



Stakeholders' Perception of the Introduction of Guidance and Counselling in Basic Education and Anti-Social Behaviours in Schools in Buea Municipality

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Abstract: The aim of this study was to establish the perceptions of stakeholders towards guidance and counselling in basic Education and anti-social behaviours in the Buea Municipality. The specific research objectives were: To determine teacher's altitude towards the introduction of guidance and counseling services in basic education and delinquent behaviours, To determine parent's knowledge of the role of guidance and counseling programs in basic education and aggressive behaviours, To determine Head teacher's altitude of the introduction of guidance and counselling in basic education and self-destructive behaviours. Cross sectional survey research design was used to carry out the study. The population of the study was 1572 respondent, 620 target population, 156 Accessible population, through purposive sampling technique, the schools were selected. The sample comprised of 108 respondents comprising of 82 teachers, 13 head teachers and 13 parents. The study used questionnaires to collect data on the teachers, parents and head teachers' perceptions towards the introduction of guidance and counselling programs. Data were analysed using means, specifically a one-way ANOVA. It was found that stakeholders have a positive perception on the introduction of guidance and counselling in basic education and anti-social behaviours in school. The findings revealed that there was a significant difference in perceptions among the three stakeholders at $p < 0.05$. Findings also revealed that stakeholders have a positive perception on the introduction of guidance and counselling in basic education and anti-social behaviours in schools. By implication, the introduction of guidance and counselling services in basic education will help in combatting deviant behaviours among pupils. The basic education is the bases and foundation of children's educational development and it is the pillar on which subsequent educational attainment is built. All stakeholders opined that the introduction of and guidance counselling in basic education will help ameliorate anti-social behaviour among pupils. Orientating and giving pupils' information on school rules and regulations, and the disadvantages of anti social behaviour will help reduce anti-social behaviours in schools. Thus, it was concluded that the introduction of counselling will help ameliorate pupils' misbehaviour. It was recommended that, Head teachers, parents and teachers should device appropriate punitive measures in controlling anti-social behaviours in school. The Ministry of Basic Education should organize seminars, workshops and training sessions where they can educate teachers on measure or strategies for handling anti-social behaviours. Counsellors should be sent to basic education so as to help inculcate good moral behaviours in pupils..

Keywords: Guidance and Counselling, stakeholders perceptions, Basic Education, Anti-social Behaviour, teacher's altitude, parent's knowledge, Head teacher's altitude.

Background to the study

The history of guidance and counselling around the world varies greatly based on how different countries and local communities have chosen to provide personal, academic and social adjustment among students (Weiten, 2007). Kaminer (2004) contends that in the United States, the school counselling profession began as a vocational guidance movement at the beginning of 20th century when a systematic school guidance programme was developed and provided for the consumption by the schools. The movement emphasized personal issues, social and emotional adjustments in order to develop and promote students' character and avoid behavioural problems (Ginter, 2002). In a country like Japan for example, the goal of high school guidance counselling services is to help every student develop abilities of self-understanding, decision making, life planning studies on the modification of behaviour among students and action taking to be able to adjust to social adjustment (Loescher, 2007). In Kenya, guidance and counselling is an initiative that is aimed at providing information and 3 skills to impart self-awareness and optimal use of students' potential for holistic growth and development (KIE, 2008).

Makinde (2014) singles out a consistent and disturbing secondary school problem as that of relational differences among students, students and teaching staffs, students and support staff and students with either relatives or local community and even students with school administrators or school values. Horgan (2003) holds that despite the seemingly escalating relational challenges in secondary school students, the school counsellors have more impact in enhancing secondary school students' interpersonal social values. Conger and Peterson (2004) articulate that guidance counsellors contribute to students' behaviour modification through imparting and sustaining interpersonal values. Such values include showing mutual respect to all people, and tolerance especially in times of crisis.

Therefore, Guidance and Counseling according to Birichi and Rukunga (2009) is a practice that had been in existence for a long time and had been passed on from one generation to another. Guidance and counseling services are services used by the counselor to help individuals discover and develop their educational, vocational and psychological potentialities in order for them to achieve an optimal level of personal happiness and social usefulness (Erford, 2010).

According to Karega (2008), learning in schools is often interrupted by the deviant behavioural patterns of the adolescents which include; disrespect of school administrators, neglect of school rules and regulation. Dryafol (2002) pointed out that secondary school students carry along with them a host of adolescent challenges. They are highly influenced by technological change and transformation. Also, the high school students experience erratic physiological changes resulting to unpredictable mood swings, social development and changes that are evident; for instance, they become defiant to the authority (Conger & Peterson, 2004). As social beings we live in a society, we form opinions about others and others have opinions about us. Everybody wants acceptance and recognition from and within society. We try to behave according to the norms and values of the society so that we can adjust with others (Clin, 2008). Social adjustment is an effort made by an individual to cope with standards, values and needs of a society in order to be accepted (Argyle, 2001).

In Cameroon there are so many complaints by teachers, parents and the general public of deviant behavior in secondary schools like noise making, late coming, drugs addiction, loitering, molesting fellow student, threatening and intimidating classmate. The percentage of deviant behavior among secondary school students keeps on increasing each year. For examples, a student stabbed the teacher to death with a knife at G.H.S Nkolbisson Yaoundé, in lycee Deido in Douala a student chopped off a classmate fingers with a machete, students not attending classes and students consuming drugs like tramadol in school.

Statement of the problem

Guidance and Counselling is a professional field which has a broad range of activities and services aimed at assisting individuals to understand themselves, others, school environment and attain abilities to adjust accordingly. The need for guidance and counselling services in all level of

education cannot be overstated due to increasingly complexities of modern life that have placed heavy demands and responsibilities on school students/ pupil. These students/pupils are faced with numerous personal, academic, social needs and problems when unattended could lead to host patterns of undesirable behaviours. Learning in secondary schools is often interrupted by the deviant behavioural patterns of the adolescents. Secondary school students carry along with them a host of adolescent challenges. They are highly influenced by technological change and transformation. Also, the high school students experience erratic physiological changes resulting to unpredictable mood swings, social development and changes that are evident; for instance they become defiant to the authority. These secondary school students passed through the basic education and they faced things such as: disobedience, drug abuse, stealing, irresponsible sexual behaviour and defilement, child abuse, use of abusive words, coping with adolescence, low self esteem, noise making, truancy, effects of technological advancement and lack of communication between teachers and pupils are rampant it means there is need for guidance and counseling. The researcher sees this as a great opportunity for guidance and counseling to be introduced to the basic education to reduce and terminate these anti-social behaviours. Students develop on many levels, entering new endeavours and worlds daily. They begin to learn how to establish healthy relationships, find socially acceptable ways to engage in activities that interest them, and make their way through school. However, a number of them experience more trials than their peers. Some are unable to find solid social ground as they progress through their developmental stages. When students' behaviour violates the accepted norms at home, at school and in the community, negative repercussions are resulted to suspensions or expulsions from school. It is for this reason I came up with the topic stakeholders perceptions of the introduction of Guidance and counseling in basic education and anti social behavior in schools.

Objectives of the Study

General Objective:

To determine Stakeholders' perceptions of the introduction of guidance and counselling in basic education and Anti-social behaviours in schools.

Specific Objectives:

- To determine teacher's altitude towards the introduction of guidance and counseling services in basic education and delinquent behaviours
- To determine parent's knowledge of the role of guidance and counseling programs in basic education and aggressive behaviours
- To determine Head teacher's altitude of the introduction of guidance and counselling in basic education and self-destructive behaviours.

Justification of the Study

The rate of involvement of children with deviant behaviour is of great concern to stakeholders lately as fear has been imbibed in them based on the killings of teachers by students. Dunapo (2002) stated that at this period child goes through a lot of challenges as they engage in behavioral experimentation and deviant behaviors. Children' unruly behavior has continued to disrupt school academic programs to the extent that teachers are unable to cover the contents of the school curriculum. Indiscipline in schools has reached an alarming rate; this could be traced to the home, society and the attitude of children towards schooling. These in turn have contributed to poor academic performance of many in-school children. In order for these students to perform well in external examinations, they resort to examination malpractices. The high incidence of deviant behavior among secondary school students in Cameroon have become public concern and despite government intervention, they are yet to resolve the problem so carrying out this study is to find out the various ways in which we can help solve this problem, looking at the implementation of Guidance and counselling as the focal point of change.

Review of related literature

Review of related literature helped the researcher identify gaps in knowledge and justify the need to

carry out a research on stakeholders' perceptions of the introduction of Guidance and counselling on anti- social behaviours in schools in the current study context.

Conceptual Review

This can be defined as a concise description of the major variables operating within the area of the problem (Leshem and Trafford, 2007).

The concept of guidance and counseling

Guidance enables clients to make choices which are intended to bring self-direction and adjustment. It is designed to help clients adjust meaningfully to the environment, develop the ability to set realistic goals and improve on total educational programmes. Thus, Zera and Riccio in Omebe (2005) defined guidance as a process, developmental in nature, by which an individual is assisted to understand, accept and utilize own abilities, aptitudes, interests and attitudinal patterns in relation to the aspirations. Olayinka in Egbo (2009) asserts that guidance programmes should help clients in reaching rather, two opposite goals: adjustment to society, and freedom to act as unique individuals.

The history of guidance and counseling around the world varies greatly based on how different countries and local communities have chosen to provide personal. The history of school counseling formally began in the turn with the twentieth century, though a case might be made for tracing the foundations of counseling and advice rules to ancient Greece and Rome with all the philosophical teachings of Plato and Aristotle.

Guidance and counselling and basic education

Guidance Counselling is the process of helping individuals discover and develop their educational, vocational and psychological potentials and to achieve an optimal level of personal happiness and social usefulness. I see it as a protective guide that helps you to cope and move on with life as normal as possible irrespective of life situation at hand. It helps one to achieve self-awareness to the best of their abilities. Collins (2002) says that guidance and counselling is important because it provides an insight on working knowledge, skills and attitudes. It is necessary to assist young people to be disciplined and be able to deal with challenges and realities they face in their ever-changing environment, understand themselves, their academic social and physical environment, realize their potentials, as well as identify opportunities in a world where chances for further training, employment and advancement continue to dwindle. Learners are counselled to alter any maladjusted behaviour. Since most citizens are involved in education process directly or indirectly, the impact of guidance and counselling is real to them.

Stakeholders' Perceptions Studies

focusing on a single group of stakeholders, such as teachers, counsellors, students, parents, school administrators, have been widely carried out in many parts of the world, mainly in Western countries. Over the years, there has been much research on students' perceptions (Chan & Quinn, 2009; Fox & Butler, 2007; Glasheen & Campbell, 2009; Lau, 2009; Murgatroyd, 1977; Quinn & Chan, 2009; Siann, Draper & Cosford, 1982). These often focused on students' preferences regarding how counselling should be delivered and by whom. There has also been much research that focuses on teachers' perceptions of school counselling across the globe (Aluede & Egbochuku, 2009; Alghamdi & Riddick, 2011; Chan, 2005; Hue, 2008; Reiner, Colbert & Perusse, 2009). Some studies have highlighted the importance of teachers' acceptance of counselling or support services in the school context (Cooper, Hough, & Loynd, 2005; Vulliamy & Webb, 2003; Wolstenholme & Kolvin, 1980). Similarly, interest in school counsellors' perceptions also has a long tradition. Fulton (1973) examined and compared school counsellors' perceptions and discussed the agreements and differences in a relatively small survey study. A steady stream of studies focusing on school counsellors' views followed (Bunce & Willower, 2001; Harris, 2009; Kok, Low, Lee, & Cheah, 2012; Maluwa-Banda, 1998; Paisley & McMahon, 2001; Tatar, 1995).

Generally, fewer studies have focused on other stakeholders. Polat and Jenkins (2005) examined the local education authorities in England and Wales, and much earlier, Maguire (1975) noted that other

mental health professionals had concerns about the role of school counsellors in providing therapeutic services. While there is much interest in learning about teachers', school counsellors', and students' perceptions about school counselling, a gap remains in our insights of other stakeholders, such as community counsellors who worked in the communities where schools are situated (Low, 2014) The current study included this group of stakeholders to add richness to the current available data on stakeholders' perceptions on school counselling. While focused on a single stakeholder group, a few of the studies discussed in the preceding paragraphs and others were mindful of and recognised the importance of other stakeholder groups (Maluwa-Banda, 1998; See, 2004; Reiner et al., 2009).

Some recent studies that took the steps to collect and compare perceptions of two or more groups of stakeholders found their efforts were well rewarded. In an effort to gather and compare school counsellors, counsellors-in-training, and principals' perceptions of the role of school counsellor in rural schools in the United States, Monteiro-Leitner, Asner-Self, Milde, Leitner, and Skelton (2006) found that the three groups of respondents had different perceptions of how much time school counsellors spent as well as how much time they ought to spend on a number of school counselling duties. Partin (1993), as well as Kirchner and Setchfield (2005), also compared school counsellors' and principals' perceptions on counselling and related areas.

In separate studies in Israel and South Wales, Tatar and Bekerman (2009) and Hamilton Roberts (2012) respectively explored and discussed both teachers' and school counsellors' perceptions. In the latter, they discovered differences between teachers' and counsellors' perceptions of student problems and methods of handling them. Clearly, there is an urgent need to explore, understand and compare stakeholder's perceptions of counselling. There are many stakeholders in Singapore schools. They include school administrators, principals, education policy-makers, teacher-educators, and parents, among others. The focus of the current study was kept within a professional context, consisting of people who work closely with the students in the school counselling process. These stakeholders, namely, teachers, school and community counsellors, often work together in helping students and their families; their paths often cross intentionally or otherwise, hence gaining a deeper understanding that how they view and feel about counselling in school is essential.

Theoretical review

Person centered counselling by Carl Rogers (1940)

This theory focuses on the human interaction between the counsellor and the client. Rogers (1980) called it the Person-centered theory in order to suggest that his principles extended beyond the client-therapist relationship to encompass all human interaction. Person-centered therapy was developed by Carl Rogers in the 1940s. This type of therapy diverged from the traditional model of the therapist as expert and moved instead towards a nondirective, empathic approach that empowers and motivates the client in the therapeutic process. The therapy is based on Roger's belief that every human being strives for and has the capacity to fulfill his or her own potential. Person-centered therapy also known as Rogerian therapy has had a tremendous impact on the field of psychotherapy and many other disciplines. Rather than viewing people as inherently flawed, with problematic behaviours and thoughts that requires treatment, person-centered therapy identifies that each person has the capacity and desire for personal growth and change. Rogers termed this natural human inclination "actualizing tendency" or self-actualization. He linked it to the way other living organisms strive towards balance, order and greater complexity.

According to Rogers, "individuals have within themselves vast resources for self understanding and for altering their self-concepts, basic attitudes and self-directed behaviour". These resources can be tapped if a definable climate of facilitative psychological attitudes can be provided. The person-centered therapist learns to recognize and trust human potentials, providing clients with empathy and unconditional positive regard to help facilitate change. The therapist avoids directing the course of therapy by following the client's lead whenever possible. Instead, the therapist offers support, guidance and structure so that the client can discover personalized solutions within themselves. Person-centered therapy was at the forefront of the humanistic psychology movement and it has

influenced many therapeutic techniques and the mental health field in general. Rogerian techniques have also influenced numerous other disciplines, from medicine to education.

The current person centered theory is understood as a process of helping clients discover new and more satisfying personal meanings about themselves and the world they inhabit. The model assumes that human interaction is only possible when certain conditions prevail. In the case of guidance and counselling, these conditions should prevail seller's demonstration in the counsellor-client orientation. The conditions include counsellor's demonstration of empathy, unconditional positive regard and warmth to the client. He notes that growth occurs in an acceptance, warm, empathetic, non-judgmental environment that allows students the freedom to explore their thoughts and feelings and to solve their own problems. Guidance and counselling programme that lacks these characteristics culminate into poor performance of students in school. When a counsellor communicates the above conditions, those being helped will become less defensive and more open to themselves and their world and they will behave in more social and constructive ways. As the father of client-centered therapy, Rogers stated that "the counsellor should be non directive in the sessions" His job is to reflect the counselee's responses back to him and, thus, set up a catalytic atmosphere of acceptance, warmth and empathy, the individual would move toward self-actualization and social development which motivates individual to move toward growth, meaning and purpose and the perception of reality is accepted for the individual.

The person-centred approach was originally focused on the client being in charge of the therapy which led to the client developing a greater understanding of self, self-exploration, and improved self-concepts. The focus then shifted to the client's frame of reference and the core conditions required for successful therapy such as ensuring the therapist demonstrates empathic understanding in a non-judgemental way.

Person-centered therapy by Rogers informs this research work in because counselling is a personal communication between a client and the counsellor. It aids in helping the client's problems by increasing the client's sense of wellbeing. This therapy makes the clients to explore their true self by being honest and empowers them to be able to solve their own problems. Counsellors give clients upper hand and not to take them as an expert but rather a comforting hand to the client. Person-centered approach makes the counsellors to accept their clients the way they are without judging them or pressurizing them to change but rather showing empathy. In return, it gives clients a platform to explore their feelings and make them better people in the society. It also gives clients a chance to reflect on their previous behaviour and identify areas that they need to develop on. Through the counsellor's attitude of genuine caring, respect, acceptance, support, and understanding, clients are able to loosen their defences and rigid perceptions and move to a higher level of personal functioning. When the counsellor's attitudes are present, clients then have the necessary freedom. Person-centered therapists are in agreement on the matter of not setting goals for what clients need to change, yet they differ on the matter of how to best help clients achieve their own goals through the counsellor's service by assisting them adjust socially to the society's norms and values. This theory is relevant to my work in that, it brings about understanding of self, others and the environment which are all entities of socialization where the student will drive towards growth, health and social adjustment.

RESEARCH METHODOLOGY

The methods and procedures examined here include: the research design, area of the study, population of the study, sample and sampling techniques, instrument used for data collection, validation and reliability of the instrument, data collection procedure, data analysis plan and ethical considerations.

The research design deemed necessary for this study was the survey research design, particularly cross-sectional survey. The reason for this design choice was because the study was carried out within a short period thus using the design, many Head teachers and Teachers from various schools and classes were studied at the same time for generalizations to be made. This cross-sectional research design was therefore appropriate in that it gave the researcher a chance to work with

Teachers of different schools at the same time, thus it's cheaper and quicker.

Area of Study was the Buea municipality found in the Fako division of the south west region of Cameroon

According to statistics obtained from the Inspectorate of Basic Education of the South West Region of Cameroon, there exist 141 primary schools in the Buea sub division with 29 being public, 91 being lay-private and 21 being confessional, with a total number of 141 head teachers, 1262 teachers and all the parents (represented by PTA presidents of all the Primary schools in buea) 141 parents. Giving a total population of 1572. The table below shows the distribution of PTA presidents, teachers and head teachers in the Buea Sub Division. This constituted the target population of the study.

The target population of the study was made up of all the class 6 teachers, all the PTA presidents and head teachers in all primary schools in Buea municipality with a total of 620 stakeholders.

The accessible population is made up of 13 Government Primary schools in Buea 26 Teachers, 13 parents (represented by PTA presidents of all the Primary schools in buea) and 13 Head teachers in the Buea Sub-Division.

A sample of Head teachers, teachers and parents was used for the study. This was done in accordance with the Morgan (1970) table on determining sample size from a given population. According to Morgan (1970), for a population of 156, the suitable sample size to be selected was 108 people. For the purpose of this study, teachers of class 6 were selected in all the selected primary schools in Buea. They were selected using a purposive sampling technique. This was because it is at this class that pupil shows traits of Anti- social behaviours also they had the characteristics of the entire population of stakeholders in Buea , the PTA presidents of all the selected primary schools and Head teachers of all the selected Primary schools in Buea were selected for this study. The sample for this study consisted of 108 respondents. Each school sample was determined through Krejcie and Morgan (1970) model of determining sample size for research activities. Hence, purposive sampling was used to select the sample population for teachers, parents and head teachers for the study.

A questionnaire was the main instrument used to collect data for this study. The questionnaire was developed by the researcher in consultation with the supervisor and the statistician who went through its item by item. The questionnaire focused on stakeholders' perception of the role of guidance and counselling in Basic Education and anti-social behaviours in schools in the Buea Sub Division. The questionnaire was used for data collection because it was less time consuming; it was less expensive and was appropriately used to collect the desired data from the sample.

At the beginning of the questionnaire, there is an introductory note stating the research topic and the purpose of the questionnaire. In this note, the researcher ends by thanking the respondents for the time they will spare to provide responses to the questions, and promised to keep their responses confidential and use them strictly for research purposes. The instrument was specially designed for Head Teachers, Parents and Teachers respectively and it was made up of six sections divided into two parts. Section A consisted of three items demanding the demographic data of the respondents and part II was made up of one sections (B). Three(3) questionnaires were formed that is: one for teachers, one for head teachers and one for parents. Each questionnaire contain ten items directed towards the answering of the specific research questions and the verification of the specific research hypotheses. The items were close – ended questions with likert-type response options ranging from strongly agree (SA) to strongly disagree (SD). The Likert-type close-ended items were used because of the ease of responding and the short time required responding. A Four scale response option of strongly Agree (SA), Agree (A), Disagree (D), strongly disagree (SD) according to the likert scale was used, with assigned weights of 4, 3, 2, and 1 for positive items and 1, 2, 3 and 4 for negative items. The respondents were required to indicate their degree of agreement with a tick (√) on the appropriate answer of their choice. The questionnaires were made up of 30 items which are all close-ended.

Data Collection Procedure

The researcher collected an introduction letter from her department (the department of Educational

Psychology, University of Buea), signed by the head of department before going to the field. Upon arrival in each of these schools, she presented herself to the school head, soliciting permission to administer the instrument in their institutions. On granting the permission, she went to the teachers and head teachers and administer the questionnaire. The direct delivery technique (DDT), on the spot or face-to-face method was used to administer the questionnaire. With the help of head teachers copies of the questionnaire was distributed to the teachers who eventually answered them on the spot. The respondents worked under calm conditions and in collaboration with the researcher. Any doubts with regard to any items on the questionnaire were clarified. After they answered them, the researcher collected all the copies of questionnaire immediately, the respondents answered the questionnaire less than an hour. The DDT or face-to-face method was meant to save time and reduce the risk of questionnaire mortality or delay while on transit if posted or sent through another person, thus the percentage return was as high as 100%. This method also gave the researcher the opportunity to explain or give clarifications on any points the respondents did not understand.

Data was analysed using descriptive and inferential statistics. Descriptive statistic was used for demographic data and to answer the various research question using frequencies and percentages. Inferential statistics particularly the One-way ANOVA (analysis of variance) was used to test the research hypothesis formulated in the study. This analysis technique (One-way ANOVA) was used to indicate whether there were significant differences in perceptions across the three groups of stakeholders used in the study.

Presentation of Findings

Main Research Hypothesis: There is no significant difference in the perception among teachers, parents and head teachers on the introduction of guidance and counselling in basic education and anti-social behaviours in schools.

A One-way ANOVA (analysis of variance) statistics was conducted to indicate whether there were significant differences in perceptions across the three groups of stakeholders used in the study and results presented on table

One-way Analysis of Variance in perceptions among stakeholders

Source	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	162.005	2	81.002	9.969	.000
Within Groups	853.208	105	8.126		
Total	1015.213	107			

The findings on table 12 revealed that the means of the three stakeholders were unequal according to a one way ANOVA, $(F(2, 105)=9.9, p=0.000)$. Thus there was a significant difference in perceptions among the stakeholders. The decision rule states that when p (Sig) value is less than or equal to .05 (e.g. .03, .01, .00, .001), then there is a significant difference somewhere among the mean scores on the dependent variable for the three groups. Giving the table above, the p -value is 0.00 which is less than 0.05. This thus confirms the hypothesis that there is a significant difference in perception among the three groups of stakeholders. Also, the Tukey HSD test results below gives a description on which group is different from each other.

Mean difference among groups of stakeholders

Dependent Variable: TOTAL						
Tukey HSD						
(I) Respondent	(J) Respondent	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
	PARENT	-.458	.751	.815	-2.24	1.33
TEACHER	HEAD TEACHER	-3.347*	.751	.000	-5.13	-1.56

	TEACHER	.458	.751	.815	-1.33	2.24
PARENT	HEAD					
	TEACHER	-2.889*	.950	.008	-5.15	-.63
HEAD TEACHER	TEACHER	3.347*	.751	.000	1.56	5.13
	PARENT	2.889*	.950	.008	.63	5.15
*. The mean difference is significant at the 0.05 level.						

The post hoc comparisons using the Tukey HSD test indicated that there is a significant difference in the mean score for teachers and head teachers perception; $M = -3.34$, at $p < 0.00$, parents and head teachers, $M = -2.9$, $p < 0.008$ and between head teachers and parents ; $M = 2.88$ at $p < 0.00$. However there was no significant difference in means between teachers and parents perception

Summary of Findings

The table below provides a summary of the major findings of the study:

Summary of Findings

Research hypotheses	Tests statistic	Comment
Research hypothesis: There is no significant difference in perception among teachers, parents and head teachers on guidance and counselling in basic education and anti-social behaviours.	ANOVA ($F(2, 105) = 9.9$, $p = 0.000$).	The findings revealed that there was a significant difference in perceptions among the three stakeholders at $p < 0.05$.

Findings

Teachers' altitude of the introduction of guidance and counselling in basic education and delinquent behaviours

Teachers' altitude of the introduction of guidance and counselling in basic education and delinquent behaviours was examined and findings revealed that teachers have a positive altitude of the introduction of guidance and counselling and delinquent behaviours. To majority of the teacher's guidance and counselling will help curb aggressive behaviours among pupils thus enabling pupils to behave properly in school and in good inter-personal relationship with their mates and teachers. More so, the teachers perceive that guidance and counselling will help reduce violence among pupils in basic education and build their self-esteem. Through counselling pupils are orientated on the rules and regulations of the institution and the consequences of acting against rules and regulations such as the exhibition of violence; they tend to avoid deviant acts so as to avoid the consequences

Parents' knowledge of the role of guidance and counselling in basic education and aggressive behaviours

Parents' knowledge of the role of guidance and counselling in basic education and aggressive behaviours was examined and findings revealed that parents have a positive knowledge on the role of guidance and counselling in basic education and aggressive behaviours. To majority of the parents, the availability of guidance and counselling services in basic education will help curb anti-social behaviours in basic education. Counsellors are charged with providing information to students in secondary schools on appropriate modes of behaviour expected of them thus pupils in basic education will also benefit from such services. Thus pupils would behave properly when adequate information on anti-social and its consequences is provided by counsellors. This finding is supported by Gisende (1991) who opines that through the adequate provision of information pupils/students will adopt good modes of behaviour as a means of avoiding the consequences of bad behaviour.

Head teachers' altitude on the introduction of guidance and counselling in basic education and self – destructive behaviours

Head teachers' altitude on the introduction of guidance and counselling in basic education and self – destructive behaviours was examined and findings revealed that parents have a positive altitude of

the introduction of guidance and counselling in basic education and self– destructive behaviours. Majority of the head teachers opined that guidance and counselling in basic education will help curb anti-social behaviours among pupils. The head teachers stated that guidance and counselling can prevent pupils from smoking and from engaging in drug abuse.

Educational Implications of Findings

Findings revealed that stakeholders have a positive perception on the introduction of guidance and counselling in basic education and anti-social behaviours in schools. By implication, the introduction of guidance and counselling services in basic education will help in combatting deviant behaviours among pupils. The basic education is the bases and foundation of children’s educational development. It is the pillar on which subsequent educational attainment is build. Children at this stage are very tender and can effectively be molded and guided in the right direction unlike when they are grown up. At this stage of development appropriate behavioural attitudes can be inculcated in the children as they grow. This may also have positive effects on their behaviour in secondary schools.

Conclusion

The study was carried out to assess the stakeholders’ perception on the introduction of guidance and counseling in basic education and anti-social behaviours in schools in the Buea Municipality. From findings, it was revealed that stakeholders have a positive perception on the introduction of guidance and counselling in basic education and anti- social behaviours in schools. Guidance and counselling services provide psychological advice and maintain good discipline in the school. This service play important role in the assessment of emotional and disruptive behaviour of the pupils/students. In fact, the existence of guidance and counselling services in the school helps in shaping students’ behaviour in a desirable manner. Through counselling service learners become familiar with good expectation to internalized their behaviour.

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