



# Guidance and Counseling and Social Conduct of Pupils in Public Primary Schools in Kizuba Sub County, Namutumba District. Uganda

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**Abstract:** *The study was intended to examine the influence of guidance and counselling on the social conduct of the boy child in UPE selected schools. This study used a case study design for Kizuba Sub County and involved the use of quantitative and qualitative strategies to obtain findings from a sample of 419 respondents including 48 pupils, 6 administrators, 196 primary six pupils and 169 primary seven pupils. The questionnaires were basically used to obtain responses from 48 teachers. The study examined students' interactions in elementary schools, finding that they appreciate group projects, respect professors, and avoid disruptive behavior. The study reveals that primary school students often struggle with attendance, academic performance, and group discussions. However, it found a positive correlation between guidance and regular attendance, with students who receive guidance more likely to attend classes, engage in debates, and seek teacher help. Guidance and counseling programs can reduce abusive behavior, non-destructive behavior, respectfulness, and participation in peer groups, benefiting both students and the school community. To enhance guidance and counseling on social conduct, schools should establish a comprehensive curriculum, prioritize counselor training, and create a supportive environment. Recommendations include implementing career guidance programs, providing extracurricular information, and offering counseling services. Involving parents and teachers in decision-making can also enhance participation. For behavioral change, a proactive approach involving addressing emotional and social needs, providing targeted interventions, and promoting positive behavior through rewards and incentives can be effective. A strong partnership between educators, parents, and mental health professionals can also contribute to a more holistic approach.*

**Keywords:** *Guidance and Counseling, Social Conduct, Kizuba Sub County, Namutumba District*

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## 1. Introduction

The development of the concept of guiding services, which prompted the spread of counseling services to schools, occurred after a new organizational structure known as child personnel services was established (Kolpin, 2020). So, the position of the school counselor has evolved from one with a list of duties organized by guidance services, all of which are included in the category of pupil personnel services (Kolpin, 2020).

Guidance and counselling programs grew in the country's development and use throughout the first 10 years of the twenty-first century (Lum, 2021). Its growth was sparked by the ASCA National Model's acceptance by several states and school districts after its introduction in 2003. The second edition was published in 2005, followed by the third, fourth, and fifth editions in 2013, and 2019 (Lum, 2021).

Pupils with serious behavioural problems are more likely to be exploited by adults in the criminal justice system, such as by becoming gang members (Anna, 2021).

Therefore, it is vital to have effective guidance and counseling interventions in place to assist in maintaining positive habits for a socially acceptable lifestyle in the classroom.

The study was conducted in Kizuba Sub County, Namutumba District. Kizuba Sub County is experiencing an unnoticed and unrecorded moral decline most commonly observed in primary schools under the Universal Primary Education. The pre-1997 perception of pupils who respected and feared their teachers, were dedicated to their work, and had a strong desire to participate in school activities has progressively faded among UPE schools in Kizuba Sub County. It has been replaced by a high degree of contempt on the part of pupils towards their teachers, which includes skipping class, engaging in boy-boy interactions that invite sex, and spending excessive amounts of time on social media, among other socially undesirable behaviours.

Even though this has been a topic of professional debate since the 1920s and that a lot of work has been done since then, there is a fresh emphasis on responsibility today (Cooper, 2021). This study seeks to evaluate the impact of guidance and counselling on the behaviors of boys attending UPE schools in Kizuba Sub County, Namutumba District.

One element that has been identified in this study as a good strategy to address the behaviors of pupils in UPE selected schools is guidance and counselling. It is assumed that because the school counselor provides their services in a school setting, they would be able to control and correct pupils with ease. However, it is important to note that, as school counselors aim to promote the pupils' mental, social, and emotional growth, guidance and counselling has long been a line of work. School counselors can support pupils individually or in small groups by offering advice on following rules and taking part in school activities (Simran, 2021).

Pupils in UPE schools in Kizuba Sub County, enjoy using inappropriate language, gossiping, purposefully excluding others, and boy-child crazy engagements. There have also been reports of disrespect for teachers, skipping lessons, and a decrease in pupil discipline due to improper or excessive media use. During a speech at an annual general meeting of teachers for 2022, the Namutumba District inspector of schools stated that pupils in UPE-selected schools.

Conduct disorders affect 7% of boys and 3% of girls between the ages of 5 and 10; this number climbs to 8% of boys and 5% of girls between the ages of 11 and 16. (Anna, 2021). These actions might lead to strikes, chronic animosity, sexual immorality, school dropouts, and a

general fall in the caliber of pupils if they are not handled (Brick & Mortar, 2018).

Guidance and counselling is viewed as a strong intervention in this situation since it ostensibly fosters social development, increased involvement in extracurricular activities, and character development among young people. Unfortunately, no investigations have supported these hypotheses, particularly in relation to Namutumba District. So, the goal of the current study is to evaluate how guidance and counselling affects many facets of boy-child behavior.

## 1.2 General Objective

To examine the influence of guidance and counselling on social Conduct of the boy child behaviours in UPE selected schools in Kizuba Sub County in Namutumba District

## 2. Literature Review

To assist pupils in resolving interpersonal or personal issues, school counselors provide individual therapy. Additionally, they could provide small-group therapy to assist pupils in developing their social and listening abilities, their capacity for empathy, and their ability to locate social support through positive peer connections (Anna, 2021).

As well as assisting with classroom management strategies and the creation of initiatives to enhance mental health or school safety, school counselors also offer support to the teaching staff. Counselors may also step in, when necessary, in a chaotic learning environment (Brick & Mortar, 2018). It has been demonstrated that psychological issues might hinder a child from reaching their full educational and developmental potential. Around 10% of pupils and teenagers in the UK experience clinical levels of emotional and behavioral issues (Melissa & Mina, 2015).

It was demonstrated that pupils who received humanistic therapy in schools saw significant short- and long-term decreases in psychological distress as compared to those who just received pastoral care (Mick, et al., 2021). Additionally, the cost of this type of counseling, which runs between £300 and \$400 per pupil, was made public. Given that one in eight UK pupils between the ages of 5 and 19 is thought to meet the criteria for a mental health concern, the research is essential for schools considering extending their mental health services (Cooper, 2021).

Pupils need guidance and counseling, and schools play a significant part in bringing out the best in them (Sellars, et al., 2020). Although good behaviour is desired, sometimes

young brains require direction to develop their personalities. Pupils receive guidance through counseling on how to handle and resolve emotional conflict and personal issues (Sellars, et al., 2020).

The right counseling will assist them in applying important lessons to their daily lives. Career counseling should be a part of certain sessions, when pupils are counselled on the choice of courses and various career pathways. It's crucial to educate pupils for life after graduation and the realities of the various careers they could choose (Freire, et al., 2019).

Pupils receive appropriate instruction on how to handle psychological issues that might negatively affect their academic performance (Beechman, Pearce, & Osman, 2018). The pupils will be able to learn specific problem-solving techniques through these workshops, which will in part assist them, cope with specific problems in their daily life. The pupils receive guidance on how to handle a variety of scenarios they frequently run into at school. How, for instance, should they interact with their classmates or speak politely? They will get perspective from this instruction on how to act in various situations (Beechman, et al., 2018).

Pupils receive thorough guidance on careers, programmes, and employment that help them understand their options after graduation and make wise decisions (Anushree, 2020). It enables pupils to discuss a variety of difficult situations with their professors. Young brains require good instruction to equip them with the strength to succeed in society and establish a reputation for themselves. In addition to assisting them in career-related decisions, counseling boosts their confidence and psychologically prepares them for challenges in society (Anushree, 2020).

Teachers assist pupils in identifying their skills, hone their interests, and provide them employment possibilities to pursue their aspirations (Birt, 2023)

Due to the new issues facing our society today, such as poverty, single motherhood, drugs, unemployment, family conflict, divorce, and many more, parents in our busy town cannot keep a careful eye on their pupils (Kathleen, 2022). There is a need for accompanying counsellors in guidance and counseling framework to replace the prior frameworks of the conventional environment since pupils confront a variety of issues (Kathleen, 2022).

Youths are given solutions to deal with psychological issues that might affect their academic performance and

are counseled on how to handle various situations they may encounter; it also helps with behaviour change and disciplinary challenges (Clerk, 2020). It has also been discovered to aid in bridging the communication gap between young people and adults, as well as, most crucially, to give young people a channel through which they may get guidance on their career choices and the best ways to reach their objectives. In addition, Sultana (2004) says that counseling and advice support a healthy balance between personal and professional obligations, empowering people by educating them about new job choices and civic, recreational, and educational alternatives (Clerk, 2020).

By offering brief therapy, school counsellors help pupils who are in conflict. By teaching teachers and staff interpersonal and decision-making abilities, they also support conflict resolution in educational settings (Carolyn, 2018). Every issue with a pupil is unique. As a result, school counsellors receive training in conflict-resolution methods (Cooper, 2021).

## **3. Methodology**

### **3.1 Research Design**

This study used a case study design for Kizuba Sub County and involved the use of quantitative and qualitative strategies. The design was suitable for the study given that though Namutumba District is comprised of many sub counties, Kizuba Sub County registered many cases of misbehaviour among the boy-child. The quantitative strategy involved the use of surveys to collect data on the number of reported cases of misbehavior among the boy-child in Kizuba Sub County. The qualitative strategy involved conducting interviews and focus group discussions to gain a deeper understanding of the underlying causes and factors contributing to this behavior. The combination of these two strategies provided a comprehensive analysis of the issue and allowed for the development of targeted interventions to address the problem in Kizuba Sub County.

### **3.2 Study Population**

The study targeted Kizuba Sub County with three UPE schools (Igerera Primary School, Mawungwe Primary School, and St. Augustine Buwoola Primary School). Table 1 below shows the number of respondents this study is targeting per Sub County.

**Table 1: Total Population of the study in Kizuba Sub County**

No	Schools	Administrators	Teachers	P.6 pupils	P.7 pupils
1.	Igerera P/S	2	16	235	173
2.	Mawungwe P/S	2	13	61	37
3.	St. Augustine, Buwoola P/S	2	30	109	99
	Total	6	59	405	309

Source: Documented information from Headteacher of UPE schools in Kizuba Sub County

Table 1 above indicates the different categories of respondents that the study is targeting. There are six administrators, considering two from each school, 59 teachers, and 309 pupils. The administrators play a crucial role in the study, as they provide valuable insights into the overall management and decision-making processes within each school. Additionally, the large number of teachers and students included in the study ensures a comprehensive understanding of the educational environment and allows for diverse perspectives to be captured.

### 3.3 Sampling

This section comprises of the sample size determination and the sampling strategies.

### 3.4 Determination of Sample Size

The sample size of the study was determined using the Krejcie and Morgan table guide and the respective numbers for categories was as follows:

**Table 2: Sample Size determination**

No	Category of respondents	Total	Sample size
1.	Administrators	6	6
2.	Teachers	59	48
3.	P.6 pupils	405	196
4.	p.7 pupils	309	169
	Total	779	419

Krejcie and Morgan (1970)

NB: The sample size was obtained using the total respondents for each category rather than the total respondents for all categories.

The sample size for the different categories were as indicated in Table 2 above. From the three UPE schools, the sample size for the teachers was 48 teachers. At the same time, the sample size for primary six pupils in the 3 UPE schools were 196 and that for primary seven pupils in the 3UPE schools were 169. The number of administrators is manageable, i.e., two from each school; thus, the 6 administrators were directly included without being subjected to any sample calculation.

### 3.5 Sampling techniques

The different primary schools in Namutumba District were clustered into private and public primary schools. Public and UPE primary schools were then be considered appropriate for the study. Observations indicate that compared to private primary schools, public and UPE primary schools have systems that are more transparent because records are available at any time. Furthermore, public and UPE primary schools have a higher level of

accountability as they are obliged to adhere to government regulations and reporting standards. This ensures that the funds allocated to these schools are properly utilized and accounted for. In contrast, private primary schools may have more autonomy in managing their finances, but this can sometimes lead to a lack of transparency and accountability. Overall, the availability of records and the adherence to regulations make public and UPE primary schools a suitable choice for conducting a comprehensive study in Namutumba District.

Teachers. The sample size for teachers is 48. This number was categorized into male and female teachers. The idea of a stratified sampling technique that supports categorization of the study population was adopted, and a list of teachers in each primary school were obtained to guide the selection of male and female teachers so as to have a balanced set of findings.

Further, the simple random sampling technique clarifies that each item in a subset (stratum) has equal chances of participating in the study as the rest (Adi, 2019). In this case, the selection of each item is by chance. Using this principle, the researcher printed 48 questionnaires and put them on a table per school. Female teachers were

requested to pick by willingness until the sample size for the females is obtained. A similar approach was used to obtain the sample size for male teachers.

Head teachers and heads of SMC; each public primary school has one head teacher and one head of SMC. The purposeful sampling technique advances the idea that sampling can be done based on personal judgment (Foley, 2018). In this study, the researcher's judgment is that since head teachers and leaders of SMC have overriding information about the teaching practice in their respective primary schools, and considering that no other authority may provide information that is equally relevant, head teachers were directly included in the study.

### **3.6 Tools of Data Collection**

Data were collected using; the structured questionnaire for the teachers, interview guide (unstructured) for the administrators and unstructured focus discussion guide for the pupils of primary 4 and primary 6.

The researcher prepared a set of structured questions for teachers of public primary schools. The questionnaire will be structured into sections: Section A asked for respondents' social demographic characteristics, including age, gender, working experience, subject taught and the period they have worked in the current primary school. Section B for the dependent variable (behaviours of pupils), sections D contains items on the independent variable, which guidance and counselling. The composition of the questionnaire was in such a way that each of the questions about the main study variables were rated on a Linkert scale running from 1-Strongly Disagree, 2-Disagree, 3-Not sure, 4-Agree and 5-Strongly Agree.

### **3.7 Quality Control Measures**

Validity: A pilot study was conducted and findings subjected to tests. The pilot study aimed to gather preliminary data and assess the feasibility of a larger-scale study. After collecting the initial data, the findings were carefully analyzed and subjected to rigorous statistical tests to determine their validity and significance. The results of the statistical tests indicated that the initial findings were indeed valid and significant. This provided confidence in the accuracy and reliability of the data collected during the pilot study. As a result, researchers determined that proceeding with a larger-scale study would be both feasible and worthwhile, as it would likely yield meaningful and valuable insights.

On the other hand, questionnaires were piloted in schools in central Uganda to test respondents' understanding of questions in the questionnaire. The pilot study aimed to assess the clarity and

comprehensiveness of the questionnaire among the target population. It provided valuable insights into any potential issues or areas of confusion that needed to be addressed before conducting the main data collection. The pilot study involved a sample of 100 students from different schools in central Uganda. The questionnaires were carefully designed to cover various aspects related to the research topic. The findings from the pilot study indicated that the majority of the respondents understood the questions well and provided clear and relevant answers. However, a few questions were identified as ambiguous and required rephrasing to avoid any potential misinterpretation. Overall, the pilot study helped refine the questionnaire and ensured that the main data collection process would be effective and reliable.

### **3.8 Data Collection Procedures**

Once the thesis and the research instruments were approved and accepted by the supervisors and the evaluation committee, the researcher secured a letter from the research department to introduce him to the research ethics Committee. A letter of introduction was then used to access the different categories of respondents to ensure that the study is perceived as purely academic.

The researcher proceeded to the offices of the Namutumba District Education Officer and the Chief Administrative Officer to get permission to conduct the study in primary schools. All these permits were appended as evidence. The researcher ensured that all necessary paperwork, including ethical clearance and consent forms, was in order before approaching the Namutumba District Education Officer and the Chief Administrative Officer. These permits were crucial in establishing the credibility and legitimacy of the study, ensuring that it adhered to all regulations and guidelines.

Appointments were made with the head teachers of respective primary schools as well as teachers so as to conduct the study in their schools and to organise the exercise of data collection without interfering with school programmes. During the appointments, it was crucial to emphasise the importance of study and its potential benefits for both the schools and the students. The head teachers were receptive to the idea and agreed to allocate specific time slots for data collection, ensuring minimal disruption to the school's regular activities. Additionally, the teachers were enthusiastic about participating and offered valuable insights on how to streamline the process to ensure its smooth execution.

Data gathering through the questionnaires was done concurrently in each school that was selected for the study. The questionnaire content was explained to the respondents and was conducted to meet the purpose of the study. In each school to be visited, the teachers were

given the questionnaires under the supervision of the researcher. As respondents filled out questionnaires, the researcher was interviewing head teachers. The researcher aimed to gather comprehensive data by conducting both the questionnaire surveys and interviews simultaneously. This approach ensured a holistic understanding of the school's perspective, as the head teachers provided valuable insights while the respondents completed their questionnaires. Additionally, this method allowed for efficient data collection and minimized disruption to the school's daily activities.

The researcher planned three days for each school for data collection. The third day was dedicated to document study in each school, where reports and relevant documents were reviewed and necessary information extracted. This comprehensive approach ensured that the study gathered both quantitative data from the questionnaires and qualitative data from the interviews and document review. By combining these different methods, the researcher was able to obtain a well-rounded understanding of the schools' practices and policies.

### **3.9 Data presentation and analysis Techniques**

The quantitative data from the administration of questionnaires were analysed using the computer-based

programme Statistical Package for Social Science (SPSS), and findings were grouped according to major themes. Scores for individual items were graded using the mean and standard deviation, while the influence of guidance and counselling on each of the dimensions of behaviour was obtained using regression analysis alongside Pearson correlation analysis. The use of SPSS allowed for efficient and accurate analysis of the quantitative data, providing a comprehensive understanding of the findings. Additionally, the regression analysis and Pearson correlation analysis provided valuable insights into the impact of guidance and counselling on different dimensions of behaviors.

The qualitative data, obtained from interviewing respondents, and focus group discussions, on the other hand, were edited and revised for chronology, grammatical correctness, and coherence and were reported along with the findings from the quantitative data. This comprehensive approach allowed for a more holistic understanding of the research topic, as the qualitative data provided valuable insights and perspectives that complemented the numerical findings. Additionally, by ensuring the accuracy and clarity of the qualitative data, the researchers were able to present a well-rounded analysis of their study.

## 4. Results and Discussion

**Table 3:** Relationship between Social conduct and guidance and counselling

		Guidance and Counseling
Value for group work	Pearson Correlation	.554**
	Sig. (2-tailed)	.000
	N	48
Indulging in love affairs with female pupils	Pearson Correlation	.608**
	Sig. (2-tailed)	.000
	N	48
Being abusive to teachers	Pearson Correlation	.636**
	Sig. (2-tailed)	.000
	N	48
Being destructive to school property	Pearson Correlation	.606**
	Sig. (2-tailed)	.000
	N	48
Breaking school rules and regulations	Pearson Correlation	.495**
	Sig. (2-tailed)	.000
	N	48
Disobedience to authority	Pearson Correlation	.497**
	Sig. (2-tailed)	.000
	N	48
Fighting in class and outside school	Pearson Correlation	.577**
	Sig. (2-tailed)	.000
	N	48
Bullying other pupils	Pearson Correlation	.526**
	Sig. (2-tailed)	.000
	N	48
Noise making	Pearson Correlation	.537**
	Sig. (2-tailed)	.000
	N	48
Promoting hatred among fellow pupils	Pearson Correlation	.338**
	Sig. (2-tailed)	.000
	N	48

According to the findings of the study, guidance and counselling contributes variously to the different aspects of social conduct. First, the results indicate that there exists a positive significant relationship between guidance and counselling and pupils value for work in selected primary schools ( $r = .554^{**}$ ;  $p = 0.000$ ). By implications, there are 55.4% chances that value for group work by pupils is a function of guidance and counselling at school.

Further, findings indicated that there exists a positive significant relationship between guidance and counselling and pupils indulging in the love affairs among themselves in selected primary schools ( $r = .608^{**}$ ;  $p = 0.000$ ). This

means that avoidance this kind of mess by pupil's results from emphasis on guidance and counselling by teachers.

*Guidance and counselling play a crucial role in preventing early marriages among pupils, as reported by the children themselves. By providing them with the necessary support and information, these interventions empower students to make informed decisions about their future, priorities education, and understand the consequences of early marriage. Additionally, guidance and counselling programmes create a safe space for children to discuss their concerns and seek advice from trusted adults, fostering a supportive environment that discourages early marriages.*

Furthermore, there exists a positive significant relationship between guidance and counselling and avoidance of being abusive to teachers in selected primary schools ( $r = .636^{**}$ ;  $p = 0.000$ ). Similarly, the results registered that pupils in selected primary schools are not destructive to school property was at 60.6% chances a consequence of guidance and counselling. These findings suggest that providing guidance and counseling to students in primary schools can play a crucial role in preventing abusive behavior towards teachers as in Nicora (2019). Additionally, it appears that such interventions may also contribute to a decrease in destructive acts towards school property among pupils.

*According to children, guidance and counselling can play a crucial role in shaping their behaviour, helping them understand the consequences of their actions, and providing them with the tools to make positive choices. Children also perceive guidance and counselling as a support system that helps them develop self-awareness and emotional intelligence, enabling them to better manage their emotions and cope with challenges. Additionally, they view it as a source of encouragement and motivation, empowering them to overcome obstacles and strive for personal growth.*

The findings also indicate that there exists a positive significant relationship between guidance and counselling and pupils' ability to respect rules and regulations in selected primary schools ( $r = .495^{**}$ ;  $p = 0.000$ ). This suggests that when students receive guidance and counseling, they are more likely to understand and adhere to the rules and regulations set forth by the school. The strong correlation coefficient of 0.495 indicates a substantial positive relationship between the two variables. These findings emphasize the importance of implementing guidance and counseling programs in primary schools to foster a culture of respect and compliance among students.

*According to children, guidance and counselling lead to respect for school rules. They believe that through guidance and counselling, they are able to understand the importance of following school rules and the consequences of not doing so. This understanding helps them develop a sense of respect towards the rules, their teachers, and the overall school environment.*

More results revealed that there exists a significant positive relationship between guidance and counselling and obedience to authority in selected primary schools ( $r = .497^{**}$ ;  $p = 0.000$ ). This implies that through guidance and counselling, pupils are in a position to exercise obedience to authority. Furthermore, one study found that the higher the level of guidance and counselling provided in primary schools, the greater the likelihood of pupils displaying obedience to authority (Clerk, 2020). This suggests that the implementation of effective guidance

and counselling programs in schools can contribute to fostering a culture of respect for authority among students. These findings highlight the importance of incorporating guidance and counselling services into the educational system to promote positive behavior and discipline.

In addition, findings indicate that there exists a positive significant relationship between guidance and counselling and pupils' abstinence from fighting in class in selected primary schools ( $r = .577^{**}$ ;  $p = 0.000$ ). This suggests that when students receive guidance and counseling, they are more likely to refrain from engaging in physical altercations within the classroom. The strong positive correlation coefficient of .577 highlights the importance of providing guidance and counseling services in primary schools to promote a peaceful and conducive learning environment. These findings emphasize the need for schools to prioritize the implementation of effective guidance and counseling programs to address behavioral issues and enhance students' overall well-being.

*Children believe that guidance and counseling provide them with the necessary tools to resolve conflicts peacefully. They view these interventions as a way to learn effective communication skills and develop empathy, ultimately leading to a reduction in physical altercations.*

In another perspective still, findings reveal that there exists a positive significant relationship between guidance and counselling and pupils' avoidance of bullying each other in selected primary schools ( $r = .526^{**}$ ;  $p = 0.000$ ). This suggests that when students receive guidance and counseling, they are more likely to avoid bullying their peers. The significant relationship between these two variables indicates that the more guidance and counseling that students receive, the less likely they are to engage in bullying behaviors (Anushree, 2020). This finding highlights the importance of implementing effective guidance and counseling programs in primary schools to create a safer and more inclusive learning environment.

Furthermore, results indicate that there exists a significant positive relationship between guidance and counselling and pupils' avoidance of making noise in class in selected primary schools ( $r = .537^{**}$ ;  $p = 0.000$ ). This suggests that when students receive proper guidance and counseling, they are more likely to refrain from creating disturbances in the classroom. The strong positive correlation coefficient of .537 indicates a significant relationship between these two factors. It is evident that effective guidance and counseling programs can play a crucial role in promoting a peaceful and conducive learning environment for students in primary schools.

*Children believe that guidance and counseling not only foster a peaceful teaching and learning environment but*



also helps them develop essential life skills. They feel that having access to professional guidance and counseling services allows them to better navigate challenges, build resilience, and make informed decisions, ultimately contributing to their overall well-being.

Finally, the study indicated that there exists a significant positive relationship between guidance and counselling and pupils not promoting themselves among themselves in selected primary schools ( $r = .338^{**}$ ;  $p = 0.000$ ). This suggests that when students receive guidance and counseling, they are less likely to engage in self-promotion or competition with their peers. The positive relationship between guidance and counseling and reduced self-promotion could be attributed to the fact that students who receive support and guidance are more focused on their own personal growth and development rather than comparing themselves to others (Brick & Mortar, 2018). These findings highlight the importance of implementing effective guidance and counseling programs in primary schools to promote a supportive and cooperative learning environment.

## 5. Conclusions and Recommendations

### 5.1 Conclusion

Students' interactions with one another at certain elementary schools were examined. Students were found to appreciate group projects, to be respectful to their professors, and to not engage in disruptive behaviours. They exhibit good manners and discipline, with just a minority displaying extreme disobedience. Students were also found to not produce an excessive amount of noise during class, another indicator of a productive educational setting. As a result of the study's findings, researchers have some ideas for how to better enforce classroom rules and maintain order. The results show that elementary school students' social behaviour is strongly affected by guidance and counselling. It encourages teamwork, discourages bullying, and upholds discipline. Obedience and calm in the classroom improve with the amount of supervision given. By emphasising internal development, it decreases disruptive behaviours and boasting. Therefore, students may have a more secure and welcoming learning environment with the help of competent guidance and counselling activities.

### 5.2 Recommendations

To improve guidance and counseling on social conduct of pupils, it is essential to establish a comprehensive and inclusive curriculum that addresses various aspects of social behavior. This should include lessons on empathy, conflict resolution, and respect for diversity.

Additionally, schools should prioritize the training and professional development of counselors to equip them with the necessary skills to address social conduct issues effectively. This would involve providing counselors with ongoing training on conflict resolution techniques, restorative justice practices, and cultural sensitivity. By investing in the professional development of counselors, schools can ensure that they have the knowledge and tools to effectively mediate conflicts and address social conduct issues. This, in turn, would create a more inclusive and supportive environment for students, promoting positive social interactions and reducing instances of bullying or discrimination.

It is also crucial to foster a positive and inclusive school environment where students feel safe and supported in expressing their concerns and seeking guidance. This can be achieved by implementing anti-bullying policies and promoting tolerance and acceptance among students. Teachers and staff should be trained in recognizing and addressing any issues of discrimination or harassment. Additionally, organizing extracurricular activities that celebrate diversity and encourage open dialogue can further enhance the inclusivity of the school environment.

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