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Adolescents' psychosocial challenges and its effects on academic pursuit of Senior High School Students in the Northern Region, Ghana

John N-yelbi
Department of Counselling Psychology, University of Education, Winneba, Ghana

Corresponding Author: **John N-yelbi**

Abstract
The study examined adolescents' psychosocial challenges and its effects on the academic pursuit of Senior High School students in the Northern Region, Ghana. The sample of the study consisted of 196 students, of which 122 were males and 74 were females. The Psychosocial Challenge and Academic Pursuit Scales were adapted and used in determining the gender differences in psychosocial challenges of male and female students and how these challenges affect their academic pursuit. Two hypotheses were formulated to guide the study. The researchers used an independent sample t-test and simple linear regression to test the hypotheses. The reliability and validity of the scales were established. The results indicated that there were no statistically significant gender differences in the level of psychosocial challenges experienced by male and female students. Besides, the female group (N = 74) was associated with a much larger psychosocial challenge, M = 2.5625 (SD =.25692), while the male group (N = 122) was associated with a numerically smaller psychosocial challenge, M = 2.4756 (SD =.35257). Also, the findings showed that there was a statistically significant effect of psychosocial challenges on the academic pursuit of Senior High School students. The study recommended that there was a need for broader stakeholder consultation to sensitise students about the need to seek counselling when they are confronted with psychosocial issues in school, so that they would be able to deal effectively with these challenges and focus on their academic ambitions.

Introduction
In recent times, there have been multiple issues linked to adolescents' psychosocial challenges as Senior High School students. These transitions are biological, cognitive, social, and emotional, which can be a turbulent time for them (Hashmi, 2013). This age, which occurs roughly between the ages of 10 and 20, is sometimes referred to as teenage years, youth, or puberty, according to the author, and can be divided into three stages: Early adolescence (12 to 14 years) is a stage in a child's development when he is not yet fully mature but no longer a child. Physical changes are a regular source of annoyance at this point. Middle adolescence (ages 14 to 17) is a group of teenagers who are between the ages of 14 and 17 years old. Girls achieve cognitive mental maturity at a younger age than boys. Late adolescents (17 to 19 years old) are on the verge of becoming adults, with a firm sense of self and steadier interests.

Internalizing, externalizing, and societal obstacles are the three types of challenges. Internalizing behaviours are those inwardly troubling, over-controlled, concealed behaviours that adolescent students engage in. Disruptive and violent behaviours, such as rule breaking, impatience, belligerence, and hostility toward others, are all signs of externalizing difficulties (Fanti & Henrich, 2010; Castelao & Kroner-Herwig, 2014) [20, 11]. These behaviours spilled over into behavioural issues or acting out, such as delinquency, drug and alcohol misuse, truancy, and interpersonal relationship issues (Azmi, Ahmed, Khalique, Khan & Amir, 2012) [4].

Social problems include issues such as social behavior, social involvement, peer influence, and family, societal, and religious adjustment, as well as negative self-concept, low self-esteem, and lack of confidence (Mumthas & Muhsina, 2014) [32]. These difficulties have a negative impact on pupils' academic pursuits. These issues are increasing in alarming proportions and their prevalence has been acknowledged in almost all senior high schools across the world, with Ghana not being an exception (Achenbach, Dumenci & Rescorla, 2002; Collishaw, Maughan, Goodman & Pickles, 2004) [2, 12]. More importantly, numerous studies on the frequency and likely causes of psychosocial difficulties among Senior High School students have been conducted

(Mumthas & Muhsina, 2014; Rajkumar, Soora, Sandeep & Harish, 2015; Bhosale, Singru & Khismatrao, 2015; Abdul Latiff, Tajik, Ibrahim, Abu Bakar & Shirin, 2017) [32, 38, 7, 1]. While everyone goes through various adaptations throughout their lives, Mumthas and Muhsina (2014) [32] posit that the transition from elementary school to senior high school is one of the hardest. As a result, it is linked to estrangement from biological parents and other important social ties. While in school, these students are expected to work independently, relate well with teachers and peers, and act in ways that are appropriate for their class and school, and also adhere to all the rules and regulations of the school (Fabian, 2000; Margetts, 2003) [19, 28]. Bista, Thapa, Sapkota, Singh, and Pokhare (2016) [8].

According to the Canadian Centre on Substance Abuse (2003) [10], adolescents also go through continual and dramatic changes including physical and emotional changes in their relationships with family, friends, classmates, and teachers. Because of the quick adjustments they must make, these interactions can be quite distressing. These abrupt changes can be too much for some students, and they become exposed to a range of psychosocial disorders, including drug and substance addiction, intoxication, absenteeism, and truancy. Psychosocial difficulties, according to Ein (2007) [16], can range from concentration problems or off-task behaviour to more substantial externalizing behavioural problems and emotional concerns like anxiety, depression, sadness, or anxiety. When these concerns are combined with academic work, students' academic aspirations may be severely harmed. If these issues are not discovered early and appropriate methods applied to minimize them, students' academic aspirations may be severely harmed.

Owusu (2008) [36] conducted a study in Ghana based on the Global School-Based Health Survey, and the findings revealed that Senior High School pupils had a variety of psychological disorders, with 15% reporting loneliness, 13% worried, and 38% despondent or hopeless. This has been a highly concerning trend in recent years, as the number of pupils attending Senior High Schools has increased. Furthermore, Adatsi (2013) [3] found that one fifth of young people under the age of 18 had some type of developmental, emotional, or behavioural illness in his study on the association between students' bio-psychosocial disorders and academic performance in Senior High Schools in Tema. Similarly, studies on the effects of psychosocial hurdles on students' academic endeavours have discovered that the most basic effects associated with emotional and behavioural disorders are linked to low academic accomplishment and incongruent social functioning (Nelson, Benner, Lane & Smith, 2004; Montague, Enders & Castro, 2005; Vitaro, Brendgen, Larose & Tremblay, 2005) [33, 31, 42].

Moreover, high-internalizing difficulties have been recognized as important predictors of later psychosocial maladjustment, which has a negative impact on scholastic performance and adult employment prospects (Masi, Muratori, Manfredi, Pisano & Milone, 2015; Hauser-Cram & Woodman, 2016) [29, 24]. Additionally, adolescent melancholy and anxiety, according to Lerner and Steinberg (2004) [25], create worry and interfere with academic pursuits such as completing and submitting class assignments. Besides, Masten, Roisman, Long, Burt, Obradovic, and Riley (2005) [30] discovered that students' internalizing and externalizing problems were linked to scholastic difficulties in their development studies. In a study on the impact of early

behaviour disorders on academic achievement in high school, Breslau, Miller, Breslau, Bohnert, Lucia, and Schweitzer (2009) [9] affirmed that students' psychosocial problems interfere with their capacity to function satisfactorily in school. As a result, it is critical to figure out what is going on with teenagers' psychosocial concerns and how they are dealing with them. Emotional, behavioural, and social disorders are frequent in affluent countries like Canada, the United States, the United Kingdom, Germany, and Australia, as well as in developing countries like India, Uganda, and Ghana, according to a recent epidemiological study (Waddell, Offord, Shepherd, Hua & McEwan, 2002; Costello, Mustillo, Keeler & Angold, 2004) [43].

According to Fabian (2000) [19], the shift from a known environment to a new or unfamiliar situation, such as from home to childcare/preschool, primary school, or secondary school, is marked by change, tensions, and uncertainty. The problem is aggravated by the fact that the majority of these students are physically and mentally weary, have doubts about their own talents, and have acquired a negative attitude toward learning. As a result, some studies imply that a person's ability to properly handle psychological distress is heavily dependent on how well he or she applies coping skills (Khramstsova, Saarnio, Gordeeva & William, 2007; Salami, 2008) [27, 39]. The genetic makeup of adolescent males and females is invariably different biologically. Male and female Senior High School pupils will face different levels of psychosocial difficulties, as well as their ability to achieve academic goals. As a result, it is crucial to look into the gender differences in the level of psychosocial issues faced by male and female Senior High School students, as well as how these challenges affect their academic performance.

Objectives of the Study
The study sought to
1. Examine the gender differences in the level of psychosocial challenges experienced by male and female Senior High School students in the Nanumba North Municipality.
2. Find out the effects of psychosocial challenges on the academic pursuit of Senior High School students in the Nanumba North Municipality.

Research Hypotheses
The following research hypotheses were formulated to guide the study:

1. H₁: There will be statistically significant gender differences in psychosocial challenges experienced by Senior High School students in the Nanumba North Municipality.

2. H₂: Psychosocial challenges will significantly affect the academic pursuit of Senior High School students in the Nanumba North Municipality.

Theoretical Review
Psychosocial Theory
Erikson (1980) [18] states that adolescent psychosocial development is centred on interactions with one's immediate environment and occurs throughout one's life. It is regarded as a link between the three ego process components of an individual. Biological variables, socio-environmental variables, and experience variables are all included. According to Erikson (1980) [18], task identity vs role confusion developed between the ages of 12 and 18. The primary goal of an adolescent is to develop a sense of self,

which includes answering questions such as "who am I?" and "what do I want to do with my life?" adolescent plague. Most adolescents experiment with several selves to see which ones fit them best, and they set goals and strive to uncover their adult selves along the road as they explore new roles and notions. As a result, adolescents who succeed during this period have a strong sense of self and can cling to their beliefs and ideals in the face of adversities and conflicting perspectives. (Erikson, 1980) [18]. Thus, when teenagers are indifferent, do not conduct a conscious search for identity, or are pressured to follow their parents' goals for the future, they may develop a poor sense of self and role confusion. They will not know who they are or where they will end up in the future.

Erikson (1968) [17] opines that adolescents who struggle to accept a positive role would have a hard time finding themselves as adults. Life is a horrific tug of war for many teens, filled with contradictory messages and demands from parents, teachers, co-workers, friends, family, and oneself. Growing up is a difficult process that requires a delicate balance of independence and reliance on others. Furthermore, individuals are more aggravated by their daily behaviour, major psychological disorders, and the state of giving birth to diseases, which is known as identity disintegration (Erikson, 1968) [17]. In order to cope with their anxieties, some adolescents turn to drugs or alcohol while others may want to withdraw from their environment. Individuals who engage in criminal conduct on a regular basis can plainly demonstrate a loss of identity and individuality, as well as a division of personality (Erikson, 1968) [17]. Negative identity development is the latter approach, and it is commonly linked to delinquent behaviour. The resolution of the adolescent identity crisis has a significant impact on later adult development. In both senses of the word, negative identity is not negative.

In the view of Leong (2015) [26], it is a rich, complicated, and good phenomenon that deserves to be protected under our antidiscrimination laws. However, negative identity can be seen as a social phenomenon, demonstrating that a class's protection should include protection for its opposite. Most adolescents' disputes, according to Erikson (1968) [17], are related to the formation of a personal identity. Adolescents struggle to determine who they are, where they are headed, and how their bodies and social environments are changing. As a result of the many and varied demands that society places on them, many adolescents struggle to create a solid identity. School, their parents, their social group, individuals of the opposite sex, and society at large all exert pressure on them, and these demands are frequently incompatible. Notably, in the midst of this upheaval, the adolescent student must eventually decide where he or she wants to go. Erikson's conceptions of identity and identity crisis predict that if the crisis is not handled properly, it will most likely result in psychosocial problems as well as a negative impact on the students' academic pursuit. They are seen as active, curious explorers who attempt to adapt to their surroundings, rather than passive slaves to biological desires who are shaped by their parents (Erikson, 1968; Shaffer & Kipp, 2007) [17, 37].

Psychoanalytic Theory
Adolescence is a complex adjustment on the child's part to the major physical and emotional changes in his or her life. This adjustment entails finding a new, and often hard-won, sense of oneself in the world, in the wake of the disturbing latency attitudes and ways of functioning (Waddell, 2002) [43]. Freud (1969) [22] states that humans are filled with mental or psychic energy and both sexual and aggressive drives are powerful determinants of why people act as they do. Each human is born with equally powerful instincts towards life (Eros) and death (Thanatos). Sommers-Flanagan (2004) [40] avow that when the death instinct is turned inward which in this study is seen as internalizing problems, is not noticed and resolved, it eventually lead to self-punishment resulting to stress, depression and anxiety, and in the extreme leads to suicide.

Conversely, when the death instinct is directed outward, it lead to hostility and anger, resulting to destructive behaviour which is associated with aggressive behaviours as bullying and hyperactivity and can even lead to murder. Sommers-Flanagan (2004) [40] further suggested that the central assumption of the psychoanalytic theory is that conscious and unconscious processes control all individual behaviours. Moreover, all individuals move through fundamental stages and they are confronted with conflicts between social expectations and biological drives, which could result to strain social interactions with parents, teachers, friends and colleagues. These are allied to social problems in this study. In each stage, the students are faced with a particular form of tension or a particular task, which they try to reduce or resolve as best as they can.

A theoretical account of adolescent students' externalizing behaviours may be explained by the Freudian notion of displaced aggression. The theory of displaced aggression explains how adolescent boys for instance, become frustrated with family tension and mothers' hostility but choose to direct their frustration away from the family (Sun & Li, 2002) [41]. Although, the adolescent males' frustration builds up internal aggression forces, the resulting externalizing types of behaviours are targeted at other people and objects. Freud believed that aggressive energy would build up and produce illness unless released, ideally in an acceptable manner. Corey (2005) [15] opines that the way the adolescent student works out the tension or the task determines the individual's ability to learn, to cope with anxiety and to get along with others.

Social Learning Theory
According to Bandura (1977) [5], knowledge that results in behaviour change is attained through observation, imitation, and modeling. Besides, Bandura (2001) [6] social learning theory provides the basis for how social norms and values are learned and internalized during the adolescence stage of development. The author affirms that during the adolescent years, decision making is very important and a common feature is the balance of conflicting social information from parents, peers, and schoolmates. The author affirms that during the adolescent years, decision making is very important and a common feature is the balance of conflicting social information from parents, peers, and schoolmates.

Notably, through observations, adolescents create an idea of how new behaviours are performed. For instance, belligerent adolescents have been found to imitate the aggressive actions of their parents, friends, and colleagues during their day to-day interactions. Essentially, such adolescents tend to imitate the hostile actions of these significant individuals, which they have observed in the past (Bandura, 1977) [5]. The modeling process is similar to observational learning. This accounts for several adolescent behaviours, such as unhealthy

relationships, especially with the opposite sex, frequent quarrels, bullying and various forms of abuse, such as alcohol and substance usage.

Moreover, adolescents are often in a state of confusion during their interactions with others (Bandura, 1977; Bandura, 2001) [5, 6]. This is because values and norms differ significantly from one culture to another, and adolescents find it very difficult to unlearn bad moral behaviours already acquired and also to learn and relearn the good ones needed for their personal development. This often results in norm conflicts and most adolescents usually engage in negative tendencies such as petting, sexual immorality, peer influence, and at times, avoidant attitudes in the form of low self-concept, low self-esteem, and lack of confidence as a coping mechanism.

Methodology
Research Design
The research design used was a descriptive survey. The major purpose of a survey is to describe the characteristics of a population. In essence, researchers are interested in learning how individuals in a population disperse themselves over one or more factors (Fraenkel & Wallen, 2000) [21]. Doyle (2004) [15] posits that surveys are useful for eliciting people's impressions, opinions, and ideas, but they are less reliable for determining how individuals actually behave. Since the study sought information as well as the respondents' perspectives on gender differences in the level of psychosocial challenges experienced by male and female senior high school students and their effects on students' academic pursuits, a descriptive survey methodology was therefore considered most appropriate.

Population and Sample Size
The population of this study was 450 students from the two senior high schools within Nanumba North Municipality. The schools are Bimbilla Senior High School and Holy Spirit Senior High School. A sample size of 196 was selected to participate in the study using simple random sampling. This is represented in the table as follows.

Table 1: List of Senior High Schools and Gender Distribution of Respondents

Schools	Sample	Male	Female	%
Bimbilla SHS	133	82	51	52.2
Holy Spirit SHS	63	40	23	47.8
Total	**196**	**122**	**74**	**100**

Field Data (2021)

Research Instrument
Psychosocial Challenges Scale (PCS) is a 45-item measure adapted from Orpines and Frankowski (2001) [35] and Orpinas, Horne and Stanisrewski (2003) [34] which was used to measure adolescent psychosocial challenges. The scale was made up of two sections, A and B. Section A was used to elicit demographic information of the respondents while section B gathered information on emotional, behavioural and social problems of adolescent students. The original scale had 72-items and its Cronbach's alpha (α) coefficient was 0.880. The adapted scale had 45 items and had an internal consistency of .765. The scale had a 4-point Likert scale which consisted of the following options.

Strongly agree - 1

Agree-2
Disagree-3
Strongly disagree-4

Reliability Test
The Cronbach's alpha was used to test the reliability of the scale and it gave a reliability of .765 as shown in the Table below.

Table 2: Psychosocial Challenges Scale (PCS)

Cronbach's Alpha	No. of Items
.765	45

Field Data (2021)

3.6.3.2 Academic Pursuit Scale (APS)
Academic Pursuit Scale (APS) is a 7-item measure developed by the researcher in relation to existing literature and the research hypotheses. The scale consisted of two sections, A and B. Section A was used to gather demographic data of the respondents and section B was used to collect data on the academic pursuit of adolescents students. The Cronbach's alpha (α) coefficient for the 7 statements in the questionnaire was found to be 0.830. It was used to measure persistence, efforts, concentration, class participation, motivation, attitude towards learning and the interest students had in learning. The scale had a 4-point Likert scale which consisted of the following options.

Strongly agree - 1
Agree - 2
Undecided - 3
Disagree - 4
Strongly disagree -5

Table 3: Academic Pursuit Scale (APS)

Cronbach's Alpha	No. of Items
.830	28

Field Data (2021)

Data Analysis
Two hypotheses were formulated to guide the study. The first hypothesis was tested using an independent sample t-test and simple linear regression was performed to test the second hypothesis.

Table 4: Response Rate

SN	Questionnaires Distributed	Questionnaires Retrieved	%
1	450	160	40

Field Data (2021)

Table 4 shows that out of 450 questionnaires distributed to respondents, the researcher was able to retrieve 160 which represents 40%.

Testing of Research Hypotheses
Hypothesis 1
H₁: There will be statistically significant gender differences in psychosocial challenges of Senior High School students in the Nanumba North Municipality.

To test for this hypothesis, an independent sample t-test was conducted to find out and compare the means of the two sexes (males and females) in relation to their psychosocial challenges. The results are presented in Table 5-6 as follows.

Table 5: Descriptive Statistics Results of Gender and Psychosocial Challenges for Hypothesis 1

	Sex	N	Mean	Std. Deviation	Std. Error Mean
Total Psychosocial Challenges	Male	122	2.4756	.35257	.03219
	Female	74	2.5625	.25692	.02947

Field Work (2021)

Table 6: Independent Samples t-Test Results for Hypothesis 1

		Levene's Test for Equality of Variances		t-test for Equality of Means		t-test for Equality of Means
		F	Sig.	T	Df	sig. (2-tailed)
Psychosocial Challenges	Equal variances assumed	4.70	. 031	-1.805	194	.073
	Equal variances not assumed			-1.937	190.521	.054

Field Work (2021)

In Table 5, the female group ($N = 74$) was associated with a much larger psychosocial challenge $M = 2.5625$ ($SD = .25692$). By comparison, the male group ($N = 122$) was associated with a numerically smaller psychosocial challenge, $M = 2.4756$ ($SD = .35257$). The male and female distributions were sufficiently normal for the purpose of conducting a t-test. Additionally, the assumption of homogeneity of variance was tested and satisfied via Levene's F test, $F (4.7) = .31$, $P = 0.679$. The independent samples t-test was associated with a statistically significantly effect, $t (.34) = 3.09$, $p = .004$. Thus, the female group were associated with statistically significantly larger mean psychosocial challenges than the male group. The results demonstrate that the sig. value ($p = 0.54$) is greater than .05, indicating that no significant differences exist between the male and female groups. The 2-tailed test for equality of means was statistically non-significant ($p > .05$). In conclusion, the analysis suggests that there are no statistically significant gender differences in the level of psychosocial challenges experience by male and female students in the Nanumba North Municipality. This analysis supports the null hypothesis and we failed to reject it but the alternate hypothesis that there will be statistically significant gender differences in psychosocial challenges among male and female students was therefore rejected.

Hypothesis 2

H_2: Psychosocial challenges will significantly affect academic pursuit of Senior High School students in the Nanumba North Municipality.

This hypothesis was tested by means of a simple linear regression. The intent was to establish the effect of the psychosocial challenges on the academic pursuit of these students. The results of the analysis are presented in Table 4 -7 below.

Table 7: Results of Descriptive Statistics of Academic Pursuit and Psychosocial Challenges for Hypothesis 2

	Mean	Std. Deviation	N
Academic pursuit	2.9905	.72282	196
Psychosocial Challenges	2.5093	.32101	196

Field Work (2021)

Table 8: Model Summary Results of Simple Linear Regression for Hypothesis 2

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.518ᵃ	.268	.265	.61983	.268	71.185	1	194	.000

Field Work (2021)
a. Predictors: (Constant), Psychosocial challenges
b. Dependent Variable: Academic pursuit

Table 9: ANOVA Results of Simple Linear Regression for Hypothesis 2

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	27.348	1	27.348	71.185	.000
	Residual	74.532	194	.384		
	Total	101.880	195			

Field Work (2021)
a. Dependent Variable: Academic pursuit
b. Predictors: (Constant), Psychosocial challenges

Table 10: Results of Coefficient of Simple Linear Regression for Hypothesis 2

Model	Unstandardized Coefficient	Unstandardized Coefficient		t	sig.
1 (Constant) B	Std. Error		Beta		
Psychosocial	.063	.350		.181	.857
Challenges	1.167	.138	.518	8.437	.000

Field Work (2021)

In Table 9, psychosocial challenges as an independent variable were tested to see their effect on the outcome variable or dependent variable, academic pursuit of Senior High School students. As presented in Table 10, the model of independent variable, psychosocial challenges, successfully influenced the outcome or dependent variable (academic pursuit). The findings therefore suggest the present model is a good predictor. As indicated in Table 9, the model is a significant model since the sig. value ($p = 0.00$) is less than the alpha (0.05) reported as $F (1,194) = 71.18$, $p = 0.00$. Also, as shown in Table 8, Adjusted R^2 (0.265) shows the percentage variance of the independent variable, psychosocial challenges, explained by the dependent variable, academic pursuit. This implies that 26.5% of the variables in academic pursuit may be explained by one's psychosocial challenges.

As presented in Table 10, if the equation for the line that uses psychosocial challenges to determine its effects on academic pursuit was considered, then $y = \beta_0 + \beta_1 x$, where 0.63 is the beta (β) or the slope for psychosocial challenges, and 1.167 is the constant of the line, i.e. the y-intercept. This means that if the

equation of the line was used to determine the level of significance of psychosocial challenges, then the equation for the line was formulated as $y = 0.63x + 1.167$. To determine whether or not the slope of psychosocial challenges was significant, we considered the t–test (t = 8.437) comparing that slope to a slope of 0 to the sig. value of (p = .000). The above analysis suggests that there is a statistically significant effect of psychosocial challenges on the academic pursuit of Senior High School students in the Nanumba North Municipality, which supports the alternate hypothesis. The null hypothesis, which stated that there will be no statistically significant effect of psychosocial challenges on the academic pursuit of Senior High School students in the Nanumba North Municipality, is rejected, while the alternate hypothesis, that there will be a statistically significant effect of psychosocial challenges on the academic pursuit of Senior High School students in the Nanumba North Municipality, is accepted.

6.1 Findings and Conclusions
From the findings of the study, there was no statistically significant gender difference in the psychosocial challenges of Senior High School students in the study setting. This suggests that both male and female adolescents' students experienced the same level of psychosocial challenges in the Nanumba North Municipality. In addition, the study reported that psychosocial challenges greatly affected the academic pursuits of adolescent Senior High School students in the Nanumba North Municipality. This is a great source of worry for the stakeholders in education in the municipality, since students' academic performance is important to everyone.

It can be concluded from the findings that male and female adolescents' students experienced psychosocial challenges in Senior High Schools. These challenges could be anxiety, stress, depression, rule breaking, impatience, belligerence, hostility toward others, delinquency, drug and alcohol misuse, truancy, and interpersonal relationship issues such as self-concept, low self-esteem, and lack of confidence. Besides, it can be established that these psychosocial challenges confronting adolescents Senior High School students have negative repercussions on their academic performance.

Counselling Implications of the Study
Counselling as a discipline is primarily aimed at equipping individuals with the requisite skills, values, and attitudes that are needed to assist the individual in understanding himself/herself and the environment in order to make reasonable decisions in life. It is every student's desire to find solutions to problems that confront him/her daily and to live a happy, meaningful and fulfilling life.
From the findings, it was revealed that adolescents in senior high school students are confronted with stress, depression, anxiety, aggressive behaviours, bullying, hyperactive behaviours, poor self-concept, poor self-esteem, and lack of confidence. These challenges appear to have affected students' learning, academic pursuits, as well as their social lives. These findings should influence counsellors in their therapy and philosophical assumptions about the psychosocial challenges and adaptive behaviours of Senior High School students. Counsellors should employ services like individual and group therapies in order to develop mutual and social support to help these students cope with the overwhelming challenges experienced by these adolescents

in Senior High School and promote their wellbeing.
Moreover, the findings reported that psychosocial challenges greatly affected the academic pursuits of adolescent Senior High School students. Counselling as a discipline and a profession is the missing link between the successful integration of our adolescent students into Senior High School education and their academic pursuits in the Nanumba North Municipality. Hence, what counsellors need to note is that in providing counselling services to students, the focus should be on the whole student body, but collaborate with other teachers to adequately consider the appraisal of each individual student in order to unravel their academic challenges. Counsellors should guide students to form vibrant study groups and adopt good study habits to be able to mitigate their academic difficulties.

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