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Roles of Stakeholders in the Impact of Guidance and Counselling in Senior High Schools in the Upper West Region of Ghana

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Abstract:

The purpose of this study was to assess the roles of stakeholders in the impact of guidance and counselling in schools in the senior high schools in the Upper West Region of Ghana.

In carrying out this study, the descriptive survey research design was used. In all, a total of 688 respondents were involved in the study selected via proportional stratified sampling procedure. Data were collected in this study by using questionnaires from five sets of stakeholders comprising school heads, teachers, district directors, students and guidance and counselling coordinators. The data were analysed using means and standard deviations. However, the data obtained from the district directors was analysed thematically. It was found in terms of the specific roles of stakeholders that, students participated in guidance programmes, teachers collaborated with counsellors in handling difficult students, guidance and counselling coordinators assisted students to cope with school challenges and organized guidance programmes. School heads also collaborated with counsellors in handling difficult students and handling the problems of students. District directors on the other hand provided guidance and counselling coordinators with assistance and support. It was recommended based on the findings that the government provides financial support and budget allocation for guidance and counselling programmes in senior high schools.

Keywords: Stakeholders, roles, guidance and counselling

1. Introduction

Most young people in schools go through a lot of developmental issues which make them vulnerable to several behavioural problems (Gatua, 2014). This inadvertently affects their academic work and overall attitude in school. In order to help students deal with these challenges, Collins (2007) opined that guidance and counselling is an ultimate tool that can help increase pupils'/students' social and emotional capacity for adjustment.

The need for guidance and counselling services in all educational institutions cannot be overstated due to the astronomic complexities of modern life that have placed heavy demands and responsibilities on educational institutions and pupils/students who are continuously confronted with numerous personal, academic, social and emotional needs which when ignored could ultimately create more serious problems for students (Weiten, 2007). The role of the guidance and counselling professional is therefore to help prevent behaviour problems, relate vocational interest to curriculum programme/subjects and help develop appropriate character traits in individuals.

Brigman and Campbell (2007) noted that guidance and counselling is the leading school agency that develops, strengthens and maintains fundamental principles of adjustment among school pupils/students. Similarly, Egbo (2013) described counselling as a transformative process of assisting people to learn all that are to be learnt both in and outside the school. The implication is that guidance and counselling coordinators or professionals contribute to the effective achievement of educational outcomes.

Teno (2007) also argued that counselling is the 'life-wire' of school and where this is not provided for, there is bound to be a career problem, frustration, academic imbalance and unhealthy relationship among students in the school. This demands therefore that guidance and counselling personnel have proper professional, theoretical and conceptual underpinning that undergird practice of effective guidance and counselling in schools. These requirements can involve having a professionally trained counsellor, adequate guidance and counselling facilities and the support and backing of policy makers in the country.

One of the most fundamental variables that can affect guidance and counselling in schools is the role played by stakeholders (Oluwatosin, 2016). These stakeholders include counsellors, guidance and counselling coordinators, school administrators and teachers, government and the students who are the main focus of guidance and counselling. The roles of these stakeholders are mostly intertwined. For instance, the role of district guidance and counselling coordinators is closely related to the role of government. Whichever the case, the effectiveness of guidance and counselling services is influenced and ascertained better by the stakeholders who are involved in it directly or indirectly (Popoola & Oluwatosin, 2002).

The counsellors will liaise with the stakeholders to help these students manage their challenges. Therefore, in schools, when the collaboration between teachers and pupils/students is good, pupils/students can learn in practical ways. Guidance is therefore not incidental, and/or collection of isolated activities. Stakeholders need to play their roles effectively in order to ensure that guidance and counselling in programmes in schools impact positively on students. In spite of the very importance of stakeholders in guidance and counselling, the researcher has observed that it appeared that no study has been done in the Upper West Region to ascertain the role of stakeholders in guidance and counselling. Again, the researcher observed that some school counsellors and guidance and counselling coordinators do not have the required standard level of training and education. This affects the overall influence of the counsellors and guidance and coordinators on the guidance and counselling programme. This provides a gap in the literature that needs to be bridged and therefore necessitates the study.

Further, out of the several studies carried out on guidance and counselling programmes in schools such as that of Nyarko-Sampson (2010) and that of Sedofia (2011), none sought to specifically identify the roles of stakeholders. Some studies assessed the perceptions of some specific stakeholders on guidance counselling. For instance, In the Northern Region, the study of Asamari (2015) assessed the perception of students, counsellors and principals about guidance services. Nyarko-Sampson (2013) also examined tutors' participation in guidance and counselling programmes in Colleges of Education in Northern Ghana.

From the forgoing, there appears to be no empirical study examining the role of stakeholders on the impact of guidance and counselling in senior high schools. This study therefore sought to assess the roles of stakeholders in the impact of guidance and counselling in senior high schools in the Upper West Region of Ghana.

2. Literature Review

2.1. Role Theory

Role theory began from the work of Merton (1957). Role theory is a perspective in social psychology that considers most of everyday activity to be the acting out of the roles of socially defined categories. This theory is applied to the context of guidance and counselling in the sense that each stakeholder has specific roles to play in the success of the guidance and counselling programme. Each role is a set of rights, duties, expectations, norms and behaviours that a person has to face and fulfill within a particular social setting.

Therefore, the role theory model is based on the observation that people behave in a predictable way, and that an individual's behaviour is context specific. The behaviour is however usually based on the social position of the individual as well as other factors such as the kinds of people around him/her. Role as a word became more prominent in sociological discourse through the theoretical works of George Herbert Mead, Jacob L. Moreno, Talcott Parsons, and Ralph Linton. As a result, two of Mead's concepts, thus, the mind and the self are the main precursors to the role theory (Hindin, 2007). A role can thus be viewed as a social position, behaviour associated with a social position, or a typical behaviour.

Some theorists have put forward the idea that roles are essentially expectations about how an individual ought to behave in a given situation, while others consider it means how individuals actually behave in a given social position (Pfeffer & Salancik, 1975). Others have suggested that a role is a characteristic behaviour or expected behaviour, a part to be played, or a script for social conduct. A key insight of this theory is that role conflict occurs when a person is expected to simultaneously act out multiple roles that carry contradictory expectations.

In relating the role theory to the current study, it can be inferred that if all stakeholders are have their specific roles in guidance and counselling defined then they can all contribute to establishing an effective guidance and counselling system in schools. Specifically, roles such as the government should provide the financial and budgetary support for guidance and counselling and ensuring that guidance and counselling coordinators have the required expertise can help improve the guidance and counselling programme in schools.

2.2. Concept of Guidance

Guidance can be viewed as a process, developmental in nature, by which an individual is helped to understand, accept and use his/her abilities, aptitudes and interests, and attitudinal patterns in relation to his/her aspiration (UNESCO, 1998). Guidance as an educational process entails the experiences which help learners to understand accept themselves and live effectively in the society. Guidance can also be viewed as a programme or services provided to individuals based upon the need of each individual and understanding of their immediate environment and the influence of environmental factors on the individual as well as the unique features of each school (Makinde, 1998). Guidance is therefore designed to assist individuals adjust to their environment, develop the ability to set realistic goals for themselves, and improve their education. As a process, guidance is not an instant one-off event but involves a series of actions or progressive steps which move towards a goal.

2.3. Concept of Counselling

Counselling is viewed as both an art and a science whereby two or more persons are involved in a helping relationship with the counsellor usually being an educated, trained, professionally qualified and normally should be licensed and certificated as a helper and the client being the one looking for help. The objective of the counselling relationship is geared towards helping the clients to solve issues, concerns or problems that arise from a move to cope with life in an increasingly complex world (Maples, 1996). Again, according to the American Counselling Association (2007), counselling can be defined as a relatively short-term theory based process of helping individuals who are basically

psychological healthy to resolve developmental and situational problems. In the view of Kelechi and Ihuoma (2011), the goal of guidance and counselling is to make it possible for an individual to see and explore his or her unlimited endowed options.

Counselling encompasses various subspecialties which include school, college or university counselling, marriage and family counselling, mental health counselling, rehabilitation, addiction counselling, and career counselling. Each of these subspecialties has specific educational, experimental, theoretical, philosophical and conceptual requirements for the practitioner which require adequate training and qualification. On the basis of all these, a precise definition of counselling is given by Gladding (1996), as a relatively short-term, interpersonal, theory based processes of helping persons who are basically psychologically healthy to resolve developmental and situational problems.

2.4. Stakeholders in Guidance and Counselling and their Roles

In this study, the main stakeholders that are considered to be of relevance in the study are the government, guidance and counselling coordinators in schools and school administrators as well as teachers.

2.4.1. Counsellors

According to Karega (2008), learning in schools is often interrupted by the deviant behavioural patterns of the adolescents. This is because pupils/students carry along with them a host of adolescent challenges. They are highly influenced by technological change and transformation. Again the senior high school students experience erratic physiological changes resulting in unpredictable mood swings, social development and changes that are evident such as becoming defiant to authority (Conger & Peterson, 1984). These are situations where the counsellor is very much needed to assist students who might be having such experiences.

Counsellors play several roles in schools in assisting students cope with their challenges. For instance, counsellors also play a role in helping pupils/students deal with losses. It has been revealed by Kottler (2004) that young people in school persistently experience difficult emotions due to losses that they seem to face. Some of the losses can be demise of a relative, loss of personal property and even body changes (Conger & Peterson, 1984). The counsellor's work with pupils/students is therefore to help them go through the grieving process constructively. Macharia (2007) indicated in this regard that guidance coordinators and counsellors step up pupils/students ability to accept the losses, untangling oneself from ties with the lost item/person and reinvesting one's energy into forming new relationship setting new goals and cultivating fresh dreams and aspirations.

2.4.2. Teachers and School Administration

Abolade (2000) viewed teaching as a set of activities which are designed to bring about changes in the behaviour of learners. In a similar vein, Bamgbaiye cited in La'ah (2015) described teaching as explaining, demonstrating guiding and counselling by the teacher in order to effect changes in the learner. According to Okoye (2010) therefore, the main aim of teaching is to help someone acquire or change some skills, attitude, knowledge idea or appreciation. Again, in the view of Nnabuike (2012), the work of the teacher is to assist students to learn through deliberate and conscious manipulation of information knowledge, skill, value, attitude and habits of students in order to bring about learning and ultimately result in desirable changes in behaviour and character. Essentially it is to bring about some desirable changes in students. Further, Okoye (2010) argued that teaching could be said to be effective only when the teachers have been able to achieve the set objectives for teaching and learning. However, the achievement of set objectives can be derailed by the challenges of students.

Therefore, when teachers succeed in reducing their difficult and challenging students' (social and academic) exclusion, through a firm collaborative and supportive relationship and individualized educational plan, students significantly increase their social and academic resilience and thus become less prone to disruptive behaviours (Cooper & Jacobs, 2011; Goldstein & Brooks, 2007; Schmidt, 2010). Teachers therefore require specialized support as they strongly emphasize the rising complexity of students' social, emotional and behavioural difficulties (Antoniou, Polychroni, & Kotroni, 2009; Kauffman & Landrum, 2013).

2.4.3. Government

According to Ghana Government White Paper on the report of the Education Reform Review Committee (2004) on the role of guidance and counselling, Government underscored the importance placed on guidance and counselling as a necessary process in assisting pupils and students in making the right choices and decisions, and in promoting discipline in schools. According to the White Paper report, Government will institute measures towards giving a new lease of life to guidance and counselling in educational institutions in the country. The Government in endorsing the position and recommendations of the education reform review committee has recognized guidance and counselling as an imperative ingredient in pushing educational development and advancement. The government took steps in doing this by pledging to change the status of guidance and counselling and giving it the needed policy backing, budgetary funding and ensuring that the right people with professional and academic qualification serve as guidance and counselling coordinators in schools. In addition, to address the challenges facing the provision of guidance services in schools, Makinde (1983) has recommended that governmental allocate budgetary funding for guidance and counselling activities in the educational systems in Africa.

2.5. Empirical Review

Stakeholders such as students, teachers, guidance and counselling coordinators, school heads and district directors play several roles in guidance and counselling. Some researchers have evaluated these roles. Boutwell and Myrick (2006) contend that guidance and counselling plays a major role in promoting students success through a focus on social and emotional adjustment. Weissberg and Myrick (2007) confirmed this by arguing that students typically do not learn or exist alone but rather in close collaboration with their school counsellors, peer counsellors and with encouragement from significant others. The implication of these views is that corroborative and systematic guidance and counselling services are mandatory for excellence in academic, personal competencies, social and emotional adjustment. Further, Brigman and Campbell (2007) revealed that school counsellors help pupils/students acquire effective mastery of social and emotional competencies for easy adjustment which is associated with greater well-being, better academic achievement and desired behaviours. Similar to this, Horgan (2003) described the role of guidance counsellors as equipping students with competence in area of social and emotional adjustment to enable them obtain abilities to generate and coordinate flexible, adaptive response to daily needs, demands and pressure in a more profitable and constructive manner. It is in this regard that UNESCO (2006) argued that a hallmark of students' behaviour rests on the guidance and counselling service. There are several other empirical evidences to affirming the claims students with difficulties in school especially psychosocial difficulties are better served by school-based counsellors (Adelman & Taylor, 2010; Kauffman & Landrum, 2013; Simpson & Mundschen, 2012).

Assisting in managing or reducing difficulties is not done only for students but even for teachers. For instance, it has been shown that the counsellor plays the role as a source of positive support for teachers aimed at helping them overcome their personal and professional resistance and limitations (Kourkoutas, 2012; Lehr & McComas, 2005; Solomon & Nashat, 2010). Many other researchers have indicated that several emerging issues strongly suggest that there is an urgent need for school-based counsellors to increase their efforts in order to ensure appropriate specialized counselling assistance to teachers who need it (Erchul & Sheridan, 2008; MacBeath, Galton, Steward, MacBeath, & Page, 2006). Brigman and Campbell (2003) also that observed that in the United States, students who participated in the counsellor implemented classroom guidance and small group interventions performed better on the Florida Comprehensive Assessment Test (FCAT) in the areas of Mathematics and Reading. The students also improved their behavior, when compared to their counterparts, who did not participate in the counselling interventions. Students, thus, have to participate in counselling programmes since the participation can affect them positively.

Nduta and Gichuho (2013) also carried out a study to investigate stakeholders' involvement and perception towards guidance and counselling in Kambaa Division Secondary Schools in Kiambu County, Kenya. Descriptive survey method of data collection was employed. The findings of the study revealed that parents are least involved in the follow-up of the guidance and counselling services. The implication is that among all the other stakeholders of guidance and counselling, parents are the least involved in guidance and counselling programmes.

3. Methodology

3.1. Design and Participants

In carrying out this study, the descriptive survey research design was used. The descriptive survey was used within the quantitative approach. Descriptive survey involves collecting data that enable the researcher to answer research questions and test hypotheses that describe the current status of the subject under study in their natural settings. The purpose of descriptive survey design is therefore to study the relationships that exist, practices that prevail, beliefs and attitudes held, the processes that are going on and the effects felt or trends that are developing (Best & Kahn, 2001). Thus, in the context of the current study, descriptive survey helped to evaluate the roles of stakeholders of guidance and counselling.

The population of study included staff and students. The staff comprised the district directors of education, school heads, teachers and guidance and counselling coordinators in the Upper West Region. The upper West region has 11 districts and 32 Senior High Schools. The population of students was 28,260 while the population of the staff (district directors of education, school heads, teachers, and guidance and counselling coordinators) was 1,516.

The sample was selected based on Krejcie and Morgan's (1970) table for determining sample size. Based on the population of staff of 1516, a sample of 308 was chosen for the study while a sample of 380 students was selected for the population of 28,260. In all, a total of 688 respondents were involved in the study. The sample was selected via proportional stratified sampling procedure. The respondents were selected based on the stratas of their various populations. The respondents were put into strata and then sampled randomly.

The various strata were teachers, school heads, guidance and counselling coordinators, district directors of education and students. Thus, respondents in these categories were sampled for the study. In getting the number of respondents for each category, the sample size of each stratum was obtained by calculating on the basis of the size of each stratum within the main population. Thus, for each category of respondent, the sample size was based on the size within the population. In doing so, the size of stratum within the population was divided by the main population and multiplied by the sample size of the study. Thus, using the equation $\frac{n}{N} \times S$ with n (size of stratum), N (size of population) and S (Overall sample size). After obtaining the sample size for each stratum, the actual respondents were sampled at random. This ensured that in each stratum, every individual had the chance of been selected. Selecting the respondents at random help take away biases thereby reducing the margin errors in the sampling.

3.2. Data Collection Instrument, Procedures and Analysis

Data was collected in this study by using questionnaires. Five different sets of questionnaire were used in the study, one set of questionnaire each for school heads, teachers, district directors, students and guidance and counselling coordinators. The questionnaires were self-designed and were on the four-point Likert-type scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The section on the roles of the stakeholders was however on a scale of Very Often (VO), Often (O), Rarely (R) and Never (N).

Experts in guidance and counselling established the content validity of the instruments because expert advice is usually the best way to ascertain the content validity of an instrument. Content validity refers to the extent to which the content of an instrument measures what it intends to measure.

The reliability of the instrument was also ascertained using the internal consistency method after the pilot test of the instrument. The pilot test was done with 30 teachers, 50 students, two school heads, two guidance and counselling coordinators and two district directors of education in the Upper East Region. The reliability co-efficient obtained for the different sets of questionnaires were students (0.756), teachers (0.932), school heads (0.821), guidance and counselling coordinators (0.852) and district directors (0.775). All the reliability coefficients obtained were beyond 0.7 and therefore all the questionnaires were deemed reliable for the study.

The researcher sought for the consent of the respondents by giving them an informed consent form to fill. After obtaining the consent of the respondents, the researcher administered the questionnaires to the respondents. In administering the questions to the respondents, the purpose of the study was explained to the respondents and they were given the chance to ask questions and decide ultimately whether to participate in the study or not.

The researcher administered the questionnaires in person after which he waited for the respondents to complete answering the questionnaires before taking them back. This helped obtain a 100% return rate of the questionnaires. A period of six weeks was used in collecting the data. The researcher gave consideration to informed consent, autonomy of the respondents, confidentiality and anonymity. The data collected were analysed through the use of the Statistical Product for Service Solution (SPSS) version 22. The data were analysed using means and standard deviations. However, the data obtained from the district directors was analysed thematically.

4. Results

The data were analysed using means and standard deviations. The cut off point for determining a higher mean from lower mean was 2.50. Mean values greater than 2.50 are considered high and vice versa. A higher mean implies that most of the respondents agreed to the specific statement. The results are presented in Tables 1, 2, 3 and 4.

4.1. Roles Played by Students

Statement	Mean	Std. Dev.
Students participate in G and C programmes	2.59	0.97
Students encourage their peers to participate in G and C programmes	2.33	1.07
Students provide feedback on the success of G and C programmes	2.35	1.04
Students engage in peer counselling for colleagues who do not visit the counselling unit	2.37	0.99
Students assist guidance and counselling coordinators in the organization of guidance programmes	2.32	0.99
Mean of Means and SD	2.39	1.01

Table 1: Specific Roles Played by Students

Table 1 shows that the statement 'students participate in G and C programmes' recorded the highest mean of 2.59 and a standard deviation of 0.97. This was the only statement with a mean above 2.50. Next to this, the statement 'students engage in peer counselling for colleagues who do not visit the counselling unit' recorded a mean of 2.37 and a standard deviation of 0.99. These results imply that majority of the respondents agreed that they participate in guidance and counselling programmes and also engage in peer counselling for those who are not able to visit the counselling unit. On the other hand, the statement with the lowest mean was 'students assist guidance and counselling coordinators in the organization of guidance programmes (M=2.32, SD=0.99)'. Thus, this statement had the agreement of the least number of respondents.

4.2. Roles Played by Teachers

The specific roles played by the teachers are presented in Table 2.

Statement	Mean	Std. Dev.
Providing consultation to counsellors	2.34	0.76
Assisting counsellors in handling problems of students	2.82	1.05
Serving as resource person for guidance programmes	1.98	0.92
Cooperating with counsellors in handling difficult students	2.83	1.14
Referring students with issues to the counsellor	2.71	0.89
Mean of Means and SD	2.54	0.95

Table 2: Specific Roles Played by Teachers

Table 2 shows the specific roles played by the teachers. It is clear that the statement 'cooperating with counsellors in handling difficult students' recorded the highest mean of 2.83 while the statement 'Serving as resource person for guidance programmes' recorded the lowest mean of 1.98 and standard deviation of 0.92. This implies that most of the respondents agreed to cooperating with counsellors in handling difficult students compared to serving as resource persons for guidance programmes. The other significant roles of the teachers were assisting counsellors in handling problems of students ($M=2.82$, $SD=1.05$) and referring students with issues to the counsellor ($M=2.71$, $SD=0.89$).

4.3. Roles Played by Guidance and Counselling Coordinators

The specific roles played by the guidance and counselling coordinators are presented in Table 3.

Statement	Mean	Std. Dev.
G and C coordinators assist students cope with challenges	3.86	0.38
G and C coordinators organize guidance programmes for students	3.86	0.37
G and C coordinators help solve emotional and behavioural problems of students	3.71	0.49
G and C coordinators help students make career choices	3.71	0.48
G and C coordinators work with administrators and teachers to handle disciplinary issues	3.43	1.13
Mean of Means and SD	3.71	0.57

Table 3: Roles played by G and C Coordinators

Table 3 shows the specific roles played by the G and C Coordinators. All the statements in the table had mean values greater than 2.50. This implies that there was high agreement for all the statements. It is revealed that most of the respondents agreed to the statements 'G and C coordinators assist students cope with school challenges ($M=3.86$, $SD=0.38$) and G and C coordinators organize guidance programmes for students ($M=3.86$, $SD=0.37$). From the results in the table, it can be inferred that guidance and counselling coordinators assisted students cope with school challenges, organized guidance programmes and helped students deal with emotional problems as well as make career choices.

4.4. Roles Played by School Heads

The specific roles played by the school heads are presented in Table 4.

Statement	Mean	Std. Dev.
Providing consultation to counsellors	2.71	0.49
Assisting counsellors in handling problems of students	3.14	0.89
Serving as resource person for guidance programmes	2.43	0.79
Cooperating with counsellors in handling difficult students	3.43	0.53
Referring students with issues to the counsellor	2.86	0.38
Mean of Means and SD	2.91	0.62

Table 4: Specific Roles Played by School Heads

Table 5 shows the specific roles played by school heads. It is clear from the table that majority of the respondents agreed to cooperating with counsellors in handling difficult students ($M=3.43$, $SD=0.53$). Most of the respondents also agreed to assisting counsellors in handling the problems of students ($M=3.14$, $SD=0.89$). On the other hand, the level of agreement among the respondents to serving as resource persons for guidance programme was low since it recorded the lowest mean of 2.43 and a standard deviation of 0.79.

Comparing the mean of means across the various stakeholders, students ($M=2.39$), teachers ($M=2.54$), G and C Coordinators ($M=3.71$) and school heads ($M=2.91$), it can be realized that the mean for the G and C coordinators was higher than the mean for the other stakeholders. This implies that the G and C coordinators were playing their roles more than the other stakeholders.

The open-ended questions posed to the district directors revealed some major themes. The major themes were providing the guidance and counselling coordinators with the needed support, providing supervision for guidance programmes and engaging all other stakeholders for success in guidance programmes. The directors indicated that on some occasions, district directors served as resource persons for guidance programmes.

5. Discussion

The study showed that students participated in guidance and counselling programmes and engaged in peer counselling for those who are not able to visit the counselling unit. The students did not however assist guidance and counselling coordinators in the organization of guidance programmes. In the organization of guidance programmes, what is mostly expected of students is their participation as well as helping their colleagues who are not able to participate. The findings are in support of the findings of Weissberg and Myrick (2007) who revealed that students are in integral part of the guidance programme in schools. They are those who participate in the programme and also engage in peer counselling after acquiring the right and needed skills.

The study also found that teachers cooperated with counsellors in handling difficult students, assisted counselors in handling problems of students and provided consultation to counselors. Teachers are the people who are mostly close to students and therefore can have a closer look at the behaviours and problems of students. In this regard, teachers are in the best position to assist counselors handle difficult or stubborn students and also help solve the problems of students. These findings are in line with the findings of several researchers. For instance, Kourkoutas (2012) revealed that teachers and counselors work together in schools on any difficulties in the schools. Solomon and Nashat (2010) also pointed out that teachers assist and are assisted to manage any issues they may encounter. The importance of the roles of teachers in the guidance programme has been confirmed in several other works (Erchul & Sheridan, 2008; MacBeath, Galton, Steward, MacBeath, & Page, 2006).

The study further revealed that guidance and counselling coordinators assisted students to cope with school challenges, organized guidance programmes and helped students deal with emotional problems as well as make career choices. These are the fundamentals required from school counselors. Concern for the wellbeing of students as well as their overall development is what counselors are needed in schools for. This finding is in line with the finding of Brigman and Campbell (2007) which revealed that school counsellors help pupils/students acquire effective mastery of social and emotional competencies for easy adjustment in schools. This is important because good adjustment is associated with greater well-being, better academic achievement and behaving in appropriate ways. In a similar vein, Horgan (2003) described the role of guidance counsellors as equipping students with competence in area of social and emotional adjustment to enable them obtain abilities to generate and coordinate flexible, adaptive response to daily needs, demands and pressure in a more profitable and constructive manner. It is in this regard that UNESCO (2006) argued that a hallmark of students' behaviour rests on the provision of guidance services in schools. School-based counselling is associated with significant reductions in psychological distress which may be common among students (Cooper et al, 2013). Several other researchers have supported the view that school counselors are need to help students empirical evidences to affirming the claims students with any difficulties in school (Adelman & Taylor, 2010; Kauffman & Landrum, 2013; Simpson & Mundschenk, 2012).

The study also showed that school heads cooperated with counsellors in handling difficult students and handling the problems of students. District directors also provided guidance and counselling coordinators with the needed support, supervised guidance programmes and engaged all other stakeholders for success in guidance programmes. District directors on some occasions served as resource persons for guidance programmes. Thus, both school heads and district directors play important roles in the provision of guidance services in schools. The findings corroborate the findings of Nduta and Gichuho (2013) that all stakeholders of guidance and counselling except parents play significant roles in the provision of guidance services. School heads being the main authorities in schools can determine the extent to which guidance programmes are successful while directors in education usually provides supervisory roles for guidance programmes.

6. Conclusions

In general, it is concluded that the stakeholders played their roles in supporting guidance and counselling programmes. In terms of the specific roles of stakeholders, students participate in guidance programmes, teachers cooperate with counsellors in handling difficult students, guidance and counselling coordinators assist students to cope with school challenges and organize guidance programmes. School heads also cooperate with counsellors in handling difficult students and handling the problems of students. District directors on the other hand provide guidance and counselling coordinators with the needed support. The government ensured that schools have professionally trained counsellors but did not provide financial support for guidance and counselling programmes.

7. Recommendations

The following recommendations are made based on the conclusions of the study:

- It is recommended that the government provide financial support and budget allocation for guidance and counselling programmes in senior high schools. This could be done by ensuring that any financial allocation made to senior high schools cover guidance and counselling programmes.
- School heads should work in collaboration with district directors to provide the needed support for guidance and counselling coordinators in senior high schools. This is to ensure collaborative effort in supporting guidance and counselling programmes.
- School guidance and counselling coordinators should work together with teachers and school heads to ensure that guidance and counselling programmes are effective. The support can be in the form of encouraging students to patronize counselling and engaging in consultations to facilitate the guidance and counselling programme.

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