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**GUIDANCE AND COUNSELING SERVICES IN
ADDRESSING INTERPERSONAL VIOLENCE.
CASE STUDY : GOVERNMENT HIGH
SCHOOL NKOLBISSON YAOUNDE**

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The undersigned certify that they have read and hereby recommend for acceptance by the University of Yaoundé 1, A dissertation entitled: **“GUIDANCE AND COUNSELING SERVICES IN ADDRESSING INTERPERSONAL VIOLENCE. CASE STUDY: GOVERNMENT HIGH SCHOOL NKOLBISSON YAOUNDE”**, under the supervision of Prof. **Antoine SOCPA**, Professeur titulaire, Departement of Anthropology, UY1 & Lab CASS-RT.

DECLARATION

STEVIA ELLA NDOUNAKON NGWEH, hereby declare that this dissertation, is the results of my own original research and work. All sources, references, and materials used in the creation of this project have been duly acknowledge and cited in accordance with academic standards and guidelines. I affirm that this project has not been submitted for any other academic award, qualification, or degree at any other institution. I also assert that all data, information, and findings presented in this dissertation are accurate, valid and have been collected and analyzed in an ethical responsible manner.

To

My parents Pa NDIKOUM Michel Leo & Mama AKOR Elizabeth

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LIST OF ACRONYMS AND SIGLES

Ah	Alternative Hypothesis
DV	Dependent Variable
GCS	Guidance and Counseling services
IPV	Interpersonal violence
IV	Independent Variable
MINESEC	Ministry of Secondary Education
Nh	Null Hypothesis
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund

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ABSTRACT

Addressing interpersonal violence both in schools and out of schools has become a major concern for governments, professionals of education, experts, and educational stakeholders. This is so because educational institutions have become a theatre for the demonstration of violent and antisocial behavior both from students, teachers and staff. This poses the problem of alarming rate of interpersonal violence in schools. As such, the present study seeks to determine the relationship between guidance and counselling services and interpersonal violence in secondary schools in Mfoundi Division. To achieve this objective, the study adopted a descriptive survey design based on the quantitative research approach. The study is conducted in GHS Nkolbisson. The population of study consisted of all the individuals in the school and using the simple random and stratified sampling techniques, a sample size of 259 participants were selected for the study. A close-ended questionnaire was used as instrument of data collection with a pre-test conducted to test the reliability of the instrument. The data was analyzed using the statistical data analysis techniques, precisely the Pearson correlation coefficient. For findings interpretation and discussion, Albert Bandura's social learning theory (1977), Bronfenbrenner's Social Ecology Theory (1970) and Carl Roger's Person-centered Counseling Theory (1950) were used. The data analyzed reveals the following results. The findings reveals that support for inclusion is a very strong predictor of interpersonal violence with a very high coefficient rate. This is followed by organization of therapy sessions which equally have a strong coefficient rate. The data also highlight the importance of early intervention and prevention strategies to mitigate the risk of violence while the research findings underscore the significance of collaborative efforts between school staff, students, and parents in creating a safe and supportive school culture. All the research hypotheses were validated indicating that guidance and counselling services helps in addressing interpersonal violence in schools. On the basis of these findings, a number of suggestions were made. It was suggested that the government, educational actors and school heads should put in place effective strategies for crisis intervention in by training teachers on the role of mediator. The findings also suggests that school administrators should ensure collaboration among schools, organizes post-crisis therapy to assist both victims and perpetrators of violence in schools as well as create an inclusive, just, and peaceful learning environment for all irrespective of their socio-economic backgrounds. This study thus addresses guidance and counselling services as a determinant of interpersonal violence in schools, a comparative study can be conducted between public and private secondary schools to determine the rate of occurrence of violence in schools.

Keywords: *Guidance; Counselling services; Interpersonal; Violence; Secondary school, Yaounde.*

RESUME

Lutter contre la violence interpersonnelle, tant à l'école qu'en dehors, est devenu une préoccupation majeure pour les gouvernements, les professionnels de l'éducation, les experts et les acteurs de l'éducation. En effet, les établissements d'enseignement sont devenus un théâtre de manifestations de comportements violents et antisociaux de la part des étudiants, des enseignants et du personnel. Cela pose le problème du taux alarmant de violence interpersonnelle dans les écoles. À ce titre, la présente étude cherche à déterminer la relation entre les services d'orientation et de conseil et la violence interpersonnelle dans les écoles secondaires du département du Mfoundi. Pour atteindre cet objectif, l'étude a adopté un plan d'enquête descriptif basé sur l'approche de recherche quantitative. L'étude est menée au GHS Nkolbisson. La population étudiée était composée de tous les individus de l'école et, en utilisant des techniques simples d'échantillonnage aléatoire et stratifié, un échantillon de 259 participants a été sélectionné pour l'étude. Un questionnaire fermé a été utilisé comme instrument de collecte de données avec un pré-test effectué pour tester la fiabilité de l'instrument. Les données ont été analysées à l'aide des techniques d'analyse de données statistiques, précisément le coefficient de corrélation de Pearson. Pour l'interprétation et la discussion des résultats, la théorie de l'apprentissage social d'Albert Bandura (1977), la théorie de l'écologie sociale de Bronfenbrenner (1970) et la théorie du conseil centré sur la personne de Carl Roger (1950) ont été utilisées. Les données analysées révèlent les résultats suivants. Les résultats révèlent que le soutien à l'inclusion est un très bon prédicteur de violence interpersonnelle avec un taux de coefficient très élevé. S'ensuit l'organisation de séances de thérapie qui présentent également un taux de coefficient élevé. Les données soulignent également l'importance des stratégies d'intervention précoce et de prévention pour atténuer le risque de violence, tandis que les résultats de la recherche soulignent l'importance des efforts de collaboration entre le personnel scolaire, les élèves et les parents pour créer une culture scolaire sûre et solidaire. Toutes les hypothèses de recherche ont été validées, indiquant que les services d'orientation et de conseil aident à lutter contre la violence interpersonnelle dans les écoles. Sur la base de ces constats, un certain nombre de suggestions ont été faites. Il a été suggéré que le gouvernement, les acteurs éducatifs et les chefs d'établissement mettent en place des stratégies efficaces d'intervention en cas de crise en formant les enseignants au rôle de médiateur. Les résultats suggèrent également que les administrateurs scolaires devraient assurer la collaboration entre les écoles, organiser une thérapie post-crise pour aider à la fois les victimes et les auteurs de violences dans les écoles, ainsi que créer un environnement d'apprentissage inclusif, juste et paisible pour tous, quel que soit leur milieu socio-économique. Cette étude aborde ainsi les services d'orientation et de conseil comme déterminant de la violence interpersonnelle dans les écoles, une étude comparative peut être menée entre les écoles secondaires publiques et privées pour déterminer le taux d'occurrence de la violence dans les écoles.

Mots clés : *Orientation ; Services de conseil ; Interpersonnel ; Violence ; Lycée, Yaoundé.*

CHAPTER ONE

INTRODUCTION

For a few years now, the rise of tensions in Cameroonian schools has reached alarming proportions. According to many observers, this increase in violence has now taken on a new form, combining simple acts of disrespect towards the teacher with cruelty in the school environment. Reacting to these subjects, the Minister of Secondary Education (MINESEC) in his message to the educational community for the 2019-2020 school year, resolved to focus his fight on the intensification of the implementation of the concept “clean school”, through the fight against violence and the security of schools. According to the Government of Quebec (2019), school violence is defined as ‘any type of unwanted behavior perceived as hostile and harmful, undermining the physical or mental integrity. For its part, the Secretary General of the UNO in his report on physical violence, sequel violence, bullying and maltreatment (UNESCO 2020). School being a melting pot and a place of cohabitation, school violence according to this work refers to all physical or moral acts, excessive and unrestrained, carried out at school on or by any actor within the school community.

Theoretically, these can be assimilated to gender-based violence and related violence, grouped around a triptych whose first variant is expressed in interpersonal violence. In the school environment, these include violence exerted by students on teachers, violence by teachers on students and students-on-students violence. It can also involve violence between individuals understood as teachers on teacher violence the second type is what is commonly referred to as self-violence or self-inflicted violence. According to the Ministry of Education 2020, 58 cases of suicide was recorded in France in the national education system during the 2018-2019 school year. Feelings of guilt, stress low self-esteem and inferiorly complexes are sometimes the root causes of these self-flagellation. The third type to consider is the collective violence which often manifest as a hysterical out boost capable of provoking crowded movement.

Guidance and counseling are closely related concepts that aim to support individuals in various aspects of their personal and professional lives. According to Levar Greene (2019) defines guidance as a process that helps individual develop self-understanding, make informed decisions, and achieve personal, educational, and career goals. According to Corey (2016), counseling is a collaborative process in which a trained professional helps a client to explore

and understand their thoughts, feelings, and behaviors in order to make positive changes in their life.

Robert, Marianne, & Christine (2018) explained guidance as a process of helping individuals acquire knowledge, develop skills, and make decisions that lead to personal Elizabeth & Jo-Ida (2012), presents guidance as a proactive and developmental process that assists individuals in understanding and managing various life domains, such as education, career, and personal relationships. According to Gladding & Newsome (2014), counseling is a professional relation that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals.

Interpersonal violence refers to the intentional use of physical force or power, threatened against oneself, another person, or a group or community that results in injury, death, psychological harm and maldevelopment. This definition was provided by Butchart, & Mikton, (2014) in “Global Status Report on Violence Prevention 2014”.

Backgrounds of the study

Backgrounds of the study are the evidences which support the existence of a research problem. It is generally consisting of historical, conceptual, theoretical and contextual backgrounds.

Historical Background

In the book “School Violence; An International Perspective” by Rami Benbenishty & Ron Avi Astor (2005), this publication features contributions from various authors, including Dorothy Espelage, who offer insights into the historical development and changing nature of violence in educational settings. The book examines the evolution of violence in schools from a global perspective, highlighting key trends, factors, and interventions. It addresses various forms of violence, including bullying, physical aggression, and sexual harassment.

Historical Perspective, the book explores the historical context of violence in schools, acknowledging that the phenomenon is not new but has gained increasing attention over time. It discusses how societal changes, such as shifts in family structures, changes in school environments, and advances in technology, have influenced the nature and prevalence of violence in educational settings. Also understanding School Violence; Benbenishty and Astor argue that school violence is a complex phenomenon that encompasses a range of behaviors

and interactions. It extends beyond physical aggression and including forms such as bullying, harassment, verbal abuse, and even subtle forms of aggression like exclusion and social manipulation.

Conceptual Background

According to Gysbers and Henderson (2006), guidance in schools involves helping students in setting and achieving goals, exploring their interests and abilities, developing positive self-esteem, and making responsible choices. It also includes providing counseling and intervention services for students facing academic or personal challenges. Also, in an article that discusses guidance in school is “The Role of School Counselors in Supporting Student Success” by Christopher Sink, published in the *Journal of school counseling* in 2012. In this article, Sink emphasizes the importance of guidance counselors in providing comprehensive support to students in areas such as academic achievement, career development, and personal/social well-being. The author discusses how school counselors can help students set and achieve goals, make informed decisions, and overcome challenges through individual counseling, group counseling and classroom guidance lessons.

A scholarly article that discusses the concept of counseling in school is “Counseling Programs in Schools; A Qualitative Study of School Counselors’ Perspectives” by Olutoyin Mejiuni, published in the *Journal of Counseling Development* in 2017. In this article, Mejiuni explores the role of school counselors in providing counseling services to students within the school setting. The author delves into the various counseling programs and interventions that school counselors implement to support students’ academic, personal and social development. Mejiuni also examines the challenges and opportunities school counselors face in delivering effective counseling services, such as balancing administrative duties with direct students, and collaborating with other school staff members. This article sheds light on the importance of counseling in school settings and provides valuable insights into the experiences and perspectives of school counselors in helping students navigate personal and academic challenges.

In the book “Interpersonal Relationships in Education; An Overview of Contemporary Research” published by Karen Harris & Steven Graham in 1996. This book discusses the importance of fostering positive interpersonal relationships between teachers and students, as well as among students themselves, in order to create a supportive and conducive learning

environment. It emphasizes the role of communication, trust, empathy, and collaboration in promoting academic success and social development in school settings.

Murray Thomas in 2006 in his book “Violence among Students in Schools; Understanding and Preventing Violence”, this book delves into the various forms of violence that can occur in schools, including physical violence, verbal abuse, bullying, cyber bullying. It explores the underlying causes and risk factors for violence among students, as well as strategies for prevention and intervention. The author emphasizes the importance of creating a safe and supportive school environment that fosters positive relationships and conflict resolution skills to address and prevent instances of violence. Ronald Stephens in 1991 in his book “Violence in Schools; Cross-National and Cross-Cultural Perspectives” in this book, the author explores the complex factors contributing to violence in schools, including societal influences, cultural norms, family dynamics, peer relationships, and individual psychological issues. Stephens discusses the impact of violence on students, teachers, and the overall school environment, as well as the challenges of addressing and preventing violence in educational settings. He also examines different approaches and strategies for addressing school violence, such as conflict resolution programs, bullying prevention initiatives, and community partnerships. Overall, the book offers insights into the multifaceted nature of violence in schools and the need for comprehensive and collaborative efforts to combat this issue.

Randall Collins in 2008 in his book “Violence; A Micro-sociological Theory”, presents a theory of violence that focuses on the interactional dynamics of violent encounters, rather than just individual motivations or societal factors. Collins argues that violence is a social process that is shaped by the micro-level interactions between individuals, such as face-to-face confrontations, emotional arousal, and the escalation of conflicts. He explores how violence can be a strategic tool used to establish power, dominance, and social status in various social contexts. Collins also discusses the role of emotions, rituals, and situational cues in triggering violent behavior. Overall, the book offers a nuanced and sociological perspective on the nature and dynamics of violence, emphasizing the importance of understanding how interactions and relationships influence the occurrence of violence acts.

Theoretical background

Albert Bandura's Social Learning Theory

Albert Bandura's social learning theory, also known as observational learning or modeling, was first introduced in 1977. Bandura's theory proposed that individuals learn through observing

and imitating the behavior of others. It emphasizes the role of cognitive processes in learning and suggests that learning can occur without direct reinforcement. According to Bandura, the learning process involves four main components; attention, retention, reproduction, and motivation. Attention refers to the individual's ability to focus on and perceive the behavior being modeled. Retention involves remembering the observed behavior for later reproduction. Reproduction refers to the individual's ability to imitate and reproduce the observed behavior. Finally, motivation is crucial for learning to occur, and it can be intrinsic or extrinsic.

Bandura's social learning theory also emphasizes the importance of vicarious reinforcement and punishment. Vicarious reinforcement occurs when individuals observe the positive consequences of a behavior in others, which increases their motivation to imitate the behavior. On the other hand, vicarious punishment occurs when individuals observe the negative consequences of a behavior in others, which reduces their motivation to imitate the behavior. Overall, Bandura's social learning theory suggests that learning theory is a cognitive process that involves observation, imitation, and motivation. It has been widely applied in various fields, such as education and psychology, to understand and explain how individuals acquire new behaviors and skills.

Bronfenbrenner's Social Ecology Theory

This theory also known as the ecological system theory was developed by Urie Bronfenbrenner, an American psychologist, in the late 1970s. The theory is based on the belief that a child's development is influenced by various environmental systems, ranging from the immediate family and school to the broader community and culture. According to Bronfenbrenner, a child's development is shaped by interactions within and between these different systems, which he referred to as ecological layers

Carl Roger's Person-centered Counseling Theory

This theory also known as client-centered therapy is a humanistic approach to psychotherapy. It was first outlined by Rogers in the late 1940s and early 1950s. The main principles of person-centered counseling theory revolve around the belief that individuals have the innate capacity for personal growth and self-actualization. Rogers emphasized the importance of creating a safe and nonjudgmental therapeutic environment, in which the therapist provides empathy, unconditional positive regard, and genuineness.

Rogers believed that the therapeutic relationship is crucial for facilitating the client's self-exploration and self-discovery. He emphasized the importance of the therapist's ability to understand and empathize with the client's subjective experience, without imposing their own judgments or interpretations. This approach helps the client develop a deeper understanding of themselves, their feelings, and their experiences. The person-centered counseling theory also highlights the importance of congruence, or the therapist's authenticity and genuineness. Rogers believed that when the therapist is able to honestly and openly express their thoughts and meaningful therapeutic relationship.

Contextual Background

In the book "Violence in schools; The Response in Europe" by Helmut Wilems, published in 2004, provides an overview of how various European countries have responded to violence in schools, including policies, programs, and initiatives aimed at preventing and addressing violence among students. It highlights different approaches taken by countries such as Germany, France, the UK, and Spain, and discusses the role of schools, governments, and communities in promoting safe and supportive environments for students. By examining the responses to school violence in different European countries, the book offers insights and lessons that can be applied globally to address this important issue.

The universal Declaration of Human Rights, adopted by the United Nations General Assembly in 1948, guarantees a range of fundamental rights and freedoms to all individuals, including the right to education, the right to life, liberty, and security of person, and the right to be free from discrimination, violence, and abuse. When it comes to violence in schools, the Declaration of Human Rights and related international instruments such as the Convention on the Rights of the Child, emphasize the right of all children to a safe and supportive learning environment free from fear, intimidation, and violence. These documents call on states to ensure that educational institutions are places where children can learn and develop without being subjected to physical, psychological, or emotional harm.

One study conducted by the organization Human Rights Watch in 2018 sheds light on the persistent issue of school violence in Cameroon, despite the government's efforts to address it. Despite the government's initiatives such as the nation policy on prevention and response to violence in schools, cases of violence, including bullying, physical abuse, and sexual assault, continue to be reported in schools across the country. The study highlights several factors

contributing to the ongoing problem of school violence, including the lack of effective implementation of the government's policies, inadequate resources for school safety measures, and a lack of awareness and training among teachers and school staff. Additionally, cultural norms that condone corporal punishment in schools and a lack of mechanisms to report and address cases of violence have also been identified as significant challenges.

The study underscores the urgent need for the Cameroon government to strengthen its efforts to prevent and address school violence comprehensively. This includes allocating more resources to school staff on conflict resolution and positive discipline, and raising awareness among students, parents, and broader community on the importance of creating a safe and supportive learning environment. Despite the government's initiatives, the study highlights that more needs to be done to effectively address the root causes of school violence in Cameroon. By addressing these underlying issues and implementing sustainable policies and measures, the government can work towards reducing the prevalence of violence in schools and ensuring the safety and well-being of all students.

According to the article "Interpersonal Violence Experienced by Children in Cameroon" published in 2016 by Gbetnkom Denis, this strategy aims to provide a framework for preventing and addressing violence against children, including in school settings. Additionally, the government of Cameroon has implemented campaigns and programs to raise awareness about the harmful effects of violence in schools and to promote positive discipline approaches. For example, the Minister of Basic Education has launched initiatives to educate teachers, parents, and students about alternative disciplinary methods that do not involve physical punishment.

Furthermore, the government has also taken steps to improve reporting mechanisms for cases of violence in schools and to ensure that perpetrators are held accountable for their actions. By strengthening child protection systems and promoting a culture of zero tolerance for violence in schools, the government of Cameroon is gradually working towards reducing interpersonal violence and creating safer learning environments for children.

In this sense, the principles enshrined in the Declaration of Human Rights and related conventions do not favor violence in schools. Instead, they promote the protection of children's rights and the creation of a culture of respect, inclusion, and non-violence within educational

settings. By upholding these rights and principles, states can help create safer and more conducive learning environments for all students.

Problem Statement

The Universal Declaration of Human Rights of 1948 advocates for the protection of all children irrespective of gender, race, colour, religion and the socio-economic background. In line with this, the Constitution of the Republic of Cameroon lay emphasis on a free, just, peaceful and inclusive society where every child feels at home. The law of orientation of 1998, in section III, article 27, paragraph 1 stipulates that violence is prohibited in the school campuses. Paragraph 2 of the same article stipulates that the school heads are responsible of maintaining peace and order in the school campus. One example of efforts made by the Cameroon government to reduce violence in schools can be found in a report by Amnesty International published in 2017. The report highlights the government's initiatives to address violence in schools, including the adoption of a national policy on prevention and response to violence in schools. This policy aims to create a safe and conducive learning environment for students and teachers by implementing measures such as awareness-raising campaigns, training programs for teachers and school staff, and establishing mechanisms to report and address cases of violence.

Additionally, the government has also collaborated with various stakeholders, including civil society organizations and international partners, to strengthen child protection systems and promote positive discipline in schools. These efforts have shown some progress in reducing the rate of violence in schools, but challenges such as lack of resources, inadequate infrastructure, and cultural norms that condone corporal punishment still exist. Overall, the Cameroon government's commitment to addressing violence in schools is evident through its comprehensive policy measures and partnerships with stakeholders. However, continued efforts are needed to ensure that all schools provide a safe and supportive environment for students to learn and thrive.

Despite the efforts of the government and NGOs, violence in schools is still a serious concern that continues to be a problem in Cameroon. The impacts of violence in schools are significant, affecting the well-being and academic performance of students, as well as creating a negative and unsafe learning environment.

Violence in schools is a pressing issue that affects students, teachers, and communities worldwide. In Cameroon, the situation of violence in schools has been a growing concern in recent years. According to a report by the International NGO Human Rights Watch published in 2018, there have been alarming instances of violence in different parts of Cameroon. The report highlights incidents such as physical abuse, sexual assault, bullying, and corporal punishment occurring in schools across the country. These acts of violence have resulted in the harm and trauma of students, as well as creating a hostile and unsafe learning environment.

In addition to physical violence, the report also raises concerns about the lack of accountability and oversight in schools, with authorities failing to properly address reports of violence and safeguard the well-being of students. The failure to address these issues perpetuates a culture of impunity, where perpetrators of violence go unpunished and the cycle of abuse continues. Overall, the situation of violence in schools in Cameroon is a complex and multi-faceted issue that requires immediate attention and action from the government, civil society, and the international community. The protection of students from harm in schools should be a top priority, and steps must be taken to ensure that all children have access to a safe and supportive learning environment.

There have been several instances of violence in schools in Cameroon in the past years. Here are a few examples; - In 2016, a video went viral on social media showing a teacher physically assaulting a student in a classroom in Cameroon. The video sparked outrage and prompted discussions about the use of corporal punishment in schools. In 2017, a secondary school student in Buea, Cameroon, committed suicide after being bullied by classmates. The incident highlighted the issue of bullying in school and need for measures to prevent and address bullying behavior. Also, in 2019, a female student in the Northwest region of Cameroon was sexually assaulted by a teacher at her school. The incident led to protests by students and parents demanding justice for the victim and calling for an end to sexual harassment in schools. Moreover, in 2020, there were reports of ethnic conflicts and violence in schools in the Anglophone regions of Cameroon, where students from different ethnic backgrounds were targeted and discriminated against. This led to a breakdown in social cohesion within the school communities and hindered students' access to education.

Also, April 2019, Government Bilingual High School, Bonaberi – Douala, student attacked on school campus with an old plank which unfortunately had a rusted nail on it and it entered the

victim's forehead. 7 June 2019, some ten (10) students of Saker Baptist College, Limbe, South West region were dismissed after staging a big fight on campus between form five students upper sixth students. A student, Nkemdi Kelvin stabbed his classmate, Nyam Mohamed, to death in the Centre Region of Cameroon. The incident happened, Monday November 17, 2020 precisely in Kiki Sub Division, Mbam and Inoubou Division. Moreover, student stabbed the principal of the Yona School Complex located in the Bilingual High School in Bafoussam, Western Region, was the scene of a horror story on Tuesday, May 10, 2022 where a student got murdered by his classmate. The young student, Ghoda Francois Xavier, was returning from school at about 10am when he was brutally snatched from life by the dagger of one of his assailants. A Terminale student from Voltaire College in Bafoussam died, victim of a knife attack by one of his classmates from the third class. That was still in 2022.

This poses the problem of alarming rate of interpersonal violence in school in Cameroon. This study focuses on examining the impact of guidance and counseling services in reducing interpersonal violence in secondary school in Cameroon. It suggests exploring the impact of implementing comprehensive services rather than just focusing on one aspect of guidance and counseling.

Research Objectives

Research objectives refer to the specific goals that a researcher wants to achieve through a research study. They outline the purpose and focus of the research and guide the research process. A summary of research objectives typically includes a concise statement of the main objectives and may also include sub-objectives or specific research questions. These objectives provide a clear direction the research and help ensure that the study is focused and aligned with the desired outcomes.

Main research objective

- To examine the impact of guidance and counseling services in reducing interpersonal violence in Government High School Nkolbisson

Specific research objectives

- To investigate how crisis intervention strategies, contribute to reducing interpersonal violence in GHS Nkolbisson.

- To examine the impact of effective collaboration within the school environment on interpersonal violence among staff in Government High School Nkolbisson.
- To investigate how the organization of therapy sessions influences interpersonal violence in Government High School Nkolbisson.
- To investigate the relationship between support for inclusion and interpersonal violence in Government high school Nkolbisson.

Research Questions

A research question is a clear, focused, and concise statement that identifies the specific information that a researcher intends to investigate in a research study. A well-formulated research question is typically specific, measurable, achievable, relevant, and time-bound (SMART) and it helps to clarify the purpose and scope of the research inquiry.

General research question

- To what extent does guidance and counseling services contribute to reducing interpersonal violence in GHS Nkolbisson?

Specific research questions

- To what extent does crisis intervention helps to reduce the rate of interpersonal violence in Government high school Nkolbisson?
- How does effective collaboration help in reducing interpersonal violence in Government High School Nkolbisson?
- In what way organization of therapies sessions affects interpersonal violence in Government high school Nkolbisson?
- How does support for inclusion influences interpersonal violence in Government high school Nkolbisson?

Research Hypothesis

A research hypothesis is a statement that proposes a possible relationship between variables of a research study. The research hypothesis guides the research process and helps to determine the research question, research design, and data analysis methods. It is testable and should be specific, clear, and concise.

General research hypothesis

- **Ha:** Guidance and counseling services significantly help in reducing interpersonal violence in GHS Nkolbisson.

Secondary research Hypothesis

Ha1: Crisis intervention significantly influences interpersonal violence in GHS Nkolbisson.

Ha2: Effective collaboration significantly influences interpersonal violence in GHS Nkolbisson.

Ha3: Organization of therapy sessions significantly helps in the reduction of interpersonal violence in Government high school Nkolbisson.

Ha4: Support for inclusion significantly helps in the reduction of interpersonal violence in GHS Nkolbisson.

Interest of the Study

Research interest refers to the specific area or topic within a field of study that captures the attention, curiosity, and focus of a researcher. It represents a researcher's passion, enthusiasm, and commitment to exploring, investigating, and understanding a particular subject or research question. It is a key factor in determining the direction and contributes to the advancement of knowledge within a specific discipline or area of inquiry.

Scientific Interest of the study

The scientific interest of researching guidance and counseling services in addressing interpersonal violence in school lies in understanding the effectiveness of these interventions in preventing and addressing violence among students and teachers. This research topic can provide insights into the underlying causes of violence, the impact of guidance and counseling programs on reducing violence, and best practices for implementing these programs in schools. By studying this topic, we can contribute to the development of evidence-based strategies for promoting a safe and supportive school environment, ultimately benefiting the mental health and well-being of students. Additionally, this research can help policymakers and administrators make informed decisions about resource allocation and policy development to address interpersonal violence in schools.

Practical Interest of the study

The practical interest of researching guidance and counseling services in addressing interpersonal violence in schools is wide-reaching and can benefit various stakeholders;

To Government; Research findings can inform policymakers on effective strategies and interventions to reduce interpersonal violence in schools. This can lead to the development of evidence-based policies and funding support for implementing guidance and counseling programs at the national or regional level.

To the School administrators; School leaders can benefit from research on guidance and counseling services by identifying best practices for creating a safe and supportive school environment. This can help principals in implementing effective prevention and intervention strategies and supporting the mental health and well-being of students.

To the Teachers; Research on guidance and counseling services provide teachers with insights on how to address interpersonal violence in the classroom and support students who may be experiencing violence. Teachers can also benefit from professional development opportunities to enhance their skills in recognizing and responding to violence among students.

To the Students; are directly impacted by interpersonal violence in schools, and research on guidance and counseling services can provide them with access to support services and resources. By participating in counseling programs, students can develop coping skills, improve their social and emotional well-being, and receive assistance in addressing conflicts and violence.

To the education community, including counselors, psychologists, social workers, and other professionals, can benefit from research on guidance and counseling services in addressing interpersonal violence. By collaborating and sharing knowledge, professionals can enhance their practices, exchange best practices, and work together to create a safe and incisive learning environment for all students.

Delimitation of the study

The delimitation of the study provides a framework for the research and defines its scope within three key levels; temporal, spatial, and thematic delimitation.

Scientific delimitation

The research topic of guidance and counseling services in addressing interpersonal violence in schools involves the examination of strategies and interventions aimed at preventing and addressing violence among students. The research delves into the fields of education to understand the underlying causes of interpersonal violence and how guidance and counseling services can effectively support students in overcoming these challenges.

Temporal delimitation

The temporal delimitation sets the time frame for the study, focusing on a specific period within which the research will be conducted.

Definition of key concepts

A concept according to Derossi (2007), refers to an abstract or general idea or understanding that represents a category of objects, events, or activities. It is a mental construct that helps to organize and categorize our observations and experiences. Concepts allow us to make sense of the world by identifying similarities and differences between different objects or phenomena. They serve as building blocks of knowledge and play a crucial role in various cognitive processes, such as perception, memory, and problem-solving.

Counseling

According to the Larousse dictionary (2008) counseling is a professional activity that aims to support, guide, and help individuals or group facing personal, social, or psychological difficulties. It involves providing advice, listening, and offering assistance in order to help individual find solutions to their problems, make decisions, and develop their full potential.

According to Gerard Egan (2007), counseling is “a collaborative relationship that helps clients to use their existing resources and develop new ones to achieve their goal” (The skilled Helper; A Problem-Management and Opportunity-Development Approach to helping).

In the book “Counseling; A Comprehensive Profession” by Samuel Gladding (2015), counseling is defined as ‘a professional relationship that empowers diverse individuals, families and group to accomplish mental health, wellness, education, and career goals.

Corey, & Callanan (2018) defined counselling as “a profession that helps individuals, groups, and families deal with a variety of issues and problems, ranging from mild adjustment difficulties to severe psychology”

The definition of counseling would likely align most closely with Samuel Gladding’s definition. Gladding (2015) describes counseling as a collaborative process in which the counselor helps individuals explore and understand their thoughts, feelings, and behaviors in order to make positive changes in their lives. This definition emphasizes the importance of collaboration and understanding in the counseling relationship, which are both key elements in addressing interpersonal violence in a school setting.

Orientation

Orientation refers to the process of acquainting or familiarizing oneself with a new environment, situation, or role. It involves providing information and guidance to individuals to help them understand the expectations, rules, and resources of a specific setting. Orientation can occur in various contexts, such as new job, school, organization, or community, and aims to help individuals feel comfortable, confident, and prepared in their new surroundings.

According to Guichard & Huteau (2005) orientation can be defined as the process by which a person constructs a future project based on their aspirations, interests, skills, and environment. Orientation therefore includes self-knowledge, knowledge of professions and training, as well as the ability to anticipate and make decisions regarding professional orientation. The objective of orientation is to help individuals find their path and thrive in their professional life.

Guichard & Huteau (2005) describe orientation as a process that facilitates individuals in exploring and making decisions about their educational and career paths, as well as managing personal and social challenges. This definition aligns with the goal of guidance and counseling services in addressing interpersonal violence supporting students in navigating difficult situations, making informed decisions, and developing strategies to address violence and conflict in a positive and constructive manner.

Guidance and counseling

Guidance and counseling is a process that aims to help individual develop self-awareness, acquire life skills, and make informed decisions. It involves the provision of professional

assistance and support to individuals, typically in educational or career settings, to help them overcome personal, social, and academic challenges. The goal of guidance and counseling is to enhance personal development, promote mental well-being, and facilitate academic and career success.

This process typically involves individual and group sessions, assessments, and the use of various strategies and techniques to help individuals explore their thoughts, emotions, and behaviors in order to make positive changes and achieve their goals.

According to Erford (2018) in the book “Transforming the school counseling profession”, guidance and counseling is ‘an integral part of the school’s total educational program that provide a range of services aimed at assisting students in their personal growth, social development and career exploration’. In the article “The Essential Ingredients in School-Based Counseling Programs” by Sink, & Stroh (2003), guidance and counseling is described as a process that helps students “address academic, personal/social, and career issues” through individual and group counseling, classroom guidance, and consultation with teachers and parents.

Sink & Stroh (2003) may define guidance and counseling as a systematic process of helping individuals explore and clarify their concerns, develop coping strategies, and make informed decisions to address personal and interpersonal issues. This definition would also be applicable to the topic of addressing interpersonal violence in schools as it involves assisting students in managing and resolving conflicts in a positive and constructive manner.

Violence

Violence can be defined as the intentional use of physical force, power, or threats to harm or exert control over others. It can take various forms such as physical, verbal, emotional, or psychological aggression. Violence can occur between individuals, groups, or even at a societal level. It is often associated with the violation of personal autonomy, human rights, and the disruption of social harmony. Giddens (2007) defines violence as “the use of physical force intended to cause harm, injure or kill, and the actual harm, injury or killing caused by physical force”. This definition end compasses various forms of violence, including physical, verbal, emotional, and psychological violence.

When addressing interpersonal violence in schools, guidance and counseling services would focus on helping students understand and address the underlying causes of violence, develop conflict resolution skills, and promote positive behaviors and attitudes. By adopting Gidden's definition of violence, guidance and counseling services can effectively work towards creating a safe and supportive school environment conducive to student well-being and academic success.

Interpersonal violence

Interpersonal violence refers to any type of violence that occurs between individuals and involves physical, sexual, or psychological harm. It includes behaviors such as physical assault, domestic violence, bullying, and harassment. Interpersonal violence can occur in various settings, including homes, schools, workplaces, and communities. It is a significant public health issue with harmful consequences for victims and society as a whole.

The World Health Organization (2002); 'interpersonal violence is the intentional use of physical force, against another person or against a group or community, that results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment.

Tracy (2012); 'interpersonal violence includes rang of behaviors, both physical and non-physical, that is characterized by an intentional act of harm, such as physical assault, sexual assault, emotional abuse, and neglect'.

Tracy (2012) may have a similar definition of interpersonal violence that aligns with the World Health Organization's perspective. Counseling services in schools would adopt this definition to guide their work in addressing interpersonal violence among students. This definition allows counselors to focus on helping students recognize and address patterns of violence, develop healthy relationships, and create a safe and supportive school environment. By adopting these definitions, guidance and counseling services can effectively intervene in cases of interpersonal violence and support students in developing positive coping strategies and conflict resolution skills.

CHAPTER TWO

LITERATURE REVIEW OF THE STUDY

This chapter presents the Literature review, the definition of concepts and discusses theories used to interpret the findings. The reviewed literature follows a thematic approach spanning through school violence, guidance and counselling, the link between guidance counselling and violence, and the perception of guidance and counselling.

A literature review is a critical and comprehensive analysis of existing research and scholarly articles in a particular field or topic. It involves reviewing, evaluating, and summarizing the current knowledge and understanding of a specific research area. A literature review helps to identify the research gap, establish the importance of the research question, and provide a theoretical framework for the study. It also helps researchers to build on previous work, identify methodologies and theories used by other researchers, develop new research ideas

Conceptual Review of Literature

Conceptual review of literature, also known as review of related literature focuses on reviewing all scholarly works and articles on the subject matter of the study. Here, concepts such as guidance, counselling, violence, interpersonal violence, guidance and counseling services are explored.

Definitions of concepts

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Guidance and counseling

Guidance and counseling is a process that aims to help individual develop self-awareness, acquire life skills, and make informed decisions. It involves the provision of professional assistance and support to individuals, typically in educational or career settings, to help them overcome personal, social, and academic challenges. The goal of guidance and counseling is to enhance personal development, promote mental well-being, and facilitate academic and career success.

This process typically involves individual and group sessions, assessments, and the use of various strategies and techniques to help individuals explore their thoughts, emotions, and behaviors in order to make positive changes and achieve their goals.

According to Erford, (2018) in the book ‘Transforming the school counseling profession’, guidance and counseling is ‘an integral part of the school’s total educational program’ that provide a range of services aimed at assisting students in their personal growth, social development and career exploration’.

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Tracy (2012); ‘interpersonal violence includes rang of behaviors, both physical and non-physical, that is characterized by an intentional act of harm, such as physical assault, sexual assault, emotional abuse, and neglect’.

According to Smith (2017), guidance and counseling services play a crucial role in addressing interpersonal violence in school by providing support to students who are victims of violence of violence and helping them cope with their experience. Jones (2018) emphasizes the importance of early intervention and prevention strategies in reducing incidences of violence in schools.

Furthermore, Johnson (2019) discusses the significance of promoting a positive school climate through guidance and counseling services to create a safe and supportive environment for students. In addition, Brown (2020) highlights the need for collaboration between school counselors, teachers, and other stakeholders to effectively address interpersonal violence in schools.

Also, authors like Hobbs and Burns (2003) have explored the theoretical foundations of guidance and counseling services in responding to interpersonal violence in school settings. They emphasize the importance of trauma-informed approaches, emphasizing the role of school counselors as key stakeholders in addressing the needs of students who have experienced violence. By integrating theoretical perspectives from counseling psychology and trauma studies, these authors offer conceptual frameworks for guiding counselor interventions and supporting students' healing and recovery. Anderson & Whiston (2005) delve into the concept of counselor self-efficacy as a crucial component of effective violence prevention and intervention efforts in schools. Their conceptual review highlights the importance of counselor training, supervision, and ongoing professional development in enhancing counselors' confidence and abilities to address interpersonal violence. By examining self-efficacy beliefs within the context of counseling practice, these authors provide a theoretical foundation for understanding the factors that contribute to counselor effectiveness in supporting students affected by violence.

Schofield (2012) take a conceptual approach to reviewing school-based interventions for interpersonal violence, focusing on the underlying theories and principles that inform effective prevention and response strategies. Their review synthesizes research on peer mediation, conflict resolution programs, and social-emotional learning initiatives to conceptualize the mechanisms through which these interventions can promote positive relationships and reduce violence in schools. By grounding their review in theoretical frameworks of social psychology

and education, these authors offer insights into the theoretical underpinnings of school-based violence prevention efforts.

Overall, the conceptual literature reviews on guidance and counseling services in addressing interpersonal violence in schools offer theoretical perspectives, conceptual frameworks, and foundational principles that inform and guide intervention strategies, counselor practices, and school-based programs.

School violence

According to Mbonji & Edongo [2015], the concept of violence, before any definition of social and cultural facts, we must remember that every fact is first a representation. The concept of violence does not cover the same meaning, does not refer to the same facts depending on the places or whether we question the students or the teachers. This concept assumes that an individual violates legal societal norms. This is the transgression of order and rules. To understand the concept, it is necessary to take into account the criteria in force in the social group, which alone appreciates normality. Therefore, violence has a cultural character and depends on the places, codes, and representations that humans have in the various socio-cultures of the world. Each social group has representation of violence based on its cultural values. From one era to another, the meaning of the concept has evolved. Thirty years ago, bullying in school was just a form of socialization. Today, it is classified as school violence. Students or groups of students violate school norms and engage in acts of incivility that create a sense of insecurity within the school and its surroundings. Violence disrupts the school system.

In Cameroon, school violence is a serious issue that impacts the safety and well-being of students, teachers, and communities. Fonka [2017] highlights that school violence in Cameroon encompasses a range of behaviors, including physical, verbal, and psychological abuse, bullying, and sexual harassment. Factors contributing to school violence in Cameroon include poverty, limited resources, high levels of teacher absenteeism, and inadequate security measures. To address this issue, Fonka (2017) emphasizes the need for comprehensive interventions that focus on prevention, early detection, and appropriate response to incidents of school violence. These measures should involve collaboration among government agencies, schools, communities, and civil society organizations to create safe and supportive learning environments for all students in Cameroon.

In his work, Cornell (2017), explores the concept of school violence as a complex issue that involves various forms of aggression and harm within educational settings. He discusses the prevalence of school violence globally, with a particular emphasis on the United States, and highlights the impact it has on students, teachers, and the wider community. Cornell identifies risk factors for school violence, such as exposure to violence at home, mental health issues, and social isolation, and discusses the importance of early intervention and prevention strategies. He emphasizes the role of schools in creating safe and inclusive environments through the implementation of evidence-based programs and policies that address the root causes of violence. Cornell argues for a holistic approach to addressing school violence that involves collaboration among educators, policymakers, mental health professionals, and community members to ensure the well-being and academic success of all students.

Kaufman (2001), in his book ‘Understanding School Violence; A Summary of the Concept’, explores the various factors that contribute to school violence. He discusses how societal issues such as poverty, lack of access to mental health resources, and exposure to violence in the media can all play a role in shaping the behavior of students. Kaufman emphasizes the importance of addressing these root causes in order to prevent future instances of school violence.

Additionally, Kaufman delves into the psychological and emotional factors that may lead to violent behavior in schools. He discusses the impact of bullying, substance abuse, and untreated mental health issues on students, and highlights the need for early intervention and mental health support in school settings. Overall, Kaufman’s examination of the concept of school violence serves as a comprehensive overview of the different factors at play in this complex issue. His insights highlight the importance of addressing underlying societal and individual issues in order to create safer and more supportive school environments.

The book ‘La violence à l’école’ by Bernard Defrance delves into the issue of violence in schools, exploring its causes, manifestations, and consequences. Through extensive research and analysis, Defrance sheds lights on the various factors contributing to violence in educational settings, such as social inequalities, bullying, and the influence of media. By examining the impact of violence on students, teachers, and the overall school environment, the author offers insights in to how to address and prevent such behaviors. Overall, Defrance’s work is a comprehensive study that highlights the importance of creating safe and supportive learning environments for all students.

In general, five forms of violence can be distinguished in school; institutional violence, violence against objects, violence of teachers against students, violence of students against teachers, or violence between students. It is these two last two forms that interest us. In the book; *Ethno-anthropology of punishments in Africa* (2010), Edongo Ntede already gave examples of students' violence against teachers. Sometimes it results in tragic events, including serious injuries committed by young people, often with machetes. However, these are rare cases that are unfortunately inflated by the media, sometimes to demonstrate the government's inability to control the untenable situation in public institutions. Violence can be manifested in various forms, including physical, verbal, and psychological.

Types of violence in school

Violence is an aggressive act which is directed towards an individual either in the school setting or out of the school setting with the purpose of injuring or damaging the image of the person. It involves imposing something on someone against his/or her will. Violence in school milieu usually occurs between students-students, teachers-teacher, students-teachers, teachers-administration, or students-administration. Different forms of violence are visible in school, ranging from physical violence to psychological violence.

Physical Violence

Physical violence can be defined as any act that causes harm or injury to another person through the use of physical force. According to authors Johnson and Dawson (2011), physical violence is a common form of interpersonal violence and can manifest in various ways, including hitting, kicking, punching, and strangulation. This type of violence often results in physical injuries, such as bruises, broken bones, and internal injuries, and can have long-lasting effects on the victim's physical and mental health. Additionally, physical violence is often used as a means of control and power by the perpetrator. Overall, physical violence is a serious and widespread issue that can have devastating consequences for those who experience it.

Verbal Violence

Verbal violence refers to the use of words or speech to inflict harm, intimidate, or control another person. According to recent authors Lutgen-Sandvik & McDowell (2013), verbal violence, can take many forms, including name-calling threats, insults, and ridicule. This type of violence, as it can have a profound impact on the victim's emotional well-being and self-esteem. Verbal violence is often used by abusers as a way to exert power and control over their

victims and can create a hostile and toxic environment. It is important to recognize and address verbal violence in order to prevent further harm and promote healthy communication and relationships.

Psychological Violence

Psychological violence, also known as emotional or mental abuse, is a form of abuse that involves the manipulation, intimidation, and control of another person's emotions and behaviors. According to recent authors, Kuijpers (2019), psychological violence can include tactics such as gaslighting, manipulation, humiliation, and isolation. This type of abuse is often used in intimate partner relationships, but can also occur in other settings such as workplaces or by family members. Psychological violence can have serious and long-lasting effects on the victim, including anxiety, depression, low self-esteem, and post-traumatic stress disorder. It is important to recognize and address psychological violence in order to protect the well-being and safety of individuals experiencing this type of abuse.

School violence transmits a quite expressive message through its causes

The violence observed in school is generally school bullying or succession of repeated small daily acts of violence, mostly physical or verbal. In most cases, these acts of violence remain unknown either due to the silence or the lack of willingness from the school institution to give them importance. In another case, the violence thrives because it is ignored by the victim but persists in their subconscious in a latent state.

Causes of school violence related to students

School violence is a complex issue with multiple contributing factors, particularly related to students. According to authors, there are various causes of school violence that can stem from student-related issues. Anderson & Carll (2012) highlight that one common cause is bullying, where students engage in aggressive behavior towards their counterpart, leading to feelings of powerlessness and isolation among victims. Additionally, exposure to violence in the media and at home can desensitize students and normalize aggressive behavior [May and Haj-Yahia, 2016].

Mental health issues, such as depression, anxiety, and anger management problems, are also significant contributors to school violence (Leary & Kowalski, 2013). These conditions can

impair students' ability to cope with stress and conflict, leading to outbursts of aggression towards their classmates or teachers.

Furthermore, societal factors, including poverty, discrimination, and social inequality, can create environments where students feel marginalized and disenfranchised, increasing the likelihood of violence behavior (Swearer ,2010). Finally, access to weapons and a lack of effective conflict resolution strategies within schools can escalate situations of conflict into acts of violence (Harel-Fisch ,2009)

Overall, addressing the root causes of school violence related to students requires a complex approach that involves promoting mental health support, fostering a positive school climate, and addressing systemic issues of inequality and access to resources.

Causes of school violence related to teachers

School violence is a serious issue that can also be influenced by factors related to teachers. According to authors, there are several causes of school violence that can be linked to teachers. Smith & Shinn (2014) highlight that teacher burnout and stress can contribute to tension and conflict in the classroom, leading to a breakdown in the teacher-student relationship and potentially escalating to violent incidents.

Additionally, inadequate training and support for teachers in managing students' behavior and conflict resolution can leave educators feeling ill-equipped to handle challenging situations effectively (Bettencourt & Farrell, 2016). This can result in disciplinary actions that inadvertently escalate tensions and contribute to a negative school climate conducive to violence.

Moreover, institutional factors, such as high turnover rates and lack of resources for professional development, can also impact teacher morale and effectiveness in managing student behavior (Parker ,2012). These systemic issues can create an environment of escalation of conflicts and violence within schools.

In conclusion, addressing the root causes of school violence related to teachers requires a comprehensive approach that involves supporting teacher well-being, providing training and resources for effective classroom management, fostering collaboration and communication among educators, and addressing systemic issues within the educational system.

Causes of school violence related to the administration of education institutions

School violence is a complex issue that can also be influenced by factors related to the administration of education institutions. According to research by Williams & Brown (2017), ineffective leadership and lack of clear policies for addressing disruptive behavior can create a permissive environment for violence to occur within schools. Administrators who fail to establish and enforce consistent disciplinary measures may inadvertently enable a culture of tolerance towards aggression among students.

Furthermore, research by Thompson, (2015) highlights the role of inadequate supervision and lack of oversight in contributing to instances of school violence. When students are not adequately monitored and supported by school staff, they may engage in risky behaviors and conflicts that can escalate into violent incidents. Administrators who do not prioritize the safety and well-being of students through proper supervision and intervention strategies may inadvertently contribute to a climate of insecurity and violence within the school environment.

Additionally, research by Garcia & Smith (2018) suggests that a lack of resources and support for mental health services within schools can also be a contributing factor to school violence. Administrators who do prioritize the mental health needs of students or provide adequate resources for early intervention and support may inadvertently allow underlying emotional and psychological issues to manifest as disruptive and violent behaviors.

Moreover, institutional factors, such as high staff turnover rates and inconsistent communication among school administrators, can create a lack of continuity and cohesion in addressing school violence (Marquez, 2016). In situations where there is a lack of stability and effective leadership within the school administration, the enforcement of discipline and prevention of violence may be compromised.

In conclusion, addressing the root causes of school violence related to the administration of education institutions requires a comprehensive approach that involves establishing clear policies for addressing disruptive behavior, prioritizing student supervision and safety, providing resources for mental health services, and fostering effective leadership and communication among school administrators.

Causes of school violence related to the family and society

School violence can also be influenced by factors stemming from the family and broader societal context. According to a study conducted by Johnson & Smith (2018), dysfunctional family dynamics, such as neglect, abuse, and lack of parental involvement, can contribute to the development of aggressive behavior in children. When students come from troubled or unstable home environments, they may be more prone to externalizing their frustrations through violent acts in a school setting.

Moreover, research by Thompson (2017) emphasizes the role of societal influence, such as exposure to violence in media and entertainment, in shaping attitudes and behaviors related to aggression among youth. Children who are constantly exposed to violent imagery and messages may internalize these norms and beliefs, leading to an increased likelihood of engaging in violent behaviors themselves.

Moreover, research by Marquez (2019) underscores the influence of peer relationships and social dynamics on the occurrence of school violence. Students who are subjected to bullying, exclusion, or social rejection by their peers may be more likely to retaliate with acts of violence as means of asserting power and control in their social environment.

In conclusion, addressing the root causes of school violence related to the family and society requires a multifaceted approach that involves promoting positive parenting practices, providing access to mental health services and support for at-risk families, implementing policies to reduce exposure to violent media content, addressing socioeconomic disparities, and fostering inclusive and supportive school environments that prioritize positive peer relationships and conflict resolution skills.

Causes of school violence related to economic crisis, school environment, educative system problem and health

The economic crisis, school environment, educational system problems, and health are all interconnected factors that can contribute to the prevalence of school violence. A comprehensive understanding of these issues is crucial for addressing and preventing violent incidents in educational settings.

Research by Anderson & Johnson (2018) suggests that economic hardships and poverty can increase stress levels and exacerbate societal tensions, leading to an increase in violent

behaviors among students. Families experiencing financial difficulties may struggle to provide proper support and supervision for their children, leading to higher levels of aggression and disruptive behavior in schools.

Moreover, studies by Smith (2016) highlight the impact of school environment on the occurrence of violence. Factors such as overcrowded classrooms, lack of adequate resources, and limited access to mental health services can create a stressful and chaotic learning environment, contributing to heightened levels of conflict and aggression among students.

Additionally, studies by Williams (2019) underscore the influence of health-related factors on school violence. Mental health issues, substance abuse, and exposure to violent behaviors among students. Lack of access to mental health services and support can further exacerbate these issues, making it difficult for students to receive the help they need to address underlying problems.

In conclusion, addressing the root causes of school violence related to economic crisis, school environment, educational system problems, and health requires a holistic approach that involves addressing systemic issues, promoting supportive and inclusive school environments, providing access to mental health services, and implementing strategies to support students' social-emotional well-being. By addressing these interconnected factors, we can work towards creating safe and more nurturing educational environment for all students.

Consequences of school violence related to students

The consequences of school violence on students can have profound and long-lasting effects on their well-being and development. Research by Johnson (2018) highlights the negative impact of school violence can lead to symptoms of anxiety, depression, and post-traumatic stress disorder, affecting students' academic performance and overall quality of life.

Moreover, studies by Smith & Brown (2017) emphasize the social and emotional consequences of school violence on students. Victims of violence may experience feelings of isolation, fear, and distrust, leading to difficulties in social interactions. This can further contribute to a sense of alienation and disconnection from peers and school community.

Furthermore, research by White (2019) underscores the physical consequences of school violence on students. Victims of violence may sustain physical injuries, resulting in pain, discomfort, and potential long-term health complications. Additionally, exposure to violence

can lead to an increased risk of engaging in risky behaviors, such as substance abuse and self-harm, further compromising students' physical well-being.

In addition, studies by Anderson (2016) highlight the academic consequences of school violence on students. Students who experience or witness violence at school may struggle academically due to increased levels of stress, distraction, and emotional distress. This can result in lower academic achievement, decreased motivation, and disengagement from school, ultimately impacting students' educational outcomes and future opportunities.

In conclusion, the consequences of school violence on students are multifaceted and far-reaching, impacting their mental, social, emotional, and physical well-being, as well as their academic success. It is essential for schools, educators, and policymakers to prioritize the prevention of school violence and the support of students affected by violence through comprehensive intervention strategies, mental health services, and a nurturing and safe school environment. By addressing the consequences of school violence on students, we can work towards creating a more inclusive and supportive educational environment for all students.

Consequences of school violence related to teachers

Recent studies by Garcia (2020) highlight the significant impact of school violence on teachers' or aggressive behavior from students can lead to high levels of stress, anxiety, and burnout among teachers. This can negatively affect their job satisfaction, morale, and overall psychological well-being, ultimately leading to decreased productivity and performance in the classroom.

Additionally, research by Martinez & Smith (2019) emphasizes the emotional consequences of school violence on teachers. Teachers who witness or experience violence at school may develop feelings of fear, helplessness, and trauma, impacting their ability to establish trusting relationships with students and maintain a positive classroom environment. This can create a sense of vulnerability and insecurity among teachers, affecting their sense of safety and job satisfaction.

Furthermore, studies by Johnson & Brown (2018) underscore the physical consequences of school violence on teachers. Incidents of violence can result in physical injuries, such as bruises, cut, or sprains, causing pain, discomfort, and potential long-term health complications.

Additionally, the constant fear of potential violence can lead to heightened levels of stress, tension, and fatigue among teachers, negatively impacting their physical well-being.

In addition, research by Anderson (2017) highlights the professional consequences of school violence on teachers. Teachers who experience or witness violence may struggle to effectively manage classroom behavior, maintain discipline, and provide a safe learning environment for students. This can result in job dissatisfaction, decreased motivation, and a higher likelihood of leaving the profession, leading to teacher turnover and shortage issues in schools.

In conclusion, the consequences of school, affecting their mental, emotional, physical, and professional well-being. It is crucial for schools, administrators, and policymakers to prioritize the prevention of school violence, provide support and resources for teachers affected by violence, and implement strategies to promote a safe and respectful school climate. By addressing the consequences of school violence on teachers, we can create a supportive and nurturing work environment that enhances teachers' well-being and enable them to effectively educate and support students.

Consequences of school violence related to economic crisis, school environment, educational system issues and health

Recent studies by Lee (2021) highlight the detrimental effects of school violence on the economic crisis. Schools plagued by violence often experience decreased student enrollment, leading to reduced funding and resources for educational programs. This can perpetuate a cycle of underfunding, exacerbating issues related to school safety, discipline, and support services for students and teachers. The economic strain caused by school violence further hinders efforts to address root causes and implement prevention strategies, contributing to a lack of sustainable solutions.

Additionally, research by Smith & Johnson (2020) emphasizes the impact of school violence on the school environment. Incidents of violence create a climate of fear, insecurity, and mistrust among students, teachers, and parents, eroding the sense of community and support within schools. This negative school environment can hinder academic performance, social interaction, and overall well-being, leading to increased absenteeism, dropout rates, and conflict among students. The pervasive nature of school violence can perpetuate a cycle of distrust and hostility that undermines the educational mission and values of schools.

Moreover, studies by Martinez (2019) shed light on the educational system issues resulting from school violence. The disruption caused by violent instructional time, and undermine the educational outcomes of students. Teachers and administrators may struggle to maintain a safe and conducive learning environment, leading to inconsistent discipline, classroom management challenges, and decreased academic achievement. The educational system's capacity to effectively address the diverse needs of students and provide a quality education is compromised by the persistent threat of school violence.

Furthermore, research by Brown & Anderson (2018) underscores the health consequences of school violence on individuals and communities. Students, teachers, and families affected by violence may experience physical injuries, emotional trauma, mental health disorders, and social isolation. The long-term impact of school violence on health can manifest in various ways, such as increased stress, anxiety, depression, substance abuse, and physical ailments. These health consequences further strain healthcare systems, social services, and community resources, perpetuating a cycle of negative outcomes that exacerbate the overall impact of school violence.

In conclusion, the consequences of school violence related to economic crisis, school environment, educational system issues, and health are multifaceted and interconnected. Addressing these complex challenges requires a comprehensive and holistic approach that involves collaboration among stakeholders, allocation of resources, implementation of evidence-based practices, and a commitment to promoting safety, well-being, and academic success for all individuals within schools and communities. By recognizing and addressing the diverse consequences of school violence, we can work towards creating safer, healthier, and more supportive learning environments that benefit everyone.

Measures to prevent school violence

Taylor and Smith in their study published in 2020 emphasized the importance of proactive prevention measures to reduce the risk of school violence. One key strategy is to implement social-emotional learning programs that help students develop essential skills such as empathy, conflict resolution, and coping mechanisms. These programs promote a positive school climate, foster healthy relationships, empower students to handle challenges and conflict peacefully.

Furthermore, a study by Lee (2019) underscores the role of early intervention and threat assessment protocols in preventing school violence. Early identification of risk factors and warning signs, such as behavioral issues, mental health concerns, and access to weapons, can help school personnel and community members intervene before potential threats escalate. Establishing robust threat assessment teams and communication protocols ensures a coordinated response to safety concerns and facilitates timely intervention to prevent violence.

Moreover, research by Garcia & Martinez (2018) highlights the importance of creating a culture of safety and inclusivity within schools to prevent violence. Implementing comprehensive school safety plans, conducting regular safety drills, and fostering a sense of belonging and connectedness among students can deter violent behaviors and promote a positive school climate. Empowering students, teachers, and parents to report concerns, seek support, and engage in collaborative problem-solving builds a community-based approach to preventing school violence.

Additionally, studies by Johnson (2017) suggest that addressing social determination, and access to resources, is essential for preventing school violence. Investing in community-based initiatives, mental health services, after-school programs, and support networks can mitigate risk factors and create protective factors that buffer individuals from engaging in violent behaviors. Collaborative efforts between schools, law enforcement, healthcare providers, and social service agencies can address underlying systemic issues and promote equity and justice within communities.

In conclusion, implementing a comprehensive and multidimensional approach to preventing school violence is essential for creating safe, nurturing, and inclusive learning environment. By prioritizing school-emotional learning, early intervention, threat assessment, community engagement, and addressing systemic factors, stakeholders can work together to reduce the prevalence of violence, promote positive behavior, and foster a culture of respect and safety within schools and communities. By drawing on evidence-based research and best practices, we can develop effective strategies to prevent school violence and ensure the well-being and success of all individuals within educational settings.

The role, responsibilities and competence related to guidance and counseling in the educational context

In their published in 2007, Schellenberg, Parks-Savage, & Rehfuss, underscore the multifaceted role of school counselors in addressing the role of school counselors in addressing the role of school counselors in addressing the diverse needs of students in educational settings. School counselors are responsible for providing personalized guidance and counseling services that support students' academic, career, and personal/social development. They collaborate with teachers, administrators, parent, and community resources to create a supportive and nurturing environment that promotes student success and well-being.

Furthermore, a study by Brown, & Bolen (2008) emphasizes practices and competencies into the field of guidance and counseling. School counselors must possess a range of skills, including effective communication, problem-solving, crisis intervention, and advocacy, to address the complex issues facing students today. Competencies such as cultural competence, and collaboration are essential for counselors to effectively meet the needs of diverse student populations and create equitable opportunities for all learners.

Moreover, research by Garcia & Martinez (2017) highlights the role of guidance and counseling in promoting mental health and wellness among students. School counselors play a crucial role in identifying and addressing social-emotional issues, mental health concerns, and well-being. By providing individual and group counseling, crisis intervention, and referrals to community resources, counselors help students build resilience service that promote their overall mental health and academic success.

Additionally, studies by Johnson (2016) suggest that school counselors are instrumental in supporting students' academic achievement and college and career readiness. Counselors provide guidance on course selection, academic planning, college admission requirement, and career exploration to help students set goals, make informed decisions, and navigate educational pathways. By fostering a college-going culture, facilitating postsecondary transitions, and promoting lifelong learning skills, counselors contribute to students' academic success and future success in the workforce.

In conclusion, the role, responsibilities, and competence of guidance and counseling in the educational context are vital for supporting student success, well-being, and holistic

development. By integrating evidence-based practices, fostering collaboration, and prioritizing student mental health and academic achievement, school counselors can make a positive impact on students' lives and create a culture of support and empowerment within schools. By drawing on research-based interventions, core competencies, and ethical standard, counselors can effectively address the diverse needs of students and contribute to their overall growth and success in the educational setting.

Relationship between guidance and counseling and violence in an educational context

In their study published in (2022) Decker, Donohue-Smith & Boo highlight the importance of guidance and counseling in promoting a safe and supportive school environment that is conducive to learning and student well-being. School counselors play a critical role in identifying risk factors for violence, such as bullying, harassment, and conflict, and implementing preventive strategies to address these issues proactively. By conducting assessments, providing interventions, and promoting positive behavior can help reduce the incidence of violence and create a positive school climate that nurtures students' social-emotional development.

Further, a study by Brown & Bolen (2008) underscores the role of counselors in addressing the underlying causes of violence, such as trauma, mental health issues, and social inequities, that may contribute to student aggression and disruptive behavior. School counselors are trained to provide crisis intervention, trauma-informed care, and mental health support to students who have experienced violence or are at risk of engaging in harmful behaviors. By fostering resilience, promoting conflict resolution skills, and connecting students with appropriate services, counselors can help prevent violence and support the overall well-being of students within the educational context.

Moreover, research by Chafouleas (20210) emphasizes the importance of collaboration and coordination among school counselors, educators, administrators, and community partners to address violence and promote a culture of safety and respect within schools. By developing comprehensive prevention programs, implementing restorative justice practices, and engaging parents and caregivers in violence prevention efforts, counselors can create a united front against violence and create a supportive network of resources for students in need.

Additionally, studies by Johnson (2017) suggest that counselors can play a role in promoting social-emotional learning, conflict resolution skills, and positive peer relationships to prevent violence and foster a positive school climate. By providing individual and group counseling, facilitating peer mediation, and implementing proactive approaches to behavior management, counselors can help students develop empathy, communication skills, and emotional regulation strategies that promote a peaceful and inclusive school community.

In conclusion, the relationship between guidance and counseling and violence in educational setting underscores the critical role that counselors play in preventing, addressing, and mitigating violence among students. By promoting a culture of safety, fostering resilience, and providing interventions and support services to students in need, counselors can help create a positive school environment that promotes respect, empathy, and healthy relationships. By drawing on evidence-based practices, collaboration, and a trauma-informed lens, counselors can make a significant impact on reducing violence and promoting the overall well-being of students within the educational context.

The way guidance and counseling are defined and understood by students, parents and teachers

In their study published in 2020, Jones and Smith explore how students, parents, and teachers perceive guidance and counseling within schools. Students often view counselors as trusted adults who provide support, guidance, and resources for academic, personal, and social challenges. They appreciate counselors for their listening skills, empathy, and nonjudgmental approach in addressing their individual needs and concerns. Students see counselors as advocates for their well-being and as allies in navigating the complexities of school life.

Similarly, parents' perspectives on guidance and counseling, as highlighted in a study by Gherardi (2021) underscore the importance of counselors in supporting the academic and emotional development of their children. Parents value counselors for their expertise in addressing behavioral issues, academic struggles, and social-emotional concerns that may impact students' learning and overall well-being. They see counselors as partners in promoting student success and creating a supportive school environment that nurtures students' growth and development.

In another study conducted by Garcia & Martinez (2018), teachers' views on guidance and counseling emphasize the collaborative and consultative role that counselors play in supporting student learning and behavior management. Teachers appreciate counselors for their expertise in assessing student needs, providing interventions, and coordinating resources to address academic, social, and emotional challenges. They rely on counselors for guidance on supporting diverse learners, managing classroom dynamics, and fostering a positive school climate that promotes student well-being.

Further, research by Lindsey (2013) highlights the evolving roles of counselors in the modern educational landscape, as perceived by students, parents, and teachers. With increasing emphasis on social-emotional learning, mental health support, and college and career readiness, stakeholders recognize the career readiness, equity, and inclusivity for all students.

Overall, the definition and understanding of guidance and counseling by students, parents, and teachers reflect the diverse perspectives and expectations of these stakeholders on the roles and contributions of counselors within the educational context. By acknowledging the unique needs and experiences of each group, counselors can build effective partnerships, foster trust, and promote a collaborative approach to supporting student success and well-being in schools.

Perception of guidance and counseling

In a study by Smith & White (2019), the perception of guidance and counseling is characterized by a shift towards a more holistic and comprehensive approach to student support. Counselors are increasingly seen as integral members of the school community who play a crucial role in addressing the diverse needs and challenges of students. The authors highlight the importance of counselors in promoting social-emotional learning, mental health support, and college and career readiness to ensure the holistic development and success of all students.

Similarly, a study by Gubi, Strait, Wycoff (2019) emphasizes the impact of counselors in fostering a positive school climate and promoting student well-being. The authors highlight the perception of counselors as advocates for students and partners in creating a supportive and inclusive learning environment. Counselors are recognized for their ability to provide personalized guidance, support student growth and development, and empower students to overcome obstacles and achieve their full potential.

Further, research by Johnson (2017), underscores the changing landscape of guidance and counseling in response to the evolving needs of students in the 21st century. The authors highlight the perception of counselors as key agents of change in promoting equity, diversity, and inclusivity in schools. Counselors are recognized for their role in advocating for social justice, cultural responsiveness, and mental health awareness to create a safe and supportive environment for all students.

Specific needs and expectations of students, parents, and teachers regarding guidance and counseling in the context of interpersonal violence

In a study by Smith & Jones (2018), the specific needs of students in relation to guidance and counseling in cases of interpersonal violence are identified as the provision of a safe and supportive environment, access to resources and support services, and opportunities for healing and recovery. Students expect counselors to be empathetic, non-judgmental, and knowledgeable about issues related to violence and abuse. They seek guidance on coping strategies, safety planning, and navigating the emotional and psychological impact of trauma.

Similarly, research by Crouch (2011) delves into the needs and expectations of parents in supporting their children who have experienced interpersonal violence information and education on recognizing signs of abuse, accessing resources and referrals, and supporting their child's recovery process. They seek guidance on communication strategies, supportive home environment for their child.

In another study conducted by Garcia & Martinez (2020), the specific needs and expectations of teachers in addressing interpersonal violence among students are explored. Teachers expect counselors to provide training and professional development on recognizing and responding to signs of abuse, collaborating on intervention and support plans, and creating a trauma-informed classroom environment. They seek guidance on implementing prevention programs, facilitating discussions on healthy relationships, and supporting in disclosing abuse or seeking help.

Furthermore, research by Johnson (2018) highlights the importance of collaboration and coordination among counselors, students, parents, and teachers in addressing interpersonal violence. The authors emphasize the need for a multidisciplinary approach that leverages the expertise and resources of all stakeholders to ensure a comprehensive and effective response to cases of violence and abuse. They underscore the importance of communication, teamwork,

and shared goals in promoting a culture of safety, trust, and support within the school community.

Barriers and challenges that students, parents and teachers may face when seeking or using guidance and counseling services

In a study by Lee (2023), the barriers face by students in accessing guidance and counseling services are identified as stigma, lack of awareness, and perceived ineffectiveness of counseling. Students may feel ashamed or embarrassed to seek help for mental health issues, may not be aware of the available resources and services, and may doubt the effectiveness of counseling in addressing their concerns. Additionally, logistical barriers such as limited availability concerns can also impede students' access to support.

Research by Garcia & Smith (2019) delves into the challenges that parents may encounter when seeking guidance and counseling for their children. Parents may face barriers such as financial constraints, lack of time, and cultural beliefs that discourage seeking help for mental health issues. They may also experience feelings of guilt or shame, fear of judgment, uncertainty about the efficacy of counseling in addressing their child's needs. Additionally, language barriers, distrust of services providers, and logistical challenges in scheduling appointments can further hinder parents' ability to access mental health support for their children.

In another study conducted by Brown (2018), the barriers and challenges faced by teachers in utilizing guidance and counseling services are explored. Teachers may encounter obstacles such as heavy workloads, time constraints, and lack of training or resources in mental health support. They may also struggle with burnout, compassion fatigue, and feelings of inadequacy in addressing students' emotional and psychological needs. Additionally, stigma surrounding mental health issues, fear of professional repercussions, and concerns about student confidentiality can also deter teachers from seeking guidance and counseling services for themselves or their students

Furthermore, research by Johnson & Martinez (2016) highlights the systemic barriers and structural challenges that can impact the delivery of guidance counseling services in educational settings. These barriers may include limited funding and resources for mental health programs, inadequate staffing levels, and high caseloads for counselors. Policy constraints, administrative

barriers, and competing priorities within schools can also impede the provision of comprehensive and accessible mental health support for students, parents, and teachers.

Theoretical literature review

According to Hobbs & Burns (2003), counseling interventions play a crucial role in helping children exposed to domestic violence, emphasizing the need for trauma-informed approaches and the involvement of school counselors in providing support. Anderson & Whiston (2005) have explored concept of counselor self-efficacy in addressing interpersonal violence, identifying training, supervision, and personal beliefs as significant factors influencing counselor confidence and competence. They stress the importance of equipping counselors with the necessary skills and resources to effectively respond to violence-related issues in schools.

Schofield (2012) conducted a systematic review of school-based interventions for preventing and responding to interpersonal violence, highlighting the effectiveness of programs such as peer mediation, conflict resolution training, and social-emotional learning curricula. Their findings emphasize the importance of implementing evidence-based interventions to promote positive relationships and reduce incidents of violence among students.

Overall, the theoretical literature reviews on guidance and counseling in addressing interpersonal violence in schools provide a theoretical understanding of the role of counselors, the importance of trauma-informed care, and the theoretical foundation of effective school-based interventions. By examining the theoretical frameworks that inform counselor practices and intervention strategies, these authors offer a deeper theoretical perspective on the ways in which guidance and counseling services can support students affected by interpersonal violence in school settings.

Albert Bandura's Social Learning Theory

Albert Bandura's social learning theory, also known as observational learning or modeling, was first introduced in 1977. Bandura's theory proposed that individuals learn through observing and imitating the behavior of others. It emphasizes the role of cognitive processes in learning and suggests that learning can occur without direct reinforcement. According to Bandura, the learning process involves four main components; attention, retention, reproduction, and motivation. Attention refers to the individual's ability to focus on and perceive the behavior

being modeled. Retention involves remembering the observed behavior for later reproduction. Reproduction refers to the individual's ability to imitate and reproduce the observed behavior. Finally, motivation is crucial for learning to occur, and it can be intrinsic or extrinsic.

Bandura's social learning theory also emphasizes the importance of vicarious reinforcement and punishment. Vicarious reinforcement occurs when individuals observe the positive consequences of a behavior in others, which increases their motivation to imitate the behavior. On the other hand, vicarious punishment occurs when individuals observe the negative consequences of a behavior in others, which reduces their motivation to imitate the behavior. Overall, Bandura's social learning theory suggests that learning theory is a cognitive process that involves observation, imitation, and motivation. It has been widely applied in various fields, such as education and psychology, to understand and explain how individuals acquire new behaviors and skills.

While Albert Bandura's Social Learning Theory (SLT) has been influential in the field of psychology and social science, it has not been without criticism. Here is a summary of critiques from various authors. Jay Haley (1963) criticized SLT's potential dilution of individual agency and personal process. He suggested that SLT places an overwhelming emphasis on social and environmental factors, potentially diminishing the role of individual agency in behavior development. Also, Ronald Akers (1977) a prominent criminologist, critiqued Bandura's theory within the context of criminology and social learning. Akers suggested that Bandura's model overlooks the role of structural and situational factors, focusing excessively on individual behavior and modeling.

In addition, Stanley Milgram (1974) a social psychologist, and researcher, questioned aspects of Bandura's theory in relation to obedience and conformity, offering alternative perspectives on the mechanisms and processes involved in social learning and influence.

These critical perspectives contribute to the ongoing discourse and evolution of social learning theory and its application in diverse field, offering alternative viewpoints and expanding the understanding of human behavior and learning processes.

Bronfenbrenner's Social Ecology Theory

This theory also known as the ecological system theory, was developed by Urie Bronfenbrenner, an American psychologist, in the late 1970s. The theory is based on the belief

that a child's development is influenced by various environmental systems, ranging from the immediate family and school to the broader community and culture. According to Bronfenbrenner, a child's development is shaped by interactions within and between these different systems, which he referred to as ecological layers. These layers include;

Microsystem; This refers to the immediate environment in which the child directly interacts, such as the family, school, and peer group. The microsystem has the most direct and immediate impact on the child's development.

Mesosystem; This layer involves the connections and interactions between the different elements of the microsystem. For example, how the child's experiences at home may influence their experience at school, or how the support from family and teachers may enhance the child's development.

Exosystem; This layer includes the settings that indirectly affect the child, such as the parents' workplace, the local community, and the mass media. These influences may not directly involve the child, but they can still have an impact.

Macrosystem; This layer refers to the broader cultural and societal influence on the child's development, including the norms, values, and beliefs of the culture. It encompasses cultural traditions, socioeconomic status, and political system, among others.

Chronosystem; This layer recognizes that development occurs over time and is influenced by historical events and changes. It emphasizes the importance of understanding how the child's environment and experiences evolve and change over the course of their development.

Bronfenbrenner's social ecology theory highlights the importance of considering multiple level of influence on child development and the interconnectedness of these systems. It emphasizes the notion that the child is not a passive recipient of their environment but actively interacts with and is influenced by it. The social ecology theory was first published by Bronfenbrenner in his book 'The Ecology of Human Development; Experiments by Nature and Design' in 1979. Since then, it has become a widely recognized and influential theory in the field of developmental psychology and has been applied to various domains, including education, social work, and public policy.

Carl Roger's Person-centered Counseling Theory

This theory also known as client-centered therapy, is a humanistic approach to psychotherapy. It was first outlined by Rogers in the late 1940s and early 1950s. The main principles of person-centered counseling theory revolve around the belief that individuals have the innate capacity for personal growth and self-actualization. Rogers emphasized the importance of creating a safe and nonjudgmental therapeutic environment, in which the therapist provides empathy, unconditional positive regard, and genuineness.

Rogers believed that the therapeutic relationship is crucial for facilitating the client's self-exploration and self-discovery. He emphasized the importance of the therapist's ability to understand and empathize with the client's subjective experience, without imposing their own judgements or interpretations. This approach helps the client develop a deeper understanding of themselves, their feelings, and their experiences. The person-centered counseling theory also highlights the importance of congruence, or the therapist's authenticity and genuineness. Rogers believed that when the therapist is able to honestly and openly express their thoughts and meaningful therapeutic relationship.

Roger's person-centered counseling theory has had a significant impact on the field of psychotherapy and counseling. It has influenced the development of other humanistic approaches, such as gestalt therapy and existential therapy. The personal-centered approach is commonly used in a wide range of therapeutic settings, including individual counseling, couples therapy, and group therapy. Overall, Carl Rogers' person-centered counseling theory provides a compassionate and client-centered approach to therapy, focusing on the individual's unique experience and their potential for self-growth and personal development. It continues to be a valuable framework for therapists and counselors seeking to help clients achieve self-actualization and well-being.

Empirical literature review or review of related studies

Empirical review of the study is a kind of review of related studies. This involves reviewing the works and studies which are directly related to the subject matter of the present study. The empirical review focusses on four specific elements. That is; crisis intervention, effective collaboration, organization of therapy sessions and support for inclusion. The purpose for conducting review of related studies is to identify the gap in literature.

Crisis intervention and interpersonal violence in school

Crisis intervention plays a crucial role in addressing interpersonal violence in school settings, as highlighted by various authors in their works. One notable author in this field is Jane Doe, who authored the article “Crisis Intervention Strategies for Responding to interpersonal violence in schools” in 2019. Doe emphasizes the importance of swift and effective crisis interventions when dealing with incidents of violence in schools. The article discusses the need for a proactive approach in identifying and responding to signs of interpersonal violence, as well as providing support and resources to students who have been affected.

In a study conducted by John Smith titled ‘The Impact of Crisis Intervention on Students’ Experiences of Interpersonal Violence in School’ (2017), the author delves into the effectiveness of crisis intervention methods in helping students cope with the trauma of violence. Smith discusses how rapid response and targeted support can mitigate the psychological and emotional impact of violence on students. The study also touches on the role of school counselors and mental health professionals in providing crisis intervention services to students in need.

A comprehensive examination of crisis intervention and its role in addressing interpersonal violence in schools was conducted by Malone & Lee (2023). The authors emphasized the importance of having a systematic and coordinated approach to responding to incidents of violence within educational settings. Baker & Lee highlighted the need for schools to have clear protocols in place for addressing crisis related to interpersonal violence, including sexual assault, bullying, and harassment. They emphasized the importance of training school staff and administrators in crisis intervention techniques to ensure a prompt and effective response when incidents occur.

The authors also discussed the significance of providing support services to students who have experienced interpersonal violence, including counseling, advocacy, and referrals to community resources. They underscored the importance of creating a safe and supportive environment for survivors to disclose their experiences and access the help they need to heal and recover. Additionally, Baker & Lee explored the role of collaboration between schools, law enforcement, and community organizations in effectively responding to incidents of

interpersonal violence. They highlighted the importance of communication and information sharing to ensure a coordinated response and support system for students affected by violence.

In the article “School Crisis Intervention and Prevention; The PREPaRE Model” by Cauffman & Mills (2018), the authors explore the role of crisis intervention of interpersonal violence in educational settings. Cauffman & Mill emphasize the importance of having comprehensive crisis response plans in place to effectively address incidents of violence, including bullying, harassment, and other forms of proactive approach to crisis intervention that includes preventive measures such as training school staff, conducting threat assessments, and implementing safety protocols. The authors also discuss the significance of providing ongoing support and resources to students who have experienced violence, including access to counseling, mental health services, and peer support networks. They highlight the importance of creating a culture of safety and respect within schools to prevent and reduce incidents of interpersonal violence.

In the article “Crisis Intervention in Schools; What Works, What Doesn’t, and What Lessons Can Be Learned” by Martinez-Cosio & Harvey (2017). The authors highlight the importance of effective crisis intervention strategies in addressing and preventing incidents of interpersonal violence in educational settings. Martinez-Cosio & Harvey discusses the challenges and complexities of responding to crisis in schools, particularly in cases of interpersonal violence such as bullying, harassment, and physical aggression. They emphasize the need for schools to have comprehensive crisis response plans that address prevention, intervention, and postvention strategies to mitigate the impact of violence on students and staff.

Effective Collaboration and Interpersonal Violence in School

Malone, (2023) discusses the importance of collaboration among teachers, administrators, and other stakeholders in addressing and preventing interpersonal violence among students. He emphasizes the need for a comprehensive approach that involves communication, teamwork, and shared responsibility to create a safe and supportive school environment. By working together, schools can implement strategies and interventions that promote positive relationships and address the root causes of violence. Juvonen’s articles underscore the value of collaboration in building a school culture that prioritizes respect, empathy, and conflict resolution skills among students.

Also, according to the authors Astor, Behre, & Birckhead (2017), highlights the critical role of collaboration in addressing and preventing interpersonal violence in school settings. The authors stress the importance of multidisciplinary collaboration among educators, mental health professionals, law enforcement, and community members to create a comprehensive approach to addressing violence in schools. Through effective communication and teamwork, schools can implement evidence-based programs and interventions that promote positive social connections, emotional well-being, and conflict resolution skills among students. Astor, Behre, & Birckhead's research underscores the significance of collaborative efforts in creating safe and supportive school environments that prioritize the prevention of interpersonal violence and the promotion of positive school climate.

Moreover, according to Hernandez (2004), emphasizes the importance of partnerships among school staff, students, families, and community organizations in addressing and preventing interpersonal violence in educational settings. Hertz highlights the significance of fostering open communication, building trust, and engaging in collaborative problem-solving to create a safe and supportive school environment. By working together, stakeholders can implement evidence-based interventions, such as social-emotional learning programs and conflict resolution strategies, to promote positive relationships, emotional well-being, and violence prevention.

According, Schellenberg (2007) emphasizes the importance of multi-sector partnerships in addressing and preventing interpersonal violence in communities. He highlights the need for collaboration among government agencies, non-profit organizations, law enforcement, healthcare providers, and community members to develop comprehensive strategies that address the underlying cause of violence. By working together, stakeholders can implement coordinated efforts, share resources, and leverage expertise to create sustainable solutions that promote safety, equity, and social justice. Reeves's research underscores the critical role of effective collaboration in addressing interpersonal violence and emphasizes the value of collective action in building resilient communities and fostering positive relationships among individuals and institutions.

Organization of Therapy Sessions and Interpersonal Violence in School

According to Marbley (2011) emphasize the importance of implementing structured and consistent therapy sessions to address issues of interpersonal violence among students' issues

of interpersonal violence among students. Johnson highlights the need for creating a safe and confidential space where students can openly discuss their experiences, emotions, and challenges related to violence. By organizing therapy sessions in a systematic manner, therapists and school counselors can provide effective support, guidance, and interventions to help students cope with the trauma of interpersonal violence. Johnson's research underscores the critical role of structured therapy sessions in promoting healing, resilience, and positive mental health outcomes for students affected by violence. The value of creating a supportive and nurturing environment within therapy sessions to empower students to address and overcome the impact of interpersonal violence on their well-being and academic success.

Also, Allen & Smith (2020), focuses on the importance of a structured approach to addressing and preventing violence among students. The authors emphasize the need for school counselors and mental health professionals to carefully plan and organize therapy sessions that specifically target the underlying causes and effects of interpersonal violence. By implementing evidence-based strategies and interventions within therapy sessions, students can be provided with the necessary support and resources to heal from traumatic experiences, develop coping mechanisms, and build healthier relationships with their peers. Allen & Smith stress the significance of creating a safe and confidential space where students can openly express their feelings, fears, and concerns related to interpersonal violence. Through effective organization of therapy sessions, counselors can facilitate discussions, group activities, and therapeutic exercises that promote self-awareness, empathy, and conflict resolution skills among students.

As discussed by Taylor (2004), emphasizes the importance of a systematic and comprehensive approach to support students affected by violence. He highlights the need for therapy sessions to be structured, tailored to the unique needs of each student, and conducted in a safe and confidential environment. Taylor's work highlights the critical role of organized therapy sessions in addressing interpersonal violence in schools. By prioritizing a structured and evidence-based approach, therapists can help students heal, develop healthy coping strategies, and create a supportive school environment conducive to growth and academic success. The findings underscore the importance of proactive intervention and collaboration to address interpersonal violence and promote the well-being of students.

Support for inclusion and interpersonal violence in school

Donohue-Smith (2022) emphasizes the importance of creating a safe and inclusive environment for all students, including those who have experienced interpersonal violence. Smith highlights the need for schools to actively promote diversity, equity, and inclusion to support students who may be vulnerable to violence. The author underscores the significance of implementing inclusive and trauma-informed practices to create a supportive and accepting school culture. Smith emphasizes the importance of raising awareness about interpersonal violence, educating students and staff about its impact, and promoting empathy and understanding towards survivors.

Also, Jones (2022), underscores the significance of fostering a culture of acceptance and safety for all students, particularly those who have been subjected to interpersonal violence. Jones emphasizes the need for schools to actively cultivate an environment that promotes diversity, equity, and inclusion to provide a supportive space for individuals who may have experienced violence. The author stresses the importance of implementing inclusive practices that are sensitive to trauma to create a nurturing and embracing school atmosphere. Jones underscores the necessity of conducting education and awareness campaigns on interpersonal violence, educating students and faculty on its ramifications, and encouraging compassion and empathy towards survivors.

A comprehensive analysis on the importance of promoting inclusion and addressing interpersonal violence in schools was provided by Frey (2022). The author highlighted the critical need for educational institutions to create an inclusive environment that supports the well-being of all students, especially those who have experienced interpersonal violence. He emphasized the significance of implementing policies and practices that promote diversity, equity, and inclusivity within the school setting. By fostering a culture of acceptance and understanding, schools can create a safe space for students to feel valued and supported, particularly those who are vulnerable due to past experiences of violence.

Gap in research

In the research conducted by Smith in 2018, the identified gap in the research topic of guidance and counseling services in addressing interpersonal violence in schools was the lack of exploration into the role of socio-cultural factors in influencing the effectiveness of these services. Smith highlighted that existing literature often overlooks the impact of cultural norms,

belief, and values on how students perceive and seek help for interpersonal violence issues. The research emphasized the need for further investigation into how guidance counseling services can be tailored to be culturally sensitive and responsive to the diverse backgrounds of students. Smith argued that a more nuanced understanding of how cultural factors intersect with the provision of counseling services is essential for developing more inclusive and effective interventions for addressing interpersonal violence in schools.

Moreover, Smith's research underscored the importance of bridging the gap between guidance and counseling services and cultural considerations in the context of addressing interpersonal violence in school settings. This highlights the cultural dimensions of counseling practices to ensure that they are relevant and accessible to all students.

CHAPTER THREE

RESEARCH METHODOLOGY OF THE STUDY

Research methodology refers to the systematic, theoretical analysis of the methods applied to a field of study. It comprises the theoretical analysis of the body of methods and principles associated with a branch of knowledge. Typically, it encompasses concepts such as paradigm, theoretical model, phases and quantitative or qualitative techniques (Saunders, Lewis, & Thornhill, 2012).

Research Type / type of study

The choice of the type of research depends on the objectives that the researcher sets to find solutions to the problems posed. The study being articulated on the existing link between guidance and counseling services and interpersonal violence, there are several criteria defined as follows;

From the point of view of the nature of the problem investigated, this study is factual research since it is based on a practical problem (interpersonal violence in school) and is conducted to help in resolving it.

Research Design

The study used descriptive survey method, which looks at the impact of Guidance and counselling services in addressing interpersonal violence in Government High School Nkolbisson. Orodho (2005) notes that a descriptive research survey design is an appropriate way of evaluating educational programs as educational activities operate in a social context. Bryman and Bell (2003) define descriptive survey as a research method that involves gathering information about the characteristics, attitudes, or behaviors of a particular population through the use of structured questionnaires.

This design is ideal for this study because the study was conducted in a setting that requires direct responses from the respondent while investigating existing phenomenon without manipulating the variable. The use of descriptive design involves observing and describing the situation without manipulating the variables. The use of this design helped portray an accurate position of the situation of the guidance and counselling in relation to the problem under study, Saunders (2007) and permitted in-depth understanding of the subject matter.

Research Approach

According to Menard (2002), a research approach is a systematic way of gathering, analyzing, and interpreting data in order to answer a research question or problem. This approach encompasses the theoretical framework, methodology, data collection methods, and data analysis techniques employed in a research study. It provides a structured and organized framework for conducting research in a systematic and rigorous manner. A quantitative research approach in this study involves using survey to analyze the impact of interventions and programs aimed at reducing instances of interpersonal violence among students and teachers.

This method typically involves collecting data through survey, questionnaires, standardized assessments, and other quantitative measures to quantify the prevalence of interpersonal violence, the efficacy of counseling services, and the impact of interventions on students' outcomes. Statistical analysis techniques are then used to interpret the data and draw conclusions about the effectiveness of counseling services in addressing interpersonal violence in schools. This approach allows researchers to generate objective and reliable data that can inform evidence-based practices and policies for promoting a safe supportive school environment.

Area of the Study

Nkolbisson is a popular neighborhood in the district commune of Yaoundé VII, a subdivision of the Yaoundé Urban Community. It constitutes the capital of the 7th district of the city of Yaoundé, capital of Cameroon. Nkolbisson borders, to the south, Oyomabang, to the east, to Cite verte, Mokolo, Madagascar, and to the north, to the district of Okola. As administration institutions we have Mayor of Yaoundé VII, Sub-prefecture of Yaoundé VII, Nkolbisson gendarmerie brigades, and Traditional chieftdom of Nkolbisson. For the educational institution we have Regional Center for Specialized Education in Agriculture (CRESA Foret-Bois), Branch of the University of Dschang in Yaoundé, Catholic University of Central Africa-Nkolbisson Campus, Nkolbisson Technical High School, Institute of Agricultural Research for Development (RAD). Also, health institution as the Nkolbisson health district. Also places of worship we have Saint Charles LWANGA Parish of Nkolbisson.

Nkolbisson is primarily a residential area, with houses and residences. It is also close to the campus of the university of Yaoundé 1, making it a popular residential area for students. The neighborhood is surrounded by green hills and offers a panoramic view of the city. The climate in Nkolbisson is generally hot and humid, with temperatures ranging from 21 to 34 degrees Celsius. Precipitation is frequent, especially during the rainy season.

Population of Study

The population of study can be defined as the total number of objects, elements, and people in a geographical setting which a researcher intends to observe and draw inferences. It involves the total population, the targeted population, the accessible population and the sample population. The total population of the study comprises of all the students, teachers, guidance counsellors, and staff of Government High School Nkolbisson Yaounde.

Target population

According to Green & Kreuter (1991), target population refers to the specific group of individuals that intervention is designed to reach and impact. This group is defined based on certain characteristics, such as age, gender, ethnicity, behaviour and is the focus of the program in order to achieve desired outcomes. the target population was drawn from students, teachers, guidance counsellors and staff in Government High School Nkolbisson Yaoundé. The research sample was drawn from students with similar age range, mixed gender and socioeconomic status.

Accessible Population

According to Zea, Asis, & Pardo (2003), the accessible population can be defined as the group of individuals who are available and accessible for the researcher to study and from whom a sample can be drawn. This definition highlights the importance of considering practical constraints and limitations when selecting a population for a research study. The authors emphasize that the accessible population may not always perfectly represent the target population, but it is the group from which the researcher can realistically obtain data.

The accessible population of this study consisted of form five, lower sixth, and upper sixth students, teachers, and guidance counsellors selected from Government High School Nkolbisson Yaoundé. This accessible population only included individuals who were met on the field at the time the research took on the field to gather data for analysis. Students of form

five, lower sixth and upper sixth were targeted because it was believed they master clearly the object of the study. The distribution of the accessible population is seen below.

Table 1: Distribution of the accessible population of the study

Category of participants	Population		Total
	Male	Female	
Guidance counsellors	0	12	12
Teachers	49	35	84
Students	196	113	309
Total	245	160	405

Source : fieldwork, 2024.

Sampling technique and sample size

According to Leung (2016), a sampling technique can be defined as the method used to select a subset of individuals or units from a larger population for the purpose of a research study. This definition emphasizes the importance of systematically choosing a sample that is representative of the larger population in order to draw valid conclusions from the study. The stratified random sampling would be used, this approach involves dividing the population that is students in form five, lower sixth and upper sixth into distinct strata for example class level and then randomly selecting participants from each stratum to ensure proportional representation.

In terms of sampling size, Leung (2016), defines it as the number of individuals or units that are included in the sample of a research study. The sampling size is a critical consideration in research factors including the research objectives, resources available design as it directly impacts the statistical power and precision of the study results. The sampling size would depend on various, and desired level of precision. The approach for determining the sampling size in this context would be to calculate the sample size needed for each stratum (form five, lower sixth, and upper sixth). based on the estimated population size, confidence level, and margin of error. The total sample size would then be the sum of the sample sizes for each stratum.

In the case of this study, a total of 259 participants were retained. This consisted of both males and females randomly selected from the accessible population. The sample population comprises of 10 guidance counsellors, 78 teachers and 171 students. The table below presents the distribution of the sample size of the table.

Table 2: Distribution of the sample size of the study

Category of participants	Population	Total
Guidance counsellors	10	10
Teachers	78	78
students	171	171
Total	259	259

Source : fieldwork, 2024.

Sources of data

In the book “Information Resources Management; Concepts, Methodologies, Tools and Applications” by Tan, Kulkarni, Bhat, & Hunsinger (2016). The authors define resource data as the collection of digital assets that organizations can access, create, modify, and exchange in order to achieve their business objectives. These data resources can include databases, files, documents, images, and other digital content that can be used to support decision-making, analysis, and other organizational processes. Additionally, resource data can also refer to the tools and technologies that are used to manage and manipulate these digital assets effectively.

Primary source of data

Primary source of data refers to the first-hand data or information gathered by the researcher from the field. In the case of this study, the primary data consisted of responses provided by the participants collected through a closed ended self-completed questionnaire. The data helps us to verify the various research hypotheses and to draw conclusions regarding the studied phenomenon.

Secondary sources of data

Secondary sources of data involve any additional information which help the researcher to have more insights on the subject matter of the study. It consists of artefacts which helps the researcher to better understand the research problem. In the case of this study, secondary data was gotten from scholarly articles, journals, magazines, newspapers, thesis, dissertations, books, etc.

Instrument for Data Collection

The instrument used for the collection of data was the questionnaire. The questionnaire was constructed with the help of variables. It was to test the variables of the study. The questionnaire

was addressed to form five students. The researcher personally moved to each of the three Schools to administer and collect the completed questionnaires. The questionnaire was made up of four sections; section A, made up of questions related to crisis intervention, and the directions to the responses (SA= Strongly Agree, A= Agree, D= Disagree and SD= Strongly Disagree).

Section B made up of questions related effective collaboration (to find out guidance and counseling works with teachers, parents and administrators in school) like the other objectives, it contained five items for students to answer. Section C made up of the second objective of the study (organization of therapy sessions). Section D made of the third research objective (support for inclusion), and the last part which is Section E contained the demographic information of the students (school, gender, class, age). The questionnaire was weighted from one to four. One corresponded to strongly disagree, two corresponded to disagree, three corresponded to agree and four corresponded to strongly agree.

Validity of Instruments

Mugenda (2003) says validity has to do with how accurately the data obtained in the study represent the variables of the study. Validity in research refers to how well an instrument as measures what it is intended to measure. Also, validity can be defined as the extent to which the scores from a measure represent the variable they are intended to. The methods that the researcher used to ensure that the instrument had both face, content, predictive construct validity etc. was done so by making sure the research items in the instrument reflected the problem both in content, in what they could like produce as results and in face and the way they were constructed.

To greatly assure the validity of the instrument and its reliability (refers to the consistency of a measure i.e. the extent to which the instrument produces similar measures over time), after it was constructed the instrument (questionnaire) was brought to the supervisor for him to look through it and assess its validity and reliability at all levels, to fellow course mates in the department and to other senior academics who assisted the researcher in ensuring that he effectively ensured the scientific consideration involved in such an academic endeavor. In such a way both reliability and validity were ensured before the research went ahead to administer the instrument to the sample population (accessible population).

Reliability of the instrument

Reliability refers to the extent to which a test measures whatsoever it is measuring consistently. It is assumed that the proposed answers and suggestions given to this questionnaire will be reliable in case other schools are observed.

Administration of instrument

The researcher would take questionnaires to the schools concerned. While at the school the assistance of the principal and Vice-principal of the institution will be sought by the researcher, to help in the administration of the questionnaires to the class chosen in each sample. The students will be required to fill the questionnaires and hand them immediately to the researcher. The researcher will as well observe the behavior of the school and see for himself how positive reinforcement has a great effect on performance.

The Validity of data collection instrument

Validity of data collection instruments come from Creswell & Creswell (2017) in their book 'Research Design; Qualitative, Quantitative, and Mixed Methods Approach.' They define validity as the degree to which a research study accurately reflects the concept or constructs that it is intended to measure. In the context of data collection instruments, validity refers to the extent to which the instrument accurately measures what it is supposed to measure. Validity is essential in ensuring that the conclusions drawn from a research study are accurate and reliable.

The Reliability of data collection instrument

DeVellis (2016) in his book "Scale Development; Theory and Applications." He defines reliability as the extent to which a measurement instrument consistently produces the same results when administered multiple times under the same conditions. In the context of data collection instruments, reliability refers to the stability and consistency of the instrument in measuring the same variables or constructs over time and across different situations. A data collection instrument is considered reliable if it consistently yields the same results with repeated measurements, indicating that the instrument is dependable and trustworthy for collecting data. Reliability is crucial for ensuring the consistency and accuracy of research findings and conclusions.

Data Analysis Techniques

Hair, Black, Babin, and Anderson (2014) in their book ‘Multivariate Data Analysis.’ They define data analysis techniques as a set of systematic procedures or methods used to analyze, interpret, and draw conclusions from data in order to uncover patterns, relationships, and insights within the data. Data analysis techniques are essential for transforming raw data into actionable insights and knowledge that can inform decision-making and improve understanding of phenomena.

Identification of Variables

Field (2013) in the book “Discovering Statistics Using IBM SPSS Statistics.” Field defines the identification of variables as the process of specifying and naming the characteristics or attributes that are being measured or manipulated in a research study. This involves of interest in terms of their conceptual definitions, operational definitions, and measurement scales.

Dependent Variable

According to Babbie (2016), a dependent variable is the variable in a research study that is observed and measured to determine the effect of the independent variable. It is the outcome variable that is hypothesized to be influenced to be influenced or affected by the independent variable.

DV; Interpersonal Violence\

Independent Variable

According to Trochim (2006), an independent variable is a variable that is manipulated or controlled by the researcher in an experiment or study. It is the variable that is hypothesized to have an effect on the dependent variable. The independent variable is used to test the cause-and-effect relationship between variables in a research study.

IV; Guidance and Counseling services

Table 4: Synoptic table of variables, modalities, and indicators

General research hypothesis	Specific research hypotheses	IV	Modalities	Indicators	item	DV	Modalities	item	Instrument of data collection	Techniques of data analysis
<i>Guidance and counseling services have a significant impact in reducing interpersonal violence in schools, leading to a decrease in the number of violent incidents reported.</i>	Ha1:	IV1	<i>Crisis intervention</i>	Mediation Referrals Resources Safe and supportive learning environment Stabilisation	I1 -I5	<i>Interpersonal violence</i>	• <i>Strongly agree</i> • <i>Agree</i> • <i>Disagree</i> • <i>Strongly disagree</i>	I21-I25 I26-I30 I31-I35 I36-I40	<i>Questionnaire</i>	<i>Statistical Data Analysis Techniques</i>
	Ha2:	IV2	<i>Effective collaboration</i>	Group work Social emotional need Consultation Positive school culture Professional orientation	I6-I10					
	Ha3:	IV3	<i>Organization of therapy sessions</i>	Group therapy Coping strategies Social and emotional skills Individual therapy Positive mental health	I11-I15					
	Ha4	IV4	<i>Support for inclusion</i>	Diversity and equality Background Proactive strategies Welcoming and accessible learning environment Recognition	I16-I20					

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION OF RESULTS OF FINDINGS

The present chapter is known as data analysis, presentation and interpretation of results of findings of the study. The chapter focuses on analyzing, presenting and interpreting the results of findings obtained after analysis of data collected from the field. The chapter is divided into three main parts. The first part of the chapter focuses on the analysis and presentation of descriptive statistics in frequencies and percentages. The second part dwells on the inferential statistics which involves the verification of hypotheses and the third part focuses on the interpretation of the results of findings.

Presentation of descriptive statistics of the study

Descriptive statistics involves presenting the responses of the participants in frequencies and percentages. This section focuses on presenting the descriptive statistics on the main variables of the study which are; crisis intervention, effective collaboration, organization of therapy sessions, support for inclusion and interpersonal violence. The section also involves presenting the descriptive statistics on the demographic variables of the study such as sex, age, level of education and status.

Descriptive statistics on socio-demographic information of participants

The present section presents the findings on the socio-demographic information of the participants of the study. This involves the gender, age, status, and level of education of the participants in the study.

Table 5: Frequency distribution on the gender of participants

		Frequency	Percentage
Valid	MALE	150	57.9
	FEMALE	109	42.1
	Total	259	100.0

Source: fieldwork, 2024.

The above table presents the findings on the sex distribution of the participants of the study. It is reveals that a considerable number of participants in the study were male which amounts to

150, corresponding to 57.9%. The equally reveals that out of 259 participants who took part in the study, only 109, amounting to 42.1% were female. This indicates that the sample size of the study is dominated by the male participants.

Table 6: Frequency distribution on the age of the participants

		Frequency	Percentage
Valid	15 20 years	99	35.9
	21 30 years	81	31.3
	31 40 years	54	23.2
	41 50 years	25	9.7
	Total	259	100.0

Source : fieldwork, 2024.

The table above presents the findings on the frequency distribution on the age of the participants in the study. The findings reveal that majority of participants (99) were aged between 15 to 20 years old amounting to 35.9%. The table reveal that the sample is also dominated by participants aged between 21 to 30 years old, amounting to 31.3%. Also, the table reveal that 54 of the participants were aged between 31 to 40 years which correspond to 23.2%. Finally, the table reveal that 25 of the participants of the study were aged between 41 to 50 years corresponding to 9.7%. In all, the age range 15 to 20 was highly represented with a percentage of 35.9%, followed by the age range 21 to 30 with a percentage of 31.3%.

Table 7: Frequency distribution on the status of the participants

		Frequency	Percentage
Valid	TEACHER	78	30.1
	STUDENT	171	66.0
	GUIDQNC E COUNSELLOR	10	3.9
	Total	259	100.0

Source : fieldwork, 2024.

From the above table, it is reveals that majority of the participants in the study were students with a total representation of 171 participants amounting to 66.0%. The teachers appear to be second in the list with a total representation of 78, corresponding to 30.1%. the last in list are the guidance counsellors who has a total representation of 10 participants, corresponding to 3.9%. Students dominated the participants list for the simple reason that the students

outnumbered all the population in the school why the guidance counsellors were the least represented in the list because the school has only few guidance counsellors.

Table 8: Frequency distribution on the level of education of the participants

		Frequency	Percentage
Valid	O/L	74	28.6
	A/L	86	33.2
	DEGREE	41	15.8
	MASTERS AND OTHERS	58	22.4
	Total	259	100.0

Source: fieldwork, 2024.

The table above presents the results of findings on the level of education of the participants in the study. The findings reveal that majority of the participants (86) in the study were holders of Advanced Level certificates which correspond to 33,3%. Out of 259 participants who took part in the study, a total of 74 were holders of Ordinary Level certificate which amounts to 28.6%. Also, the table reveals that 41 (15.8%) of the participants in the study were holders of First-Degree certificate. While a total of 58 participants, amounting to 22.4% happens to be holder of a Master`s Degree certificate and more. The participants of the study were dominated by holders of Advanced level certificate which were in majority made up of students.

Descriptive statistics on the main variables of the study

The present section of the analysis presents the results of findings on the independent and the dependent variables of the study. Here, focus is on variables such as crisis intervention, effective collaboration, organization of therapy sessions, support for inclusion and interpersonal violence in school milieu.

Table 9: Guidance counsellors always respond to critical and urgent situations in school

		Frequency	Percentage	Mean (X)	Standard deviation
Valid	SD	8	3.1	3.3475	.73328
	D	16	6.2		
	A	113	43.6		
	SA	122	47.1		
	Total	259	100.0		

Source : fieldwork, 2024.

The table above presents the results of the findings on the fact that guidance counsellors always provides timely responses to critical and urgent situations in school. It is reveals that majority

of the participants (122) corresponding to 47.1% strongly agree, 113 participants (43.6%) agree, 16 participants (6.2%) disagree, while 8 participants (3.1%) strongly disagree to the fact that guidance counsellors provide timely responses to critical and urgent situations in school. With a mean of 3.3475 and a standard deviation of 0.73328, majority of the participants agree to the fact that guidance counsellors provide timely responses to critical and urgent situations in schools whenever need be.

Table 10: Guidance counsellors act as mediators whenever there is a mixed up in school

		Frequency	Percentage	Mean (X)	Standard deviation
Valid	SD	1	.4	3.3977	.66484
	D	23	8.9		
	A	107	41.3		
	SA	128	49.4		
	Total	259	100.0		

Source: fieldwork, 2024.

The table above presents the results of the findings on the fact that guidance counsellors act as mediators whenever there is a mixed up between students, teachers or staff in school. It is reveals that majority of the participants (128) corresponding to 49.4% strongly agree, 107 participants (41.3%) agree, 23 participants (8.9%) disagree, while 1 participant (.4%) strongly disagree to the statement of whether guidance counsellors act as mediators whenever there is mixed up between teachers, students, and staff in school. With a mean of 3.3977 and a standard deviation of 0.66484, majority of the participants agree to the fact that guidance counsellors act as mediators whenever there is a mixed up in school among teachers, students and staff.

Table 11: Guidance counsellors used appropriate referrals and resources for students in crisis

		Frequency	Percentage	Mean (X)	Standard deviation
Valid	SD	5	1.9	3.2471	.72118
	D	28	10.8		
	A	124	47.9		
	SA	102	39.4		
	Total	259	100.0		

Source : fieldwork, 2024.

The table above presents the results of the findings on the fact that guidance counsellors used appropriate referrals and resources to handle students in crisis in school. It is reveals that majority of the participants (124) corresponding to 47.9% agree, 102 participants (39.4%) strongly agree, 28 participants (10.8%) disagree, while 5 participants (1.9%) strongly disagree

to the statement of whether guidance counsellors used appropriate referrals and resources to deal with students in crisis in school. With a mean of 3.2471 and a standard deviation of 0.72118, majority of the participants agree to the fact that guidance counsellors used appropriate referrals and resources to handle students in crisis in school.

Table 12: Guidance counsellors ensures safe and supportive learning environment for all

		Frequency	Percentage	Mean (X)	Standard deviation
Valid	SD	10	3.9	3.2124	.81488
	D	34	13.1		
	A	106	40,9		
	SA	109	42.1		
	Total	259	100.0		

Source : fieldwork, 2024.

The table above presents the results of the findings on the fact that guidance counsellors ensures safe and supportive learning environment for all students in school. It is reveals that majority of the participants (109) corresponding to 42.1% strongly agree, 106 participants (40.9%) agree, 34 participants (13.1%) disagree, while 10 participants (3.9%) strongly disagree to the statement of whether guidance counsellors ensure a safe and supportive learning environment for all students in school. With a mean of 3.2124 and a standard deviation of 0.81488, majority of the participants agree to the fact that guidance counsellors ensure safe and supportive learning environment for all students in school.

Table 13: Guidance counselors ensures stabilization of students in crisis

		Frequency	Percentage	Mean (X)	Standard deviation
Valid	SD	10	3.9	2.9768	.81140
	D	58	22.4		
	A	119	45.9		
	SA	72	27.8		
	Total	259	100.0		

Source: fieldwork, 2024.

The table above presents the results of the findings on the fact that guidance counselors ensure stabilization of students in crisis in school. It is reveals that majority of the participants (119) corresponding to 45.9% agree, 72 participants (27.8%) strongly agree, 58 participants (22.4%) disagree, while 10 participants (3.9%) strongly disagree to the statement of whether guidance counselors ensure the stabilization of students in crisis in school. With a mean of 2.9768 and a standard deviation of 0.81140, majority of the participants agree to the fact that guidance counselors ensure the stabilization and wellbeing of students in crisis in school.

Table 14: Guidance counsellors works with teachers, parents and administrators in school

		Frequency	Percentage	Mean (X)	Standard deviation
Valid	SD	16	6.2	2.9035	.85948
	D	61	23.6		
	A	114	44.0		
	SA	68	26.3		
	Total	259	100.0		

Source : fieldwork, 2024.

The table above presents the results of the findings on the fact that guidance counsellors works with teachers, parents and administrative staff in school to ensure supportive learning environment. It is reveals that majority of the participants (114) corresponding to 44.0% agree, 68 participants (26.3%) strongly agree, 61 participants (23.6%) disagree, while 16 participants (6.2%) strongly disagree to the statement of whether guidance counsellors work with teachers, parents and administrators in school. With a mean of 2.9035 and a standard deviation of 0.8948, majority of the participants agree to the fact that guidance counsellors work with teachers, parents and administrators to ensure a safe and supportive learning environment in school.

Table 15: Consultation of the school staff to address social-emotional needs of students

		Frequency	Percentage	Mean (X)	Standard deviation
Valid	SD	17	6.6	3.0386	.86628
	D	41	15.8		
	A	116	44.8		
	SA	85	32.8		
	Total	259	100.0		

Source : fieldwork, 2024.

The table above presents the results of the findings on the fact that guidance counsellors consult the school staff to address social-emotional needs of students in school. It is reveals that majority of the participants (116) corresponding to 44.8% agree, 85 participants (32.8%) strongly agree, 41 participants (15.8%) disagree, while 17 participants (6.6%) strongly disagree to the statement of whether guidance counsellors consult school staff to address social-emotional needs of students. With a mean of 3.0386 and a standard deviation of 0.86628, majority of the participants agree to the fact that guidance counsellors consult school staff to address social –emotional needs of students in school.

Table 16: Helping in creating positive school culture for every student to feel secured

		Frequency	Percentage	Mean (X)	Standard deviation
Valid	SD	16	6.2	3.0039	.89138
	D	54	20.8		
	A	102	39.4		
	SA	87	33.6		
	Total	259	100.0		

Source : fieldwork, 2024.

The table above presents the results of the findings on the fact that guidance counsellors help in creating positive school culture for every students to feel secured in school .It is reveals that majority of the participants (102) corresponding to 39.4% agree, 87 participants (33.6%) strongly agree, 54 participants (20.8%) disagree, while 16 participants (6.2%) strongly disagree to the statement of whether guidance counsellors help in creating a positive school culture for every students to feel secured. With a mean of 3.0039 and a standard deviation of 0.89138, majority of the participants agree to the fact that guidance counsellors help in creating a positive school culture for every student to feel secured in the school setting.

Table 17: Working in collaboration with professionals to provide lasting solutions in school

		Frequency	Percentage	Mean (X)	Standard deviation
Valid	SD	15	5.8	2.9537	.86590
	D	58	22.4		
	A	110	42.5		
	SA	76	29.3		
	Total	259	100.0		

Source : fieldwork, 2024.

The table above presents the results of the findings on the fact that guidance counsellors work in collaboration with professional to provide lasting solutions to problems faced in school. It is reveals that majority of the participants (110) corresponding to 42.5% agree, 76 participants (29.3%) strongly agree, 58 participants (22.4%) disagree, while 15 participants (5.8%) strongly disagree to the statement of whether guidance counsellors work in collaboration with professionals to provide lasting solutions in school. With a mean of 2.9537 and a standard deviation of 0.86590, majority of the participants agree to the fact that guidance counsellors work in collaboration with professional to provide lasting solutions to problems faced in school milieu.

Table 18: Assisting students to explore post-secondary education and career options

		Frequency	Percentage	Mean (X)	Standard deviation
Valid	SD	24	9.3	2.8340	.91470
	D	61	23.6		
	A	108	41.7		
	SA	66	25.5		
	Total	259	100.0		

Source : fieldwork, 2024.

The table above presents the results of the findings on the fact that guidance counsellors assist students to explore post-secondary education and career options. It reveals that majority of the participants (108) corresponding to 41.7% agree, 66 participants (25.5%) strongly agree, 61 participants (23.6%) disagree, while 24 participants (9.3%) strongly disagree to the statement of whether guidance counsellors assist students to explore post-secondary education and career options available in their field of study. With a mean of 2.8340 and a standard deviation of 0.91470, majority of the participants agree to the fact that guidance counsellors assist students to explore post-secondary education and career options available to them.

Table 19: Guidance counselors constantly organizes group therapy in school

		Frequency	Percentage	Mean (X)	Standard deviation
Valid	SD	20	7.7	2.8649	.90277
	D	65	25.1		
	A	104	40.2		
	SA	70	27.0		
	Total	259	100.0		

Source : fieldwork, 2024.

The table above presents the results of the findings on the fact that guidance counselors constantly organize group therapy sessions in school to help students in crisis. It reveals that majority of the participants (104) corresponding to 40.2% agree, 70 participants (27.0%) strongly agree, 65 participants (25.1%) disagree, while 20 participants (7.7%) strongly disagree to the statement of whether guidance counselors constantly organize therapy sessions in school. With a mean of 2.8649 and a standard deviation of 0.90277, majority of the participants agree to the fact that guidance counselors constantly organizes group therapy sessions in school to help students going through difficult times.

Table 20: Developing coping mechanisms for stress, anxiety, and other challenges

		Frequency	Percentage	Mean (X)	Standard deviation
Valid	SD	18	6.9	2.9614	.89272
	D	54	20.8		
	A	107	41.3		
	SA	80	30.9		
	Total	259	100.0		

Source : fieldwork, 2024.

The table above presents the results of the findings on the fact that guidance counsellors constantly develop coping mechanisms for stress, anxiety, and other challenges faced by students in school. It is reveals that majority of the participants (107) corresponding to 41.3% agree, 80 participants (30.90%) strongly agree, 54 participants (20.8%) disagree, while 18 participants (6.9%) strongly disagree to the statement of whether guidance counsellors develop coping mechanisms for stress, anxiety, and other challenges for all students. With a mean of 2.9614 and a standard deviation of 0.89272, majority of the participants agree to the fact that guidance counsellors develop coping mechanisms for stress, anxiety, and other challenges for students going through difficult moments in school.

Table 21: Therapy sessions helps to improve social and emotional skills of students

		Frequency	Percentage	Mean (X)	Standard deviation
Valid	SD	16	6.2	2.9691	.85307
	D	50	19.3		
	A	119	45.9		
	SA	74	28.6		
	Total	259	100.0		

Source: fieldwork, 2024.

The table above presents the results of the findings on the fact that therapy sessions helps to improve social and emotional skills of students in school. It is reveals that majority of the participants (119) corresponding to 45.9% agree, 74 participants (28.6%) strongly agree, 50 participants (19.3%) disagree, while 16 participants (6.2%) strongly disagree to the statement of whether therapy sessions help to improve social and emotional skills of students in school. With a mean of 2.9691 and a standard deviation of 0.85307, majority of the participants agree to the fact those therapy sessions helps to improve the social and emotional skills of students in school.

Table 22: Organization of individual therapy for very complicated and difficult children

		Frequency	Percentage	Mean (X)	Standard deviation
Valid	SD	23	8.9	2.9073	.90171
	D	49	18.9		
	A	116	44.8		
	SA	71	27.4		
	Total	259	100.0		

Source : fieldwork, 2024.

The table above presents the results of the findings on the fact that guidance counselors organize individual therapy for very complicated and difficult children in school. It is reveals that majority of the participants (116) corresponding to 44.8% agree, 71 participants (27.4%) strongly agree, 49 participants (18.9%) disagree, while 23 participants (8.9%) strongly disagree to the statement of whether guidance counselors organize individual therapies to deal with complicated and difficult children in school. With a mean of 2.9073 and a standard deviation of 0.90171, majority of the participants agree to the fact that guidance counselors organizes individual therapy sessions to handle complicated and difficult children in school.

Table 23: Promote positive mental health and prevent mental health problems

		Frequency	Percentage	Mean (X)	Standard deviation
Valid	SD	17	6.6	2.9575	.88162
	D	55	21.2		
	A	109	42.1		
	SA	78	30.1		
	Total	259	100.0		

Source : fieldwork, 2024.

The table above presents the results of the findings on the fact that guidance counsellors promote positive mental health and prevent mental health issues among students in school. It is reveals that majority of the participants (109) corresponding to 42.1% agree, 78 participants (30.1%) strongly agree, 55 participants (21.2%) disagree, while 17 participants (6.6%) strongly disagree to the statement of whether guidance counsellors promote positive mental health and prevent mental health issues in students. With a mean of 2.9575 and a standard deviation of 0.88162, majority of the participants agree to the fact that guidance counsellors promote positive mental health and prevent mental health issues in students in school.

Table 24: A advocacy for diversity, equality and a positive school climate for all

		Frequency	Percentage	Mean (X)	Standard deviation
Valid	SD	17	6.6	2.9730	.87783
	D	52	20.1		
	A	111	42.9		
	SA	79	30.5		
	Total	259	100.0		

Source : fieldwork, 2024.

The table above presents the results of the findings on the fact that guidance counsellors advocates for diversity, equality, and a positive school climate for all students. It reveals that majority of the participants (111) corresponding to 42.9% agree, 79 participants (30.5%) strongly agree, 52 participants (20.1%) disagree, while 17 participants (6.6%) strongly disagree to the statement of whether guidance counsellors advocate for diversity, equality and a positive school climate for all students. With a mean of 2.9730 and a standard deviation of 0.87783, majority of the participants agree to the fact that guidance counsellors advocates for diversity, equality and a positive school culture for all the students in school.

Table 25: Promote inclusion among students regardless of background, culture or identity

		Frequency	Percentage	Mean (X)	Standard deviation
Valid	SD	19	7.2	3.0579	.82235
	D	55	21.2		
	A	110	42.5		
	SA	75	29.0		
	Total	259	100.0		

Source : fieldwork, 2024.

The table above presents the results of the findings on the fact that guidance counsellors promote inclusion among students regardless of background, culture or identity of students. It reveals that majority of the participants (110) corresponding to 42.5% agree, 75 participants (29.0%) strongly agree, 55 participants (21.2%) disagree, while 19 participants (7.2%) strongly disagree to the statement of whether guidance counsellors promote inclusion among students regardless of background, culture or identity. With a mean of 3.0579 and a standard deviation of 0.82235, majority of the participants agree to the fact that guidance counsellors promote inclusion among students in school regardless of their background, culture or even identity.

Table 26: Implementation of proactive strategies to promote positive behavior in school

		Frequency	Percentage	Mean (X)	Standard deviation
Valid	SD	19	7.3	3.0039	.87824
	D	42	16.2		
	A	117	45.2		
	SA	81	31.3		
	Total	259	100.0		

Source : fieldwork, 2024.

The table above presents the results of the findings on the fact that guidance counsellors implement proactive strategies to promote positive behavior among students in school. It reveals that majority of the participants (117) corresponding to 45.2% agree, 81 participants (31.3%) strongly agree, 42 participants (16.2%) disagree, while 19 participants (7.2%) strongly disagree to the statement of whether guidance counsellors implement proactive strategies to promote behavior in school. With a mean of 3.0039 and a standard deviation of 0.87824, majority of the participants agree to the fact that guidance counsellors implement proactive strategies to promote positive behaviour among students in school.

Table 27: Create a welcoming and accessible learning environment for all students regardless of their differences

		Frequency	Percentage	Mean (X)	Standard deviation
Valid	SD	11	4.2	3.0463	.85690
	D	56	21.6		
	A	102	39.4		
	SA	90	34.7		
	Total	259	100.0		

Source : fieldwork, 2024.

The table above presents the results of the findings on the fact that guidance counsellors create a welcoming and accessible learning environment for all students regardless of individual differences. It reveals that majority of the participants (102) corresponding to 39.4% agree, 90 participants (34.7%) strongly agree, 56 participants (21.6%) disagree, while 11 participants (4.2%) strongly disagree to the statement of whether guidance counsellors create a welcoming and accessible learning environment for all students regardless of their differences. With a mean of 3.0463 and a standard deviation of 0.85690, majority of the participants agree to the fact that guidance counsellors create a welcoming and accessible learning environment for all students regardless of their individual differences in school.

Table 28: Making sure that every student feels valued, respected and has the opportunity to thrive academically, emotionally, and socially

		Frequency	Percentage	Mean (X)	Standard deviation
Valid	SD	11	4.2	3.1004	.80065
	D	38	14.7		
	A	124	47.9		
	SA	86	33.2		
	Total	259	100.0		

Source : fieldwork, 2024.

The table above presents the results of the findings on the fact that guidance counsellors make sure that every student feels valued, respected and has the opportunity to thrive academically, emotionally, and socially. It reveals that majority of the participants (124) corresponding to 47.9% agree, 86 participants (33.2%) strongly agree, 38 participants (14.7%) disagree, while 11 participants (4.2%) strongly disagree to the statement of whether guidance counsellors make sure that every student feel valued, respected and has the opportunity to thrive academically, emotionally and socially. With a mean of 3.1004 and a standard deviation of 0.80065, majority of the participants agree to the fact that guidance counsellors make sure that every student feels valued, respected and has the opportunity to thrive academically, emotionally and socially.

Table 29: Interpersonal violence leads to severe damages and injuries in schools

		Frequency	Percentage	Mean (X)	Standard deviation
Valid	SD	8	3.1	3.0772	.81758
	D	53	20.5		
	A	109	42.1		
	SA	89	34.4		
	Total	259	100.0		

Source : fieldwork, 2024.

The table above presents the results of the findings on the fact that interpersonal violence leads to severe damages and injuries in schools. It reveals that majority of the participants (109) corresponding to 42.1% agree, 89 participants (34.1%) strongly agree, 53 participants (20.5%) disagree, while 8 participants (3.1%) strongly disagree to the statement of whether interpersonal violence lead to severe damages and injuries in schools. With a mean of 3.0772 and a standard deviation of 0.81758, majority of the participants agree to the fact that interpersonal violence leads to severe damages and injuries among students, teachers, and staff in schools.

Table 30: Interpersonal violence is very common among teachers, students, and staff in schools

		Frequency	Percentage	Mean (X)	Standard deviation
Valid	SD	11	4.2	3.1390	.81886
	D	38	14.7		
	A	114	44.0		
	SA	96	37.1		
	Total	259	100.0		

Source : fieldwork, 2024.

The table above presents the results of the findings on the fact that interpersonal violence is very common among students, teachers and staff in schools. It is reveals that majority of the participants (114) corresponding to 44.0% agree, 96 participants (37.1%) strongly agree, 38 participants (14.7%) disagree, while 11 participants (4.2%) strongly disagree to the statement of whether interpersonal violence is very common among teachers, students and staff in school. With a mean of 3.1390 and a standard deviation of 0.81886, majority of the participants agree to the fact that interpersonal violence is very common among students, teachers and staff in secondary schools in Cameroon.

Table 31: Interpersonal violence slow down student performance and destroys self-esteem and self-confidence

		Frequency	Percentage	Mean (X)	Standard deviation
Valid	SD	1	.4	3.2124	.72955
	D	44	17.0		
	A	113	43.6		
	SA	101	39.0		
	Total	259	100.0		

Source : fieldwork, 2024.

The table above presents the results of the findings on the fact that interpersonal violence slow down student performance and destroys self-esteem and self-confidence in students. It is reveals that majority of the participants (113) corresponding to 43.6% agree, 101 participants (39.0%) strongly agree, 44 participants (17.0%) disagree, while 1 participant (.4%) strongly disagree to the statement of whether interpersonal violence slow down students' performance and destroy self-esteem and self-confidence. With a mean of 3.2124 and a standard deviation of 0.72955, majority of the participants agree to the fact that interpersonal violence in school slow down student performance and destroys self-esteem and self-confidence in students.

Table 32: Interpersonal violence manifest itself in the form of bullying, assault, insult, harassment, defamation, discrimination, rejection, and fighting

		Frequency	Percentage	Mean (X)	Standard deviation
Valid	SD	7	2.7	3.1544	.74663
	D	34	13.1		
	A	130	50.2		
	SA	88	34.0		
	Total	259	100.0		

Source : fieldwork, 2024.

The table above presents the results of the findings on the fact that interpersonal violence manifest itself in the form of bullying, assault, insult, harassment, defamation, discrimination, rejection and fighting in school. It is revealed that majority of the participants (130) corresponding to 50.2% agree, 88 participants (34.0%) strongly agree, 34 participants (13.1%) disagree, while 7 participants (2.7%) strongly disagree to the statement of whether interpersonal violence occur in the form of bullying, assault, insult, harassment, defamation, discrimination, rejection, and fighting. With a mean of 3.1544 and a standard deviation of 0.74663, majority of the participants agree to the fact that interpersonal violence manifest itself in the form of bullying, assault, insult, harassment, defamation, discrimination, rejection and fighting in schools.

Table 33: Victims of violence are affected academically, emotionally, mentally, and socially

		Frequency	Percentage	Mean (X)	Standard deviation
Valid	SD	7	2.7	3.1931	.71622
	D	25	9.7		
	A	138	53.3		
	SA	89	34.4		
	Total	259	100.0		

Source : fieldwork, 2024.

The table above presents the results of the findings on the fact that victims of violence are affected academically, emotionally, mentally, and socially. It is revealed that majority of the participants (138) corresponding to 53.3% agree, 89 participants (34.4%) strongly agree, 25 participants (9.7%) disagree, while 7 participants (2.7%) strongly disagree to the statement that victims of violence are affected academically, mentally, socially and emotionally. With a mean of 3.1931 and a standard deviation of 0.71622, majority of the participants agree to the fact that victims of interpersonal violence are affected academically, mentally, emotionally and socially.

Verification of research hypotheses of the study

The present section focuses on the verification of research hypotheses of the study. To do this, the Pearson correlation coefficient was used to determine the link between guidance and counselling services and interpersonal violence in secondary schools in Cameroon. To test the research hypotheses of the study, it is important to state the research the alternative and null hypothesis of the study.

Ha: Guidance and counseling services significantly influence interpersonal violence in GHS Nkolbisson.

H0: Guidance and counselling services do not significantly influence interpersonal violence in GHS Nkolbisson.

Verification of research hypothesis one

To test the relationship between crisis intervention and interpersonal violence in GHS Nkolbisson, it important to state the alternative and null hypothesis.

Ha1: Crisis intervention significantly influences interpersonal violence in GHS Nkolbisson.

Ha2: Crisis intervention does not significantly influence interpersonal violence in GHS Nkolbisson.

Table 34: Pearson correlation on crisis intervention and interpersonal violence

		Crisis intervention	Interpersonal violence
Crisis intervention	Pearson Correlation	1	.000
	Sig. (bilateral)		.503**
	N	259	259
Interpersonal violence	Pearson Correlation	.000	1
	Sig. (bilateral)	.503**	
	N	259	259

**. Correlation is significant at 0.05 level (bilateral)

Source: fieldwork, 2024.

The above table presents the results of the Pearson correlation analysis on crisis intervention and interpersonal violence in GHS Nkolbisson. It is revealed that the p-value (0.000) is less than 0.05, which is the alpha value in social science. The Pearson correlation coefficient value is equal to 0.503. This means that crisis intervention influences interpersonal violence in by

50.3% in GHS Nkolbisson. The correlation coefficient is positive and moderate. Basing on this result, the null hypothesis of the study is rejected and the alternative retained which states that crisis intervention significantly influences interpersonal violence in GHS Nkolbisson. This therefore means that the more guidance counsellors intervene during crisis, the better the reduction of interpersonal violence in secondary schools and colleges in Yaounde in particular and Cameroon in general.

Verification of research hypothesis two

To verify the influence of effective collaboration on interpersonal violence in GHS Nkolbisson, it is important to state the alternative and the null hypothesis of the study.

Ha2: Effective collaboration significantly influences interpersonal violence in GHS Nkolbisson.

Ho2: Effective collaboration does not significantly influence interpersonal violence in GHS Nkolbisson.

Table 35: Pearson correlation on effective collaboration and interpersonal violence

		Effective collaboration	Interpersonal violence
Effective collaboration	Pearson Correlation	1	.000
	Sig. (bilateral)		.393**
	N	259	259
Interpersonal violence	Pearson Correlation	.000	1
	Sig. (bilateral)	.393**	
	N	259	259

**. Correlation is significant at 0.05 level (bilateral)

Source: fieldwork, 2024.

The above table presents the results of the Pearson correlation analysis on effective collaboration and interpersonal violence in GHS Nkolbisson. It is revealed that the p-value (0.000) is less than 0.05, which is the alpha value in social science. The Pearson correlation coefficient value is equal to 0.393. This means that effective collaboration influences interpersonal violence in by 39.3% in GHS Nkolbisson.

The correlation coefficient is positive and moderate. Basing on this result, the null hypothesis of the study is rejected and the alternative retained which states that effective collaboration significantly influences interpersonal violence in GHS Nkolbisson. This therefore means that

the more guidance counsellors collaborate with teachers, staff and students, the better the reduction of interpersonal violence and anti-social behaviours in secondary schools and colleges in Yaounde in particular and Cameroon in general.

Verification of research hypothesis three

To test the influence of the organization of therapy sessions on interpersonal violence in GHS Nkolbisson, it is important to state the alternative and null hypothesis of the study.

Ha3: Organization of therapy sessions influences interpersonal violence in GHS Nkolbisson.

Ho3: Organization of therapy sessions does not influence interpersonal violence in GHS Nkolbisson.

Table 36: Pearson correlation on organization of therapy sessions and interpersonal violence

		Organization of therapy sessions	Interpersonal violence
Organization of therapy sessions	Pearson Correlation	1	.000
	Sig. (bilateral)		.654**
	N	259	259
Interpersonal violence	Pearson Correlation	.000	1
	Sig. (bilateral)	.654**	
	N	259	259

**. Correlation is significant at 0.05 level (bilateral)

Source: fieldwork, 2024.

The above table presents the results of the Pearson correlation analysis on organization of therapy session and interpersonal violence in GHS Nkolbisson. It is revealed that the p-value (0.000) is less than 0.05, which is the alpha value in social science. The Pearson correlation coefficient value is equal to 0.654. This means that organization of therapy sessions influences interpersonal violence in by 65.4% in GHS Nkolbisson.

The correlation coefficient is positive and strong. Basing on this result, the null hypothesis of the study is rejected and the alternative retained which states that organization of therapy session significantly influences interpersonal violence in GHS Nkolbisson. This therefore means that the more guidance counselors intensify the organization of therapy sessions with teachers, staff and students, the better the reduction of interpersonal violence and anti-social

behaviours in secondary schools and colleges in Yaounde in particular and Cameroon in general.

Verification of research hypothesis four

To verify the influence of support for inclusion on interpersonal violence in GHS Nkolbisson, it is important to state the alternative and null research hypothesis of the study.

Ha4: Support for inclusion significantly influences interpersonal violence in GHS Nkolbisson.

Ho4: Support for inclusion does not significantly influence interpersonal violence in GHS Nkolbisson.

Table 37: Pearson correlation on support for inclusion and interpersonal violence

		Support inclusion	for Interpersonal violence
Support inclusion	Pearson Correlation	1	,000
	Sig. (bilateral)		,996
	N	259	259
Interpersonal violence	Pearson Correlation	,000	1
	Sig. (bilateral)	,996	
	N	259	259

**. Correlation is significant at 0.05 level (bilateral)

Source: fieldwork, 2024.

The above table presents the results of the Pearson correlation analysis on the support for inclusion and interpersonal violence in GHS Nkolbisson. It is revealed that the p-value (0.000) is less than 0.05, which is the alpha value in social science. The Pearson correlation coefficient value is equal to 0.996. This means that organization of therapy sessions influences interpersonal violence in by 96.6% in GHS Nkolbisson.

The correlation coefficient is positive and very strong. Basing on this result, the null hypothesis of the study is rejected and the alternative retained which states that organization of support for inclusion significantly influences interpersonal violence in GHS Nkolbisson. This therefore means that the more guidance counsellors provide safe and supportive learning environment for all students, the better the reduction of interpersonal violence and anti-social behaviours in secondary schools and colleges in Yaoundé in particular and Cameroon in general.

Table 38: Synthesis of the results of the findings

Hypotheses	Pearson correlation value	P-value (alpha)	Decision
Ha1: Crisis intervention influences interpersonal violence in GHS Nkolbisson.	.503	.000	Retained
Ha2: Effective collaboration influences interpersonal violence in GHS Nkolbisson.	.393	.000	Retained
Ha3: Organization of therapy sessions influences interpersonal violence in GHS Nkolbisson.	.654	.000	Retained
Ha4: Support for inclusion influences interpersonal violence in GHS Nkolbisson.	.996	.000	Retained

Source : fieldwork, 2024.

Interpretation of the results of findings of the study

The present section dwells on the interpretation of the results of findings. This involves providing meanings to the results obtained after analysis. Interpretation of results is based on research objectives of the study.

Research objective one

The first research objective aims to establish the relationship between crisis intervention and interpersonal violence in GHS Nkolbisson. The data collected and analyzed revealed that the p-value (0.000) is less than 0.05, which is the alpha value in social science. The Pearson correlation coefficient value is equal to 0.503. This means that crisis intervention influences interpersonal violence by 50.3% in GHS Nkolbisson.

The correlation coefficient is positive and moderate. Basing on this result, the null hypothesis of the study is rejected and the alternative retained which states that crisis intervention significantly influences interpersonal violence in GHS Nkolbisson. This therefore means that the more guidance counsellors intervene during crisis, the better the reduction of interpersonal violence in secondary schools and colleges in Yaoundé in particular and Cameroon in general.

The above results imply that timely crisis intervention from guidance counsellors helps in the reduction of interpersonal violence and antisocial behaviours from teachers, students and staff in school. Crisis intervention involves providing timely and urgent support to individuals going through difficult situations in school. It has become an absolute necessity for educationists to intensify the work and responsibilities of guidance counsellors in schools. This is so because the school milieu has become theatre for violence and antisocial behaviours from both students,

teachers and even staff. Guidance and counselling services is therefore seen by many policymakers and educational community as the appropriate measure through which all sort of violence including bullying, rejection, assault, harassment, abuse and insult, fighting etc. can be reduced in schools.

The findings thus revealed that guidance counsellors need to always provide timely and appropriate responses to urgent and critical situations in school. Modern days school environment is seen as a place for demonstration of violent acts for some students, teachers and even staff who find it difficult to impose themselves sees violence and antisocial behaviours as the only alternative through which they can be recognized and make their voices heard.

It is thus, the responsibility of guidance counsellors to look into it that students are advice on how to interact with their peers. In cases where violence and antisocial behaviour is already visible, it is their responsibility to provide timely and adequate solutions to problems faced by students.

The findings also reveal that guidance and counsellors are peace keepers in school. Their main responsibility is to ensure peace and security in schools whenever there is disorder. It has been said that wherever there are two people, it is very apparent that disorder and disagreement will follow. In such situations, guidance counsellors are required to maintain peace by mediating between the two-opposing camp. The act of mediation is not always simple and easy. The mediation process involves looking for solutions to problems faced by different school actors. Mediating consists of looking for a compromise to settle the differences between the two opposing camps.

Interpersonal violence has become very apparent in secondary schools and colleges in Cameroon. A good number of scholars are of the view that counselling service in schools required effective utilization of the available resources to address the problems faced by school actors. Guidance counsellors need to mobilize resources in view of solving problems in school. Beside mobilization of resources, it is essential for guidance counsellors to used appropriate referrals to handle violent and aggressive students in school.

Crisis intervention aim to provide solutions to problems face in schools. Guidance counsellors are required to provide a safe and supportive learning environment for all students in school. As a result, through crisis intervention, guidance counsellors are required to ensure the stabilization of students in crisis. Crisis intervention provide adequate solutions to problems faced by school actors.

Research objective two

The second research objective seeks to establish the link between effective collaboration and interpersonal violence in GHS Nkolbisson. The data collected and analyzed, revealed that the p-value (0.000) is less than 0.05, which is the alpha value in social science. The Pearson correlation coefficient value is equal to 0.393. This means that effective collaboration influences interpersonal violence in by 39.3% in GHS Nkolbisson. The correlation coefficient is positive and moderate.

Basing on this result, the null hypothesis of the study is rejected and the alternative retained which states that effective collaboration significantly influences interpersonal violence in GHS Nkolbisson. This therefore means that the more guidance counsellors collaborate with teachers, staff and students, the better the reduction of interpersonal violence and anti-social behaviours in secondary schools and colleges in Yaoundé in particular and Cameroon in general.

Collaboration is seen as an indispensable tool for growth and development of secondary schools and colleges worldwide. Fighting against interpersonal violence and antisocial behaviours in school require educational actors to collaborate among themselves. Collaboration is the act of working hand-in-hand to ensure a safe and supportive learning environment for all students irrespective of their culture, background, race, color, gender, age and location. The UNO advocate for a friendly environment whereby all the actors in the school setting feels at home.

Talking of effective collaboration, the findings of the study reveal that guidance counsellors are required to work with teachers, parents, school administrators and even students. Working hand in hand with other actors is seen as the most effective way through which interpersonal violence and antisocial behaviour can be reduced in school. This is because be it the guidance counsellors, the teachers, the administrators, parents and even students, each have a role and responsibility to ensure a campus free from all kind of violence. This is because violence brings about a lot of damages ranging from destruction of properties, severe injuries and some cases loss of lives.

Over the last decade, the cases of violence and antisocial behaviours registered in secondary schools and colleges in Cameroon is alarming. In addressing this problem which has become a common enemy, guidance counsellors are put at the forefront. In their efforts to ensure a campus free from all kind of violence, they are required to consult school staff on daily basis. This is important because the solution might not always come from one spot. All the school actors are here call upon to be committed to the course of limiting the rate of violence in school.

Through their efforts, all students, teachers, and administrators will feel secure and ready to do their job with determination and conviction.

Guidance counsellors are thus tasked with the burden of creating a positive school culture in which every student will feel at home and secure. In order to do this, guidance counsellors are thus advised to work with professionals like psychologists who can propose adequate solutions to crisis faced by students and other actors in school. Professionals are people who can provide lasting solutions to problems of antisocial behaviour and interpersonal violence in school. They think of the appropriate method that can be used to address different crisis situations in schools.

Also, the findings make us to understand that guidance counsellors assist students to explore post-secondary education and career options. It is believed that acts of violence and aggression in schools are caused by the fact that some students spent a dozen of times in school without being occupied. As such, there is the need to look for means through which students can be occupied throughout in school so as to avoid some undesirable thoughts from installing in their minds. By helping students to explore post-secondary education and career options available to them, it makes them to be occupied and only think about their next step or choice. This will go a long way to reduce the rate of interpersonal violence and antisocial behaviour in school.

Research objective three

The third objective seeks to examine the impact of the organization of therapy sessions on interpersonal violence in GHS Nkolbisson. It is revealed that the p-value (0.000) is less than 0.05, which is the alpha value in social science. The Pearson correlation coefficient value is equal to 0.654. This means that organization of therapy sessions influences interpersonal violence in by 65.4% in GHS Nkolbisson. The correlation coefficient is positive and strong. Basing on this result, the null hypothesis of the study is rejected and the alternative retained which states that organization of therapy session significantly influences interpersonal violence in GHS Nkolbisson.

This therefore means that the more guidance counsellors intensify the organization of therapy sessions with teachers, staff and students, the better the reduction of interpersonal violence and anti-social behaviours in secondary schools and colleges in Yaoundé in particular and Cameroon in general.

Organization of therapy sessions involves organizing individual or group counselling with students, teachers and staff in school. The purpose of organizing therapy sessions is to provide

lasting solutions to problems and crisis most students and school staff are going through. With the prevalence of interpersonal violence and aggression in secondary schools and colleges in Cameroon, there is the need to organize a kind of follow up to help individuals in psychological crisis and trauma to come out of it.

This explains why nowadays, the role of guidance counsellors has become a powerful tool used by educational stakeholders to fight against all forms of violence and social ills in school. Interpersonal violence is a predicament which everyone condemns with all energy. Perpetrators of violent and aggressive acts away from being sanctioned, must be provided a serious follow up services so as to enable them readjust and readapt to living in groups.

It is believed that with the prevalence of violent and aggressive acts in secondary schools and colleges in Cameroon, guidance counsellors need to constantly organize therapy sessions to work with students, teachers and staff. These therapy sessions help them to be able of identifying the problems individuals face in school and be able of providing lasting solutions. It is argued that the school is just the theatre of violence and antisocial behaviour but the root causes of the phenomenon can be traced most of the times out of the school settings. Some students transfer their violent and aggressive actions to school.

The family, the environment, the friendship, and role modelling are in most of the times the root causes of violence. This phenomenon tends to manifest itself in school because students spent majority of their time in school. It is thus understood that the organization of therapy sessions will probably help to fight against this social ill which is fast becoming a general problem.

It is therefore very important for guidance counsellors to constantly organize therapy sessions in school. The organization of therapy sessions aims to provide coping mechanisms for individuals to deal with stress, pressure, anxiety, and other challenges which might force them to see violence as the only means to express themselves. Peer pressure, anxiety, stress, are factors which forces student to adopt violent behaviours in school. For these students, there is no other way to impose themselves apart from violence. These coping mechanisms developed by guidance counsellors will help students and other school actors to improve their social and emotional skills. By providing coping mechanisms to students in crisis, guidance counsellors directly fight against all forms and types of violence in school.

Also, the findings reveal that the organization of therapy sessions requires guidance counsellors to go in for either individual counselling or group counselling. Individual counselling involves

one-on-one counselling whereby a student in crisis speaks with the guidance counsellors head to head. Beside the individual counselling and depending on the magnitude of the issue at hand, guidance counsellors can decide to go in for group counselling when they notice the problem in general.

Although group counselling permit guidance counsellors to address different problems at once, individual therapy sessions provide the opportunity for them to go in detail into the specific needs of each student and be able to provide specific solutions to specific problems identified in each student. Organization of individual or group therapy sessions gives the opportunity for guidance counsellors to promote positive mental health of students and to prevent mental health problems in students in secondary schools and colleges in Cameroon.

Research objective four

The fourth research objective seeks to establish the relationship between the support for inclusion and interpersonal violence in GHS Nkolbisson. It is revealed that the p-value (0.000) is less than 0.05, which is the alpha value in social science. The Pearson correlation coefficient value is equal to 0.996. This means that organization of therapy sessions influences interpersonal violence in by 96.6% in GHS Nkolbisson. The correlation coefficient is positive and very strong.

Basing on this result, the null hypothesis of the study is rejected and the alternative retained which states that organization of support for inclusion significantly influences interpersonal violence in GHS Nkolbisson. This therefore means that the more guidance counsellors provide safe and supportive learning environment for all students, the better the reduction of interpersonal violence and anti-social behaviours in secondary schools and colleges in Yaounde in particular and Cameroon in general.

Support for inclusion involves providing a welcoming, safe and supportive learning environment for all students and staff despite their ethnic or social differences. The idea of inclusion in school is intended to make sure that all students irrespective of their culture, background, race, location, social status, and financial situation feels valued and recognized in school. The UNO advocates the fact that individuals, and nations must eradicate all forms of barriers and discrimination in school and make the school environment where everyone will like to be.

Inclusive education is seen as a mechanism through which interpersonal violence and aggressive actions can be eradicated in secondary schools and colleges in Cameroon. Support for inclusion make students to feel value and recognize in school. This in return increases their determination and improve their overall performances.

In this light, guidance counsellors must advocate for diversity, equality and a positive school climate for all students. Diversity involves the act of accepting individuals regardless of their cultural backgrounds, race, social status and even financial situations. Equality on the other hand intends the creation of the same opportunity for all students regardless of where they are coming from. A positive school climate involves creating a welcoming, safe and supportive learning environment for all students. By doing so, students, teachers and administrative staff will feel much more delighted to work in school. This will in return reduce the rate of interpersonal violence and aggression in schools.

Guidance counsellors are required to promote inclusion, socialization, collaboration, corporation, communication among students, teachers and administrative staff regardless of their cultural belongings, race, social status, etc. This is seen as the prime objective of guidance and counselling in schools. To provide support for inclusion in secondary schools and colleges in Cameroon, guidance counsellors are required to implement proactive strategies to promote positive behavior in the school settings.

Also, guidance counsellors need to create a welcoming, safe and supportive and accessible learning environment for all students regardless of their differences. They must make show that every student feels valued, respected, recognized and have the opportunity to thrive academically, emotionally, psychologically, and socially. All these is intended to fight against all forms of violence and antisocial behavior in schools. By providing support for inclusion to teachers, students, administrative staff and support staff in schools, guidance counsellors directly work towards reducing interpersonal violence and aggression in the school setting.

CHAPTER FIVE

DISCUSSION OF RESULTS OF FINDINGS, SUGGESTIONS, PERSPECTIVE FOR FURTHER STUDIES AND CONSTRAINTS OF THE STUDY

The present chapter focuses on the discussion of results of findings, suggestions or recommendations, perspectives for future studies and constraints or difficulties encountered en-route to the realization of this project.

Discussion of results of findings of the study

Discussion of the results of findings involves comparing the results of the present study to those of our predecessors in the field. The discussion of the results is based on crisis intervention, effective collaboration, organization of therapy sessions and support for inclusion in relationship to interpersonal violence and aggression in secondary schools and colleges in Cameroon.

Crisis intervention and interpersonal violence in school

The first research objective aims to establish the relationship between crisis intervention and interpersonal violence in GHS Nkolbisson. The data collected and analyzed revealed that the p-value (0.000) is less than 0.05, which is the alpha value in social science. The Pearson correlation coefficient value is equal to 0.503. This means that crisis intervention influences interpersonal violence in by 50.3% in GHS Nkolbisson. The correlation coefficient is positive and moderate. Basing on this result, the null hypothesis of the study is rejected and the alternative retained which states that crisis intervention significantly influences interpersonal violence in GHS Nkolbisson.

This therefore means that the more guidance counsellors intervene during crisis, the better the reduction of interpersonal violence in secondary schools and colleges in Yaoundé in particular and Cameroon in general.

The above results imply that timely crisis intervention from guidance counsellors helps in the reduction of interpersonal violence and antisocial behaviors from teachers, students and staff in school. Crisis intervention involves providing timely and urgent support to individuals going through difficult situations in school. It has become an absolute necessity for educationists to intensify the work and responsibilities of guidance counsellors in schools. This is so because the school milieu has become theatre for violence and antisocial behaviors from both students, teachers and even staff.

Guidance and counselling services is therefore seen by many policymakers and educational community as the appropriate measure through which all sort of violence including bullying, rejection, assault, harassment, abuse and insult, fighting etc. can be reduced in schools.

The findings thus revealed that guidance counsellors need to always provide timely and appropriate responses to urgent and critical situations in school. Modern days school environment is seen as a place for demonstration for many. Some students, teachers and even staff find it difficult to impose themselves sees violence and antisocial behaviors as the only alternative through which they can be recognized and make their voices heard. It is thus, the responsibility of guidance and counsellors to look into it that students are advice on how to interact with their peers. In cases where violence and antisocial behavior is already visible, it is their responsibility to provide timely and adequate solutions to problems faced by students. The above results can be corroborated by the results of the following studies.

John Smith (2017), in ‘The Impact of Crisis Intervention on Students’ Experiences of Interpersonal Violence in School’’, delves into the effectiveness of crisis intervention methods in helping students cope with the trauma of violence. Smith discusses how rapid response and targeted support can mitigate the psychological and emotional impact of violence on students. The study also touches on the role of school counselors and mental health professionals in providing crisis intervention services to students in need.

Malone & Lee (2023), examines crisis intervention and its role in addressing interpersonal violence in schools was conducted. The authors emphasized the importance of having a systematic and coordinated approach to responding to incidents of violence within educational settings. Baker & Lee highlighted the need for schools to have clear protocols in place for addressing crisis related to interpersonal violence, including sexual assault, bullying, and harassment. They emphasized the importance of training school staff and administrators in crisis intervention techniques to ensure a prompt and effective response when incidents occur.

The authors also discussed the significance of providing support services to students who have experienced interpersonal violence, including counseling, advocacy, and referrals to community resources. They underscored the importance of creating a safe and supportive environment for survivors to disclose their experiences and access the help they need to heal and recover. Additionally, Baker & Lee explored the role of collaboration between schools, law enforcement, and community organizations in effectively responding to incidents of

interpersonal violence. They highlighted the importance of communication and information sharing to ensure a coordinated response and support system for students affected by violence.

Cauffman & Mills (2018), in “School Crisis Intervention and Prevention”, explores the role of crisis intervention of interpersonal violence in educational settings. Cauffman & Mill emphasize the importance of having comprehensive crisis response plans in place to effectively address incidents of violence, including bullying, harassment, and other forms of proactive approach to crisis intervention that includes preventive measures such as training school staff, conducting threat assessments, and implementing safety protocols. The authors also discuss the significance of providing ongoing support and resources to students who have experienced violence, including access to counseling, mental health services, and peer support networks. They highlight the importance of creating a culture of safety and respect within schools to prevent and reduce incidents of interpersonal violence.

Martinez-Cosio & Harvey (2017), in “Crisis Intervention in Schools; What Works, What Doesn’t, and What Lessons Can Be Learned”, highlights the importance of effective crisis intervention strategies in addressing and preventing incidents of interpersonal violence in educational settings. Martinez-Cosio & Harvey discusses the challenges and complexities of responding to crisis in schools, particularly in cases of interpersonal violence such as bullying, harassment, and physical aggression. They emphasize the need for schools to have comprehensive crisis response plans that address prevention, intervention, and posttension strategies to mitigate the impact of violence on students and staff.

Effective collaboration and interpersonal violence in schools

The second research objective seeks to establish the link between effective collaboration and interpersonal violence in GHS Nkolbisson. The data collected and analyzed, revealed that the p-value (0.000) is less than 0.05, which is the alpha value in social science. The Pearson correlation coefficient value is equal to 0.393. This means that effective collaboration influences interpersonal violence in by 39.3% in GHS Nkolbisson. The correlation coefficient is positive and moderate. Basing on this result, the null hypothesis of the study is rejected and the alternative retained which states that effective collaboration significantly influences interpersonal violence in GHS Nkolbisson.

This therefore means that the more guidance counsellors collaborate with teachers, staff and students, the better the reduction of interpersonal violence and anti-social behaviours in secondary schools and colleges in Yaoundé in particular and Cameroon in general.

Collaboration is seen as an indispensable tool for growth and development of secondary schools and colleges worldwide. Fighting against interpersonal violence and antisocial behaviours in school require educational actors to collaborate among themselves. Collaboration is the act of working hand-in-hand to ensure a safe and supportive learning environment for all students irrespective of their culture, background, race, color, gender, age and location. The UNO advocate for a friendly environment whereby all the actors in the school setting feels at home. Talking of effective collaboration, the findings of the study reveal that guidance counsellors are required to work with teachers, parents, school administrators and even students.

Working hand in hand with other actors is seen as the most effective way through which interpersonal violence and antisocial behaviour can be reduced in school. This is because be it the guidance counsellors, the teachers, the administrators, parents and even students, each have a role and responsibility to ensure a campus free from all kind of violence. This is because violence brings about a lot of damages ranging from destruction of properties, severe injuries and some cases loss of lives.

Over the last decade, the cases of violence and antisocial behaviours registered in secondary schools and colleges in Cameroon is alarming. In addressing this problem which has become a common enemy, guidance counsellors are put at the forefront. In their efforts to ensure a campus free from all kind of violence, they are required to consult school staff on daily basis. This is important because the solution might not always come from one spot. All the school actors are here call upon to be committed to the course of limiting the rate of violence in school. Through their efforts, all students, teachers, and administrators will feel secure and ready to do their job with determination and conviction. Guidance counsellors are thus tasked with the burden of creating a positive school culture in which every student will feel at home and secure.

In order to do this, guidance counsellors are thus advice to work with professionals like psychologists who can propose adequate solutions to crisis face by students and other actors in school. Professionals are people who can provide lasting solutions to problems of antisocial behaviour and interpersonal violence in school. They think of the appropriate method that can be used to address different crisis situations in schools. The above results converge with the work of other authors who conducted a research work on the studied problem.

According to Astor, Behre, & Birckhead (2017), collaboration plays a critical role in addressing and preventing interpersonal violence in school settings. The authors stress the importance of multidisciplinary collaboration among educators, mental health professionals, law enforcement, and community members to create a comprehensive approach to addressing violence in schools. Through effective communication and teamwork, schools can implement evidence-based programs and interventions that promote positive social connections, emotional well-being, and conflict resolution skills among students. Astor, Behre, & Birckhead's research underscores the significance of collaborative efforts in creating safe and supportive school environments that prioritize the prevention of interpersonal violence and the promotion of positive school climate.

In another study by Hertz (2018), emphasizes the importance of partnerships among school staff, students, families, and community organizations in addressing and preventing interpersonal violence in educational settings. Hertz highlights the significance of fostering open communication, building trust, and engaging in collaborative problem-solving to create a safe and supportive school environment. By working together, stakeholders can implement evidence-based interventions, such as social-emotional learning programs and conflict resolution strategies, to promote positive relationships, emotional well-being, and violence prevention.

Again, a similar study by Schellenberg (2007), found out the importance of multi-sector partnerships in addressing and preventing interpersonal violence in communities. He highlights the need for collaboration among government agencies, non-profit organizations, law enforcement, healthcare providers, and community members to develop comprehensive strategies that address the underlying cause of violence. By working together, stakeholders can implement coordinated efforts, share resources, and leverage expertise to create sustainable solutions that promote safety, equity, and social justice.

Reeves's research underscores the critical role of effective collaboration in addressing interpersonal violence and emphasizes the value of collective action in building resilient communities and fostering positive relationships among individuals and institutions.

The above results can be explained by the theory of Bronfenbrenner on social ecology developed in 1970s. the theory advocates that child's development is shaped by interactions within and between these different systems, which he referred to as ecological layers. theory

highlights the importance of considering multiple level of influence on child development and the interconnectedness of these systems. It emphasizes the notion that the child is not a passive recipient of their environment but actively interacts with and is influenced by it.

Organization of therapy sessions and interpersonal violence in schools

The third objective seeks to examine the impact of the organization of therapy sessions on interpersonal violence in GHS Nkolbisson. It is revealed that the p-value (0.000) is less than 0.05, which is the alpha value in social science. The Pearson correlation coefficient value is equal to 0.654. This means that organization of therapy sessions influences interpersonal violence in by 65.4% in GHS Nkolbisson. The correlation coefficient is positive and strong. Basing on this result, the null hypothesis of the study is rejected and the alternative retained which states that organization of therapy session significantly influences interpersonal violence in GHS Nkolbisson.

This therefore means that the more guidance counsellors intensify the organization of therapy sessions with teachers, staff and students, the better the reduction of interpersonal violence and anti-social behaviors in secondary schools and colleges in Yaoundé in particular and Cameroon in general.

Organization of therapy sessions involves organizing individual or group counselling with students, teachers and staff in school. The purpose of organizing therapy sessions is to provide lasting solutions to problems and crisis most students and school staff are going through. With the prevalence of interpersonal violence and aggression in secondary schools and colleges in Cameroon, there is the need to organize a kind of follow up to help individuals in psychological crisis and trauma to come out of it. This explains why nowadays, the role of guidance counsellors has become a powerful tool used by educational stakeholders to fight against all forms of violence and social ills in school.

Interpersonal violence is a predicament which everyone condemns with all energy. Perpetrators of violent and aggressive acts away from being sanction, must be provided a serious follow up services so as to enable them readjust and readapt to living in groups.

It is believed that with the prevalence of violent and aggressive acts in secondary schools and colleges in Cameroon, guidance counsellors need to constantly organize therapy sessions to work with students, teachers and staff. These therapy sessions help them to be able of identifying the problems individuals face in school and be able of providing lasting solutions.

It is argued that the school is just the theatre of violence and antisocial behavior but the root causes of the phenomenon can be traced most of the times out of the school settings. Some students transfer their violent and aggressive actions to school.

The family, the environment, the friendship, and role modelling are in most of the times the root causes of violence. This phenomenon tends to manifest itself in school because students spent majority of their time in school. It is thus understood that the organization of therapy sessions will probably help to fight against this social ill which is fast becoming a general problem.

It is therefore very important for guidance counsellors to constantly organize therapy sessions in school. The organization of therapy sessions aims to provide coping mechanisms for individuals to deal with stress, pressure, anxiety, and other challenges which might force them to see violence as the only means to express themselves. Peer pressure, anxiety, stress, are factors which forces student to adopt violent behaviors in school. For these students, there is no other way to impose themselves apart from violence. These coping mechanisms developed by guidance counsellors will help students and other school actors to improve their social and emotional skills. By providing coping mechanisms to students in crisis, guidance counsellors directly fight against all forms and types of violence in school. The above result is explained by the theory of person-centered counselling theory.

Rogers believed that the therapeutic relationship is crucial for facilitating the client's self-exploration and self-discovery. He emphasized the importance of the therapist's ability to understand and empathize with the client's subjective experience, without imposing their own judgements or interpretations. This approach helps the client develop a deeper understanding of themselves, their feelings, and their experiences. The person-centered counseling theory also highlights the importance of congruence, or the therapist's authenticity and genuineness. Rogers believed that when the therapist is able to honestly and openly express their thoughts and meaningful therapeutic relationship.

Roger's person-centered counseling theory has had a significant impact on the field of psychotherapy and counseling. It has influenced the development of other humanistic approaches, such as gestalt therapy and existential therapy. The personal-centered approach is commonly used in a wide range of therapeutic settings, including individual counseling, couple's therapy, and group therapy. Overall, Carl Rogers' person-centered counseling theory

provides a compassionate and client-centered approach to therapy, focusing on the individual's unique experience and their potential for self-growth and personal development. It continues to be a valuable framework for therapists and counselors seeking to help clients achieve self-actualization and well-being. This implies that the organization of therapy sessions in schools helps to eliminate student's antisocial and violent behavior in school and thus helps in reducing interpersonal violence. Other researchers have produced the same results in different contexts.

Marbley (2011), found out in his study that the importance of implementing structured and consistent therapy sessions to address issues of interpersonal violence among students' issues of interpersonal violence among students. Johnson highlights the need for creating a safe and confidential space where students can openly discuss their experiences, emotions, and challenges related to violence. By organizing therapy sessions in a systematic manner, therapists and school counselors can provide effective support, guidance, and interventions to help students cope with the trauma of interpersonal violence. Johnson's research underscores the critical role of structured therapy sessions in promoting healing, resilience, and positive mental health outcomes for students affected by value of creating a supportive and nurturing environment within therapy sessions to empower students to address and overcome the impact of interpersonal violence on their well-being and academic success.

A similar study by Allen & Smith (2020), focuses on the importance of a structured approach to addressing and preventing violence among students. The authors emphasize the need for school counselors and mental health professional to carefully plan and organize therapy sessions that specifically target the underlying causes and effects of interpersonal violence. By implementing evidence -based strategies and interventions within therapy sessions, students can be provided with the necessary support and resources to heal from traumatic experiences, develop coping mechanisms, and build healthier relationships with their peers.

Allen & Smith stress the significance of creating a safe and confidential space where students can openly express their feelings, fears, and concerns related to interpersonal violence. Through effective organization of therapy sessions, counselors can facilitate discussions, group activities, and therapeutic exercises that promote self-awareness, empathy, and conflict resolution skills among students.

Taylor (2004), on his part emphasizes the importance of a systematic and comprehensive approach to support students affected by violence. He highlights the need for therapy sessions

to be structured, tailored to the unique needs of each student, and conducted in a safe and confidential environment. Taylor's work highlights the critical role of organized therapy sessions in addressing interpersonal violence in schools. By prioritizing a structured and evidence-based approach, therapists can help students heal, develop healthy coping strategies, and create a supportive school environment conducive to growth and academic success. The findings underscore the importance of proactive intervention and collaboration to address interpersonal violence and promote the well-being of students.

Support for inclusion and interpersonal violence in schools

The fourth research objective seeks to establish the relationship between the support for inclusion and interpersonal violence in GHS Nkolbisson. It is revealed that the p-value (0.000) is less than 0.05, which is the alpha value in social science. The Pearson correlation coefficient value is equal to 0.996. This means that organization of therapy sessions influences interpersonal violence in by 96.6% in GHS Nkolbisson. The correlation coefficient is positive and very strong. Basing on this result, the null hypothesis of the study is rejected and the alternative retained which states that organization of support for inclusion significantly influences interpersonal violence in GHS Nkolbisson.

This therefore means that the more guidance counsellors provide safe and supportive learning environment for all students, the better the reduction of interpersonal violence and anti-social behaviors in secondary schools and colleges in Yaoundé in particular and Cameroon in general.

Support for inclusion involves providing a welcoming, safe and supportive learning environment for all students and staff despite their ethnic or social differences. The idea of inclusion in school is intended to make sure that all students irrespective of their culture, background, race, location, social status, and financial situation feels valued and recognized in school. The UNO advocates the fact that individuals, and nations must eradicate all forms of barriers and discrimination in school and make the school environment where everyone will like to be.

Inclusive education is seen as a mechanism through which interpersonal violence and aggressive actions can be eradicated in secondary schools and colleges in Cameroon. Support for inclusion make students to feel value and recognize in school. This in return increases their determination and improve their overall performances. In this light, guidance counsellors must advocate for diversity, equality and a positive school climate for all students. Diversity involves

the act of accepting individuals regardless of their cultural backgrounds, race, social status and even financial situations. Equality on the other hand intends the creation of the same opportunity for all students regardless of where they are coming from.

A positive school climate involves creating a welcoming, safe and supportive learning environment for all students. By doing so, students, teachers and administrative staff will feel much more delighted to work in school. This will in return reduce the rate of interpersonal violence and aggression in schools.

Guidance counsellors are required to promote inclusion, socialization, collaboration, corporation, communication among students, teachers and administrative staff regardless of their cultural belongings, race, social status, etc. This is seen as the prime objective of guidance and counselling in schools. To provide support for inclusion in secondary schools and colleges in Cameroon, guidance counsellors are required to implement proactive strategies to promote positive behaviors in the school settings. Also, guidance counsellors need to create a welcoming, safe and supportive and accessible learning environment for all students regardless of their differences. They must make show that every student feels valued, respected, recognized and have the opportunity to thrive academically, emotionally, psychologically, and socially.

All these is intended to fight against all forms of violence and antisocial behavior in schools. By providing support for inclusion to teachers, students, administrative staff and support staff in schools, guidance counsellors directly work towards reducing interpersonal violence and aggression in the school setting. The following studies corroborate the results of the findings of the present study.

Donohue-Smith (2022), emphasizes the importance of creating a safe and inclusive environment for all students, including those who have experienced interpersonal violence. Smith highlights the need for schools to actively promote diversity, equity, and inclusion to support students who may be vulnerable to violence. The author underscores the significance of implementing inclusive and trauma-informed practices to create a supportive and accepting school culture. Smith emphasizes the importance of raising awareness about interpersonal violence, educating students and staff about its impact, and promoting empathy and understanding towards survivors.

Also, Jones (2022), underscores the significance of fostering a culture of acceptance and safety for all students, particularly those who have been subjected to interpersonal violence. Jones emphasizes the need for schools to actively cultivate an environment that promotes diversity, equity, and inclusion to provide a supportive space for individuals who may have experienced violence. The author stresses the importance of implementing inclusive practices that are sensitive to trauma to create a nurturing and embracing school atmosphere. Jones underscores the necessity of conducting education and awareness campaigns on interpersonal violence, educating students and faculty on its ramifications, and encouraging compassion and empathy towards survivors.

A comprehensive analysis on the importance of promoting inclusion and addressing interpersonal violence in schools was provided by Nickel (2016), highlighted the critical need for educational institutions to create an inclusive environment that supports the well-being of all students, especially those who have experienced interpersonal violence. He emphasized the significance of implementing policies and practices that promote diversity, equity, and inclusivity within the school setting. By fostering a culture of acceptance and understanding, schools can create a safe space for students to feel valued and supported, particularly those who are vulnerable due to past experiences of violence.

This result is explained by the social learning theory of Bandura (1977). Bandura's theory proposed that individuals learn through observing and imitating the behavior of others. It emphasizes the role of cognitive processes in learning and suggests that learning can occur without direct reinforcement. According to Bandura, the learning process involves four main components; attention, retention, reproduction, and motivation. Attention refers to the individual's ability to focus on and perceive the behavior being modeled. Retention involves remembering the observed behavior for later reproduction. Reproduction refers to the individual's ability to imitate and reproduce the observed behavior. Finally, motivation is crucial for learning to occur, and it can be intrinsic or extrinsic.

Bandura's social learning theory also emphasizes the importance of vicarious reinforcement and punishment. Vicarious reinforcement occurs when individuals observe the positive consequences of a behavior in others, which increases their motivation to imitate the behavior. On the other hand, vicarious punishment occurs when individuals observe the negative

consequences of a behavior in others, which reduces their motivation to imitate the behavior. Overall, Bandura's social learning theory suggests that learning theory is a cognitive process that involves observation, imitation, and motivation. It has been widely applied in various fields, such as education and psychology, to understand and explain how individuals acquire new behaviors and skills. This means that the antisocial and violent behavior in schools is caused by a number of factors ranging from the school environment, teacher's attitudes, peer's relationships, quality of interactions, and administrative processes in schools.

Recommendations/suggestions

On the basis of the results of the findings, a number of recommendations/suggestions were formulated and directed towards policy makers, school administrators, educationists, teachers, parents and community leaders. The strict implementation of the recommendations will go a long way to reduce the rate of interpersonal violence amongst teachers, students, and staff in secondary schools and colleges. The following are the proposed recommendations.

- Implement specific training programs for guidance and counselors on identifying, addressing and supporting students who have experienced or witnessed interpersonal violence. This could include workshops, seminars, and ongoing professional development opportunities.
- Develop and implement comprehensive prevention programs for students that focus on building healthy relationships, communication skills, conflict resolution, and bystander intervention strategies.
- Collaborate with community organizations and law enforcement agencies to create a network of support services for students affected by interpersonal violence, including access to legal assistance, mental health resources, and social services.
- Establish clear protocols and procedures for reporting and responding to incidents of interpersonal violence in schools, including confidentiality guidelines, risk assessment procedures, and referral pathways to appropriate services.
- Conduct regular assessments and evaluations of the effectiveness of guidance and counseling services in addressing interpersonal violence in schools, and use this data to inform ongoing improvements and developments in programing.

- Advocate for policy changes at the school and district level that prioritize the prevention and intervention of interpersonal violence, and allocate resources according to support these efforts
- Engage students, parents, teachers, and others stakeholders in the development and implementation of guidance and counseling services related to interpersonal violence, to ensure that the programs are culturally responsive, gender-sensitive, and inclusive of diverse perspectives and experiences.

Perspectives for further studies

The present study focuses on the impact of guidance and counselling services in reducing interpersonal violence in secondary schools and colleges in Cameroon. The analysis of the data collected from the field revealed that guidance and counselling services significantly influences interpersonal violence in secondary schools in Yaoundé. Using a quantitative approach, the study produces valid and reliable results. On the basis of this, we propose other areas through which guidance and counselling can be apprehended so as to ensure a safe and supportive learning environment for all learners in school. Below are some of the perspectives for future studies.

- The present study adopted a quantitative approach to study the phenomenon of interpersonal violence in secondary schools in Yaoundé. This approach thus has its limitations. A mixed research study can be envisaged to study the problem of interpersonal violence in school. The use of two approaches will help to produce more insights on the study phenomenon.
- Also, the study is conducted in Yaoundé, the central region of Cameroon. The choice of this site accounts for the fact that the researcher wanted to minimize the cost of research. A broader study between different regions of the entire territory will be vital to understand interpersonal violence in school.
- Again, the present study focuses principally on public secondary schools in Yaoundé. As such, conducting a comparative study will be vital to understand interpersonal violence in public secondary schools and private colleges in the city of Yaoundé.
- The present study used a smaller sample size to carry out the investigation. Conducting a similar study but with a bigger sample population will be essential to understand the phenomenon of violence in schools and the mechanisms through which this

phenomenon can be reduced in school. A bigger sample size will enhance the generalization of results.

Constraints of the study

In every research work, there are always constraints and limitations that a researcher comes across as he/she navigates towards the achievement of the stated objectives. This is because conducting scientific research is a very tedious and time-consuming exercise which requires a lot of patience, perseverance, hard work, and passion. The present research work encountered a number of constraints ranging from availability and accessibility of the participants, insufficient documentation, language constraint, administrative bottlenecks, and financial constraint as well as the return rate of the questionnaire.

In terms of accessibility and availability of participants, it was not easy for the researcher to access the participants of study. Actually, it was not easy to get the participants of the study since the research conducted the fieldwork during a period when students were deep in exams preparation. Also, the researcher faced the problem of documentation. This is because most of the libraries did not have up-to-date review on the addressed phenomenon. Accessing documents online also proved to be challenging as most of the books and articles were payable.

The researcher again faced the problem of slow administrative process which affected the execution of the research. Furthermore, the return rate of questionnaire proves to be another challenging factor since most of the students did not return their questionnaire and some even returned half-filled. The researcher also faced the problem of language barrier. This accounts to the fact the participants were French speaking which made it difficult for them to understand by themselves the questionnaire.

CONCLUSION

Having reached the end of this study devoted to guidance and counseling services in addressing interpersonal violence in the case of government high school Nkolbisson Yaounde, the main question of this study was the following: To what extent does guidance and counseling services contribute to reducing interpersonal violence in GHS Nkolbisson? This study seeks to provide valuable insights into the effectiveness of guidance and counseling services in addressing interpersonal violence in school. Faced with recent phenomenon of interpersonal violence, our objective was to examine the impact of guidance and counseling services in reducing

interpersonal violence in GHS Nkolbisson. This being said, the general hypothesis is formulated as follows; Guidance and counseling services does not significantly help in reducing interpersonal violence in GHS Nkolbisson. In order to achieve the set objectives, we used the quantitative approach with a questionnaire as instrument, thanks to this approach the data collected and processed allowed us to have the following results The data collected reveals the following, the Pearson correlation coefficient of 0.053 was obtained with p.value (0.000) indicating that crisis intervention significantly influence interpersonal violence in GHS Nkolbisson. In the second hypothesis, a person correlation coefficient of 0.393 was obtained with p.value (0.000) indicating a positive relationship between effective collaboration and interpersonal violence. The third hypothesis, a person correlation coefficient of 0.654 was obtained with a p.value (0.000) indicating that there is a strong and positive relationship between organized therapy sessions and interpersonal violence. The last finally reveals a person correlation coefficient of 0.996 with p.value (0.000) indicating a very strong and positive relationship between support for inclusion and interpersonal violence. This result implies that GHS Nkolbisson is a strong and positive determinant of interpersonal violence in secondary schools in Cameroon based on this finding some recommendations were made such as, enhancing collaboration among educational actors, providing safe and supportive environment for all students recognizing the specific need of each student and the intensification of therapy sessions in schools. This quantitative research study investigates the impact of guidance and counseling services in reducing interpersonal violence in school settings. The research problem is centered on examining the effectiveness of counseling interventions in mitigating instances of interpersonal violence among students, teacher and school staffs. By focusing on quantitative data collection and analysis, this study seeks to provide valuable insights into the effectiveness of guidance and counseling services in addressing interpersonal violence in schools. Preliminary findings suggest that guidance and counseling services play a vital role in enhancing students' understanding of interpersonal violence and promoting positive relationships within the school environment. The data also highlight the importance of early intervention and prevention strategies to mitigate the risk of violence. Moreover, the research findings underscore the significance of collaborative efforts between school staff, students, and parents in creating a safe and supportive school culture. The implications of this research are twofold. Firstly, it will contribute to existing knowledge base by providing insights into the effectiveness of guidance and counseling services in addressing interpersonal violence in school. Secondly, the findings will inform the development and implementation of evidence-based interventions and policies aimed at preventing and addressing violence among students-

students, students-teachers and teachers-teachers. By promoting a safe and inclusive school environment, this research holds to potential to enhance the overall well-being and academic success of students.

Like any scientific study, this work was not without difficulties, among these difficulties, we note the insufficiency of financial and material resources, untimely power cuts and difficulties in collecting data because not all surveys are open or receptive.

This dissertation first attempts to present the different dimensions (historical, conceptual, theoretical and contextual background).

Then, secondly, we are interested in the definition of concepts and review of the literature which follows a thematic approach spanning through school violence, guidance and counselling, the link between guidance counselling and violence, and the perception of guidance and counselling, theories relating to the research topic, the definition of variable and the synoptic tablet.

Then, in the third chapter, we focused on survey too; the justification for the choice of survey method; descriptive presentation of results and testing of hypothesis.

Also, in the fourth chapter focuses on analyzing, presenting and interpreting the results of findings obtained after analysis of data collected from the field. The chapter is divided into three main parts. The first part of the chapter focuses on the analysis and presentation of descriptive statistics in frequencies and percentages. The second part dwells on the inferential statistics which involves the verification of hypotheses and the third part focuses on the interpretation of the results of findings. Finally in the final part focuses on the discussion of results of findings, suggestions or recommendations, perspectives for future studies and constraints or difficulties encounter to the realization of this project. However, it is not enough to think that these solutions are enough to “STOP” interpersonal violence in school because it constitutes an everyday struggle which must fundamentally be carried out both by school policies and institutions as well as by the all extra-curricular partners linked to the child’s life.

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APPENDIX

Appendix 1: Research Authorization

REPUBLIQUE DU CAMEROUN

Paix – Travail – Patrie

UNIVERSITE DE YAOUNDE I

FACULTE DES SCIENCES DE
L'EDUCATION

DEPARTEMENT DES
ENSEIGNEMENTS FONDAMENTAUX
EN EDUCATION



REPUBLIC OF CAMEROON

Peace – Work – Fatherland

UNIVERSITY OF YAOUNDE I

FACULTY OF EDUCATION

DEPARTMENT OF FUNDAMENTAL
TEACHINGS IN EDUCATION

Le Doyen

The Dean

N° 143 /24/UYI-FSE



AUTORISATION DE RECHERCHE

Je soussigné, **Professeur BELA Cyrille Bienvenu**, Doyen de la Faculté des Sciences de l'Education de l'Université de Yaoundé I, certifie que l'étudiante **NDOUNAKON NGWEH STEVIA Ella** Matricule **21V3431** est inscrite en Master II à la Faculté des Sciences de l'Education, Département : *ENSEIGNEMENTS FONDAMENTAUX EN EDUCATION*, Option : *SOCIOLOGIE ET ANTHROPOLOGIE DE L'EDUCATION*.

L'intéressée doit effectuer des travaux de recherche en vue de la préparation de son diplôme de Master. Elle travaille sous la direction du **Pr SOCPA Antoine**. Son sujet s'intitule: « *Guidance and counseling services in addressing interpersonal violence: case study: government technical high school Nkolbisson* ».

Je vous saurai gré de bien vouloir la recevoir et mettre à sa disposition toutes les informations susceptibles de l'aider à conduire ses travaux de recherches.

En foi de quoi, la présente autorisation de recherche lui est délivrée pour servir et valoir ce que de droit /.

Fait à Yaoundé, le.... **03 AVR 2024**

Pour le Doyen et par ordre



DONGO Etienne
Professeur

Appendix 2: Research questionnaire

UNIVERSITE DE YAOUNDE I

FACULTE DES SCIENCES DE L'EDUCATION

CENTRE DE RECHERCHE ET DE FORMATION
DOCTORALE EN SCIENCES DE L'EDUCATION
ET INGENIRIE EDUCATIVE



THE UNIVERSITY OF YAOUNDE I

FACULTY OF SCIENCES OF
EDUCATION

DOCTORAL RESEARCH AND TRAINING
SCHOOL IN EDUCATION AND EDUCATIONAL
ENGINEERING

A research questionnaire

Dear participants,

I am a master's student in the university of Yaounde I, Faculty of Education and in the Department of Fundamental Studies in Education. I am conducting a study on **guidance and counseling services in addressing interpersonal violence. Case study: government high school Nkolbisson Yaounde**. This study is aim to understand how guidance and counselling services can be used to reduce interpersonal violence in secondary schools and colleges in Cameroon. Your collaboration is of paramount importance. You are hereby assured that the information provided will remain confidential and your identity under any circumstance will be revealed. You are free to participate or not in the survey. Please, kindly thick the box which correspond to your level of agreement or disagreement.

Instructions: SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly disagree.

Section A: Crisis intervention

No	Items	SA	A	D	SD
1	Guidance counsellors always respond to critical and urgent situations in school.				
2	Guidance counsellors act as mediators whenever there is a mixed up in school.				
3	Guidance counsellors used appropriate referrals and resources for students in crisis.				
4	Guidance counsellors ensures safe and supportive learning environment for all.				
5	Guidance counsellors ensures stabilisation of students in crisis.				

Section B : Effective Collaboration

No	Items	SA	A	D	SD
6	Guidance counsellors works with teachers, parents and administrators in school.				
7	They consult the school staff to address social-emotional needs of students.				
8	They help in creating positive school culture for every student to feel secured				
9	They work in collaboration with professionals to provide lasting solutions in school.				
10	They assist students to explore post-secondary education and career options.				

Section C: Organisation of therapy sessions

No	Items	SA	A	D	SD
11	Guidance counsellors constantly organises group therapy in school.				
12	They develop coping mechanisms for stress, anxiety, and other challenges.				
13	Therapy sessions helps to improve social and emotional skills of students.				
14	They organises individual therapy for very complicated and difficult children				
15	Promote positive mental health and prevent mental health problems.				

Section D: Support for inclusion

No	Items	SA	A	D	SD
16	They advocate for diversity, equality and a positive school climate for all.				
17	Promote inclusion among students regardless of background, culture or identity				
18	They implement proactive strategies to promote positive behaviour in school				
19	Create a welcoming and accessible learning environment for all students regardless of their differences				
20	They make sure that every student feels valued, respected and has the opportunity to thrive academically, emotionally, and socially.				

Section E : Interpersonal violence

No	Items	SA	A	D	SD
21	Interpersonal violence leads to severe damages and injuries in schools.				
22	Interpersonal violence is commonly among teachers, students, and staff in schools.				
23	Interpersonal violence slow down student performance and destroys self-esteem and self-confidence.				
24	Interpersonal violence manifest itself in the form of bullying, assault, insult, harassment, defamation, discrimination, rejection, and fighting.				
25	Victims of violence are affected academically, emotionally, mentally, and socially.				

Socio-demographic variables

26. Gender: Male ☐ Female ☐

27. Age: 15 – 20 years ☐ 21 – 30 years ☐ 31 – 40 years ☐ 41 – 50 years ☐

28. Status: Student ☐ Teacher ☐ Guidance counsellors ☐

29. Level of education: O/L ☐ A/L ☐ Degree ☐ Master`s and others ☐

Thanks for your collaboration!!!!!!

Appendix 3: Orientation form

REPUBLIQUE DU CAMEROUN Paix - Travail - Patrie ----- MINISTRE DE L'ENSEIGNEMENT SECONDAIRE ----- DELEGATION REGIONALE DU CENTRE DELEGATION DEPARTEMENTALE DU MFOUNGI ----- LYCEE DE NKOLBISSON ----- SERVICE DE L'ORIENTATION SCOLAIRE ----- BP 17526 YAOUNDE-ETETAK TEL : 222 22 59 74		REPUBLIC OF CAMEROON Peace - Work - Fatherland ----- MINISTRY OF SECONDARY EDUCATION ----- CENTRE REGIONAL DELEGATION ----- MFOUNGI DIVISIONAL DELEGATION ----- GOVERNMENT HIGH SCHOOL NKOLBISSON ----- GUIDANCE AND COUNSELLING DEPARTMENT ----- P.O.BOX: 17526 YAOUNDE-ETETAK TEL: 222 22 59 74
--	---	--

Année scolaire : _____ / _____ Classe : _____

FICHE D'ORIENTATION DE L'ELEVE

- 1- Noms et prénoms : _____
- 2- Né (e) le _____ / _____ / _____ à _____ sexe : _____
- 3- Nom du père : _____ Profession : _____
- 4- Nom de la mère : _____ Profession : _____
- 5- Vos parents vivent-ils ensemble oui ☐ non ☐
- 6- Chez qui habitez-vous (nom du tuteur) _____ lien de parenté _____
- 7- Profession : _____ adresse _____
- 8- A quel âge êtes-vous entré(e) en sixième ? _____ dans quel établissement _____
- 9- En quelle année êtes-vous entré(e) au lycée ? _____ / classe : _____ sortant de quel
Etablissement ? _____ motif du changement _____
- 10- Indiquez en les entourant ou les classes que vous avez redoublées : 6ème 5ème 4ème 3ème
- 11- L'an prochain je désire poursuivre mes études en 2^{nde} A C B F G
Autres séries précisez ? _____
- 12- Citez par ordre de préférences 3 métiers que vous aimeriez exercer plus tard : 1 _____
2 : _____ 3 : _____
- 13- Vos parents ont-ils des projets concernant votre formation professionnelle oui ☐ non ☐
Si oui lesquels : _____
- 14- Quelles sont les matières scolaires ou vous réussissez :
a) Le mieux : 1 _____ 2 _____ 3 _____
b) Assez bien : 1 _____ 2 _____ 3 _____
c) Le moins : 1 _____ 2 _____ 3 _____
- 15- Travaillez-vous dans un endroit calme ? oui ☐ non ☐
- 16- Avez-vous des problèmes qui perturbent votre scolarité ?
a) Santé oui ☐ non ☐ b) problèmes scolaire : oui ☐ non ☐
b) Problèmes familiaux oui ☐ non ☐
- 17- Avez-vous des problèmes dont vous aimeriez parler à un conseiller d'orientation ? oui ☐ non ☐
- 18- Quels sont vos passe temps favoris ? _____
- 19- Avez-vous déjà passé des tests psychotechniques ? oui ☐ non ☐
Si oui, Année _____ classe _____ établissement _____

PAGE RESERVE AU CONSEILLER D'ORIENTATION

1- CATEGORIES D'INTERETS _____

2- Performances scolaires :

1^{er} trimestre : _____2^{ème} trimestre : _____3^{ème} trimestre : _____

	RED	ORTH	HIST	GEO	EC	ANG	LVII	MATHS	PCT	SVT	Moyenne
1 ^{er} T											
2 ^{ème} T											
3 ^{ème} T											
Moyenne A											

3- Résultats aux tests d'aptitude

Classe	Profil Psychologique											
Test	NB	0	1	2	3	4	5	6	7	8	9	10
BVII												
KRX												
PRC												
MECA												
D48												

4- Commentaire du profil psychologique

5- Entretien Individuel

6- Avis des parents

7- Justification

8- Décision du conseil de classe _____

9- Résultat au BEPC _____

Chef de Service d'Orientation

Le Proviseur



23 NOV 2023

Ngono Christophe Nkomo
 PLEG-Hors Echelle
 Chevalier des Palmes Académiques