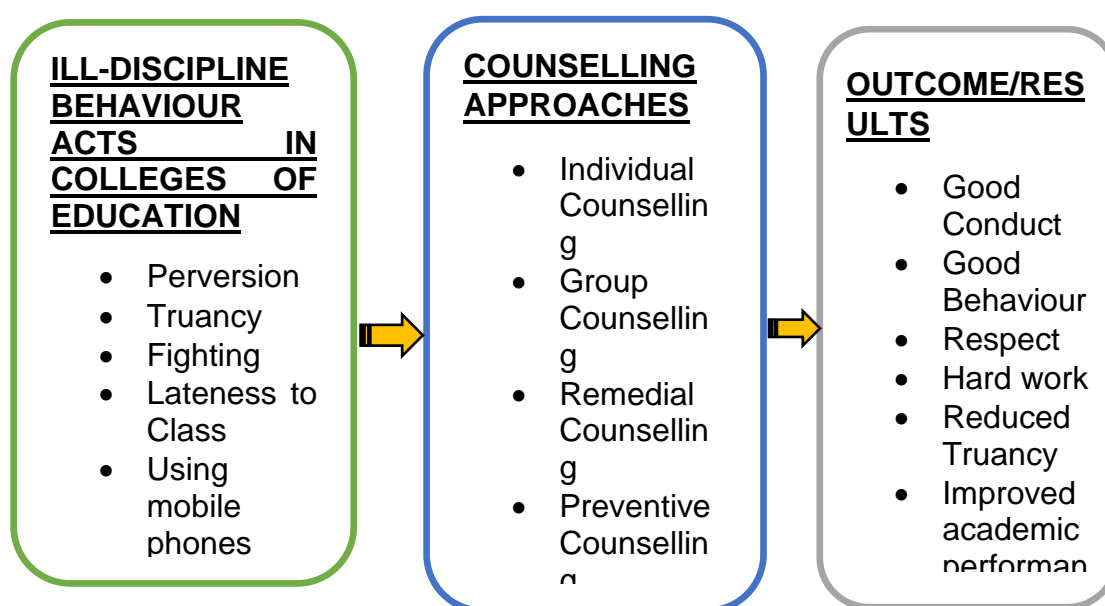


Figure 6.1: Observed Phenomena Findings Model

The final observed model after data collection and analysis show that not all the acts of ill-discipline behaviour is prevalent in the Colleges of Education. Only perversion, truancy, fighting, lateness, and the use of mobile phones in class are the major ill-discipline behaviour acts in the Colleges of Education. Also, about the counselling approaches, individual counselling, group counselling, preventive counselling, remedial counselling, and crisis

counselling could produce good behaviour respect, good conduct, hard work and improved academic performance in the Colleges of Education.



Figure 6.2: Rehumanisation of counselling model (Nyoni &Fosu-Ayarkwah)

It is a basic psycho-social and cognitive process that clarifies how counsellors and managers restore the Afro-centric human dimension in their work relationships and working environment. humanisation is characterised by authenticity, empathy, depth and meaning, recognition and respect, safety, healing, cultural dimensions, and avoidance of blame.

As a behaviourist, operating in post-colonial period and in times of healing, I posit that managers and counsellors must use a humanistic counselling protocols that take into cognizance the uniqueness of every individual. humanistic approach assumes that everyone has an innate capacity to grow psycho-socially towards the goals of self-actualisation and personal fulfilment

within cultural and linguistic contexts without imposition of Eurocentric counselling protocols (see Figure 6.2)

6.5 RECOMMENDATIONS FOR POLICY AND PRACTICE

Based on the findings of the study and the conclusions drawn, the following recommendations were made to guide the development of policy and practice:

1. Principals and Heads of Colleges of Education should counsel and educate students on the negative consequences of engaging in ill-discipline behaviour acts. The leaders of the Colleges can do this by organizing workshops and seminars to educate the student populace so far as the devastating effects of engaging in ill-discipline behaviour acts are concerned. Students who for instance engage in sexual immoralities are likely to contract some sexually transmitted diseases. This could in turn affect their health status in the future. This to some extent could help in reducing the rate at which such students engage in ill-discipline behaviour acts. Further, parents and other religious personalities such as pastors should also counsel students on the importance of choosing their friends since peer influence was one of the major factors that influenced students' engagement into ill-discipline behaviour acts. Since bad company corrupts good manners, students who find themselves in bad companies are more likely to engage in one ill-discipline behaviour act or the other.
2. College authorities should educate students on what tertiarization of colleges entails. Students must be made to understand not to equate tertiarization to freedom as this is affecting their academic performance seriously. Freedom comes with responsibility. Other stakeholders of education, the Ministry of Education, National Teaching Council, and the National Council for Tertiary Education should take it upon themselves to visit Colleges of Education and educate them on the effects of tertiarization.
3. The management and the council of Colleges of Education must put measures in place to overcome the effects of ill-discipline behaviour in Colleges of Education. Seminars and programmes on how to improve

academic work should be made a regular activity in Colleges of Education every semester. Time management and proper planning should be instituted to assist students in their academic work.

4. Management of Colleges of Education must ensure that colleges rules and regulations are strictly enforced without any form of partiality and favouritism. Additionally, Principals, Head of Departments, Deans of students and tutors must beef-up supervision to check students' misbehaviour.
5. College council and management must put adequate measures in place to strengthen guidance and counselling units in their Colleges. This implies that trained counsellors are recruited and well-resourced with current facilities to enable them to do their work. District and regional counsellors could be invited to give in-service training to counsellors to assist them to offer better services to students.

6.6 IMPLICATIONS FOR COUNSELLING

The following implications for counselling were made based on the findings of the study.

The finding that perversion is the most common ill-discipline behaviour act in the colleges of education implies that counsellors need to critically examine why this act of ill-discipline behaviour is the most prevalent in the colleges of education and also come out with other strategies that could be used to curb the menace. This also implies that college counsellors should conduct research involving students and staff on the causes, effects, and management of this act of ill-discipline behaviour.

The first findings also listed truancy, using mobile phones in class, lateness to class, stealing, alcoholism and fighting as other acts of ill-discipline behaviour in the colleges of education. This implies that counsellors in the colleges of education should be detached from teaching to get ample time to assist students out of these challenges. This also implies that all stakeholders of education such as parents, teachers, and religious organizations must all get involved in assisting students to overcome these challenges. Finally, the finding that disrespect to authority, drug abuse, bullying and laziness are less

exhibited implies that college counsellors have been doing well in this aspect. As such, they can intensify the strategies used to curb down other acts of ill-discipline behaviour.

Secondly, the finding that tertiarization of colleges of education in Ghana is the major cause of ill-discipline behaviour implies that college counsellors need to educate students properly on the consequences of tertiarization of colleges and not equate it to freedom to misbehave. Counsellors also need to intensify their activities as the findings of the study mentioned peer influence, negative conduct of some tutors, poor supervision, and societal influence as other causes of acts of ill-discipline behaviour in the colleges of education. This further implies that college counsellors should work with other stakeholders to curb the causes of ill-discipline behaviour in the colleges of education in Ghana.

Thirdly, the finding that acts of ill-discipline behaviour among colleges of education students negatively affects their academic performance leading to the withdrawal of some students implies that counsellors need to introduce academic interventions thereby assisting students to develop proper study skills and proper study habits. This also implies that counsellors need to monitor students' learning styles and do a lot of follow ups to ensure that students use proper methods of studying.

Fourthly, the finding that colleges of education use several strategies such as punishment, suspension and withdrawal of students from the college as ways of managing ill-discipline behaviour implies that counsellors should reconsider other strategies or ways that are different from these existing strategies. Counsellors also must brainstorm and develop a totally new approach that will help in curbing the menace in the colleges of education.

Finally, the finding that individual counselling, group counselling, peer counselling, crisis counselling, remedial, preventive and developmental counselling approaches could be used to reduce acts of ill-discipline behaviour in colleges of education implies that counsellors should use appropriate skills and techniques needed to carry out the counselling approaches enumerated above. This also implies that college counsellors

create the right atmosphere (proper condition) for counselling that will enable clients to change. The core conditions postulated by Carl Rogers should be adhered to strictly. This also implies that counsellors must live above reproach and conduct themselves in the manner expected of counsellors.

6.7 CONTRIBUTION TO KNOWLEDGE

It must be pointed out that within the context of doctoral research, an original contribution to knowledge is a very shaded term since it does not mean an enormous breakthrough but rather to demonstrate that one has a good grasp of how research is normally done in a proposed study in an area of specialization. In the perspective of Silverman (2007), the ability of any research to contribute to knowledge could be examined in four key areas. These are to develop a concept, thinking through the methodology, building on the existing study and being able to change directions. Based on this, this study be building on existing studies to add to knowledge on the development of education and counselling.

In the first place, most studies carried out in the country explore the causes of ill-discipline behaviour with a focus on Basic School, Senior High Schools and in the Universities. This study on the contrary, examined not only the causes of ill-discipline behaviour but also the effects and management strategies with a focus on the colleges of education. A key contribution to knowledge from the first finding is that, although there are numerous ill-discipline behaviour acts in the college of education, perversion tops the list. This therefore calls for serious counselling interventions since sexual abuse has its own consequences that affects the academic performance of students. Unwanted pregnancies, abortions and contracting sexually transmitted infections could lead to psychological instability, thereby adversely affecting their academic work.

Secondly, most studies conducted in managing ill-discipline behaviour in schools in the country made use of descriptive survey with quantitative approach. This is limited to testing theories to see their efficacy in handling human challenges or concerns. This study however made used the qualitative approach with a semi-structured interview to gather in-depth data on the use

of counselling as a critical tool in managing ill-discipline behaviour in colleges of education. A major contribution to knowledge is how tertiarization of colleges of education was the major cause of ill-discipline behaviour in the colleges of education in Ghana.

Thirdly, many people jump to blame teachers when students do not perform well academically or when students graduate with low classes. However, this study revealed that in many respects ill-discipline behaviour is the major cause of poor academic performance in the colleges of education.

Finally, the study revealed that when counselling is to be used as a critical tool to manage ill-discipline behaviour in colleges of education, then all types of counselling should be used, proper counselling approaches used, and counselling theories and therapies should also be used in line with humanised paradigms.

6.8 CONCLUSIONS OF THE STUDY

The primary objectives of counselling services in education are to enhance and promote student learning. Counselling services in education are designed to provide supports and resources to both students and staff. The services are intended to facilitate the educational, personal, psycho-social, emotional and career trajectories of students in colleges and in the community. College counsellors provide a continuum of preventative, developmental, remedial and intervention services and facilitate referral to community services. The college counsellor's responsibility includes counselling, college-based consultation, planning and coordination, education and assisting in the development of effective behavioural change. However, college counsellor's responsibilities must be underpinned by effective policy guidelines and legislative instruments. Within the given legislative framework, counsellors in post-colonial Ghana must start to incorporate humanising counselling principles and protocols.

The study reveals that ill-discipline behaviour acts are still prevalent in colleges of education in Ghana and hence something needs to be done to

address the scourge. Disruptive tendencies tend to inhibit qualitative teaching and learning in such institutions.

6.9 SUGGESTIONS FOR FUTURE RESEARCH

The following are the suggestions for further studies:

1. Further research could include quantitative analysis that would either complement and/or challenge the findings and interpretations of this study.
2. Similar studies could be replicated in both public and private universities.

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APPENDICES

APPENDIX 1: RESEARCH FOR PERMISSION



Request for permission to conduct research at PCE-AKROPONG College of Education.

Research Title: “COUNSELLING AS A CRITICAL TOOL IN MANAGING ILL-DISCIPLINE BEHAVIOUR IN COLLEEGES OF EDUCATION IN GHANA”

Date: January 30, 2020

Samuel Yeboah Antwi (Rev)

Principal

PCE College of Education

Tel. 0243847019

yeboantwi@yahoo.co.uk

Dear Antwi

I, Rev. Charles Fosu-Ayarkwah, am doing research under supervision of Professor Nyoni Jabulani, a Professor in the Department of Education Management towards a Ph.D. at the University of South Africa. We are inviting you to participate in a study entitled COUNSELLING.

AS A CRITICAL TOOL IN MANAGING ILL-DISCIPLINE BEHAVIOUR IN COLLEEGES OF EDUCATION IN GHANA.

The aim of the study is to use counselling as a tool in managing ill-discipline behaviour among students and teachers in Ghanaian schools.

Your school has been selected because it is a faith-based school in the Eastern Region of Ghana

The study will entail gathering of data through interviews, transcription of data and coding, given themes and analysing data based on the themes developed after which suggestions and recommendation shall be given or formulated.

The benefits of this study are to feed administrators with rich research findings as how they could use counselling to minimize ill-discipline behaviour in their colleges.

Potential risks are NONE.

There will be no reimbursement or any incentives for participation in the research.

Feedback procedure will entail organization of workshops and seminars for administrators, counsellors, disciplinary committee members, student leaders and the general student body in the colleges of education on causes, effects and management of ill-discipline behaviour in colleges of education in the country. Again, copies of the research findings will be placed at vantage points such as libraries, front desks of institutions for public consumption. Findings will also be published in journals for public consumptions.

Yours sincerely



Rev. Charles Fosu-Ayarkwah
Researcher

APPENDIX 2: PARTICIPANT REQUEST FOR CONSENT



DEAR PROSPECTIVE PARTICIPANT

My name is **Rev. Charles Fosu-Ayarkwah** I am doing research under the supervision of **Professor Nyoni Jabulani**, a **Professor** in the Department of **Education Management** towards a **Ph.D.** at the University of South Africa. We are inviting you to participate in a study entitled “**COUNSELLING AS A CRITICAL TOOL IN MANAGING ILL-DISCIPLINE BEHAVIOUR IN COLLEGES OF EDUCATION IN GHANA**”

WHAT IS THE PURPOSE OF THE STUDY?

This study is expected to collect important information that could help administrators and other stake holders to manage ill-discipline behaviour in colleges of education using counselling.

WHY BEING AM I INVITED TO PARTICIPATE?

You are invited because you have the characteristics of the targeted participants for the research.

I obtained your contact details from the front desk of the Principals Conference Secretariat. There are 160 participants chosen for this study.

WHAT IS THE NATURE OF MY PARTICIPATION IN THIS STUDY?

Participants are to answer questions individually and in focus groups on some disciplinary issues they have encountered in the discharge of their duties. A duration of 10 to 15 minutes will be enough for a participant to answer questions and share experiences with the researcher. However, a duration of 20 to 30 minutes would be allocated for focus groups to answer and share experiences and best practices in handling ill disciplinary issues or cases.

CAN I WITHDRAW FROM THIS STUDY EVEN AFTER HAVING AGREED TO PARTICIPATE?

Participating in this study is voluntary and you are under no obligation to consent to participation. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent (adult) form. You are free to withdraw at any time and without giving a reason.

WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY?

Participants will benefit from the feedback and stand the chance of taken part in seminar, symposium on the outcome of the research. Participants will also get the opportunity to tap the rich experience of the researcher and thereby help improve their practice in handling ill-discipline behaviour cases that they may encounter in course of their work as counsellors, chaplains, school leaders etc.

ARE THERE ANY NEGATIVE CONSEQUENCES FOR ME IF I PARTICIPATE IN THE RESEARCH PROJECT?

Participants do not stand the chance of any risk in this study. The study is free from any form of injury to participants or any other person(s) who in one way or the other may take part in the study.

WILL THE INFORMATION THAT I CONVEY TO THE RESEARCHER AND MY IDENTITY BE KEPT CONFIDENTIAL?

Participants can be assured of absolute anonymity and confidentiality of this study. The researcher wishes to state emphatically that participants will have their anonymity protected. The researcher will use pseudonym to refer to participants and this will indeed protect their anonymity.

Accessing the data can only be done by the researcher. Any person or group of persons that seek to access this data will have to seek permission from the researcher through writing and permission granted before the data can be accessed.

Participants are hereby informed that although their anonymity and confidentiality will be protected, pseudonym will be used for other purposes such as research report, journal, articles, and conference proceedings.

The focus group in this research will be those who have experience in various ill-discipline behaviour acts from past experiences in their various fields of endeavour: *While every effort will be made by the researcher to ensure that you will not be connected to the information that you share during the focus group, I cannot guarantee that other participants in the focus group will treat information confidentially. I shall, however, encourage all participants to do so. For this reason, I advise you not to disclose personally sensitive information in the focus group.*

HOW WILL THE RESEARCHER(S) PROTECT THE SECURITY OF DATA?

Hard copies of your answers will be stored by the researcher for a period of five years in a locked cupboard/filing cabinet for future research or academic purposes; electronic information will be stored on a password protected computer. Future use of the stored data will be subject to further Research Ethics Review and approval if applicable.

Indicate how information will be destroyed if necessary.

Hard copies will be shredded and/or electronic copies will be permanently deleted from the hard drive of the computer using a relevant software programme after several years.

WILL I RECEIVE PAYMENT OR ANY INCENTIVES FOR PARTICIPATING IN THIS STUDY?

Participants will not be entitled to any form of incentives or remuneration for participating in this study.

HAS THE STUDY RECEIVED ETHICS APPROVAL?

The study has not received any written approval from the Research Ethics Review Committee of Unisa. A

HOW WILL I BE INFORMED OF THE FINDINGS/RESULTS OF THE RESEARCH?

If you would like to be informed of the final research findings, please contact **Rev. Charles Fosu-Ayarkwah** on **0244210503** or email **facak2002@yahoo.com** or website **NONE**. The findings are accessible for **5 years**.

Should you require any further information or want to contact the researcher about any aspect of this study, please contact **Rev. Charles Fosu-Ayarkwah**, on **0244210503** or email **facak2002@yahoo.com**

Should you have concerns about the way in which the research has been conducted, you may contact **Professor Nyoni Jabulani** email **nyonij@myunisa.ac.az**

Thank you for taking time to read this information sheet and for participating in this study.

Thank you.



Rev. Charles Fosu- Ayarkwah

APPENDIX 3: FOCUS GROUP CONSENT AND CONFIDENTIALITY



I _____ grant consent that the information I share during the focus group may be used by **Rev. Charles Fosu-Ayarkwah** for research purposes. I am aware that the group discussions will be digitally recorded and grant consent for these recordings, provided that my privacy will be protected. I undertake not to divulge any

information that is shared in the group discussions to any person outside the group to maintain confidentiality.

Participant _____'s Name (Please print):

Participant _____ Signature:

Rev. Charles Fosu-Ayarkwah



Date: 17th August 2019

APPENDIX 4: SEMI -STRUCTURED INTERVIEW GUIDE 1 FOR PARTICIPANTS

(ADMINISTRATORS AND COUNSELLORS)

This interview guide below is designed to gather information about the topic being researched on. "COUNSELLING AS A CRITICAL TOOL IN MANAGING ILL-DISCIPLINE BEHAVIOUR ACTS IN COLLEGES OF EDUCATION IN GHANA".

Responses given will solely be used for the findings of this study and hence do not identify yourself. Please your answers should be as correctly and honestly as you can.

Part A: Demographic Data

Please, tick one of the options provided.

1. What is your age?
30-35 [] 35-40 [] 41-50 [] 51-60 []
2. What is your Gender?
Male [] Female []
3. Kindly indicate your academic qualification.

PHD [] MPHIL [] MA/MSC [] B.Ed [] B.A/
BSC []
Any other, please specify.
.....
.....
4. What is the majority sex on the staff?
Male []
Female []

Part B: Influence on School self-management

5. In your opinion what constitute self- management acts in colleges of education?
6. What are some of the prevalent self-management acts in colleges?
7. What are some of the complaints you have been receiving from mentors and lead mentors regarding the behaviour and attitudes of practicing pre-service student teachers?
8. What are some of the causes of the self-management acts mentioned in (6) above?
9. Has the upgrading of teacher training colleges to tertiary status contributed to the prevalent self -management acts amongst teacher trainees?
10. What are the methods that have been put in place by college authorities to check or minimize self-management in your college?
11. To what extent has the disciplinary committee (if any) been effective in managing self-management?

12. What are some of the punishments meted out to students involved in self-management acts in colleges?
13. To what extent has discipline or self-management been affected due to lack of sustainable supervision in schools?
14. What are some of the measures management have been using to manage or check self-management acts among pre-service teachers?
15. In your opinion, how can a counseling model be used as a tool to manage self-management?

APPENDIX 5: SEMI -STRUCTURED INTERVIEW GUIDE 2 FOR PARTICIPANTS

(DISCIPLINARY COMMITTEE CHAIRPERSONS AND TUTORS)

This interview guide below is designed to gather information about the topic being researched on. "COUNSELLING AS A CRITICAL TOOL IN MANAGING ILL- DISCIPLINE ACTS IN COLLEGES OF EDUCATION IN GHANA".

Responses given will solely be used for the findings of this study and hence do not identify yourself. Please your answers should be as correctly and honestly as you can.

Part A: Demographic Data

1. What is your age?

30-35 [] 35-40 [] 41-50 [] 51-60 []

2. What is your Gender?

Male [] Female []

3. Kindly indicate your academic qualification.

PHD [] MPHIL [] MA/MSc [] B.Ed [] B.A/BSC []

Any other, please specify.

.....
.....

Major Disciplinary problems

4. What are some of the prevalent self-management issues that have come to your attention?
5. What complaints (if any) have you been receiving from mentors and lead mentors regarding the self-management issues about practicing student teachers?
6. In your opinion, what have been the causes of the said prevalent self-managed issues?
7. By what measures have you been managing or solving the self-managed issues among teacher trainees?
8. Are your students who appear before the disciplinary committee satisfied with the outcome of the committee judgments? Give details.
9. In what ways has the upgrading of the colleges of education contributed to the prevalent self-managed issues?
10. To what extent has the disciplinary committee (if any) been effective in managing self-management issues in your college?

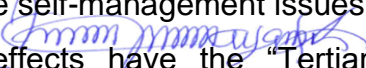
b.) Has punishment been effective in managing self-management issues?

DECLARATION

NAME: CHARLES FOSU-AYARKWAH (REV.)
STUDENT NUMBER: 58552146
DECLARATION
10. What are the possible reasons why many students find it difficult to adhere to institutional rules and regulations?

OFFICIALLY CAPTURED TITLE: COUNSELLING AS A CRITICAL TOOL IN MANAGING ILL-DISCIPLINE IN COLLEGES OF EDUCATION IN GHANA
11. How can peer and pressure groups be used to improve discipline in the school?

I, CHARLES FOSU-AYARKWAH (REV.) DECLARE THAT THE THESIS WHOSE TITLE APPEAR HEREWITH ABOVE IS MY OWN WORK AND THAT ALL THE SOURCES THAT I HAVE USED IN MY RESEARCH AND WRITING ARE FULLY ACKNOWLEDGE BY MEANS OF COMPLETE REFERENCES.
12. In your opinion, can guidance and counselling model be used to check or manage self-management issues in your institution?

SIGNATURE: 
DATE: 27-04-2020
13. What effects have the "Tertiarization" or upgrading of colleges of education to tertiary status, had on students' self-management behaviour?

CHARLES FOSU-AYARKWAH (REV.)
14. What management styles do college authorities use in the process of management of self-management on the part of student teachers?

15. In your opinion, what more could be done to help maintain decency among students on out segment (practicing) student's programme?

