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UNIVERSITY OF CAPE COAST

EVALUATION OF GUIDANCE SERVICES IN SENIOR HIGH SCHOOLS IN GHANA

BY

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Thesis submitted to the Department of Guidance and Counselling of the College of Education Studies, Faculty of Educational Foundations, University of Cape Coast, in partial fulfilment of the requirements for award of Doctor of Philosophy Degree in Guidance and Counselling

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DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature:..... Date: 03/09/19

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Supervisors' Declaration

We hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

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ABSTRACT

The study sought to evaluate guidance services provided in senior high schools and their benefits to students. Again, the study sought to identify the factors that discourage students from patronising guidance services and come out with measures to promote effective guidance services in SHSs. This study used a concurrent mixed approach underpinned by pragmatic philosophical thought. It employed a descriptive survey and multiple case study designs, where data were collected in two phases using four-point Likert-type scale questionnaire and semi-structured interview guide. The total sample for the study was 1827. At the quantitative phase, a questionnaire was administered to students, teachers and school counsellors while the qualitative phase involved semi-structured interviews for school counsellors and headmasters/mistresses. The quantitative data were analysed using independent samples T-test, ANOVA, mean and standard deviation. The qualitative data were thematically analysed. The study outlined several benefits students derived from guidance services. It emerged from the study that guidance services help students to realise their academic potentials and resolve inter-personal conflict. Notwithstanding, the benefits associated with guidance services, students were not really patronising it because the location of counselling units were not convenient to ensure confidentiality and privacy. It was also revealed that some schools lacked guidance plan and its approach to integrate and share understanding about guidance services to students. The study also pointed out the measures to promote effective guidance services. These included reducing teaching periods of teacher-counsellors so that they can concentrate on the provision of guidance services. It was recommended among other things that schools should organise workshops and seminars for teachers and incorporate guidance activities in the timetable. It was also recommended that the Ministry of Education should provide a clear national policy on funding of guidance services in schools. There should also be clear definition of role for school counsellors and allocation of time so as to promote effective and efficient guidance services in senior high schools in Ghana.

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KEY WORDS

Evaluation

Guidance Services

Head Masters/Mistresses

Senior High Schools

Students

Teachers-Counsellors

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DEDICATION

To my daughters,

Nhyira Kissiwaa Kissi-Abrokwah and Ama Pokuwaa Baffour-Awuah

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TABLE OF CONTENTS

Content	Page
DECLARATION	ii
ABSTRACT	iii
KEYWORDS	iv
ACKNOWLEDMENTS	v
DEDICATION	vi
TABLE OF CONTENT	vii
LIST OF TABLES	xiii
LIST OF FIGURES	xvi
LIST OF ACRONYMS	xvii
CHAPTER ONE: INTRODUCTION	
Background to the Study	1
Statement of the Problem	7
Purpose of the Study	11
Research Questions	12
Research Hypotheses	12
Assumptions of the Study	14
Significances of the Study	14
Delimitation of the Study	15
Limitation of the Study	16
Operational Definition of Terms	18
Organisation of the Study	19
Summary of Chapter One	20

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CHAPTER TWO: LITERATURE REVIEW

Introduction 21

Historical Development of Guidance 21

History of Guidance Services in the World 22

History of Guidance Service in Africa 26

History of Guidance Services in Ghana 27

The Current State of School Guidance Services in Ghana 30

Theoretical Review 32

Person Centered Theory 32

Ecological Theory of Perception 33

McGregor's Theory of Human Motivation (X and Y) 35

Conceptual Framework 37

Benefits of School Guidance Service 39

Career/Vocational Benefit 39

Scholastic-Academic Benefits 43

Personal-Social Benefits 46

Challenges faced in Implementation of Guidance Services 48

Counsellor Identity and Role Ambiguity 48

School Counsellor Qualifications and Training 49

Ethical Standards in Counselling 50

Lack of Authorities Support and Resources 51

Poor Location of Counselling Office 52

Workload of School Counsellor and Time Allocation for Counselling 53

Factors that Discourage Students from Patronising Guidance Services 54

Effectiveness of Guidance Services in School 57

Digitized by Sam Jonah Library

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Appraisal Service 58

Methods used in Appraisal Service 60

Test Techniques 60

Teacher-Made Test 60

Standardised Psychological Test 61

Study Habit Inventory 61

Vocational Interest Investory 61

Non-Test Techniques 62

Case Study 62

Observation 62

Interview 62

Consultation Service 63

Counselling Service 64

Follow-up Service 67

Information Service 68

Orientation Service 70

Placement Service 73

Referral Service 74

Demographic Background of Respondents and their Effectiveness in Providing Guidance Services 75

Academic Qualification and Effectiveness in Providing Guidance Services 76

Years of Experiences and Effectiveness in Providing Guidance Services 77

Teachers' Teaching Workload and Effectiveness in Providing Guidance Services 78

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Measures to Promote Effective School Guidance Services 80

Redefining Guidance Coordinator Roles and Identity 80

Guidance Coordinator Preparation/Training 81

Comprehensive Guidance Programme 83

Development of Systemic Support 86

Summary of Literature Reviewed 89

CHAPTER THREE: RESEARCH METHODS

Introduction 93

Philosophical Foundation of the Study 93

Research Design 96

Quantitative Phase: Descriptive Survey Design 96

Qualitative Phase: Multiple Case Study Design 97

Study Area 98

Population 102

Sampling Procedure 105

Data Collection Instruments 109

Quantitative Phase: Questionnaire 110

Qualitative Phase: Semi-Structured Interview 113

Pilot-Testing of Instruments 115

Trustworthiness of the Study 118

Ethical Consideration 120

Training of Field Assistants 122

Data Collection Procedure 123

Data Processing and Analysis 124

Familarisation and Immersion 126

Digitized by Sam Jonah Library

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Inducing Themes 126

Coding 126

Elaboration 126

Interpretation and Checking 127

Summary of Research Methods 127

CHAPTER FOUR: RESULTS AND DISCUSSION

Introduction 128

Research Questions 129

Research Hypotheses 130

Statistical Analysis of the Demographic Background of Respondents 131

Quantitative Statistical Analysis of Research Questions 136

Benefits of Guidance Services to Students 137

Challenges Faced in Implementation of Guidance Services 140

Factors Discouraging Students from Patronising Guidance Services 144

Effectiveness of Guidance Services Practised in Schools 147

Measures to Promote Effective Guidance Services in Schools 152

Hypotheses Testing 155

Research Hypothesis 1 155

Research Hypothesis 2 157

Research Hypothesis 3 159

Research Hypothesis 4 161

Research Hypothesis 5 162

Research Hypothesis 6 164

Research Hypothesis 7 166

Research Hypothesis 8 167

Digitized by Sam Jonah Library

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Thematic Analysis of the Qualitative Data 169

Nature of School Guidance Services 169

Benefits derived from Guidance Services 171

Challenges faced in the Implementation Guidance Services in Schools 174

Factors Discouraging Students from Patronising Guidance Services 178

Effectiveness of Guidance Services Practised in Schools 181

Measures to Promote Effective Guidance Services in Schools 189

Summary of Major Findings 192

Discussion of Quantitative and Qualitative Findings 192

Benefits of Guidance Services to Students 193

Challenges Faced in the Implementation of Guidance Services 200

Factors Discouraging Students from Patronising Guidance Services 207

Effectiveness of Guidance Services Practised in Schools 211

Measures to Promote Effective Guidance Services in Schools 222

Summary of Results and Discussion 230

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction 232

Summary of the Research Process 232

Key Findings of Research Objectives 234

Findings from the Research Hypotheses 242

Conclusions 246

Contribution to Knowledge 247

Recommendations 247

Suggestions for Further Research 248

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REFERENCES 250

APPENDIES 282

 Digitized by Sam Jonah Library

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LIST OF TABLES

Table		Page
1	Classification of Ghana into Geographical Zones	99
2	Distribution of Targeted Population for the Study	103
3	Distribution of the Accessible Population for the Study	103
4	Distribution of Quantitative Sample for the Study	106
5	Distribution of Qualitative Sample for the Study	108
6	Distribution of Scale of Pilot Test Results for Students	116
7	Distribution of Scale of Pilot Test Results for Teachers-counsellors	117
8	Statistical Analysis of the Demographic Background of Students	132
9	Statistical Analysis of the Demographic Background of Teachers-counsellors	134
10	Mean and Standard Deviation of the Benefits of Guidance Services from Students	138
11	Mean and Standard Deviation of the Benefits of Guidance Services from Teachers-counsellors	139
12	Mean and Standard Deviation of the Challenges faced in the Implementation of Guidance Services from Students	141
13	Mean and Standard Deviation of the Challenges faced in the Implementation of Guidance Services from Teachers/ Counsellors	142
14	Mean and Standard Deviation of the Factors Discouraging Students from Patronising Guidance	

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	Services from Students	144
15	Mean and Standard Deviation of the Factors Discouraging Students from Patronising Guidance Services from Teachers-counsellors	146
16	Mean and Standard Deviation of the Effectiveness of Guidance Services Practised from Students	147
17	Mean and Standard Deviation of Effectiveness of Guidance Services Practised from Teachers-counsellors	150
18	Mean and Standard Deviation of the Measures to Promote Effective Guidance Services from Students	152
19	Mean and Standard Deviation of the Measures to Promote Effective Guidance Services from Teachers-counsellors	153
20	Summary of One-way Analysis of Variance	155
21	Multiple Comparisons (The Post-Hoc Tests)	156
22	Summary of One-way Analysis of Variance	158
23	Multiple Comparisons (The Post-Hoc Tests)	158
24	Group Statistic of Type of Schools and Benefit Students derive from Guidance Services	159
25	Independent Sample T-test for Type of Schools and Benefit Students derive from Guidance Services	160
26	Group Statistic of Type of Schools and Challenges faced in Guidance Services	161
27	Independent Sample T-test for Type of Schools and Challenges faced in Guidance Services	162
28	Group Statistic of Type of Schools and Factors	

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	Discouraging Students from Patronising Guidance Services	163
29	Independent Sample T-test for Type of Schools and Factors Discouraging Students from Patronising Guidance Services	163
30	Group Statistic of Academic Qualification and Effectiveness in providing Guidance Services	164
31	Independent Sample T-test for Academic Qualification and Effectiveness in providing Guidance Services	165
32	Summary of One-way Analysis of Variance	166
33	Summary of One-way Analysis of Variance	167
34	Multiple Comparisons (The Post-Hoc Tests)	168

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LIST OF FIGURES

Figure		Page
1	Conceptual Framework of Guidance Services and their Benefits to Students	38
2	Map of Ghana showing the Study Areas	102
3	Observed Model of Guidance Services and their Benefits to Students	245

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LIST OF ACRONYMS

ACA	American Counselling Association
ANOVA	One-way Analysis of Variance
ASCA	American School Counselling Association
CAMFED	Campaign for Female Education
CRDU	Curriculum Research Development Unit
GCCs	Guidance and Counselling Coordinators
GES	Ghana Education Service
IRB	Institutional Review Board
IEPA	Institute of Educational Development
MOE	Ministry of Education
NVGA	National Vocational Guidance Association
PE	Physical Education
SED	Scottish Educational Development
SHS	Senior High School
SHSs	Senior High Schools
UCC	University of Cape Coast
UEW	University of Education Winneba
UK	United Kingdom
UNESCO	United Nations Education Scientific and Cultural Organisation
USA	United State America
WAEC	West African Examination Council
WASSCE	West Africa Secondary School Certification Examination

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CHAPTER ONE

INTRODUCTION

The study evaluates guidance services in senior high schools (SHSs) in Ghana. This chapter discusses the context of the study, statement of the problem, the purpose of the study, research questions, hypotheses, significance of the study, delimitation, and limitations of the study. The chapter also explains how the study was organised in the various chapters.

Background to the Study

Guidance has its origins from the vocational guidance movement which can be traced back to the industrial revolution of the late 1800s (Foster, 2003; Gloster, 2009; Herr, 2002). In the 1900s, Frank Parsons, "The Father of Guidance" contributed to the development of guidance and counselling. The emphasis of guidance programmes, however, shifted between the 1920s and 1950s (Gloster, 2009; Gysbers, 2001). In those times, and even to the present, there were questions regarding the purpose and functions of the guidance coordinator. As a result, there were debates concerning the roles of counsellors to serve as mental-health specialists, career guides, or proponents of educational achievement (American School Counsellor Association, 2005). The debate did not hold until the 1960s when there was a proliferation of school counselling programmes largely due to the federal funding provided through the National Defense Education Act of 1958 (American School Counsellor Association, 2005; Gloster, 2009).

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The 1960s and 1970s saw guidance programmes with emphasis on personal growth and responsibility and an articulation of the expectation that responsibilities of counsellors were counselling, consultation and coordination (Foster, 2003; Gloster, 2009; Hardesty & Dillard, 1994). In view of this, the implementation of guidance services in the school curriculum was paramount for national growth and development. This is because no human being is able to exist without any form of guidance and it is only through guidance services that students' potentials can be maximised. A study conducted by Chemutai (2013) suggests that due to many pressures mounted on the family, parents tend to have little time with their children to give them the necessary guidance. However, guidance services were introduced to assist parents to help their children to overcome the number of challenges they experience at home and at school.

Guidance has also been described as a programme of services for individuals based on their needs and depending on the influence of the various environments in which they live. It is, at the same time, a broad professional field with a wide range of activities, programmes and services geared towards assisting students to better understand themselves, their problems, their school environments, and their world and to develop an adequate capacity for making wise choices and decisions in life (UNESCO, 2002).

In as much as guidance aims at providing services to meet the needs of people in need, it is equally important that such services are evaluated. The issues of evaluation of guidance services are not new. Mapfumo and Nkoma (2013) conclude that the evaluation of guidance programmes and their related activities have been part of professional dialogue since the 1920s. In

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developed countries, the concern for evaluation is to measure the quantum of guidance those who needed it received and how much effort school counsellors contributed to students' success and development (Mapfumo & Nkoma, 2013; McGannon, Carey & Dimmitt, 2005).

This increased emphasis on accountability in guidance programmes (American School Counsellor Association, 2003; Lapan, 2001; Maliszewski & Mackiel, 2002; Mapfumo & Nkoma, 2013) has led to research-based curriculum material to ensure that guidance services attain their main goals of implementation. Mapfumo and Nkoma (2013) reveal that a well-implemented guidance approach on students' achievement and school behaviour was that 70% of students in the experimental group improved well as measured by the school social-behaviour scale. In the same vein, a study conducted by Javis and Keeley (2001) show that a comprehensive development sequenced programme on guidance services led to positive efforts on students' career building.

Guidance services consist of three thematic components. The first component is the curriculum which comprises three major areas such as career planning and exploration, knowledge of self and others and educational and vocational development (Mapfumo as cited in Mapfumo & Nkoma, 2013). The second component is made up of responsive services that are 'reactive' in the sense that they are normally not proactively offered by the counsellor but by students, other teachers, or members of the communities. This component includes counselling of students who have personal, psychological or emotional challenges and needs, consultations with teachers and other staff, and consultation with the advisory committee of the school (Mapfumo &

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Nkoma, 2013; Starr, 1997). The third component includes the system of support related to the management activities required to run the programme. These include professional development opportunities for counsellors and other para-professional staff, community outreach programmes, consultations with teachers in the school, consultations with practitioners in other schools, consultations with the advisory council as well as research-based activities related to the programme (Gazzola & Samson, 2004; Gysbers & Henderson, 2006; Mapfumo & Nkoma, 2013; Starr, 1997). These support system activities also include the advisory and management roles of school authorities and the provision of resources to sustain the programmes of guidance services in the school.

The American School Counsellor Association National Model serves as a guide to today's professional school counsellors who are uniquely trained to implement guidance services American School Counsellor Association, [ASCA] (2012). Driven by student data and based on standards of academic, career, and personal/social development, these programmes lead to results measured by improvement in academics, attendance, and behaviour of all students. According to ASCA (2012, p.78), the job descriptions of school counsellors include to:

1. advocate for the need of students and community members;
2. provide leadership towards the implementation of the comprehensive school guidance programme;
3. provide individual and group supervision to students in practice;
4. collaborate in the supervision of school counselling interns/fieldwork of students;

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5. coordinate the integration of school guidance programmes with the total educational curriculum of the school;
6. provide leadership to promote equity in policies and procedures that impact students;
7. help to set up in-service guidance committee that looks after the day-to-day management of the guidance programme;
8. coordinate the creation of guidance curriculum for school-wide implementation;
9. design a timetable for class-based guidance activities;
10. provide, where possible, one-on-one counselling for pupils and arranging appropriate referrals;
11. help to mobilise resources (books, stationery, space etc.) for use in the guidance programme;
12. collect and collate relevant pupil data; and
13. organise career days and other related functions.

The school counsellor can evaluate the guidance services with the outcome of the job description. Mapfumo and Nkoma (2013) assert that when guidance services are implemented in the right manner, the services bring benefit to students who participate in them.

In Ghana, the genesis of guidance was the traditional giving of advice which was voluntarily done by heads of institutions and teachers (Essuman, 1998). However, outside the school setting, parents, guardians and family elders guided their children, being naturally expected by society. It was also viewed that pastors and Sunday school teachers were significant school counsellors in our communities (Dankwa as cited in Essuman, 1998).

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According to Taylor and Buku (2006, p. 6) attempts to establish formalised guidance in Ghana was in 1955 when the Ministries of Labour, Social Welfare, and Education came together to establish a Youth Employment Department. This was in response to the uproar of Ghanaians to seek meaningful education for their children since that would reflect the manpower needs of the country. Taylor and Buku (2006) further asserted that the Youth Employment Department was created to cater for the unemployed middle school leavers less than twenty years of age and they were placed in suitable jobs after giving them vocational guidance. Ackummey (1989) added that, by 1961, about thirty (30) of such youth employment centres had been established in the country.

The establishment of guidance services in schools began in the 1960s in Ghana when the Curriculum Research Development Unit (CRDU) was instituted to cater for programmes in school welfare service, and education for the handicapped (Taylor & Buku, 2006). The professionalisation of guidance and counselling experimented with the introduction of cumulative record cards in Ghanaian schools, but such an attempt failed because the authorities did not know which educational level to start the guidance programme with.

However, the advent of guidance services came into existence in 1976, when the government of Ghana came out with a policy through a directive issued by the Ghana Education Service (GES) to establish guidance centres in all second cycle institutions in the country. Based on that directive, the GES instructed the second cycle institutions to establish guidance centres in schools. Such a directive caused the University of Cape Coast (UCC) to train school counsellors to serve second cycle institutions (Essuman, 1998). By

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1981, about two hundred (200) school counsellors had been trained and been working with GES. The establishment of guidance and counselling degree course at the University of Education, Winneba (UEW) and UCC to complement the masters and doctoral programmes show that the programme has come to stay in Ghana.

Statement of the Problem

Ghana as a developing country is making efforts to improve its educational system for national development. The implementation of guidance services in senior high schools (SHSs) was part of the strategy to help improve education in the country. Hence, it is expected that the proper and effective implementation of guidance services would go a long way to bring about the desired results in our educational policy.

A study conducted by Asare-Owusu (2016) suggests that high rates of examination malpractices that lead to cancellation of students' examination papers among SHS students affect educational progress. The West African Examinations Council (WAEC) Chief Examiner's Report (2016) indicates that, out of 274,262 students who sat for the West African Senior Secondary Certificate Examination (WASSCE), 17,866 students were involved in examination malpractices. Again, 2017 WASSCE results showed that, out of 525 public senior high schools that registered for the examination, the results of 185 senior high schools' have been withheld pending an investigation into various cases of examination malpractice detected during and after the conduct of the examination. The researcher suggests that if guidance services were effectively run or practise in SHSs then students involvement in examination malpractices would be reduce.

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A finding from Owusu (2015) showed that guidance services lack recognition and support from the headmasters/mistresses. A study by Brako (2014) on guidance and counselling portrays a general picture of how the guidance services have failed woefully because the SHS system is the breeding ground for the country's high rate of unemployment, wrong career choices/path, prostitution, money rituals (Sakawa), substance abuse, examination malpractices and teenage pregnancy.

There was a recent riot between Kumasi Technical Institute (KTI) students and the police and as a result, 48 students were hospitalised and detained (Joy FM Report, 2017). Again, students in Karaga SHS, Nalerigu SHS and Salaga T. I. Ahmadiya SHS clashed with school authorities and destroyed property including school dormitories, school bus and teachers' bungalows (Savannah News Report, 2015). These acts of indiscipline by the students clearly show that guidance services in SHSs are not adequately in practiced. The researcher believes that efforts to implement guidance services in various SHSs, the instances discussed earlier and other related problems could be reduced or completely avoided.

A study by Sedofia and Ocansey (2013) evaluates the information and consultation services in the Colleges of Education without the other seven guidance services. Their findings showed that information and consultation services are not adequately provided in the Colleges of Education in the Volta Region. Asamari (2015) also worked on the provision of guidance services in Colleges of Education in Northern Ghana. His findings revealed that orientation, information, appraisal, counselling and placement services were the major guidance services practice in schools, where orientation service

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topping the list. Nyarko-Sampson (2010) focused on Teacher Trainees' appraisal of guidance and counselling programmes in Colleges of Education in Eastern and Greater Accra Zones. His study was on guidance services and it was done among Colleges of Education students. The finding shows that students' patronage in guidance services was average representing 2.5 response rate.

Nyarko-Sampson (2016) looked at students' perception of guidance and counselling offered in Colleges of Education in the Volta Region. His study found a significant difference in students' perception of guidance and counselling services on the basis of class levels. There was no significant difference in respondents' perception of guidance and counselling needs on the basis of gender. However, there was a significant difference in students' reasons for not patronising guidance services on the basis of gender. Similarly, a study by Sedofia, Antwi-Danso and Nyarko-Sampson (2018) focused on guidance the needs of teacher trainees in selected Colleges of Education in the Volta Region, Ghana. Their results showed that the guidance needs of teacher trainees in Colleges of Education in the Volta region are academic (study habit, how to further their studies, time management and test anxiety); financial (how to fund their education and how to handle or use money); social (intimate or boy/girlfriend relationship, interpersonal relationship); personal (knowing oneself, problem solving, self-control); and placement (the selection of elective courses, postings, and joining other professions).

Kemetse, Nyarko-Sampson, Nkyi and Nyarko (2018) examined the implementation of guidance services in senior high schools in Ho Municipality, Ghana. Their findings revealed that guidance and counselling

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units were available even though the facilities were inadequate and the rooms were not well furnished. Again, orientation and counselling services were the most common guidance and counselling services while referral and evaluation services were the least common guidance services provided in the senior high schools in the Ho Municipality.

A study by Atta-Frimpong (2013) assessed the effectiveness of guidance and counselling and his findings revealed that there were certain constraints like, lack of office accommodation, insufficient logistics, improper awareness creation among others which rendered the guidance and counselling programme of the college in question ineffective as expected. Again, a study by Ahyia (2010) examined students' views on guidance services in Ghana. A majority of the students conceived that guidance and counselling have no good impact on them. Mintah (2012) also worked on the assessment of the effectiveness of guidance services in second cycle schools in Kwaebibrem District. Her findings revealed that the lack of both human and material resources hindered the quality of the guidance services in SHSs.

Studies in relation to evaluation guidance services reviewed in this work are mostly quantitative studies that concentrated on public SHSs, students and are found in a district or region in Ghana. The current study is a mixed method approach which focused on all the guidance services in SHSs and was done across the country using students, teachers, school counsellors and headmasters/mistresses as the respondents. Again, SHS students were the respondents in the study because they are in their exploration stage and are full of adventure, which most of the time puts them in serious problems. The study sought the views of counsellors, teachers and headmasters/mistresses because

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it is an undeniable fact that the success of any guidance programme in the school largely depends on both the beneficiaries and the implementers. The way students, counsellors, teachers and headmasters/mistresses perceive and respond to guidance services in the SHSs, can greatly affect its patronage, execution and support. The researcher, thus, wants to evaluate guidance services in SHSs to ascertain if the services provided effectively address students' needs.

Purpose of the Study

The study sought to evaluate guidance services provided in SHSs and their benefits to students. Again, the study sought to identify the factors that discourage students from patronising guidance services and come out with measures to promote effective guidance services in SHSs.

The specific objectives of the study are to:

1. examine the major guidance services provided in SHSs to address the needs of students;
2. investigate the benefits of guidance services to SHSs students in Ghana;
3. investigate the challenges stakeholders of SHSs face in the implementation of guidance services;
4. assess the factors that discourage students from patronising guidance services in Ghana;
5. find out if the demographic background (years of experience, academic qualification and period taught per week) of teachers-counsellors ensure their effectiveness in providing guidance services in school and

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6. investigate measures that help promote effective guidance services in SHSs.

Research Questions

To address the objectives of the study, the following research questions have been formulated to guide the study.

1. What major guidance services are provided in SHSs to address the needs of students?
2. What are the benefits of guidance services to SHSs students in Ghana?
3. What challenges do stakeholders of SHSs face in the implementation of guidance services?
4. What factors discourage students from patronising guidance services in SHSs in Ghana?
5. What measures can be taken to promote effective guidance services in SHSs?

Research Hypotheses

The study made and tested the following hypotheses:

$H_0$1: There is no significant difference between study regions in terms of benefits students derive from guidance services in SHSs in Ghana.

H_A1: There is a significant difference between study regions in terms of benefits students derive from guidance services in SHSs in Ghana.

$H_0$2: There is no significant difference between study regions in terms of challenges faced in the implementation of guidance services in SHSs in Ghana.

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H_A2: There is a significant difference between study regions in terms of challenges faced in the implementation of guidance services in SHSs in Ghana.

$H_0 3$: There is no significant difference between the type of school and benefits students derive from guidance services in SHSs in Ghana.

H_A3: There is a significant difference between the type of school and benefits students derive from guidance services in SHSs in Ghana.

$H_0 4$: There is no significant difference between the type of school and challenges students faced in guidance services in SHSs in Ghana.

H_A4: There is a significant difference between the type of school and challenges students faced in guidance services in SHSs in Ghana.

$H_0 5$: There is no significant difference between the type of school and factors that discourage students from patronising guidance services in SHSs in Ghana.

H_A5: There is a significant difference between the type of school and factors that discourage students from patronising guidance services in SHSs in Ghana.

$H_0 6$: There is no significant difference between the academic qualification of teachers-counsellors and their effectiveness in providing guidance services in SHSs in Ghana.

H_A6: There is a significant difference between the academic qualification of teachers-counsellors and their effectiveness in providing guidance services in SHSs in Ghana.

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$H_0$7: There is no significant difference between years of experience of teachers-counsellors and their effectiveness in providing guidance services in SHSs in Ghana.

H_A7: There is a significant difference between years of experience of teachers-counsellors and their effectiveness in providing guidance services in SHSs in Ghana.

$H_0$8: There is no significant difference between period per week for teachers-counsellors and their effectiveness in providing guidance services in SHSs in Ghana.

H_A8: There is a significant difference between period per week for teachers-counsellors and their effectiveness in providing guidance services in SHSs in Ghana.

Assumptions of the Study

The study was conducted based on the following assumptions:

1. Students in SHSs are exposed to similar guidance services;
2. Teachers and counsellors are assumed to possess similar levels of competence or understanding of the basic concepts associated with guidance services;
3. There is time allocated for guidance services in schools;
4. All SHSs in Ghana have school counsellors and guidance and counselling centres; and
5. Ghanaian school guidance services are in line with international trends.

Significance of the Study

Marshall and Rossman (2006, p. 33) argue that "The researcher must show that practitioners needed information that the research provides". It is

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expected that the study would be useful to counsellors, lecturers, researchers, curriculum experts or planners and students. The study would be of enormous benefit to counsellors, teachers and lecturers because it might provide them with relevant information on the opportunity to ascertain the extent to which guidance services are available to address the needs of students in Ghana. For instance, the manual develops from the study can be a resource for assisting SHSs to improve their guidance programme.

Again, the study would benefits curriculum experts when making changes in the senior high curriculum reform. The results of the study could help them to understand the challenges facing the implementation of guidance services in schools in the development of a good curricula which could cater for guidance services. This could lead to the inclusion of guidance services in the curricular of schools. However, students would benefit by knowing the important of visiting the school counselling center or participating in any of the school guidance services.

Furthermore, the study could enrich the available literature on the variables being studied. This would enable future researchers to have reference material for research similar to this study. In other words, the findings of this study may serve as related literature to future researchers investigating issues concerning guidance services.

Delimitations of the Study

The study focuses on the evaluation of guidance services in SHS in Ghana. The study covered eighteen (18) SHSs within the Northern, Ashanti and Central Regions of Ghana. The school counsellors, headmasters/mistresses and teachers were the main respondents for the study

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because they are the direct stakeholders of the school guidance programme. The study also focused on the first and second year SHS students. This group of students were preferred to third year students on the basis that, the third-year students were busy writing their final examination during the time of data collection. Nevertheless, the first-year students have just come to school so they need guidance and counselling to sustain them to develop in school.

In order to provide in-depth analyses of the issues at hand, the study used concurrent mixed method approach to have a fair understanding of the study. The participants were selected with no recourse to their ethnic, cultural or socio-economic backgrounds. Without a doubt, the selected participants were not a representation of the whole SHSs population in Ghana, but it can be presumed that they share common challenges and barriers with the rest of the SHSs in Ghana.

Limitations of the Study

According to Best and Kahn (2006), limitations are conditions beyond the control of the researcher; in that, they may place restrictions on the conclusions of the study and their application to other situations. Firstly, critics of case study design argue that generalising the findings of such studies is difficult and unreliable because of their limited coverage (Cohen, Manion, & Morrison, 2007). According to Stake (1995), a case study lends itself to 'naturalistic generalisation', not 'scientific generalisation', as a survey does. The application of the findings of a case study becomes even more difficult when the case studied is a negative or abnormal case (Denscombe, 2003). As already noted, personally my aim of conducting this study was to provide a better understanding of the phenomenon of evaluating guidance services in

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Ghana. Nevertheless, because the case was typical, there is the possibility for readers to transfer the outcomes to their individual contexts if they identify commonalities between their contexts and that of this particular study. In addition, the findings of this study can be used in close association with others conducted in the Ghanaian educational context to enhance understanding of guidance services practised in senior high schools.

Moreover, since the research instruments often gather the views and opinions of the participants, it was realised that some of the participants could potentially be identified. The threat to confidentiality and anonymity of information provided by the participants were higher, considering the number selected for the interviews. The researcher decided to exclude from the data any comments/quotations that could expose the identity of any of the participants.

Merriam (2009) and Stake (1995) draw researchers' attention to potential bias which could occur during data collection, construction and analysis. In this study, attempts were made to ensure that the procedures for data collection were without biases. Firstly, both the questionnaire and the interviews were piloted before their execution. Secondly, two methods were used to collect data from respondents. These ensured that the data was triangulated, eliminating any potential bias.

Another limitation that the researcher encountered was respondents' unwillingness to reveal the information, and thus delayed the data collection process. In addition, some of the questionnaires returned were partly answered. Such questionnaires were returned to the respondents and the researcher assisted the respondents to answer those questions. The other

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challenge we faced was the fact that some of the respondents did not honour their interview appointments and after several rescheduling, they still could not make it.

The final limitation of this study was related to the interview with the headmasters/mistresses and school counsellors. I recognised that students had something to say about the phenomenon when interviewing the school counsellors. The exclusion of these students was felt, especially during the presentation of the findings, and the data analysis, because their views could have the potential to clarify some issues raised by the headmaster/mistresses and school counsellors.

In spite of these limitations, it could be said that the concurrent mixed method approach was appropriate for the study. It was suitable for answering the key research questions set out in the introductory chapter and allowed the evaluation of guidance services to be investigated.

Operational Definition of Terms

Some words within the study were given operational definitions as used in the context and scope of the research. They include the following:

Counsellor: The person who put guidance activities into practice in school.

Effectiveness: The degree to which school guidance services are well organised and the extent to which student problems are solved.

Evaluation: The qualities or components to determine the worth of guidance services in SHSs.

Guidance Services: These are services put in place by the SHSs to assist students to gain self-understanding, self-acceptance and self-direction.

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These services are Appraisal, Consultation, Counselling, Follow-up, Information, Orientation, Placement and Referral.

Respondents: These are the direct parties who answer questions in a research study.

Stakeholders: They are headmasters/mistresses, teachers, school counsellors who matter in the implementation process of guidance services in school.

Students: They are learners who are in form one (1) and form two (2) in SHSs

Type of School: These consist of public and private SHSs in Ghana.

Organisation of the Study

The study was organised into five chapters. Chapter One consists of the background of the study, statement of the problem, the purpose of the study and the research questions. The chapter also includes delimitation of the study, limitation of the study, the definition of terms as well as the organisation of the study.

Chapter Two reviews relevant literature. This includes theoretical review, conceptual framework and empirical perspective. The empirical review was divided into sub-headings to reflect the thematic areas such as: 1) Historical and current state of guidance and counselling in Ghana, 2) Benefits of guidance services to SHSs students in Ghana; 3) Challenges stakeholders of SHSs faced in the implementation of guidance services; 4) Factors that discourage students from patronising guidance services; 5) Assess the guidance services provided in SHSs to address the needs of students; 6) Assess the demographical information of teachers-counsellors ensure their

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effectiveness in providing guidance services; and 7) Measures that help promote effective guidance services.

Chapter Three describes the research methods which were employed for the study. The chapter captures the philosophical stance of the study, research design, population, sample and sampling procedure, research instrument, the trustworthiness of the study, pretesting of the instrument for data collection as well as the procedure for data processing and analysis.

Chapter Four of the study concentrates on the results and discussion. The chapter includes the background characteristics of respondents. The analyses were done in line with the research questions/hypotheses.

Chapter Five presents the summary, conclusions and recommendations of the study. Areas of further research were also suggested in this chapter.

Summary of Chapter One

This chapter is an introduction to the study. It has provided insight into the study by outlining the background to the study, statement of the problem and significance of the study, delimitation, limitation, operational definition of key terminologies and an outline of chapter divisions.

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CHAPTER TWO

LITERATURE REVIEW

Introduction

This section reviews the relevant literature of the study. The researcher is aware that other authors have written on this topic. For this reason, it is necessary to review literature related to this topic. Pieces of information were gathered from journals, abstracts, the internet, books, and works people have done on guidance services. The literature review covered three (3) areas. The first section presents a detailed discussion of the historical development of guidance and counselling. The section presents information on the current state of school guidance services in Ghana. Section two discusses the theoretical review and conceptual framework that accentuates the study. The last section reviews empirical literature based on the research questions of the study.

Historical Development of Guidance

The concept of guidance is associated with the early Greek communities. The Greeks sought to train and develop their citizens so that they would become useful to themselves. They did this through education since they believed that individuals had their potentials which could be developed to the maximum. Plato and Aristotle developed and expanded ideas about the interaction of people and the environment and related them to the optional functioning of individuals (Makinde, 1983; Taylor & Buku, 2006).

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It is also known that parents in ancient Rome served as role models to their children and encouraged occupational exploration. They guided their children to know which occupation to follow considering their potentials as individuals with different and special capabilities. It is also believed that the early Egyptians were also concerned with guidance as early as 250 BC. They sought to guide their citizens to maximise their potentials. It should be noted that the early philosophers, priests and other representatives of religions and the gods the people worshipped assumed the role and function of advising and offering counselling to their people (Taylor & Buku, 2006). However, these guidance roles were not as refined, systematic and scientific as we have today. Guidance has established its place as a prominent feature in the lives of men since time immemorial. It should therefore not be seen as a modern invention from the industrial evolution days in the United States of America (Taylor & Buku, 2006).

History of Guidance Services in the World

Guidance officially started in the large industrial towns in the United States of America (USA). It began in towns like Detroit, Boston, New York and Chicago. In the 19th Century, there was a boom in industrial establishments that attracted many people in those American towns so skilled and unskilled rushed to those towns to look for jobs either to be better paid or just to be able to earn a humble living (Taylor & Buku, 2006). They further posit that results of these massive shifts to the industrial areas were that:

1. There were too many job-seekers than the industries could absorb;
2. Wages were low because there was so much unskilled labour and even children were also employed under unsatisfactory working conditions;

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3. There was overcrowding in those industrial towns;
4. Housing became a problem;
5. Living conditions deteriorated as facilities became overstretched; and
6. Crimewave became a big threat as people of different backgrounds came in with different motives.

These led to poor and insecure economic conditions in those parts of U.S.A; and those poor conditions attracted the attention of humanitarian movements to help the poor and suffering people in the society (Makinde as cited in Taylor & Buku, 2006). They further explained that the movements criticised the injustice and suffering of the people in the towns and, more especially, in the industries. To achieve their objective, the movements used guidance as one of their weapons to fight the injustices and sufferings of the people. It was a war against the socio-economic threat. It is not surprising, therefore, that guidance first started in those industrial towns.

The guidance movement which started in the U.S.A. emphasised vocational information, planning and guidance. Vocational training was believed to be a part of both organised and less-organised methods of securing occupational confidence and experiences by individuals for achieving occupational proficiency. Vocational planning was regarded as the process of assisting pupils and students and other persons to develop and accept an integrated and adequate picture of themselves and their roles in the world of work (Makinde, 1983). Truman Kelly was the first person to coin the term, 'educational counselling' in 1914.

The first systematic work in vocational (career) guidance in schools was by George Merrill in 1885 at the California School of Mechanical Arts in

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San Francisco. Merrill provided exploratory experiences in each of the trades taught by the school to provide specific guidance services for pupils. A great pioneer in the field of guidance was Frank Parson who also coined the term 'Vocational Guidance'. A Vocational Bureau was established at Boston with the help of Frank Parson in 1908 to assist young people to make vocational choices based upon their occupational aptitudes and interest. Parson established the first counselling training programme nine months after the establishment of the vocational bureau. Seven years later, the school committee of Boston adopted the first certificate programme for counsellors. By 1928, vocational guidance departments had been initiated and permanently established in several schools in the USA and the National Vocational Guidance Association (NVGA) was firmly established (Hughes, 1971).

Guidance services of various kinds came to be offered within the schools and colleges system in the 1920s and 1930s (Makinde, 1983; McLeod, 1998). This came to be offered as career guidance and as a service for young people who were having difficulties adjusting to the demands of school and college life. According to Polat and Jenkins (2005), the provision of counselling and related services in educational settings in England and Wales were first developed in a systematic way in the mid-1960s. For instance, during the 1960s, the universities of Keele and Reading introduced counselling courses and this led to the evolution of guidance services in Britain. Career education became a mandatory part of the school curriculum under the Education Act of 1997 (Watts & Kidd, 2000). This has since intensified. For example, the Special Education Needs Code of Practice specifically identified counselling as one of a range of in-school responses that

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may be appropriate for responding to children and young people with emotional, behavioural and social difficulties (Wango, 2006).

Child counselling was not neglected either. In 1913, the London County Council appointed its first child psychologist (Bor, Ebner-Landy, Gill & Brace 2002). However, child guidance until the end of the Second World War was mainly concerned with pupils who were mentally abnormal: "the feeble-minded, the dull and backward, the delinquent, and the neurotic" (Wango, 2006). It is not surprising that most people viewed and some still view guidance and counselling as rather a specialised way of dealing with problems by a specialist. At a later stage, psychology was conjoined with educational tests and measurements to group pupils and students according to their abilities and attainments, the diagnosis and remedial treatment of slow learners and maladjusted pupils. These concepts clearly negate the process of guidance and counselling itself, which should be in essence every child's privilege (Hughes, 1997; McGuiness, 1998).

Educational counselling is now conceived partly as the process of rendering services to pupils and students who need assistance in making decisions about important aspects of their education such as the choice of courses, studies or careers, decisions regarding interests and ability and choices of high school and colleges or universities. It increases their knowledge of educational and career opportunities (UNESCO, 2000b).

The Scottish Education Department (SED, 1968) defines guidance as attending to the personal difficulties of pupils and helping them to make choices and decisions. This study considers all these and adopts the seemingly more embracing concept by Watts and Kidd (2000) who perceive the concept

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of guidance as drawn on two related but distinct traditions the development of vocational (career) guidance and the development of guidance as an educational concept.

History of Guidance Services in Africa

The development of guidance in Africa can be viewed from two broad perspectives. There is informal or traditional guidance and formal or organised guidance. Most traditional African societies had various forms of social services that were provided for young people and children to enable them to grow into responsible and productive members of their community (UNESCO, 2000a).

Children and young people were inducted into cultural values, beliefs, customs and future roles according to their gender (Makinde, 1983; Wango, 2006). They were socialised in the community through history, oral narratives, proverbs and riddles, songs and dances and also their various skills to earn their future living. The extended family provided other support services as a source of information and help as in counselling. Children in traditional African societies were guided and counselled by older relatives, parents, uncles and aunts in the informal context and during initiation ceremonies (Taylor & Buku, 2006).

On formal or organised guidance in Africa, not much literature is available. However, Taylor and Buku (2006) explain that the beginning of guidance and counselling came into focus in some African countries like Nigeria, Egypt, Botswana, Tanzania, Kenya and Malawi. They further asserted that it was and still is a common phenomenon in schools that a teacher is appointed and is referred to as the "career master or mistress". In

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most cases, such designated career masters or mistresses have no professional training in the discipline and have no insight into the functions of guidance.

Formal guidance started in Nigeria back in the 1950s. This was the period in which a group of Roman Catholic Sisters of the St. Theresa's College, in Ibadan organised a formal career guidance service for their final year students shortly before their school certificate examination (Makinde, 1983). Makinde further elaborated that, in the other African countries, guidance service did not exist until the late 1960s and since its introduction, the emphasis has been on vocational information, awareness of the world, and location of employment and reduction of examination anxiety of students.

History of Guidance Services in Ghana

The antecedent of guidance services in Ghana was the traditional type that took the form of "advice-giving". It was a voluntary service administered in schools by headmasters, housemasters, teachers and in some instances, school prefects (Essuman, 1998). Essuman further asserts that outside the school setting, parents, guardians and family elders guided their children, wards and relations as they were naturally expected by society to do so. On the contrary, Dankwa (1981) believes that Church Priests or Pastors and Sunday school teachers were significant guidance persons.

However, to Ackummey (2002), the beginning of professional guidance services in Ghana dates back to 1955 when the government attempted to organise a national system of vocational guidance by establishing Youth Employment Services for all youth under 20 years and had the Middle School Leaving Certificate. The system was designed to give vocational guidance to help young people find suitable employment. By 1960, according

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to Ackummey (1989), there were about thirty employment centres. By 1962, there was such a strong need for vocational guidance that the Chief Education Officer and the Minister of Labour agreed to the establishment of a National System of Vocational Guidance.

The establishment of a National System of Vocational Guidance was an attempt to make the education system reflect the economic development and the manpower needs of the country because the expansion of the economy was not keeping pace with the educational expansion and the educational facilities were out of balance with manpower needs of the country (Pecku, 1972). Besides, many youth were becoming dissatisfied and frustrated because they could not get the jobs they wanted since their training did not prepare them for specific jobs.

According to Essuman (1998) serious work in establishing guidance services in schools, however, began in the late 1960s when the Curriculum Research Development Unit (CRDU) was instituted to cater for programmes in school welfare service education for the handicapped. Professionals in guidance and counselling experimented by introducing cumulative record cards in Ghanaian schools. He further explained that the system failed because of their inability to determine from which educational level they should start. According to Dankwa (1981), in 1971, the government launched the cumulative record cards in elementary schools in some districts of five regions in the country, namely: Eastern, Western, Central, Volta and Greater Accra.

In 1974, the need for meaningful education led to the adoption of a new structure and content of education which stressed, among other things, the needs of the individual, the community in which he or she lives and the

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country as a whole (Ackummey, 2002). Educational reform at that time sought to bring out the best of every individual and equip them with useful skills. Therefore, in addition to the existing content, vocational, technical and business subjects were added to the school curriculum.

The Ghana Education Service issued the first directive for the establishment of school guidance programme in second cycle institution in Ghana on November 4, 1976. Two more directives were issued in 1980: one for the inclusion of guidance services in the 1981/82 budget estimates and another one was in 1982 for the introduction of guidance services in first cycle schools (Ackummey, 2002). This suggests that Ghana found guidance services in the educational set-up a crucial factor. The dynamic nature of our present technological world brings into operation a number of forces that create problems of adjustment. As educational systems reflect and respond to the needs of the societies they serve, the proposed new structure and content of education which has the guidance services as a component to be handled with all seriousness.

The directive also made the University of Cape Coast responsible for the training of counselling personnel to serve in second cycle institutions as guidance coordinators (teacher counsellors). With the above policy statement, the Institute of Educational Planning and Administration (IEPA) of the University of Cape Coast was authorised to train selected teachers as guidance coordinators in secondary schools. According to Essuman (1998), it is believed that staff for the training comprised lecturers from IEPA, the department of educational foundations and counselling experts from Curriculum Research Development Unit (CRDU). By 1981, about 200

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guidance coordinators had been trained and were working with the second cycle institutions or in regional or district offices of the Ghana Education Service (GES).

Current State of School Guidance Services

School guidance services in Ghana is an old profession but because of the backing of law, the profession is now searching for an identity. The current practice of guidance and counselling is what Gysbers and Henderson (2001) refer to as a "position" model where the majority of school counsellors are teachers appointed to the position of counsellors, with no relief from their teaching duties and with no additional pay. Similar to the USA in the 1920s, these guidance teachers are given a list of duties to perform in addition to their regular teaching duties. In addition, guidance services are conducted without any formal organisational structure (Gysbers & Henderson, 2001).

From 1976, a great stride in the establishment of guidance services saw massive recruitment of counsellors in 10 regional capitals, 216 districts, 4 polytechnics, 15 public universities, 38 Colleges of education and 880 senior high schools currently have school counsellors with each providing services to students. Even with the great wind of change and the proliferation of counsellors throughout the country, professionalisation of guidance and counselling or formation of counselling as an organised profession has not been seen. Since the establishment of guidance and counselling in 1955, the first guidance services conference was organised in March 2015 in UCC. At the conference, 500 professional counsellors were drawn from the Ghana Education Service, Tertiary Institutions, Ghana Health Services, Security Services and Religious Organisations to deliberate on the theme: "Towards

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professionalism of guidance and counselling in Ghana". The issues discussed were because there was no guidance and counselling Act in Ghana; some unqualified people practised as counsellors without being sanctioned. The first national conference on guidance and counselling ("Daily Graphic", 2015) meeting was an intensive deliberation where participants made the following recommendations:

1. There is a need for the establishment of a regulatory body to monitor and regulate guidance activities in Ghana;
2. A Guidance and Counselling Bill should be drafted for the consideration of the Ghanaian Parliament;
3. All educational institutions should engage the services of professional counsellors; and
4. All counsellors trained by the Government of Ghana should be properly placed where their services are most needed.

Though the issues that came up during the meeting was on the professionalisation of guidance and counselling in Ghana, the issues discussed there have become fruitless due to the busy schedule of members of the interim committee to steer the affairs of the association. After the conference, a temporary national secretariat was built at the counselling centre in UCC.

Again, personal conversation with school counsellors and observational checks in SHSs show that guidance services are in serious jeopardy because of lack of office space for the counsellors to operate and lack of monetary support to organise guidance activities. Again, most of the school counsellors are compelled to teach since headmasters/mistresses perceive that their works are not important. School counsellors are struggling with role

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definition, just as Paisley and McMahon (2001) lamented on the role of school counsellors in the United States many years ago.

The establishment of guidance and counselling as a traditional type and currently a programme of study in universities has involved many Ghanaian scholars in the field. Some of these scholars include Pecku, N., Essuman, J. A., Ackummey, M. A. Ocansey, F., Nyarko-Sampson, E., and Awabil, G. Again, the introduction of the guidance and counselling courses at the University of Education, Winneba, and masters and PhD programmes in UCC are evidence that guidance and counselling has come to stay in Ghana.

Theoretical Review

The theoretical review for this study anchor on the "Person Centred Theory" by Rogers (1941); "Ecological Theory of Perception" by Gibson (1969) and "X and Y Theory" by McGregor (1960).

Person Centred Theory

The person-centred theory focuses on the human interaction between the counsellor and the client. Rogers suggests that his principles extend beyond the client-counsellor relationship to encompass all human interaction. The current person-centred theory is understood as a process of helping clients discover new and more satisfying personal meanings about themselves and the world they inhabit.

The theory assumes that human interaction is only possible when certain conditions prevail. According to Corey (2005), these conditions include counsellor's demonstration of accurate empathic understanding, unconditional positive regard and genuineness to the student. Empathic

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understanding implies that the school counsellor should sense a student's feelings as if they were his or her own without becoming lost in those feelings.

When school counsellors are transparent in relating to students without hiding behind a professional or personal façade it could help students to attend counselling sessions. During school the counselling session, when school counsellors should be able to offer acceptance for their students without conveying disapproving feelings, actions or characteristics and demonstrating a willingness to attentively listen without interruption, judgement or giving advice could help students to know that the school counsellor cares for them. Roger notes that growth occurs in an acceptance, warm, empathetic, non-judgmental environment that allows students the freedom to explore their thoughts and feelings and to solve their own problems.

A school counsellor who lacks these core conditions could discourage students from patronising the guidance services. When a school counsellor communicates these core conditions, students become less defensive and more open to themselves and their world and they could behave in a more social and constructive way. Many students harbour feelings of failure in academics and thus have low self-esteem. School counsellor is able to counter the feelings by working towards fostering the student's capacity to hope and believe that they are capable of overcoming academic failure that they are experiencing and even end up teaching their potential. An enabling environment for the students should be provided and school counsellor should provide room for self-actualisation by being friendly, loving, competent and responsible. School counsellors should also help students to set goals and allow positive self-

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recognition after attaining the set goals and aspirations that could boost success in academic performance.

Ecological Theory of Perception (ETP)

According to Karangu and Muola (2011) environmental theory of perception assumes that people learn to perceive and respond differently to stimuli in an environment. The Ecological Theory of Perception, propounded by Gibson says that the organism and their surrounding environment constitute an interactive system, with each constituent reciprocal to the other (Gibson, 1997). Organisms generate information about the environment and must tailor their actions to the environment. Reciprocally, the environment provides the organism with "opportunities and resources for action" (Gibson & Pick, 2000) and with information that specifies those opportunities and resources.

Gibson's ecological perception theory is more relevant to this study in the sense that it provides appropriate explanations to the way; school counsellors and headmasters/mistresses could form their perceptions and respond to guidance services provided in their respective SHSs. It informs students' perception towards patronising these services. If the SHSs have trained school counsellors, adequate funds for guidance activities, well equipped and furnished counselling offices, co-operation and support from teachers and headmasters/mistresses, among others, it could create the enabling environment for counselling to strive. An improvement in the counselling environment could positively influence students, school counsellors and headmasters/mistresses behaviour and thoughts about guidance services leading to them developing positive perception and would

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be more willing to patronise. Furthermore, a better counselling environment could influence school counsellors to be positive minded, motivated and committed to giving their best in the delivery of guidance services.

On the contrary, if the SHSs do not have school counsellors with the requisite training, funds to organise seminars and talks, offices for counselling, coupled with poor infrastructure and poor cooperation from teachers and headmasters/mistresses, the environment could not be conducive and suitable for guidance services to strive. This could negatively influence students to develop perception towards guidance services and decline students' interest in the services.

It is clear from the explanation that the success of guidance services in SHSs largely depends on the environment in which students, school counsellors and headmasters/mistresses converge as this could influence either positively or negatively the way they could form their opinions and perceptions and respond to guidance services. Largely, affect patronage as students, execution as school counsellors and support as headmasters/mistresses to guidance services.

McGregor's Theory of Human Motivation (X and Y)

This study is guided by Douglas McGregor's Theory of Human Motivation (X and Y) (1960). The influence of school-based factors on the implementation of guidance services in the school was explained by McGregor's theory X and Y (1960). His argument is based on the classification of how people get actively involved in work. Theory X holds that work is inherently distasteful to most people and that most people are not ambitious, have little desire for responsibility, prefer to be directed and must

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be coerced if organisational objectives are to be achieved. Theory Y on the other hand, assumes that people are not lazy; rather, they can be self-directed and creative at work if proper motivation is provided at the workplace.

In a school setting, the theory tends to explain how different stakeholders particularly teachers-counsellors could participate in the achievement of school guidance services. Some teachers-counsellors may participate maturely towards the improvement and effective implementation of guidance services in the school. Others teachers-counsellors may regress in behaviour and act irresponsibly in their roles as school counsellors. From this theoretical background, it is apparent that in a school setting, school counsellors may willingly participate in guidance services or regress by declining full implementation of the guidance services. However, the view that school counsellors' participation in guidance services are directly related to the effectiveness of the services in the school.

The theoretical review suggests that the poor implementation of the guidance services in SHSs in Ghana could be related to the extent to which school counsellors are allocated time for counselling, his/her personal involvement to guidance activities and less teaching workload could help teachers-counsellors spend time with students.

In summary, the Person-Centred Theory, Ecological Theory of Perception and Theory of Human Motivation (X and Y) appear to be an effective and efficient review for delivering guidance services in schools. Because it emphasises on the environment and motivation that drives counsellors towards work. Again, the theory also highlights on the personal relationship between students and school counsellors; the school counsellors'

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attitude toward students are more critical by ensuring good or bad attitudes of students towards guidance services in school. Schools should have good environment and professional counsellors communicating to students that he/she is a congruent person, warmly and unconditionally accepting student feeling. This could sensitively promote the development of the whole individual in order to ensure that the student "flourishes" (Corey, Corey & Callahan, 2007).

With respect to this, a flourishing student is the one who mostly fully receives the benefits of his/her educational experience and achieves personal potential or development. Furthermore, the goal of guidance services is to support positive healthy human development and achieving personal potential. School counsellors or teachers responsible for implementation should provide a good environment and demonstrate core condition to promote students' good attitude toward guidance services in SHSs.

Conceptual Framework

A conceptual framework is a hypothetical model used to identify variables in a study. It mainly shows the relationship between independent variables and dependable variables. The purpose of this conceptual framework is to help establish the relationship between guidance services provided in SHSs in Ghana and their benefits to students.

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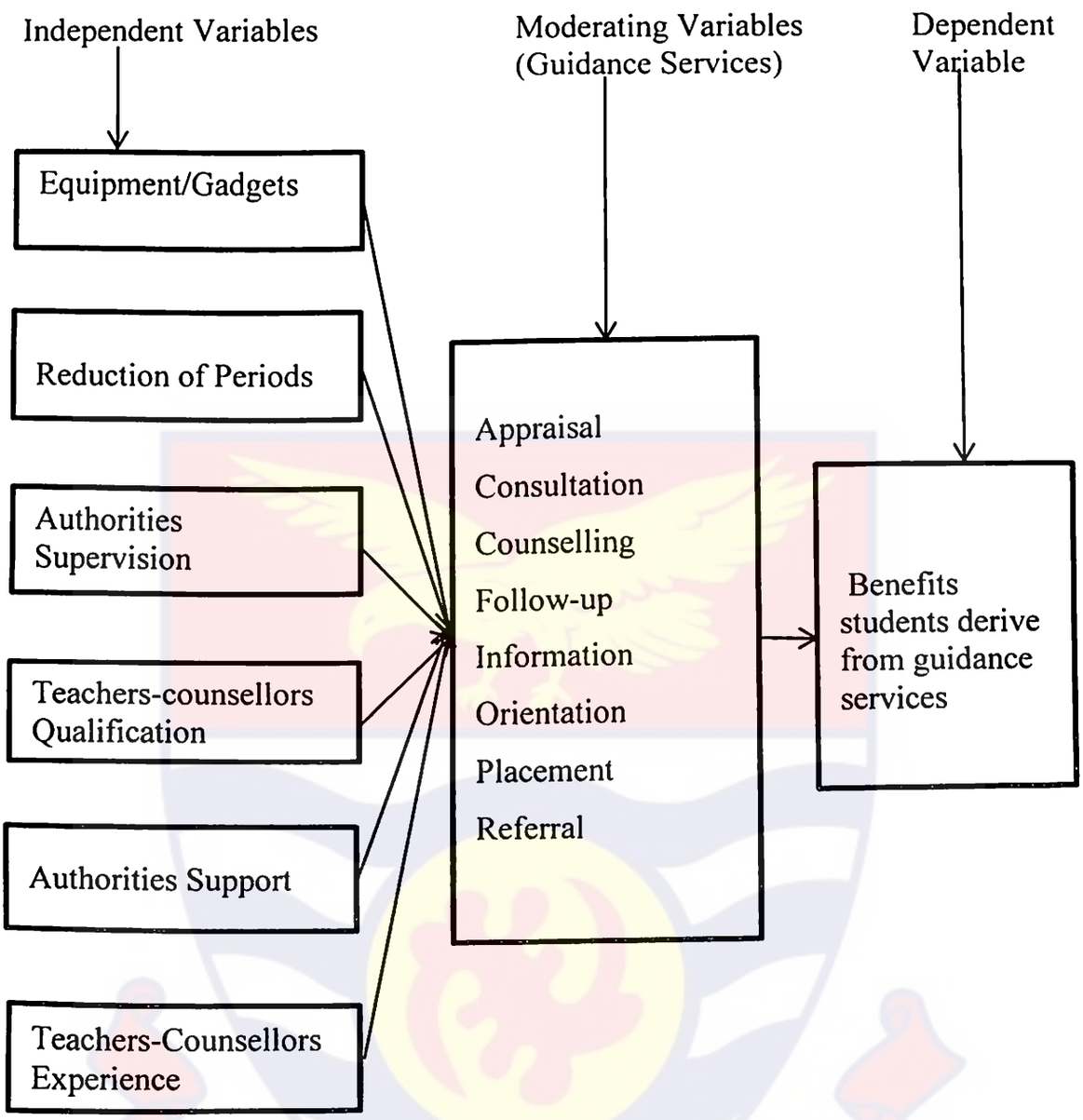

Figure 1-Conceptual Framework of Guidance Services and their Benefits to students

Source: Researcher's Construct (2017)

The conceptual framework of this study shows the relationship between guidance services and its benefit to students. The study conceptualised that all SHSs in the country had established guidance centres to offer appraisal, consultation, counselling, follow-up, information, orientation, placement and referral services to students (moderating variables). The programme is supposed to assist students to harmonise their abilities, interests and values and thereby develop their full potential. All these services are

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geared towards improving the self-image of the students and facilitate better achievement in students' development.

The development of students in a school is determined by many factors including the ability of the individual student, teachers-counsellors qualification, availability of trained counsellors, support from school, referral service, counsellor motivation, teachers/ counsellor's experience, authorities' supervision, financial resources and guidance services available for the student (independent variables).

If these equipment/gadgets, reduction of period for teachers, authorities supervision teachers qualification, authorities support and teacher experience are available, it could result in the effective improvement of guidance services in the SHSs. This could benefit students in terms of assisting them to develop good behaviour and improve their academic performance. It could also enhance students' knowledge about careers and job seeking skills, promote a good understanding of their abilities, interest, talents and improve their decision-making skills. It will also enhance students' interpersonal and social relationship skills.

Benefits of School Guidance Services

This section provides some highlights of the benefits of the guidance services in developed countries such as America, Britain, and developing countries such as Ghana. The benefits are categorised into three (3) broad areas namely: Career/Vocational, Scholastic-Academic and Personal-Social benefits.

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Career/Vocational Benefit

Okey, Snyder and Hackett (1993) report that students learned about careers, developed a clearer idea about possible careers for themselves, learned things about themselves and were encouraged to learn more about careers. In support, Lapan, Gysbers and Sun (1997) report that American schools with effective guidance services had students reporting that they had earned higher grades than their education was preparing them for their future, their schools made more career and college information available to all students.

Again, Hartman (1999) stressed that effective Canadian guidance services enabled students to develop "decision-making skills to the point of being capable of making realistic choices from short term to long term". That is, students are assisted in assessing their aspirations, values, interests and aptitudes when making career decisions and plans. Taylor (1971) commented that British guidance services help students throughout their high school education, to plan their vocational and educational progress. The guidance services help students learn about the possible future educational and vocational opportunities.

Gysbers (2008) conducted a qualitative study on students' view of school Guidance and Counselling interventions at the elementary level in two public schools in Kentucky, United States of America. The study established that classroom guidance and counselling improved elementary school behaviours and their ability to make career decisions. Similarly, Hartman (1999) established in a study that vocational guidance in Canadian school-based counselling enabled students to develop decision-making skills to the

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point of making realistic choices from short term to long term. Thus, students are aided in the assessment of their career plans, aspirations, interests, values and aptitudes.

Similarly, Maxwell and Chando (2014) observed that British guidance services helped students throughout their secondary education, to learn more about future vocational opportunities and plan about their vocational progress. Jones (1993) found out that students who received school-based counselling in America were optimistic that they learnt more about careers, by developing clearer ideas about different careers for themselves. Maluwa-Banda (1998) findings corroborated this assertion as he established that school-based counselling in Malawian secondary schools assisted students to understand their interest, potentialities and developed them to the fullest.

Nziramansanga (1999) revealed that guidance services helped learners to identify their talents and make intelligent choices for their future careers. Similarly, Badza (2005) and Chireshe (2006a) established that vocational guidance helped students reflected on and became aware of their career ambitions, interest, qualifications, abilities and choices. Mapfumo (2001) concluded that guidance services in schools fostered better parental understanding of the potentials and the abilities of their children. Maxwell and Chando (2014) observed that school-based guidance and counselling is important for clearing the way students should follow. Otherwise, they are left in the dark. They concluded that students need a roadmap for ensuring a smooth entry into the world of adult employment.

Chinedum, Onwuasoanya and Eze (2012) examined the opinions of 130 respondents consisting of 100 teachers, 20 educational administrators and

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10 school counsellors on the impact of guidance services in entrepreneurship development among SHS students. A questionnaire was used to obtain data for the study. The findings showed that guidance services enhanced students' skills for entrepreneurship development which in turn boosted productivity, sustainable livelihood, and national development.

Nkansa-Kyeremanteng (2013) found out in a study that guidance services played major roles in promoting career aspirations and development of students in the Akuapem Municipality in the Eastern Region of Ghana. As a result, she called on headmasters/mistresses, teachers, and parents to cooperate and support School Counsellors to provide effective guidance services to students. Similarly, Iddrissu (2013) as cited in Asamari (2015) evaluated guidance and counselling practices in Junior High School (JHS) in the Awutu Senya East Municipality in the Central of Ghana. She discovered that guidance services benefited students by increasing their access to information about schools, course and job to choose, solved their personal and academic problems. It also helped students overcame examination anxieties and emotional problems

Lawer (2007) investigate the usefulness of career guidance to secondary school students in the Kumasi metropolitan area in Ghana. The sample used for the study was 432. Questionnaire and semi-structured interview guide were used to gather data for the study. Results of the study revealed that students visited workplaces and industries, benefited in seminars and talk shows on subject combinations and related careers, had access to film shows on jobs and careers, improved on their knowledge on choosing appropriate schools that could prepare them for their desired careers.

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In support of the preceding statement, Asare-Owusu (2016) states that guidance services help students understand their own interests, abilities and potentialities and develop them to the full. Brako (2014) added that guidance and counselling help students to identify educational and vocational opportunities. She further asserted that school guidance services help students to understand the occupational choice they make and the possible consequences of their choices because they become aware of the world of work and the range of occupational opportunities. This study seeks to establish whether Ghanaian students are able to make informed career and educational choices having receiving guidance services.

Scholastic-Academic Benefits

Gerler (1985) reports that guidance services in America positively influence the affective, behavioural and interpersonal domains of children's lives and as a result affect students' achievement positively. It was also established in America that effective school counselling results in an increase of behaviours related to achievements such as improved study habits, efficient use of time and greater academic effort (Otwell & Mullis, 1997). Gerler & Herndon (1993) adds that effective guidance services in America can improve classroom behaviour, reduce students' anxiety and improve self-concept. In essence, students who seek guidance services are able to build their self-esteem. Schmidt (1993) also states that effective guidance services in America "assist students in becoming able learners". This assistance is achieved by helping teachers to adopt effective teaching methods and creating safe classroom environments.

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Besley (2002) added that effective guidance services in Scotland may remove some barriers to learning that students may face and consequently, teachers can concentrate on their major task of teaching. Carnevale and Derochers' (2003) view that American school counselling "helps students develop education strategies that allow them to meet academic requirements and at the same time develop soft skills and attitudes that are typically learned in applied contexts". Lapan and Kosciulek (2003) added that academic achievement in American schools is to be "best understood within a comprehensive framework that includes activities such as problem-solving, classroom performance, work-based performance, standardised test scores and vocational skills development".

Borders and Drury (1992) cited studies in America that show increased academic achievement, academic persistence, school attendance and a positive attitude towards school and others as a result of school counselling. Nevertheless, Lee (1993) found that American classroom guidance lessons led by counsellors can "positively influence students' academic achievement in mathematics". In the same country, improved academic achievement resulting from receiving effective guidance services are also reported by Blum and Jones (1993); Otwell and Mullis (1997) and Sink and Stroh (2003). Hui (1998) reported similar experiences in Hong Kong. American students, parents and teachers viewed the guidance services as having a positive impact on students (Hughey, Gysbers, & Starr, 1993) whilst Canadian School Counsellors viewed themselves as having an impact on classroom behaviour problems (Chireshe, 2006b; Gora, Sawatzky, & Hague, 1992).

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Lee (1993) reported that students who participated in school-based guidance services in American schools viewed themselves more positively and began to predict their own success in school. Similarly, Besley (2002) observed that guidance services in Scotland removed some barriers that students may face in learning. This led to better academic results. In a related case, Carnevale and Derochers (2003) concluded that American guidance services help students develop education strategies that allow them meet to academic requirements and at the same time develop skills and attitudes that are typically learned in applied context.

Akpa (2013) investigated the provision of guidance services in Colleges of Education in the Volta Region of Ghana. A stratified random sampling technique was used to select 155 teachers and 500 students. Questionnaire and interviews were used to collect data for the study. The study revealed that the benefits of guidance services for students were varied. He included improved study skills, efficient use of time, high academic achievement, reduced examination anxieties, and positive self-image. Similarly, Andoh-Robertson (2013) confirmed in his study that guidance services helped students improve the academic achievement of senior high school students in the Asikuma-Odoben-Brakwa District in the Central Region.

Kyei-Appiah (2013) explains that guidance services help the individual to make meaningful decisions about their educational pursuits. He further said that the services help in choosing subject combinations, option, available courses, where each course lead to what each course entails, the schools available, admission requirements and further educational opportunities that

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exist are all important knowledge for the student in making-decision about their education. Owusu (2015) said that guidance services help individuals to develop and adopt good study habits. She further said that, through guidance, students are helped to improve their learning skills such as reading, note-taking, revision, fact-finding, research and other academic achievements.

It is established from the analyses that guidance services enhance students' academic achievement, make students feel comfortable at school, improve school attendance and result in the improvement of academic performance of under-achievers.

Personal-Social Benefits

Lapan (2001) argue that in America, effective guidance services create a safe school environment, whilst Lapan, Gysbers and Petroski (2003) state that these engender greater student feelings of safety in schools. In this kind of environment, students have a sense of belonging. Bruckner and Thompson (1987) state that in America, students were able to make friends and control their tempers because of the guidance services they received.

Siann, Draper and Cosford (1982) posit that the main criterion in assessing the effectiveness of guidance services offered to students is whether the school counsellors were seen as helpful in problem-solving situations or not. Wiggins and Moody (1987) state that, in America, students surveyed gave excellent ratings to the guidance services they received. Earlier work on Leviton (1977) found that the majority of American students revealed that the guidance coordinator had been helpful with students' problems. Lee (1993) argues that students who participated in school guidance services in American schools "viewed themselves more positively and began to predict their own

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success in school". Armacost (1990) added that many students in America indicated that they preferred to talk to the school counsellor about personal problems than any staff.

Euvard (1996) as cited in Chireshe, (2006a) points out that effective South African High School guidance services operate in a preventive way and equip students with information, skills and attitudes which enable them to successfully handle the challenges of adolescence. Adolescents are helped to develop social skills in getting along with the opposite sex. Thus, effective guidance services result in fewer personality or social maladjustments. Rowley, Stroh and Sink (2005) supported the claim of Euvard (1996) that effective school guidance services in America help students acquire developmental competencies such as establishing and maintaining peer relationships.

Personal and social guidance assists students to assess behaviours that affect them such as juvenile delinquency, alcohol and drug abuse (Owusu, 2015). She again said that guidance services prepare students to learn to overcome the problem of stress and anxiety. Brako's (2014) view is not contrary to that of Owusu (2015), it's just different that guidance services in Ghana help students to address gender issues that affect students and also shirk off the ideals of gender stereotypes.

Afande (2015) revealed in a study that guidance services benefited students by assisting them to address their emotional needs, develop proactive skills while providing them with age-appropriate levels of interaction and instruction become more resourceful in decision-making. In a similar vein, Nyarko-Sampson (2010) established that the benefits of guidance services to

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students in Colleges of Education in Eastern and Greater Accra Regions were addressing their relationship needs, adjustment needs, and informational needs.

Mensah's (2007) study on how guidance services are provided in teacher training colleges in the Eastern Region of Ghana. The descriptive survey was used for the study with a sample size of 200. Questionnaire and focus group interview were the instruments used to collect data for the study. The study revealed that teachers collaborated in the provision of guidance services in addressing students' relationship problems, emotional and psychological problems, and welfare issues of students.

From the discussions, one can conclude that guidance services provided in the schools help students adjust well to their personal and immediate environment. Such guidance services create bases for successful adult relationships and therefore they can be regarded as a social orientation to adulthood.

Challenges faced in Implementation of Guidance Services

The challenges school stakeholders face with the implementation of guidance services in Ghana today are similar to those experienced by the United States of America (USA) and Great Britain (UK) in the 1950s. Some of such challenges include role ambiguity, lack of a practical plan to develop and implement guidance services, lack of adequate preparation of teachers to carry out guidance and counselling activities and a lack of resources and facilities (Gysbers & Henderson, 2012).

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Counsellor Identity and Role Ambiguity

The identity of the school counsellors in Ghana is still a subject of debate among all stakeholders. The confusion persists as to whether the school counsellors should be a permanent occupation or they should be employed as teacher counsellors. Lack of identity has left the school counsellor's role difficult/burdensome under the interpretation of all, including the school principals, teachers, parents and even the school counsellors themselves. For example, in Ghana, the role of the school counsellor remains unclear and undefined. School counsellors continue to perform classroom teaching in addition to their counselling responsibilities (Ofori, 2012).

Ansah (2009) share a similar comment that lack of clear definition of roles has greatly hampered the delivery of services by school counsellors because headmasters/mistresses assign them to duties outside their field of studies. He further said that the roles of the school counsellor in Ghana are diverse, depending on individual schools. In most schools, school counsellors have been identified as substitute teachers because school authorities assign them teaching responsibilities when the regular teacher is not around (Asare-Owusu, 2016).

School Counsellor Qualifications and Training

Training counsellors at the bachelor's level may have the benefit of producing more school counsellors to serve in high schools and primary schools that currently do not have trained professional counsellors. Conversely, training school counsellors at different levels create an additional challenge of producing school counsellors with different levels of expertise (Wambu & Teresa, 2015). Researchers like Charema (2008) and Egbochuku

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(2008) acknowledge that professional training is necessary for effective guidance and counselling. Oladele (1987) cited in Asamari (2015), contributes to this discourse when he states that the quality of guidance services rendered depends a great deal on the training of the counsellor.

Unfortunately, most training programmes in Ghana do not require school counsellors-in-training to participate in either practicum or internship in a school setting. Some programmes have students undertaking practicum in other settings such as the hospitals (Asare-Owusu, 2016). Ansah (2008) stated that school counsellors lack clinical skills in a school setting because of lack of basic training during schooling. Ofori (2012) shared similar comments that school counsellors lack routine knowledge in guidance and counselling because they had one-year course training without extensive practicum experience. Again, Brako (2014) believes that most school counsellors were not trained as counsellors but were chosen by headmasters/mistresses to act as guidance coordinators.

Ethical Standards in Counselling

The importance of ethical practice in counselling cannot be overemphasized. The absence of a unified ethical code for guidance and counselling coordinator in Ghana poses a challenge. The current ethical standards pertaining to the entire counselling profession. For a long time, school counsellors in Ghana have been operating under the guidance of foreign ethical codes especially those developed by the American Counselling Association (ACA). Ethical codes specific to the Ghanaian setting were developed in 1974 by the Ministry of Education (MoE) in Ghana. School counsellors are expected to adhere to these general ethical standards.

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The practical application of these ethical standards is limited given that they are not developed with the consideration of the unique Ghanaian school setting. For example, Asare-Owusu (2016) in his assertion believes that maintaining confidentiality in the school setting can be more challenging for the school counsellors. He further said that headmasters/mistresses and teachers insist on getting to know what school counsellors discussed with students. Again, Ofori (2012) in his findings suggest that record keeping is also a challenge. On his assertion, he stated that lack of counselling room poses a problem to the safety and confidentiality of counselling files. The researcher believes that lack of ethical standards on record keeping creates confusion in relation to how to keep the records, for how long, and who has access to the records. The development of ethical standards specific to school counselling is critical for school counsellors in Ghana.

Lack of Authorities Support and Resources

According to Gathuthi, Wambui and Kimengi (2007) the roles of heads of institutions in the organisation and delivery of guidance services in the school setting cannot be underestimated. They enumerated a number of contributions heads of institutions need to undertake to enhance the successful delivery of guidance services. These include the provision of material resources, ensuring students' awareness, ensuring competency and involving other teachers in the programme. Similarly, Ownio and Odera (2014) identify the main administrative roles of a principal in delivering guidance services in the school to include facilitating workshops for Heads of Departments, appointing and motivating counsellors and providing necessary facilities and resources for the guidance services. Karangu (2007) supports that principals

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with positive perception towards guidance and counselling are more likely to provide the necessary amenities for the programme sponsor their school counsellors for training, seminars, and workshops.

School counsellors cannot succeed in their roles if they work in isolation. Wambu and Teresa (2015) added that to be effective, school counsellors would need support from all the stakeholders. Additionally, Schmidt (2007) and Tanner (1999), both recognise the importance of internet and telephone facilities to counselling, when they state that internet access is useful for coordination, accountability and planning activities and that a counselling office should include a private telephone line for consultation and coordination purposes. Schools need to set aside funds to help in the running of the counselling department.

Asare-Owusu (2016) asserts that for guidance and counselling to be effective, the setting and the location of the counselling office must be considered. Unfortunately, up to date, most SHSs in Ghana do not have counselling office, and even where they are present, it is either ill-equipped with the necessary supplies or poorly located. Ofori (2012) added that in some SHSs, school counsellors share their office with other teaching staff, which affect the confidentiality of students' records can be easily compromised.

Again, in support of the statement, Owusu's (2015) findings show that lack of community-based support poses challenges to guidance services in Ghana. School counsellors need access to community-based resources where they can refer students who may need prolonged therapy. Asare-Owusu (2016) made a different statement by saying guidance and counselling lack

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consultation and referral services which limit the help students can receive from their communities.

On the contrary, Chireshe (2006b) and Ofori (2012) reports that guidance activities are negatively affected by the lack of resources. Egbochuku (2008) added that inadequate availability of counselling facilities was due to lack of funds. In the same vein, Nyamwange, Nyakan and Ondima (2012) posit that inadequate resources inhibit the provision of guidance services in the school system. Arowolo (2013) concludes that due to the problem of funds, counsellors are not able to purchase counselling materials like inventories and equipment for offices.

Poor Location of Counselling Office

Karangu and Moula (2011) disclosed that most of the school counsellors' offices were located next to the Staff Common Room, the Vice Principal or the Principal's office. This could deter students from visiting the counsellors' office. In a similar vein, Setiawan (2006) observes that the location of the counselling office was a major consideration to university students who wish to seek counselling. Anthony and Watkins (2007) add that convenient locations of counselling offices for clients are important. They conclude that buildings, where counselling offices are located, are crucial as it can project certain images.

The availability of a suitable, private and convenient setting room for conducting counselling is of prime importance to allow for confidentiality (Polat and Jenkins, 2005). The availability of a counselling room has been identified as a key factor by McLeod and Machin (1998) that contributes to the overall effectiveness of the counselling process.

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Workload of School Counsellors and Time Allocation for Counselling

Maluwa-Band (1998) observes that in developing countries, there are problems of time and workload for school counsellors because of high student-counsellor ratio. Charema (2008) argues that teaching workload constitutes a major hindrance to effective counselling in schools as perceived by school counsellors. Similarly, Egbochuku (2008) notes that counsellor's workload and teacher-counsellor's roles conflicts were identified as barriers in the provision of guidance services to the students. They allude that teaching is the priority and counselling are done on a part-time basis when counsellors combine teaching with counselling. Tumuti (1985) emphasises that because of pressure to produce good results, teacher-counsellors may concentrate more on teaching than on counselling.

Bezanson and Kellet (2001), Peruuse and Goodenough (2005) all reported in their studies that support from teachers are necessary for successful guidance services in the school setting. Karangu and Muola (2011) conclude that positive perception of guidance services amongst teachers could match with the practical implementation of guidance services in order to see its full success in the schools.

Wango (2006) study on policy and practice in guidance and counselling in secondary schools in Kenya requires that counsellors to be more readily available and not have a heavy teaching load. The policy stipulates that ahead of a department should have 20-24 lessons a week. Instead, it was found that the teacher counsellor with the least number of lessons in a week had 9 lessons while the highest had 28 lessons. Three of the teachers had 27 lessons and one had 26 lessons. 19 teachers had 20-24 lessons

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while 13 had 15-19 lessons. His finding shows that teacher counsellor with less lesson in the week was more effective in practising counselling than those with more lesson.

Factors that Discourage Students from Patronising Guidance Services

In spite of the optimistic assertion about the positive influences that guidance services can have on the educational, social and personal development of SHS students, it is well known that not all students patronise guidance services in schools. According to Mwangi (2004), variation in the patronage of guidance services by students may stem from internal beliefs and insecurity about counselling to external prior experiences and tales about counselling practices.

A study by Ntare (2000) revealed that students often perceive counselling as a mental health service that is unrelated to their educational needs. This is often the case with counselling methods that conform to intrapsychic and aetiology models. This revealed that students generally have a misconception about guidance and counselling, its purpose, and benefits. In some cases, students see counselling and guidance as a form of punishment or detention and those who undergo counselling are stigmatised. For example, Mancillas (2004) discovered that psychological problems are sometimes seen as marks of weakness, which reflect negatively upon the character of individuals who seek professional mental health services. Such negative attitudes towards counselling can discourage voluntary patronage of school guidance services.

Moreover, effective school guidance programme would require information sharing about the student. The student would have to open up and

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sometimes share sensitive information about himself or herself. Insecurity about sharing such information and inadequate knowledge of what is disclosed might be used for can prevent students from utilising guidance services (Kesson, 2013). A study by Owusu (2015) shows that feeling of protecting oneself, dignity, and sometimes status, for the fear that sensitive information about themselves may get into the public may dissuade students from counselling services.

In other cases, the personality of the counsellor, the approaches and methods employed, as well as the counselling environment discourage students from attending guidance services. Most students prefer environments that offer solitude of the student and the counsellor, as well as privacy (Kesson, 2013). She further stated that the forwardness and subtlety of the counsellor, as well as his ability to draw the student out to share his/her problem, may also be a contributing factor to gaining the trust of the student. If the resolutions of the sessions are helpful to the student, it is likely that his/her peers will seek counselling when an academic or personal problem arises.

Baffour-Ayimadu (2009) revealed in a study that peers influence and prior experience influence students' utilisation of counselling and guidance services. Baffour-Ayimadu (2009) violation of ethical issues constitutes a major deterrent of future school guidance services appointments. Students discuss counselling sessions with their trusted peers mostly to reaffirm decisions reached and advice given during counselling. The violation or otherwise of ethical codes, for example, inexplicit sexual advances or relaying information about the student to other stakeholders without the consent of the

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student, thus breaching confidentiality may come up in these discussions and deter students from seeking school guidance service.

There was evidence in America (DeMato & Curcio 2004; Dollarhide 2003; Reynolds & Cheek 2002) most of the counsellors' time was consumed by administrative, teaching and clerical duties which prevent them from doing individual and small group counselling, large group guidance activities, or peer facilitator training. Thus, non-counselling responsibilities blur the counsellor's primary role of helping students. The statement is related to Stead (1987) view that school counsellors in South Africa "are sometimes given heavy administrative and teaching loads with the result that the role of counselling quickly diminishes in importance". In America, effective counsellors reduce non-counselling duties in order to do their core business of helping students. That is, they de-emphasise administrative and clerical tasks to create time for school counselling (Sink & MacDonald, 1998).

The location of most counselling centres in SHSs discourage students from seeking counselling because they believe their friends could think they have a problem (Kyei-Appiah, 2013). His findings also reported that time allocated for counselling also conflict with classes and counsellors are not found in their offices after school hours. Chireshe (2006b) study revealed that the Zimbabwean school guidance and counselling centres were located near the administration offices. This was affecting the guidance services negatively. Students were not visiting the centres, fearing the Headmasters because they may believe that confidentiality was compromised and threatened. Schmidt (1993) indicates that guidance services centres should not be near administration offices. The centres should be located in a way that makes them

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easily accessible to everyone and ensures privacy.

Effectiveness of Guidance Services in Schools

The major task of education, as a social enterprise, is to produce individuals who can contribute effectively to achieve the goals of their communities and the nation as a whole. To achieve these goals, the total development of the individual's cognitive, affective and psychomotor domains is paramount and therefore demands a well-resourced guidance service in schools to take care of that (Numale, 2007). This implies that for students to be holistically educated in their various schools, guidance services provided to students cannot be pushed to the background.

According to Afful-Broni (2004), such services which are intentionally put in place by the school are meant to assist students to gain self-understanding, self-acceptance and self-direction. In the absence of such services, he argues that students' academic work will be extremely affected and truancy, conflict with parents and guardians at home and on campus will become a common characteristic of students. Therefore, the school is supposed to make a conscious effort to make guidance services available and accessible to students to bring about harmony between students and their immediate environment.

Tones, Stebble and Steward (1970) cited in Bedu-Addo (2000) states that guidance is the assistance given to individuals in making the right choices and adjustments in their lives. This definition underscores the fact that man always has a choice to make and a problem to solve but the ability to make wise choices is not innate, neither can one instinctively always handle efficiently the plethora of problems he faces. Shertzer and Stone (1976), posit

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that guidance services are formalized actions by the school to make guidance operational and available to students. Guidance services are organized around the following services: appraisal, consultation, counselling, follow-up, information, orientation, placement and referral (Shertzer & Stone, 1976).

Appraisal Service

Appraisal service is mostly concerned with providing data that will highlight the individuality of each student. It seeks to establish a distinctive picture of individuals by comparing them to others in terms of quantities of general human characteristics. Appraisal data indicate how one is similar to or different from others (Taylor & Buku, 2006). Gibson and Mitchell (1995) indicate that appraisal service involves gathering, organizing and interpreting information or data about students for them to understand themselves, the school counsellor, the guidance staff or the teachers use the data about the students to help students gain better understanding of themselves, and therefore plan useful activities for them in order to progress in their environment. Numale (2007) concludes that the major purpose of the appraisal service is to gather information about students that will aid them in understanding themselves and in making a meaningful decision especially for most students who do not know what they can do, how good they are or what to think of themselves.

Okafor (1991) posited that appraisal service aid the teachers to provide greater, individualised assistance to students. The students gain information about themselves that can be used in a meaningful fashion in the decision-making process or change of behaviour when these roles are performed by the counsellor. Akinade, Sokan and Osarenren (2005) concluded that the appraisal

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service brings out the uniqueness in an individual. To them, it provides the counsellor with the basis to make a critique on the client based on the facts and data available to arrive at a clearer picture and a better understanding of the client. In addition, Kankam and Onevihu (2000) state that the concern of school guidance personnel is to help students attain optimum growth and development. For this objective to be achieved, counsellors ought to know better about the student/client in question so that they would be in a better position to help him/her make meaningful decisions and choices.

Sackey (2007) conducted a study to evaluate guidance services provided to students in SHSs in the Central Region of Ghana. The findings of the study revealed that appraisal services were major services provided by secondary school counsellors for students' benefit. The study further revealed that appraisal services helped secondary school students plan for higher education. Asamari (2015) concluded in a study that students in SHSs in the Sagnarigu District in the Northern Region were of the opinion that appraisal services were beneficial to them because their academic performance has improved.

As far as appraisal service is concerned, the researcher expects school counsellors in SHSs in Ghana to collect data analyse, interpret and make prediction and projections about their students' behaviour and academic performance. By this, school counsellors could draw a conclusion about the effect of counselling services on those who sought counselling and those who do not in terms of their academic performance. This could be done by looking at the continuous assessment scores, examination scores and personal data of students available for them to make decisions.

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Methods used in Appraisal Service

The use of test and non-testing techniques. Test techniques are teacher-made test, standardised psychological test, study habit inventory, vocational interest inventory and non-test techniques are case study, interviews, questionnaires and observation.

Test Techniques

Teacher-Made Tests

These are tests teachers make for students and are labelled as teacher-made test. These tests are called achievement test because the indicate how much students can achieve in their study of particular subjects. A student may achieve very high in Cost Accounting but below average in Business Management. The student achievement in Cost Accounting is high (above average) but low (below average) in Business Management. It helps to check the strength and weakness of student's performance in class (Taylor & Buku, 2006).

Standardised Psychological Test

We have a group of tests called psychological tests, which psychologists and counsellors use in their work. These tests are standardized. In other words, how valid and reliable they measure human attributes have been established. In addition, each test has specific ways users need to fellow in administering, scoring it and interpreting is scores. We do not have such tests in the school system in Ghana presently. However, we shall give a brief description of a few which are useful for appraising students (Taylor & Buku, 2006).

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Study Habit Inventory

A study habit inventory or tests is a standardized test we can use to find out the ways a student uses to learn or study. The score we obtain from the inventory tell the extent of goodness of a student's study habit. If the scores show good study habit it means the ways, the student uses to study are helpful to him or her (Taylor & Buku, 2006). Scores indicating poor study habit imply that the student's ways for studying do not help him or her learning adequately. Study habit inventories, therefore, help students to be aware of how well they study.

Vocational Interest Inventory

A vocational interest inventory is another a standardized test (or inventory). We can use it to find out the level of interest (like or dislike) a student has for a number of occupations. The inventory may contain a number of activities, which are related to different occupations. The student's preference to the activities again show his or her level of interest to occupation related to the activities. The scores of a student on such inventory may show the group (cluster) of occupation he or she likes or dislikes (Taylor & Buku, 2006).

Non-Test Techniques

Case study

It involves a detailed study of an individual's total personality of having a thorough understanding of him or her. For instance, a teacher can incorporate all appraisal procedures to come out with full and comprehensive picture of the student (Taylor & Buku, 2006). This is for a more accurate and reliable evaluation of student behaviour and factors that is affecting and

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influencing his/her behaviour. From this, the teacher can consult the parents about their ward's behaviour in the house.

Observation

We can use observation to gather data for the apppraisal service. This is convenient when the student is available and can be observed. Teachers have the advantage of always interacting with students in class. So, observation becomes feasible for them to use (Taylor & Buku, 2006). For example, a teacher can observe the changes in a student's frequency of asking questions and consult the parents to seek clarification for the change in behaviour of their child. Report from the observation of people close to the student are also useful consultation information.

Interview

Interviews involves the collection of data through direct verbal interaction between individuals (Borg & Gall 1983). This is a method for collecting information for the purpose of guidance. It is usually referred to as the fact-finding interview. Different probing questions are asked to which the student responds freely. Through interview the class teacher gathers different kinds of information on the student who is always late in school. From this, the teacher can consult the parents on why student is always late to school.

Consultation Service

Numale (2007) suggested that consultation service is an aspect of guidance in which the counsellor works together with all agencies that matter to the student. He again explained that the counsellor works with parents, teachers and other school personnel regarding problems in academic

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performance or emotional health in order to develop a means by which the school system can best help students learn and grow.

In support of this, Taylor and Buku (2010) state that consultation services help counsellors to deal with delinquent problems such as absenteeism, lateness, truancy, and other school-related maladjusted problems. They further observe that consultations enable counsellors to gain more understanding about the characteristics of students in order to provide counselling regarding their special needs. Taylor and Buku (2006) added that community agencies and services might be invited to work with teachers and parents to further enhance programmes offered by the school. At all times, the counsellor clearly indicates the conditions under which counselling is provided with respect to privileged communication and confidentiality. Consultation is the aspect of the guidance services which involve the exchange of ideas among teachers, parents, agencies and other guidance functionaries to help students resolve their personal challenges and other issues. Pecku (1991) said consulting with parents and teachers will enable the counsellor to interpret test results, discuss students' behaviour, selection of school, achievement and development and facilitate referral to other agencies and specialists.

Mawusi (2013) examined the disciplinary problems experienced by junior high school students in South Tong District of the Volta Region and the type of guidance services used to address cases of indiscipline. The results showed that counsellors employed consultation and referral services in managing students' truancy, insulting, bullying, stealing and lateness. Sackey (2007) concludes in a study that consultation and referral services provided in

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SHSs in the Central Region of Ghana helped minimise truancy, sleeping in class and improved academic performance of students. By its usage in this study, consultation in the SHSs entails the process where school counsellors hold discussions and collaboration with teaching staff, non-teaching staff and parents, among others, to resolve the educational, vocational and personal problems of students.

Counselling Service

The school counselling service is an integral and essential component of the educational process for all students as they progress through the educational system. It is the heart of the guidance services. The need for this service is dictated by the complexity of the human growth process, the demands on the youth and ever-changing nature of society (Schlossberg, 1984 cited in Numale, 2007).

Nowadays students face increased challenges often with decreased support from the counselling centre. Students live in a very dynamic world that presents constant change and increased demands for them to be self-reliant in a world that is as expensive, exciting as it is overwhelming and uncertain. Students' feelings of anxiety and depression are intensified by peer pressure, bullying, unstable family environment, a drug that are also barriers to learning. More and more students vary in their capacity to cope with academic, social and emotional demands and require support within the school. The school counselling service is key to providing that support (Nicholson & Ayers, 1995).

Lunenburg (2010) stated that counselling is one of the basic functions of the school guidance programme and has been generally accepted as the

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heart of guidance services. To him, counselling services are designed to facilitate self-understanding and development through dyadic or small-group relationships. The aim of such relationships turns to be on personal development and decision-making that is based on self-understanding and knowledge of the environment. The counsellor assists the student to understand and accept him/herself thereby clarifying his/her ideas, attitudes, perception and goals. The counsellor also furnishes the student with personal information regarding his plans, choices, or problems; and seeks to develop in the student the ability to cope with/and solve problems and increase his competence in making decisions and plans for the future.

Chireshe (2006b) indicated that counselling services offer students the opportunities for self-knowledge and self-development through individual or group intervention. Similarly, Hartman (1999) asserted that counselling services help students a develop positive self-concept, understand their roles in schools and society and acquire useful social and communication skills. He stresses that through counselling, students are sensitised about the dangers of sexual misconduct, alcohol and drug abuse.

Andoh-Robertson (2013) investigated the influence of counselling services on the social and academic achievement of SHS students in the Asikuma-Odoben-Brakwa in the Central Region of Ghana. The purposive, stratified and simple random sampling techniques were used to select a sample size of 240. The research designs used for the study were ex-post-facto and correlation. The questionnaire was used for the study. The study revealed that students sought guidance services. It further showed that counselling services helped students improved social adjustment skills and academic achievement.

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This confirms Mawusi's (2013) study position that social-personal counselling educational/academic counselling, adjustment counselling and development counselling are the major counselling methods employed to address student's disciplinary problems.

In the context of this study, counselling means a process which takes place in a one-on-one relationship between students faced by problems which they cannot cope alone, and counsellors whose training and experience qualify them to help others to arrive at solutions to various types of personal, emotional, psychological, social and behavioural problems affecting students on college campus.

Types of Counselling

There are two major types of Counselling, namely: individual counselling and group counselling.

Individual Counselling

This is referred to as one-to-one counselling. It occurs between the professionally trained Counselor (Therapist) and his client (Counselee). The goal of this is to help the client to understand himself, clarify and direct his thought, in order to make a worthwhile decision. Through this, clients" problems are alleviated. Frumboltz and Thoreson (1967) as cited in Ojo (2005) remarked that it is mainly to bring about change in the client either by altering maladaptive behaviour, learning the decision-making process or preventing problems.

Group Counselling

This is a counselling session that takes place between the professionally trained counsellor and a group of people. Number of this group

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should not be more than seven, or at least ten, in order to have a cohesive group and an effective well controlled counselling session. Members of the groups are clients/counsellees whose tasks or problems that are meant for resolution are similar. During group counselling, a free atmosphere is allowed and freedom of speech is encouraged. The counselees are free to express themselves individually as counselling progresses so that problems to be resolved would be open for all to consider and benefit from. All counsellees express their feelings and the counselor during group counselling is to help remove the marks covering the problem. He helps open up the problem with the professional competence and knowledge he possesses. The counsellor is not just a member of the group; he is to direct the affairs and situations.

Follow-up Service

Nelson-Jones (1997) said that follow-up service involves activities that are designed to monitor the progress of students who avail themselves to counselling and are now outside school or are still in school. Omotosho (1995) added that follow-up studies of former students' efficient ways are what educational institutions can use for measuring the effects of school counselling.

Again, follow-up complements the guidance placement programme. Follow-up activities focus on effectiveness in placing persons in a variety of positions and settings, as viewed by not only the clients but also by those to whom the client is responsible such as job managers. Follow-up data may be obtained through questionnaires, interviews, phone calls and letters (Taylor & Buku, 2006).

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Makinde (1990) states that the measurement of guidance service outcomes is very important and is mostly done through follow-up services that past students and beneficiaries of guidance services can be appraised to ascertain the effectiveness or otherwise of the entire guidance programme. In the context of this study, follow-up services connote the ability of school counsellors in Ghana to have programmes in place that will enable them to assess past students and beneficiaries of guidance services.

Information Service

According to Numale (2007), information is the guidance service that is responsible for generating, coding, storing, retrieving and disseminating information to students. The information service is primarily aimed at making available to students' knowledge of opportunities on educational, social and vocational issues to enable them to make choices and decisions that are authentic and reliable. Taylor and Buku (2006) added that information service helps students acquire relevant knowledge which will help them to gain insight in order to attain their specific purpose. It also helps to enhance their understanding of the world around them.

According to George and Christiani (1986), information service is the counsellor's assistance given to students to understand, accept and utilize their abilities, aptitude, interest and attitudinal patterns in relation to their aspiration. Information service is designed to provide students with greater knowledge of educational, vocational and social-personal opportunities so that they can make informed choices and decision in an increasingly complex society. It helps each student to adjust to his/her environment, develops his/her ability to set realistic goals and improves their total educational programme.

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Kankam and Onivehu (2000) concluded that present-day youth are expected to assume more autonomous responsibilities than their predecessors do and this calls for well-designed informational services to help them become self-regulatory. They stated that if students are to explore and become aware of the contingencies of stability and the change that make their development, then informational services are fundamental.

Yarney (2013) conducted a study to assess the kind of information services provided to junior high school students in the Effutu Municipality. The sample size used for the study was 103 participants consisting of 90 students and 13 teachers. The findings of the study revealed that information services were provided for students. The kind of information services provided included information on educational, career/vocational and socio-personals needs.

Similarly, Mensah (2007) asserted in a study that teachers in Colleges of Education in the Eastern Region of Ghana collaborated with their school counsellor in the provision of information regarding the educational, vocational and personal welfare of students. Amoah (2013) examined the views of Junior High school students about the kind of career activities provided by their school counsellors. The study revealed that adequate information was provided to students regarding available careers, subject combinations, career options for students and how to manage their emotional needs.

In the context of this study, "information services" implies the ability of school counsellors in the SHSs to provide relevant information to address the educational, social and career concerns of students. Through information

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services, students could be assisted to plan their time effectively, develop good study skills, set realistic career goals and develop healthy interpersonal relationships among themselves as students and their teachers as well.

Orientation Service

Numale (2007) asserts that day in day out, people find themselves in a new situation. It may be in a school setting, a work-place or any activity. To adjust favourably to any of these areas, one has to go through orientation. Stephenson (1999) added that an orientation service is an organised group of activities through which students are given assistance to adjust to the school environment. It is one of the organized guidance services that are carried out by the school to assist new students to be acquainted with human and material resources in the environment. Thus, it is a formal welcome of new students into an institution.

Similarly, Bennet (1963) concludes that an orientation service involves activities embarked upon by the school counsellor to help students adjust to the school environment and school experiences. Bennet further explained that it is a mutual process of learning on the part of the new students, the faculty, the student body of an institution, whereby each group becomes better acquainted with the other, and each participates in an on-going process which will help the new students to become an effective functioning part of the institution.

Robinson, Burns and Gaw (1996) said orientation is a much-needed programme that when planned correctly, can aid all participants–new students, parents, faculty, staff, administration, and current students. They added that orientation is designed to answer questions before they are asked and to

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provide solutions before problems occur. By planning appropriately and using all campus resources, orientation should relieve anxieties and prepare the new students for success. Hartman (1999) supports the argument when he states that school guidance services should offer orientation services to students to ensure that they are not overwhelmed by strange situations new teachers and subjects but learn how to cope with such experiences. Rutondoki (2003) opines that newly admitted students feel socially and psychologically lost in their new environments and as a result need orientation or adaptive services to help them adjust and familiarise with the new situations in the colleges they have joined. Similarly, Mwamwenda, cited in Chireshe (2006b), posits that in African countries when students are enrolled in new schools, they should participate in orientation services. This is because, during orientation programmes, teachers give their teaching and personal history to students. This enables students to understand their teachers better and results in more effective teacher-student interaction.

Smith and Brackin (1994) reinforced that orientation programmes serve as a foundation for college success. They observed that orientation programmes create a lasting impression for new students and their families. While it is not possible to tell new students everything they will need to know for their entire collegiate experience, orientation programmes should create a framework in which students will know where to go, be it the tutoring centre or health services, if they have additional questions.

In a related view, Akinade (1994) stated that a fresher (new entrant) in the university, for instance, would need orientation on the history, geography, social and academic matters in this new institution. He would need orientation

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as to what courses to enrol in, and how to register properly. He would need to be familiar with important facilities and personalities. These may include his faculty, library, laboratories, faculty officer, his teachers and other essential support staff. The services also enable members of staff to become familiar with the individual students so that each may be given the type of academic and social experiences most helpful in an on-going process. Items on programmes prepared for orientation of new entrants to school may include the following: time management, peer pressure, adolescent sexuality, healthy student relationship, drug use and abuse, academic stress and the importance of guidance services.

Clark, Soria and Kock (2011) examined academic and social benefits for orientation in all the five campuses of the University of Minnesota. The survey participants were 4629 first-year students who participated in a week-long orientation. The results revealed that students who took part in an orientation programme had statistically significant ($p<.05$) differences in the areas of a higher sense of belonging, adjusted well to school the environment and had higher retention rates. Similarly, Mayhew, Stipeck, and Dorow (2011) established in a study that students who participated in a college orientation programme increased their participation in school activities, increased their use of student services, and enhanced their social integration and adjustment than their counterpart who did not participate in the programme.

In the Ghanaian context, Nyarko-Sampson (2010) conducted a study on teacher trainee appraisal of guidance and counselling programmes in colleges of education in the Eastern and Greater Accra Regions of Ghana. The

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evaluative research design was used. A multi-stage sampling technique was used to select 185 students who responded to a 40-item questionnaire. Frequencies and percentages were used to analyse the data gathered for the study. The study revealed that the major guidance services provided and patronised by students were orientation, counselling, consultation and information services.

Sackey (2007) concludes in a study that orientation services were considered important by SHS authorities in the Central Region because of its role of assisting first-year students not to violate school rules and regulations. Orientation services as used by the researcher, means all activities provided by the SHSs to new students to help them get acquainted well-adjusted and be able to cope with the SHSs environment, teachers and colleagues, among others.

Placement Service

Placement is an activity that facilitates the self-placement of persons in situations or settings that will enable them to gain useful information, make satisfactory adjustments and in general contribute to their total development. Placement as an aspect of the guidance service makes students aware of the opportunities available in school and is therefore categorised into educational, career and social placement (Shertzer & Stone, 1981).

From Shertzer and Stone, educational placement represents an organized effort to match the qualification of individuals plus personal interest and resources with the requirement of institutions and programmes. Mostly, the school counsellor's responsibilities for college and other post-secondary educational placement is to provide information to students regarding

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institutional entrance requirements, expenses, and characteristics of the institution and programme contents.

Taylor and Buku (2006) added that career placement is concerned with assisting students to enter into occupations, taking into consideration their achievement, aptitude, interests and goals. In effect, it involves helping students to find suitable jobs. Social placement, on the other hand, is planned to help develop the social skills of children. Children are placed in social groups that will foster social interaction and enhance self-acceptance. Placement services as used in this study refers to the process where school counsellors assist and guide students to choose their programmes of study based on their qualification, interest, abilities and aptitudes. In the same vein Kankam and Onevihu (2000) state that the primary emphasis of placement services includes creating an understanding of the many problems that confront students' immediate and long-range planning; determining how to do something about them; placement of college-bound students in their classes and subject areas; and employment placement, among others.

Referral Service

Students sometimes face different challenging situations which need special attention. Even though the school counsellors and his team, by their profession, are supposed to help students resolve their diverse problems, they are not always able to do that. The school counsellors are supposed, to be frank with the student and direct him to other specialists for assistance. Referral, according to Pecku (1991), is the activity whereby the school counsellors in consultation with the parents of students seeks special assistance from a person or agency in order to help students resolve their

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problems. This means that the transferring school counsellor cannot provide the specialised assistance needed by the students.

Dahir (2004) asserts that effective school counselling plays an important role in the referral of students. A UNESCO Report (2000a) concludes that sometimes some students' problems and concerns are beyond the capability of the school counsellor. In such cases, the counsellor's role is to establish a referral network. Kankam and Onivehu (2000) posit that in order to refer successfully, counsellors need to be familiar with a wide range of counselling, helping, and support services within their own area. They also need to be aware of the agencies and specialised services operating at local, national and international levels. They conclude that students have the right to the best possible care, support, and information during referral services.

The concept of referral is prescribed on the assumption that a strong supporting agency or trained professional exists; it does not assume that the referring school counsellor is incompetent. Counselling is a human activity so the school counsellor's limitation in assisting a student can be catered for by another person or agency.

Demographic Background of Respondents and Effectiveness in Providing Guidance Services

This section provides some highlights of the demographical information on the effectiveness in providing guidance services in senior high schools. The researcher purpose was to find out how some qualities of counsellors/teachers highlighted in the demographics help in effective provisions of guidance services in schools.

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Academic Qualification and Effectiveness in Providing Guidance Services

Yarney (2013) conducted a study to assess the kind of information services provided to junior high school students in the Effutu Municipality. The sample size used for the study was 103 participants consisting of 90 students and 13 teachers. Findings of the study revealed that teachers with higher academic qualifications were providing better information service to students than those with less academic qualifications. Similarly, Mintah (2012), a study on assessment of the effectiveness of guidance and counselling services in second cycle schools in the Kwaebibrem District in the Eastern Region of Ghana. The study revealed that 25 out of the 43 counsellors/teachers who had a bachelors' degree and masters' degree which constitutes (58.1%) were performing effectively than those without guidance and counselling degree.

Again, chi-square test computed shows that the academic qualification of the counsellors/teachers did not significantly influence the opinion on the frequency of needs assessment by school guidance service team. The ratios for Diploma and 'Other' type of academic qualification suggest that school counsellors'/teachers' opinion the frequency of needs assessment by school guidance service team was viewed more negatively. However, counsellors/teachers with bachelors or masters degrees viewed opinion on the frequency of needs assessment by school guidance service team more positively (Mintah, 2012). From the demographic data on Atta-Frimpong (2013), one would realize that 5 tutors forming 25% had their bachelor degree by the time of the study, while 15 tutors constituting 75% had their master's degree. This also goes to buttress the point made by Shertzer and Stone (1976), that counsellors

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and for that matter guidance teachers are qualified for the positions by meeting the minimum requirements for the state certification or by holding a degree in counselling. The high percentage of the tutors with their master's degree gives a positive sign in that, all things being equal, when given in-service training and the opportunity to attend workshops, such tutors could understand and support the guidance programme better than tutors at the lower levels of education.

Years of Experiences and Effectiveness in Providing Guidance Services

Mintah (2012), a study on assessment of the effectiveness of guidance services in second cycle schools in the Kwaebibrem District in the Eastern Region of Ghana. The computed chi-square test shows that school counsellors/teachers experience did not significantly influence the perception that needs assessment is an integral part of the school guidance services. It was confirmed thata there was a positive relationship between counsellors/teachers experience and their effectiveness in providing students' needs assessment in school.

Bor, Landy, Gill, and Brace (2002) support this by observing that an adequately trained teacher counsellor is able to provide a healthy environment for assisting students in their personal, social and academic struggles, and the implementation of the programme in a school. Durojaiye (1980) adds that all school teacher counsellors should acquire competency in guidance and counselling to enable effective planning, developing and organizing viable programmes that can assist in addressing the challenges facing students.

Njeri, (2007) commented that professional training and qualification equips teacher counsellors with appropriate skills and psychological

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knowledge necessary to enable them to assist their clients. This knowledge helps the counsellors to appropriately understand the counselling needs of the students and use appropriate techniques in solving them. A teacher counsellor who is not trained may have difficulties in detecting and reading different types of student behaviours, their causes and how to handle them. Gibson and Mitchell (2003) argue that of all the guidance and counselling resources, the quality of human resource is by far the most important. An adequately qualified counsellor is able to meaningfully hitch and mobilize all other resources required for effective management and operations of the programme.

On the contrary, the demographic data on Harris (2016) the year of experience and gender, indicate years of school counselling experience from teachers were categories as follows: (a) 0-5, (b) 6-10, (c) 11-15, (d), 16-20, or (e) over 20. Fifty-two participants (33.5%) had 0-5 years of experience, 52 participants (33.5%) had 6-10 years, 25 participants (16.1%) had 11-15 years, 17 (11%) had 16-20 years, and 9 (5.8%) indicated having over 20 years of experience. From the findings, it shows that teachers and counsellors with more experience were less than those with more experience.

Teachers' Teaching Workload and Effectiveness in Providing Guidance Services

School teacher's heavy teaching loads and other responsibilities such as administrative and teaching duties in the school leave little time for them to meet pupils needing guidance services (MOEST, 2005). In America, school counsellors complain that learner-counsellor ratios are too high and as such this negatively affect the school guidance services (Reynolds & Cheek, 2002).

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Paisley (2007) found that school counsellors performed non-counselling duties which prevented them from offering counselling services. Similarly, the study does not pinpoint solutions to solve the heavy teaching workload of the teacher counsellor. This study gives recommendations on ways of reducing the teaching workload of teachers-counsellors to enable them to have enough time to carry out the counselling duties in the school.

The non-counselling duties performed include clerical and administrative duties. Sink and MacDonald (2006) stated that ineffective guidance services, administrative and clerical tasks are de-emphasized to create time for counselling. The high workload in schools leaves many teachers/ counsellors with little time to focus school counselling programs and provision of guidance services. Attending to all demands for time and programming can place counsellors in the unrealistic position of trying to be all things to all people (Jones, 2003). There are also problems of time and workload in developing countries. Teacher's workload hence becomes an obstacle to their participation in guidance services reducing guidance schedules which are equally important (Samoei, 2009). However, this study assumes that teachers/ counsellors are over-burdened in all schools in Ghana.

While many schools in Ghana do not have guidance personnel, it appears the few in the system are over-burdened with classroom teaching resulting in inadequate counselling services. Consequently, teachers in Ghanaian schools appear not to have enough time for the guidance and counselling services due to the high population of pupils resulting from free SHS education policy. Gitonga (2006) posits that, in absence of adequate

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counselling time, therefore, pupil's problems remain and they are unable to adequately fully understand themselves and their world.

Measures to promote Effective School Guidance Services

The future of school guidance services in Ghana is not very bleak. However, drastic measures need to be taken to ensure better provision of guidance services to all students; such measures call for more sophisticated approaches to the policies and models of services (Andoh-Robertson, 2013). The measure would also include a redefinition of the school counsellor's roles, restructuring training programmes, implementing comprehensive guidance programmes, and the development of systemic support.

Redefining Guidance Coordinator Roles and Identity

The role of the school counsellor has not been clearly understood among school staff, administrators, parents, and even among school counsellors themselves. Wambu and Teresa (2015) believe that a clear definition of the roles of the school counsellors can help decrease the discrepancies in role expectations among school administrators, teachers, parents and students. The collaboration between all the stakeholders will be required in defining counsellors' roles.

The roles of school counsellor are defined based on a given contextual background. For example, in the United States, school counsellors are considered vital members of the education team. They help all students in the areas of academic achievement, personal/social and career development. Additionally, school counsellors design, implement, evaluate and enhance a comprehensive school guidance programme that promotes and enhances student success (ASCA, n. d.).

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Through leadership, advocacy and collaboration, professional school counsellors promote equity and access to rigorous educational experiences for all students (ASCA, n. d.). Given this background, it is imperative that the roles of school counsellors in Ghana require redefinition within a social-cultural context. The current problems facing the Ghanaian students require school counsellors to be knowledgeable in psychological and behavioural interventions; both at the preventive and responsive levels. School counsellors should also be well positioned to identify students with serious problems and consequently refer them for further therapy.

Baffour-Ayimadu's (2009) findings conclude that school counsellors need to serve the roles of leadership and advocacy and provide support for a safe learning environment for all students in SHSs. The counsellors serve as coordinators who provide coordination role, leadership and friendship role to help student's mentorship (Baffour-Ayimadu, 2009). The researcher believes that a clear role and professional identity, school counsellors can function more efficiently and provide students with the much-needed help. School counsellors should be well prepared to address the academic, personal/social and career development needs of all the students.

Guidance Coordinator Preparation/Training

For school counsellors to become contributors to educational reform and enhance student success, counsellor-training programmes will require a transformation of both preparation and practice (Paisley & Hayes, 2003). New preparation and service delivery should reflect the changing needs of Ghanaian students in this twenty-first (21st) century. To bring about this type

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of transformation, the collaboration will be needed from all stakeholders, including college lecturers, educationists and school counsellors.

Changes entail evaluating the content of the courses offered, in addition to the teaching strategies. Evaluating the programme design would involve a review of (a) the rationale for and the basic assumptions of the underlying programmes; (b) the content of the curriculum and its programme structure; (c) teaching methodologies; and (d) programme evaluation (Paisley & Ben-shoff as cited in Hayes & Paisley, 2003). Additionally, such transformations will require deliberate integration of theory and practice in programme structure, curriculum development, and summative evaluation. Transforming counsellor education from an individual-oriented to a systems-oriented approach would require a broadening of the curriculum by, for example, adding new content related to schools and communities as systems (Paisley & Hayes, 2003).

Wambu and Teresa (2015) noted that curriculum for School Counsellors should include both theory and experiential training. While acquiring a wide knowledge base through lectures and workshops is good, practicum and/or internship within the school setting prepares the school counsellor for the actual roles and functions they will perform upon graduation. Relevant practicum and internship will require coordinated supervision from both the university instructor and the field supervisor. This can only be achieved through a partnership between the universities and the schools (Romano, Goh & Wahl, 2005).

Wambu and Teresa (2015) again added that ethical issues should be considered in re-examining current training of counsellors. This calls for the

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development of ethical standards specific to school counselling. These ethical standards should be taught to the counsellors-in-training to equip them with the principles on how to solve ethical dilemmas they may encounter within the school. School counsellors in Ghana will need to operate within a comprehensive guidance programme so that their roles and function to can successfully and effectively be defined.

Brako (2014) suggest that those who train school counsellors should not do so in just a day; the training should take more days and practicum session provided for in-coming school counsellors should be structured and supervised. Baffour-Ayimadu (2009) confirms that practicum organised by professional institutions should be well supervised and the senior counsellor should mentor trained counsellors in the profession before they are allowed to practice.

Comprehensive Guidance Programme

The majority of American guidance and counselling is moving towards a comprehensive guidance programme approach (Gysbers, 2005), students are still in need of coordinated guidance programmes. There is an obvious need for a more organised form of guidance, a realisation that was made in the late 1960s in the U.S. (Gysbers, 2005). Lack of an organisational structure detailing how guidance and counselling should be conducted in schools has led to inconsistencies and variations in how guidance services are conducted in different schools (Wambu & Teresa, 2015).

The problems students experience today is that school counsellors have abandoned traditional methods and adopt a new proactive approach (Musheno & Talbert, 2002). This new approach is developmental and encompasses and

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integrates prevention, remediation, and crisis intervention to meet the needs of all students for a successful life (Gysbers & Henderson, 2012). There is the need for a shift from service delivery to a systematic and programmatic approach if the needs of all students will be addressed. Schlossberg (2001) contended that preventive efforts are a more economical use of counselling services than a remedial active model. Furthermore, a comprehensive guidance programme would provide evidence to policymakers of the need to render support to guidance services available to all students (Lapan, 2001).

The American School Counsellors Association National Model (2012) serves as a guiding framework for developing a Ghanaian school comprehensive counselling model. The need to provide developmental counselling programmes for all students in Ghana has become increasingly evident in this era of rapid societal change. In the same vein, several authors have called for the implementation of comprehensive guidance programmes in Ghanaian schools. With respect to Ghana, given the wide array of challenges facing SHSs today, it is important for policy makers in Ghana to understand clearly that school counsellors could help solve current problems that plague the schools. The school counsellor should be employed not to merely fill up a position, but to implement comprehensive guidance programmes in their schools (Lapan, Gysbers & Petroski, 2003) to meet the needs of all students. Comprehensive guidance programmes would provide school counsellors with the organisational structure to focus efforts and organise activities and services that promote critical aspects of student development.

Furthermore, Herr (2001b) suggested that planned comprehensive guidance programmes should clarify what school counsellors or should do, to

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contribute to the mission of the school; what differences they could make in the lives of students; and the degree to which school counsellors could be held accountable. In the same vein, the implementation of comprehensive programmes would provide equitable access to guidance services for all students (ASCA, 2012; Lapan, & Kosciulek, 2003).

School Counsellors will become more accountable when they follow the framework of a comprehensive guidance programme and provide evidence of their contribution to student success (Gysbers, 2005). A comprehensive programme provides a means of evaluating programmes to ascertain their effectiveness (Dahir, 2012). For a long time, school guidance services in Ghana have lacked a standard by which to evaluate programmes; hence, accountability cannot be established. The ASCA model could help assess the impact of the programmes on student achievement. The ASCA model could also serve as a framework for designing, developing, implementing, and evaluating comprehensive, developmental, and systematic school guidance programme specific for Ghanaian schools.

Implementing school guidance programmes in Ghanaian schools using the American School Counsellor Association (ASCA) National Model as a framework could provide structure and consistency of guidance services as well as provide a common "voice" among school counsellors in all schools (ASCA, 2012; Wambu & Teresa, 2015). In the same vein, Taylor and Buku (2006) stated that a comprehensive school guidance programme could ensure that every student has equitable access to the guidance services.

They further state that school counselling programme can become an integral component which includes developmental, preventive, crisis, remedial

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and rehabilitation of counselling provided in schools. The programme could stipulate specific competency levels of knowledge and skills that students ought to acquire. It could also provide a school counselling programme that is comprehensive in design and is systematically delivered to all students (ASCA). Finally, the Ghanaian school guidance model should address the academic, personal/social and career development needs of all students.

Development of Systemic Support

The Effective implementation of the comprehensive school guidance programme requires collaborative efforts from all guidance functionaries in school. According to ASCA (2012), school counsellors are called upon to become leaders to manage the programme. However, to be successful, school counsellors cannot operate in isolation. They need to collaborate with other school staff, administrators, parents, community resources and students.

To achieve support within the school system, school counsellors are advised to engage in cooperative efforts with the stakeholders in the development and implementation of the school counselling programme (ASCA, 2012). The school principals have a strong influence to shape the role of the school counsellor. Consequently, a key component of the school counsellor's leadership role is a collaborative relationship with the principal. By engaging the stakeholders in the implementation process, school counselling will be viewed as complimentary as opposed to competing with the roles of the administrator and the teachers. School counsellors should actively seek support from the school principal and the teachers (Wambu & Teresa, 2015).

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School counsellors also need to develop and strengthen their relationship with community-based resources (Ansah, 2009). He also stated that school counsellors need to be aware of community-based resources and establish a strong relationship with them to ensure continued care for the students referred to them. Baffour-Ayimadu (2009), believes that school counsellors should seek support from other school counsellors, researchers in the field, and counsellor educators in nearby colleges and universities to facilitate consultation and exchange of knowledge.

Kyei-Appiah (2013) results show that well functional school guidance and counselling programme dwell on the support system provided by school authorities in terms of office, facilities and comprehensive timetable for counselling. On the contrary, Brako (2014) stated that support system depends on the collaborative effort by guidance functionaries in school. Such support is necessary for the successful implementation of guidance and counselling programme.

Funding is important in ensuring effective guidance services in schools. In favour of the statement, Kafwa (2005) states that funding is important in organising in-service courses, motivating and encouraging teachers and counsellors expend their time and energy in innovative ways. He concludes that without funding, counsellors would be hindered in their responsibilities of providing guidance services to students. Makinde (1984) advocates for governmental budgetary allocation for guidance and counselling activities in the educational systems in Africa. Karangu and Muola (2011) contend that sufficient finances are required by principals and counsellors to make the delivery of guidance services effective in the college system.

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In a related manner, Wajanla (2011) advocates that Ministries of Education in African countries need to put mechanisms in place to provide regular in-service training in guidance and counselling for school counsellors. Similarly, Agi (2014) concludes that comprehensive guidance and counselling workshops, seminars, conferences and in-service training services would help equip school counsellors with adequate knowledge and skills required to carry out their services and raise the level of awareness of the availability and importance of guidance services. Nyamwange, Nyakan and Ondima (2012) state that there is the need to organise seminars and workshops to offer continuing education in guidance and counselling to school counsellors. This will equip counsellors with the latest theories and techniques in counselling to make them effective.

According to Ofoegbu (2004), effective guidance services can be ensured in school when teachers have both intrinsic and extrinsic needs. A teacher who is intrinsically motivated may be observed to undertake a task for its own sake, for the satisfaction it provides or for the feeling of accomplishment and self-actualization. Davidson (2005) found that bad working conditions have adverse effects on teacher's performance. It could be improved by providing benefits to them. Therefore, job performance is that function which is based on motivation. There should be motivation in schools to have a better teacher's job performance. The study surveyed that most of the respondents agreed that their level of job satisfaction is increasing in schools where they work. Two-factor theories stated that satisfied employees are better motivated and achieve their targets efficiently as compared to dissatisfied employees. Bishay (1996) findings revealed that the level of

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satisfaction increases with the greater level of responsibility and found that teachers are highly satisfied when their higher order needs are accomplished that is self-esteem and recognition.

Summary of Literature Reviewed

The literature describes the antecedent of guidance services from the ancient time to the present day. It was noted in a later chapter that the background of guidance services in schools was discussed. A lot of emphases was placed on the need for guidance services, the current state of guidance services and the component for comprehensive and effective implementation of guidance programme.

From the literature reviewed, it is established through different studies that guidance services are provided for students at all levels of education in Ghana, Africa and other parts of the world. It is also established that the major guidance services provided by schools included orientation, counselling, information, appraisal, consultation, placement, referrals and follow-up services. However, the effectiveness of the guidance services varied. While in Canada and the United States of America, much success is recorded in the implementations process, most of the African countries including Ghana faced challenges in the implementation of guidance services in the school setting. These challenges included lack of resources, inadequate number of trained counsellors, lack of office accommodations, the workload on counsellors, negative perception towards guidance services.

Despite these challenges, literature established that guidance services were beneficial to students in many-fold. For instance, guidance services assisted students to harmonise their abilities, interest, potentials and talents.

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Besides, the services improved good behaviour and discipline as well as the academic performance of students. It also enhanced students' knowledge about careers and job seeking skills. These benefits were broadly categorised into three: namely academic/educational, career/vocational and personal-social benefits. As part of improving the effective delivery of guidance services in the school, setting the literature outlined a number of measures/policies to be considered.

The researcher asserted that every individual has the ability identify and develop their talents and potentials. It is understandable for students to accept that guidance services could assist them identify their talents and potentials. Every individual has personal characteristics such as talents, potentials, strengths, values, interest, weakness and dislikes. The ability of an individual to identify and adjust to such personal traits could be beneficial to him/her and failure to realize such personal characteristics could result in frustration and failure in life.

What this means is that guidance services would expose students to identify subjects, courses, careers, among others that they are good at as well as those that they are weak at. By this, they will be able to put in measures to address areas that they have shortcomings whiles sustaining areas that they are naturally endowed with. Students who are able to identify their strengths and weaknesses are more likely to accept suggestions and pieces of advice that could help them realise and maximise their potentials than their counterparts who fail to do so.

The use of the Person-Centred Theory, Theory of Human Motivation (X and Y) and Ecological Perceptual Theory undergird the study. The

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CHAPTER THREE

RESEARCH METHODS

Introduction

This chapter describes the research design and methodology adopted to achieve the purpose of the study. It also focused on the population, sample and sampling procedures, instruments, data collection procedure and mode of the data analysis.

Philosophical Foundation of the Study

The methodological choices of every study are underpinned by philosophical positions regarding how knowledge is gained. Choices of methods and frames for analysis, among others, guide the research design at all stages. Henn, Weinstein, and Foard (2006) define research paradigm as a set of assumptions about how the issue of concern to the researcher should be studied. In the acquisition of social scientific knowledge two worldviews have usually dominated; these are the positivist and the interpretive.

According to Hitchcock and Hughes (as cited in Wango, 2006) positivism aims at objectivity in inquiry and adopts methods and procedures in the natural or physical sciences, mainly by quantitative data. This scientific approach helps the process of collecting data and testing it using some analysis, for example, the relationship of one set of facts to another that is likely to produce generalisable conclusions. Other researchers look at it in terms of a hypothesis that is normally tested using statistical analysis. Therefore, positivists' paradigm was not appropriate for achieving the stated objective of the study.

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Moreover, the studies located in the interpretive paradigm allow researchers to access the experiences and viewpoints of the research participants (Kusi, 2012; Verma & Mallick, 1999). It recognises the role of the researcher and the research participants in knowledge construction, acknowledging interpretations as 'socially constructed realities.' The researcher and the research participants acquire active roles in knowledge construction. It is useful in an attempt to understand a phenomenon in all its complexity in a particular socio-cultural context (Creswell, 2009; Flick, Kardorff, & Steinke, 2004; Kusi, 2012).

From the explanation of positivist and interpretivism paradigms, the researcher intends to use the pragmatic paradigm. It combines both positivists and interpretivism paradigms to seek generalisation and help to construct meaning the research participants give on the field during data collections. The choice of the mixed-method research approach was influenced by the research paradigm, the issue being studied and the research setting where the study was conducted. On the basis of the research paradigm, mixed-method research approach is better suited for research studies that are underpinned by pragmatic philosophical paradigms (Cartwright & Montuschi, 2014). This is because the combination of quantitative and qualitative approaches in gathering data reveals the complexities and nuances in social reality under investigation (Jarvie & Zamora-Bonilla 201). The research also took into consideration the issue being studied and the context within which the study is being conducted.

Mixed method is an umbrella term that includes many research approaches: Sequential Explanatory, Concurrent, Embedded and Sequential

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Exploratory research approaches. Each approach has its own utility, procedures, strengths and weaknesses that are used depending on the type of study. However, in relation to the objectives of this study, the researcher selected concurrent approach (Creswell, 2014). The aim of the concurrent helps to explain more fully the richness and complexity of human behaviour by making use of both quantitative and qualitative data (Cohen, Manion, & Morrison, 2007). Also, the combination of qualitative and quantitative approaches provides a more complete understanding of a research problem than either approach alone (Creswell, 2014). This approach requires the researcher to collect both quantitative and qualitative data simultaneously, and analyse them at the same time. Thus, in this approach, one set of data compliments the other, helping to overcome any weakness associated with each other (Creswell, 2014).

The quantitative data provides the initial picture of the research problem, while the qualitative analysis explains the larger picture of the research problem and provides an in-depth assessment of the case in the respondent environment. The purpose of the quantitative data was to provide a numeric description that may be generalised to the specific population. Specifically, quantitative data are important because they help generalise the current state of guidance services in SHSs in Ghana. The qualitative data were important to the study because it provided first-hand information about the challenges and how guidance services are being run in individual school contexts.

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Research Design

Research design refers to the plan or strategy of shaping the research (Henn, Weinstein & Foard, 2006), that might include the entire process of research from conceptualising the problem to writing research questions, and on to data collection, analysis, interpretation and report writing (Creswell, 2009). Since the study is concurrent mixed method approach, the researcher intends to use descriptive survey design for the quantitative phase and multiple case study design for the qualitative phase.

Quantitative Phase: Descriptive Survey Design

According to Ary, Jacobs and Razavieh (1990), descriptive survey studies are designed to obtain information concerning the current status of phenomena. Seidu (2006) describes descriptive survey as the study of an existing condition, prevailing viewpoints, attitudes, on-going processes and developing trends in order to obtain information that can be analysed and interpreted to come up with a report of the present status of subject or phenomenon under study. This design was found suitable because it gives an in-depth description of the phenomena in their existing setting and economical in collecting data from a large sample with high data turn over (Kothari, 2004).

Descriptive surveys determine and report just the way things are (Gay, 1992). He further indicates that it is directed towards the determination of the nature of the situation as they exist, as at the time of the study. Fraenkel and Wallen (2000) state that obtaining answers from a large group of people to a set of carefully designed and administered questions lies at the heart of survey research. Thus. the researcher employed descriptive survey in his study

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because he is interested in the opinions of a large group of people on the evaluation of guidance services in SHSs in Ghana.

For the purposes of assessing guidance services provided in SHSs and their benefits to students, the descriptive survey was deemed the most appropriate research design for the study, because the researcher wants to collect data to make inferences about a population of interest at one point in time.

Qualitative Phase: Multiple Case Study Design

A multiple case study allows an investigation of the real-life event or in-depth analysis conducted from various research sites, usually over a limited period, and focuses upon a limited number of subjects (Yin, 2003). Using a multiple case study design for the qualitative phase advances the field of study and the knowledge base of a particular area under study. In this kind of design, data are analysed gives a rich description of the findings. A deeper understanding of meaning was gained through the multiple case study design that can improve practice, influence and inform policy, and have an impact on future research (Merriam, 1998). Punch (2005) gives a prescriptive definition of multiple case study design. He indicates that:

> *The multiple case study aims to understand the case in depth, and in its natural setting, recognizing its complexity and its context. It also has a holistic focus, aiming to preserve and understand the wholeness and unity of the case* (p.144).

Multiple case study explores an instance or a few instances of a phenomenon by interacting with the participants in their socio-cultural setting. Typically, case study researchers neither aim at discovering generalisable truth, nor look for cause-effect relations as quantitative researchers do (Cohen, Manion & Morrison, 2000); instead, they focus on describing, explaining and

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evaluating a phenomenon (Gall, Gall, & Borg, 2007). Merriam (1998) suggests that including multiple cases in a study makes the findings and interpretations more compelling. The logic behind choosing a multiple case study instead of a single case study was driven by the position that studying multiple cases from different study areas. To achieve these the researcher spends adequate time in the context of the study to collect extensive data. The researcher intends to use multiple case study so that he can make an in-depth assessment to the current situation of how guidance services are being run in SHSs in Ghana.

Study Area

Whereas the research designs are aimed at guiding the scientific explanation of this research, it is imperative to describe the setting where the research took place. Ghana is situated in West Africa and bordered by Cote d'Ivoire in the west, Burkina Faso in the north, Togo in the east and Gulf of Guinea in the south. Ghana has only 539 km long coastline. The total area covered by Ghana territory is 238,533 sq. km. making it the eighty-second (82nd) largest country in the world (Cartographic Section UCC, 2017).

Glesne (1999) argues that the number of sites for a study depends on the research interest and what the researcher wants to learn in the process. Currently, there are ten (10) regions in Ghana: Ashanti, Brong-Ahafo, Central, Eastern, Greater Accra, Northern, Upper East, Upper West, Volta, and Western. The researcher intended to conduct the study in all the ten regions but geographically Ghana can be divided into three (3) zones where each zone have commonality features between the regions.

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Table 1: Classification of Ghana into Geographical Zones

Zones	Regions
Northern	Northern, Upper West, Upper East
Middle	Ashanti, Brong-Ahafo, Eastern
Southern	Central, Greater Accra, Volta, Western

Source: Cartographic Section UCC, (2017)

Table 1 shows the geographical demarcation of Ghana into three (3) zones and each zone has its own homogeneous characteristics namely: Northern (Northern Region, Upper West Region, Upper East Region,), Middle (Ashanti Region, Brong-Ahafo Region, Eastern Region) and Southern (Central Region, Greater Accra Region, Volta Region, Western Region). For example, regions in the northern zone have the same climatic and vegetative condition that is harmattan period, rainfall pattern and trees grown there are semi-deciduous such as shea nut trees, Acacia and Dawadawa trees. In fact, the three regions in the northern zone have homogeneous characteristics. The middle zone has different rainfall pattern and the kind of crops grown differ from the other two sectors. For example, the crops grown among the three regions in the middle sectors are mainly cash crops like cocoa and rubber. The southern zone also has a unique climatic condition and natural resource like the sea as noted by Patton (2002):

> *No rule of thumb exists to tell a researcher precisely how to focus a study. The extent to which a research or evaluation study is broad or narrow depends on the purpose, the resources available, the interests of those involved* (p. 228).

Judging from this, and considering the regions' proximity and remoteness, and given the resources available for the study, the researcher restricts the study to three regions, one from each zone.

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The first study area was the Northern Region. The Northern Region commands a number of tourist attractions, such as the Mole National Park. The town is seen as the main gateway for people commuting from the southern zone to the northern zone and back. The climate and conditions there are completely different from those of the southern or the middle zone. The Northern Region is also associated with other historic towns around the area, such as Yendi and Salaga. Northern Region serves as an opportunity for tourists and for those who would want to experience climate and cultures which are completely different from theirs in the southern zone. Northern Region has 76 senior high schools, out of which 43 are public senior high schools and 33 private senior high schools. Some of the schools are; Ghana Senior High School, Tamale High School, St Charles High School, Tamale Girls' Senior High School and the Business High School. University of Development Studies, Tamale campus and the Tamale Polytechnic are also situated in this region. The Northern Region was chosen because comparing SHSs in the Northern Zone, the Northern Region has the largest number of public and private SHSs.

The second study area was the Ashanti Region. It is centrally positioned in the country. Most of the other regions usually have their route connections through it before they get to other regions. People commuting from the Greater Accra, Eastern, Central and Western Regions to the northern zone usually have to pass through the Ashanti Region before heading towards their destinations. In addition, because of the history of the Ashanti kingdom, there are many who owe allegiance to that region and would want their wards to study there. The Ashanti Region has 149 senior high schools out of which

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105 are a public senior, 44 are private senior high schools. Prempeh College, St. Louis Girls School, Kumasi Academy, and T.I. Ahmadiyya High School is some of the senior high schools in the Ashanti Region. Kwame Nkrumah University of Science and Technology, Kumasi Polytechnic, Baptist University College, Christian Service University College and the University of Education, Winneba; Kumasi Campus are some of the tertiary institutions in the Ashanti Region. Again, the Ashanti Region was chosen because it has the largest number of SHSs in the country and it is sited in the middle zone.

The third study was the Central Region. The Central Region shares borders with the Ashanti, Western, Eastern and Greater Accra Regions. It boasts of many tourist attractions, such as the Kakum National Park, the biggest tree in West Africa and most of the castles and forts in Ghana. Cape Coast is the capital of the Central Region and, at one time, the capital of Ghana. It is seen as the citadel of education in the country, where most people would want their children to study. The region, which lies by the side of the Atlantic Ocean, boasts of having some of the best schools in the country. Central Region has 96 SHSs which consist of 61 public senior high schools and 35 private senior high schools. Schools like Wesley Girls High School, Holy Child School, Adisadel College, Mfantsipim School, Ghana National College and St. Augustine's College are in the region. Central Region was selected because it has the oldest and larger SHSs in the southern zone. The University of Cape Coast, University of Education Winneba and Cape Coast Technical University are situated in the region.

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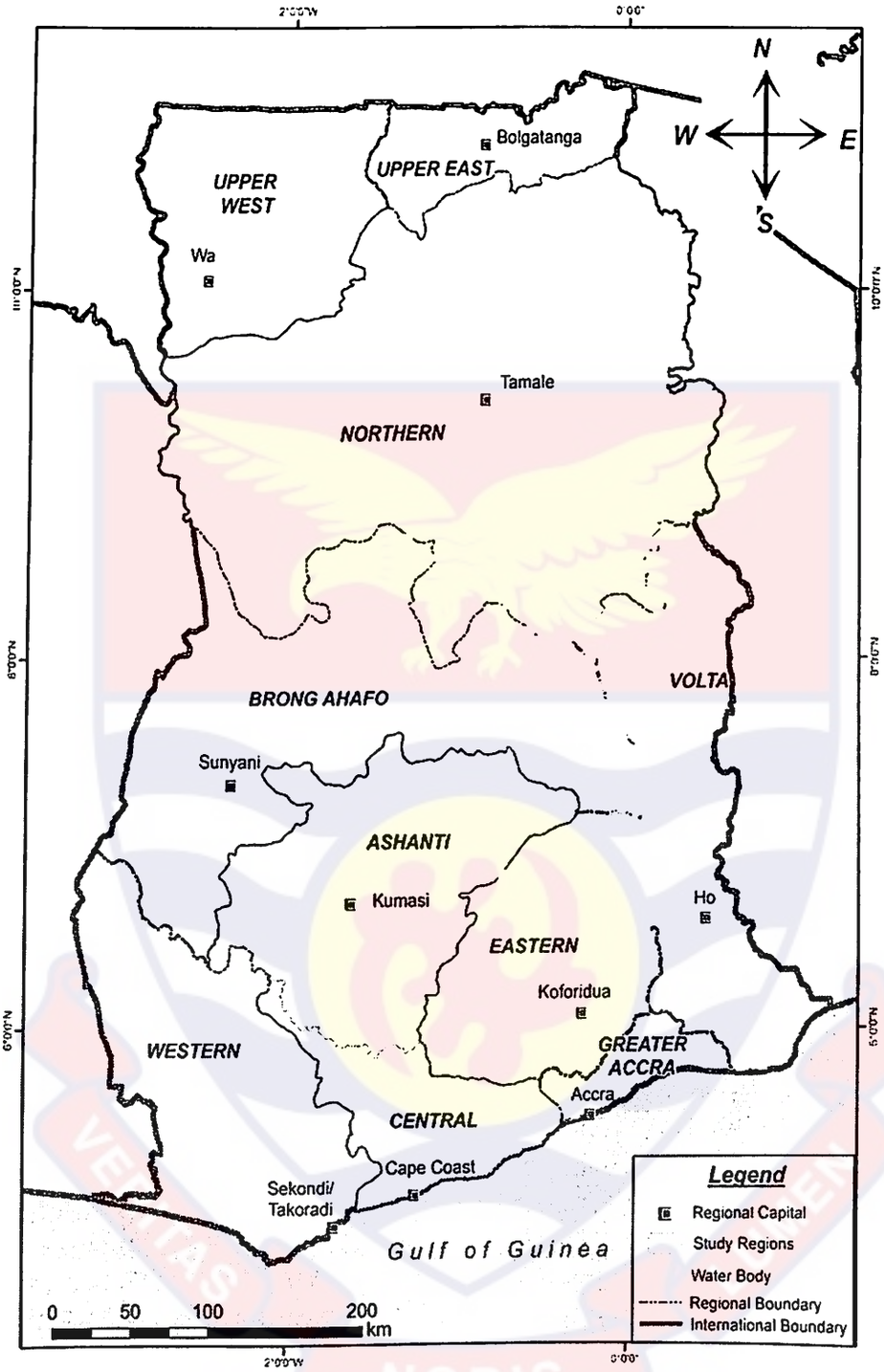

Figure 2: Map of Ghana showing the Study Area

Source: Cartographic Section, University Cape Coast.

Population

According to Best and Kahn (2006) population refers to "a group of individuals or people that have one or more characteristics in common and are of interest to the researcher" (p.13). Table 2 shows the estimated number of

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SHSs, students, teachers, counsellors and head master in Ghana representing the targeted population for the study.

Table 2: Distribution of Targeted Population for the Study

Variables	Estimated Population
SHSs (Public and Private)	880
Students	851,312
Teachers	40,547
Headmasters/mistresses	880
School Counsellors	880

Source: Ministry of Education SHSs Mapping Report (2017)

The targeted population of the study was made up of all SHSs in Ghana, students, teachers, headmasters/mistresses and school counsellors in Ghana. The estimated number of public SHSs 616 and private SHSs 264 sum up to 880; students, eight hundred and fifty-one thousand three hundred and twelve (851,312); teachers, forty thousand, five hundred and forty-seven (40,547); headmaster/mistresses, eight hundred and eighty-eight (880) and school counsellors, eight hundred and eighty-eight (880) in Ghana. Table 3 show how accessible population was drawn from the targeted population. This was present in the table below.

Table 3: Distribution of the Accessible Population for the Study

Number of SHSs	Form 1	Form 2	Teachers	Heads	Counsellors
Northern Region					
Public SHS A	570	360	89	1	1
Public SHS B	600	423	85	1	1
Public SHS C	733	400	91	1	1

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Private SHS A	110	246	24	1	1
Private SHS B	62	110	29	1	1
Private SHS C	91	111	23	1	1
Ashanti Region					
Public SHS A	1180	920	119	1	1
Public SHS B	980	801	102	1	1
Public SHS C	1020	830	106	1	1
Private SHS A	192	231	54	1	1
Private SHS B	101	150	51	1	1
Private SHS C	111	129	45	1	1
Central Region					
Public SHS A	981	797	114	1	1
Public SHS B	1016	765	111	1	1
Public SHS C	1010	826	98	1	1
Private SHS A	180	235	28	1	1
Private SHS B	110	130	27	1	1
Private SHS C	98	138	31	1	1
Total	9,145	6,774	1,227	18	18

Source: Field data (2018)

The study was carried out in eighteen (18) SHSs in the three regions of Ghana. However, the accessible population for the study comprised all form one and form two SHS students, teachers, school counsellors and headmasters/mistresses. The researcher chose school counsellors, headmasters/mistresses and teachers because he believes they are the stakeholders when it comes to implementation of guidance services and they share the similar intention to the establishment of guidance services in schools. The researcher also believes that they are well placed with information regarding the effectiveness of guidance services in school.

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Again, form one and form two students were preferred to form three students because the form one students have just come to school and they need guidance services to help them settle in school. In most cases, the SHSs level marks the first time some form one students are living home therefore, they need guidance services to help them cope with the pressure and frustration they may encounter at this stage. It is therefore imperative to use the form two students since they have stayed in school for some time and had enough experiences regarding the effectiveness of guidance services provided to them in schools.

The accessible population (school counsellors, teachers, headmasters/mistresses and form one and form two students) was heterogeneous. Because it includes school counsellors, teachers, from different age groups, different types of schools, different qualifications and experience. The population also includes form one and form two students from different age groups, different types of schools and different forms. With this, the researcher wants to evaluate the state and effectiveness of guidance services in schools. The next section explains how representatives of the accessible population were drawn using sampling procedures.

Sampling Procedure

A sample is a subset or portion of the population whose results can be generalized to the entire population, (Amin, 2005). In research, the sample should be a representation of the population that is as much as possible most characteristics of the population should be represented in the sample selected. Table 4 shows how the sample was drawn from the accessible population

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Table 4: Distribution of Quantitative Sample for the Study

Number of SHSs	Form 1	Form 2	Teachers	Counsellors
Northern Region				
Public SHS A	57	36	9	1
Public SHS B	60	42	8	1
Public SHS C	73	40	9	1
Private SHS A	11	23	2	1
Private SHS B	6	11	3	1
Private SHS C	9	11	2	1
Ashanti Region				
Public SHS A	118	91	11	1
Public SHS B	98	80	10	1
Public SHS C	102	83	11	1
Private SHS A	19	24	5	1
Private SHS B	10	15	5	1
Private SHS C	11	20	4	1
Central Region				
Public SHS A	98	79	11	1
Public SHS B	106	76	11	1
Public SHS C	101	82	10	1
Private SHS A	18	23	2	1
Private SHS B	11	13	2	1
Private SHS C	9	13	3	1
Total	917	762	118	18

Source: Field data (2018)

The total sample for the study was one thousand eight hundred and twenty-seven (1827) people. These consist of one thousand, eight hundred and fifteen (1815) people sampled for the quantitative phase. Twelve (12) people were sampled for the qualitative phase. The researcher selected nine hundred and seventeen (917) form 1 students, seven hundred and sixty-two (762) form

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students, one hundred and eighteen (118) teachers and eighteen (18) school counsellors. To attain the sample for teachers and students, the researcher adopted the Gay and Diehl (1992) way for determining sample size for the quantitative data. The researcher sampled 10% of form one students, form two students and teachers from the accessible population in the three regions. The researcher believes that using 10% from the accessible SHSs population could help attain a fair representation from the population to make a statistical inference and can help generalise it to the public (Wunsch, 1986). The eighteen (18) school counsellors were selected for the quantitative phase.

To achieve the stated sample, the researcher employs a multistage sampling technique. At the quantitative phase, stratified sampling and simple random sampling and purposive were used. Stratified sampling is a method of sampling that involves the division of a population into smaller groups known as strata.

At first phase, stratified sampling was used to divide SHSs into two (2) groups. Group A consisted of public senior high schools and group B consisted of private senior high schools. Within the schools stratified sampling technique was used to group students into form 1 and form 2.

At the second stage, a simple random sampling procedure was used to select SHSs, the programme of students and class of students for the study. As part of performing the random sampling, YES or NO was written on a piece of paper and put into a box. The respondents were asked to pick one paper from the box and replace it to guarantee fairness in the selection process. This process was done until the researcher was able to sample one thousand six hundred and seven nine (1679) students and one hundred and eighteen (118)

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teachers for the study. The researcher employed the simple random sampling technique because he wanted to remove the biased selection of individuals/elements so that if a large number of samples are drawn, the average sample would accurately represent the population. Again, the simple random sampling technique was used because it allows one to draw externally valid conclusions about the entire population based on the sample and helps to reduce sampling error.

At the third stage, the purposive sampling procedure was used to select all the eighteen (18) school counsellors. The researcher decided to use the entire number of school counsellors because they are key implementers of guidance services. However, selecting them could help gain insight and understanding about the state and challenges encountered when running guidance services in schools. Table 5 shows qualitative sample for the study.

Table 5: Distribution of Qualitative Sample for the Study

Number of SHSs	School Counsellors	Headmasters/mistresses
Northern Region		
Public SHS B	1	1
Private SHS A	1	1
Ashanti Region		
Public SHS C	1	1
Private SHS C	1	1
Central Region		
Public SHS A	1	1
Private SHS B	1	1
Total	6	6

Source: Field data (2018)

The sample size for the qualitative phase was twelve (12), the researcher selected six (6) headmasters/mistresses and six (6) school

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counsellors for the study. A smaller sample was selected for the qualitative phase because it is manageable and in the qualitative study, it is necessary to select a small sample that would enable the phenomenon under study to be explored for a better understanding (Creswell, 2008; Kusi, 2012). Creswell further asserts that selecting a large number of interviewees would result in superficial perspectives and the ability of the researcher to provide an in-depth picture diminishes with the addition of each new individual.

At the qualitative phase, the researcher wants to explore or have a deeper understanding of the quantitative data, so purposive sampling was chosen to fulfil the purpose. Purposive sampling was used to select school counsellors and headmasters/mistresses for the study. According to Merriam (1998), "Purposive sampling is based on the assumption that one wants to discover, understand, gain insight; therefore, one needs to select a sample from which one can learn most" (p. 48).

The researcher used confirming and disconfirming sampling type of purposive sampling technique for the school counsellors and headmasters/mistresses. This is the strategy that involves sampling individuals to confirm or disconfirm the initial findings of the study (Creswell, 2008). The sampling procedure was chosen because the researcher wants to confirm or disconfirm the issue that was raised in the initial quantitative data. Secondly, the comments that were made by qualitative respondents helped to validate the quantitative findings of the study.

Data Collection Instruments

The instruments for data collection were self-designed. At the first phase, the researcher determines clearly question that would be used for the

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study. This was done in line with the researcher questions. At the next phase, experts who have knowledge about guidance services and research were given the questions to review for facet and problems. After the experts review pilot testing was done and the researcher reported for modification before data collection

In a mixed method, it is necessary to indicate the type of instruments that used for collecting data in a quantitative and qualitative phase. After carefully examining the research questions, the type of information the researcher wants to obtain and the purpose of the study it was appropriate to use a questionnaire for the quantitative phase and semi-structured interview schedule for the qualitative phase.

Quantitative Phase: Questionnaire

There were three (3) different questionnaires used in the study. The respondents who answered the questionnaires were students, teachers and school counsellors. A questionnaire is a research tool through which respondents are asked to respond to similar questions in a predetermined order (Gray, 2004). "A questionnaire is relatively economical, has standardised questions, can ensure anonymity, and questions can be written for specific purposes" (McMillan & Schumacher 1993, p.238).

The questionnaire was used because it reduced bias that might result from the personal characteristics of the interviewer. Questionnaire offers the chance for privacy since the respondents could complete them at their own convenience enhances increasing the validity of the data.

The questionnaire as an instrument has some limitations. It does not give the researcher the opportunity to probe deeper into the respondents'

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opinions and feelings (Nachmias & Nachmias, 1996). The answer given is final and there is no clarification. Another limitation of the questionnaire is the possibility of the inclusion of ambiguous items. That is, if a questionnaire is not properly constructed, it may have unclear items and respondents might not understand them. At the quantitative phase a four Point Likert-type scale, and closed-ended questions were used to sampled respondent view for the study.

In section A, closed-ended questions were used to sample respondents' knowledge about their background information. With closed ended questions, respondents are given a set of pre-designed replies such as agree or disagree or are given the opportunity to choose from a set of numbers representing strengths of feeling or attitude (Gray, 2004). Closed-ended question items have a number of advantages. For example, data analysis from closed-questions is relatively simpler and questions can be coded quickly. Closed-ended questions require no extended writing thereby saving the respondent's time.

The remaining responses on the questionnaire were Likert scale. A scale is a series of gradations, levels or values that describe various degrees of something. Scales are used extensively in questionnaires because they allow accurate assessment of beliefs or opinions. Likert-type scales are used to register the extent of agreement or disagreement with a particular statement of attitude, beliefs or judgment (Tuckman, 1994). The four Point Likert-type scale was scored as: "Strongly Disagree" =1, "Disagree" =2, "Agree" =3, and "Strongly Agree" =4.

The questionnaire was divided into six (6) main sections. The questionnaire for teachers contains fifty-eight (58) items. Section A, (1-5)

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elicits background information on: region, type of school, years of experience, academic qualification and number of periods taught in a week. Section B (6-15) solicits information on the benefits of guidance services to students. Section C (16-25) dwells on the challenges facing school guidance services. Section D (26-35) is designed to solicit information on the factors discouraging students from patronising guidance services. Section E (36-51) looks for information on the effectiveness of guidance services in school. Finally, Section F (52-58) considers the measures to promote effective guidance services.

The questionnaire for students contains fifty-four (54) items. Section A, (1-5) elicits background information on the region, type of school, the programme of study, class, gender and age. Section B (6-15) solicits information on the benefits of guidance services to students. Section C (16-22) dwells on the challenges facing school guidance services. Section D (23-32) is designed to solicit information on the factors discouraging students from patronising guidance services. Section E (33-48) looks for information on the effectiveness of guidance services in school. Finally, Section F (49-54) considers the measures to promote effective guidance services.

The questionnaire for school counsellors contains fifty-eight (58) items. Section A, (1-5) elicits background information on the region, type of school, years of experience, academic qualification and number of periods taught in a week. Section B (6-15) solicits information on the benefits of guidance services to students. Section C (16-25) dwells on the challenges facing school guidance services. Section D (26-35) is designed to solicit information on the factors discouraging students from patronising guidance

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services. Section E (36-51) looks for information on the effectiveness of guidance services in school. Finally, Section F (52-58) considers the measures to promote effective guidance

Qualitative Phase: Semi-Structured Interview

A semi-structured interview schedule was used to collect the qualitative data. In semi-structured interviews, researchers must develop, adapt and generate questions and follow-up probes appropriate to the central purpose of the study (Rubin & Rubin, 2005). O'Leary (2005) argues that:

> *Semi-structured interviews are neither fully fixed nor fully free and are perhaps best seen as flexible. Interviews generally start with some defined questioning plan but pursue a more conversational style of interview that may see questions answered in an order natural to the flow of the conversation. They may also start with a few defined questions but be ready to pursue any interesting tangents that may develop* (p. 164).

Semi-structured interview guide was used because the researcher wanted to probe to respondents' statement during interview. The use of the semi-structured interview had some positive influence on the respondents, as researcher gave them a voice which sought to impress upon them that their views are greatly important to the study and that researcher was interested in their ideas and experiences. For every respondent that researcher spoke to, researcher sought permission to record his/her voice on tape. From the tape recording, the researcher subsequently did all my transcription into a readable version. Reflection notes were taken immediately after interviews to document descriptive notes on the behaviour, verbal and nonverbal reactions of my respondents (Merriam, 1998).

The semi-structured interview schedule was useful for gathering information from school counsellors and headmasters/mistresses to help

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understand the quantitative results from students, teachers and school counsellors. A semi-structured interview was a useful instrument for the study because it gave me the opportunity to seek clarification from the headmasters/mistresses and school counsellors. However, the openness of some of the questions in the interview schedule led to the gathering of massive volumes of qualitative data, but it was time-consuming during data analyses.

The semi-structured interview schedule for headmasters/mistresses and school counsellors consist of twelve (12) items. Question 1; found out respondents' background information on their religion, academic qualification and years of practising their profession. Question 2, sought respondents' knowledge about guidance services. Question 3, found out if there are guidance and counselling centre in school. If there is one, the researcher asks if the centre is functional. Question 4, assessed information about the guidance services provided in school. Question 5, found out information on the number of times the school put guidance services into practice.

Question 6, found out if the guidance services are effective. Question 7, check if students patronise in the guidance services in schools. Question 8, if yes, then what benefits students do derive from the guidance services provided in your school? Moreover, how do those benefits affect the school and community the students live in. Question 9 if No, then what are the causes of low patronage of guidance services by students. Question 10, find out the challenges that are encountered in the delivery of guidance services in schools. Question 11, assessed how the background information of teachers-counsellors promotes their effectiveness of guidance services. Question 12, sought information on measures to promote effective guidance services.

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Pilot-Testing of Instruments

The instrument for data collection was pre-tested in four purposively selected SHSs within Sekondi-Takoradi Metropolis. This area was chosen because the metropolis is a twin city so comparing results from each city was not difficult. The sample for the pilot testing was one hundred and sixteen (116) respondents. One hundred (100) students and twelve (12) teachers were selected from both public and private SHSs for the quantitative phase. Two (2) school counsellors and two (2) headmasters/mistresses were also interviewed for the qualitative phase. The essence of the pre-test helped to test the instrument for data collection for consistency, accuracy, and applicability of questionnaire items or interview items.

The research instruments were pre-tested using the test-retest method for checking reliability. For instance, respondents were given the questionnaire to answer and it was analysed. After five (5) days they were given the same questionnaire to answer to check if the results were similar. Cronbach's alpha was used to determine the internal consistency or average correlation of items in the instrument to gauge its reliability. According to Sekaran and Bougie (2010), if the Cronbach's alpha is less than 0.7, then the indication is that the instrument being used has low reliability and that not all the items met reasonable standards of internal consistency and reliability. Table 6 show the distribution of scale of pilot test results for students from data

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Table 6: Distribution of Scale of Pilot Test Results for Students

Scale	N	M	SD	Alpha 1	M	SD	Alpha 2
Section B	10	33.060	5.804	0.893	33.200	5.039	0.851
Section C	7	15.980	5.180	0.838	16.180	5.021	0.813
Section D	10	24.400	5.368	0.749	24.88	5.185	0.729
Section E	16	44.180	9.722	0.887	44.620	9.337	0.879
Section F	6	20.180	3.342	0.890	20.020	3.242	0.883

Source: Field data (2017)

Table 6 shows a summary of the scale of pilot test results from students' instrument. Comparing the results computed for the alpha 1 and alpha 2 show consistency of student's response to the issues in the instrument. For instance, Section E and Section F from the student instrument recorded alpha level (0.887, 0.879 and 0.890, 0.883) for both tests. Using Cronbach Alpha, the instrument for students yielded an alpha level of 0.851 for test 1 and 0.831 for test 2. The internal consistency was computed by finding the average of the two (2) test. The overall internal consistency for the students' instrument yielded an alpha level of 0.841 which shows the instrument was reliable. Table 7 show the distribution of scale of pilot test results for teachers-counsellors from data

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Table 7: Distribution of Scale of Pilot Test Results for Teacher-Counsellor

Scale	N	M	SD	Alpha1	M	SD	Alpha 2
Section B	10	34.200	3.694	0.812	33.950	3.591	0.794
Section C	10	24.200	4.162	0.622	24.400	3.979	0.596
Section D	10	21.450	4.740	0.770	21.250	4.865	0.783
Section E	16	50.100	6.373	0.857	50.050	5.453	0.795
Section F	8	27.750	3.259	0.855	27.700	2.849	0.812

Source: Field data (2017)

Table 7 shows a summary of scale of the pilot test results from teachers' instrument. The results from alpha 1 and alpha 2 for teachers' instrument were consistent. For instance, Section D and Section F from the teachers' instrument recorded alpha level (0.770 , 0.783 and 0.855, 0.812) for both tests. Using Cronbach Alpha, the instrument for teachers yielded an alpha level of 0.783 for test 1 and 0.756 for test 2. The overall internal consistency for the teachers-counsellors instrument yielded an alpha level of 0.770 which shows that the instrument was reliable.

The interview was conducted in the offices of the respondents. The interview session lasted for 25-40 minutes. To ensure consistency during the interview, the researcher developed an interview protocol to guide me. Prior to the interview session, the researcher introduced myself, described the research, its purpose, category of respondents, steps being taken to maintain confidentiality and anonymity, and notified him about the duration of the interview. Moreover, brief notes were taken in the event of tape recorder malfunctions. On completion of the interview session, the researcher

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expressed his appreciation to the respondents for their cooperation and participation.

The pre-test instrument serves as the preliminary testing of the research questions and interview guide to provide insights into ideas not yet considered and problems unanticipated, which could challenge the data collection and data analysis in the main work. Questions which were found to be ambiguous and those not suitable for the study were reconstructed. The relevant corrections were made before the final administration of questionnaires and conducting interviews in the study areas.

Trustworthiness of the Study

The criteria for examining the rigour in both qualitative and quantitative studies are tradition validity and reliability (Kusi, 2012; Punch, 2005). Guba (1992) was able to use 'trustworthiness criteria' to judge the quality of a study by using credibility, transferability, confirmability, and dependability.

The first element to be adapted to ensure trustworthiness was transferability of findings, in qualitative research, which is equivalent to external validity or generalisability of findings in the quantitative study (Merriam & Associate, 2002). While the study is a mixed method, the generalisation of quantitative findings was not a problem but for the qualitative finding, it was difficult (Verma & Mallick, 1999). For example, the problem under study might be similar to that of other countries. The aim of conducting this study is not to generalise the findings, but to show readers about the current status of guidance services in Ghana. However, if readers

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find similarities between their contexts and the context of the study, then they can transfer the findings to their individual contexts.

The effort and ability to determine credibility depend on the researcher because the quality of the research is related to the trustworthiness and integrity of the study. Validation also depends on the quality of the researcher's work during the investigation. According to Denzin and Lincoln (2005), fairness is an important factor, and is described as the deliberate attempts to prevent marginalisation, and act affirmatively with respect to inclusion so that all participants' voice is heard and their stories treated with fairness and balance. By way of ensuring the credibility of the study, the researcher followed the following procedures.

1. The interview and questionnaires were conducted using language that could be understood by both the researcher and interviewees to avoid misunderstanding.
2. The researcher ensures that no distortion took place while the interview was being conducted to allow the free flow of information.
3. My supervisors' regular inspections help me to check for flaws and problems in the study.
4. Three (3) independent raters with key knowledge in administration and analysis of data were given the instruments for a thorough check for flaws and problems in the study.

Dependability or consistency of qualitative findings corresponds to the reliability of findings in quantitative phase (Merriam & Associates, 2002). The first step the researcher used to check reliability was to ask the respondents to either confirm or disconfirm their statement after each semi-structured

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interview schedule. Secondly, the researcher gave the work to three independent raters who are not connected to the present study. They were contacted to analyse the transcript. After comparing notes from independent raters it was agreed on 85% of the questions, themes and the findings then we can presume that the work was consistent. To establish the internal consistency of the instruments it was pre-tested between two SHSs in Sekondi-Takoradi Metropolis.

Confirmability of qualitative findings corresponds to the reliability of findings in the quantitative phase. The principle highly depends on evaluation techniques such as: assessing the effects of the researcher during all steps of the research process, reflexivity, providing background information on the researcher's background and education. By way of ensuring that the researcher's personal values and knowledge do not influence the results, I obtained from the field the researcher remains unbiased and ensure that his constructions could be seen to have emerged directly from the data, thereby confirming the research findings and grounding them in the evidence or raw data.

Ethical Consideration

In conducting research, Creswell (2008) instructs researchers to seek or obtain permission from the authorities in charge of the site of the study because it involves a prolonged and extensive data collection. The important decision was how to obtain permission to the access site for the study. Ethical clearance was sought from the Institution Review Board (IRB) in UCC. This approval requires the researcher to submit a periodic review of the protocol to the board. See Appendix B for IRB ethical clearance letter. An introductory

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letter was collected from the Department of Guidance and Counselling to grant the researcher access to the study. Creswell (2008) said that it is unethical to enter into an organisation or social groups to collect data without permission from the 'gate-keepers' of the organisation. In the study, the researcher seeks permission from authorities in various SHSs in the country. The researcher discusses when, how and who data would be collected from in the schools. When access was granted, the researcher then discusses other ethical issues with the participants of the study.

After securing the permission from the authorities in charge of the setting, it was important to gain the informed consent of the target participant of the study. Informed consent is an ethical requirement which demands that respondents be allowed to choose to participate or not to participate in the research after receiving full information about the possible risks or benefits of participating (Makore-Rukuni, 2001). The participant is free to decline to participate or withdraw from the study at any time (Tuckman, 1994). In this study, the researcher informs selected participants about the purpose of the study. The participants were given the freedom to choose to participate or not in the study or not.

The next ethical issue discussed was confidentiality. Confidentiality indicates the researcher's ethical obligation to keep the respondent's identity and responses private (Babbie, 2001). Cohen, Manion and Morrision (2007, p. 65) concluded that confidentiality: "Means that although researchers know who has provided the information or are able to identify participants from the information given, they will in no way make the connection know publicly, the boundaries surrounding the shared secret will be protected". In the study,

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the researcher ensures that the information provided is not shared with any other user. The information was used for the purpose of the research.

The next ethical issue that was discussed is anonymity. Anonymity was used to protect respondents' 'right of privacy'. A respondent was therefore considered anonymous when the researcher or another person cannot identify the respondents from the information provided (Cohen et al., 2007). In this study, anonymity was achieved by not asking participants to write their names on the questionnaires or mention their school during the interview session. Furthermore, respondents in this study were identified by serial numbers rather than by names. Anonymity was guaranteed through grouping data rather than presenting individual responses.

Training of Field Assistants

The quality of the information obtained for a study depends on the work done on the field. Due to the nature and scope of the study, the researcher recruited field assistants who helped him with the data collection and analysis. Five (5) field assistants were trained to help in the administration of the questionnaires and analysis of data. The research assistants were selected from the study areas.

The training involved explaining the purpose of the study, ethical responsibilities and method of sampling respondents. The ethical guidelines discussed during the training . included informed consent, confidentiality, anonymity, harm to respondents and privacy. At the first phase, quantitative data were collected from the respondents. The questionnaires were administered by the researcher personally to the 1815 respondents with the

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support of five field assistants. But for the qualitative phase, the researcher personally schedules a day with the respondents to conduct the interviews.

Data Collection Procedure

After all ethical issues have been discussed with the participants. At the quantitative phase, the researcher trained research assistants (master's students) to help him with the data collection. The purpose of the questionnaire was explained to them. The research assistants assisted the researcher in data collection and data analysis from various regions. The questionnaire was distributed to respondents in various schools to complete and was collected two days later.

In the qualitative phase, the relationship between the researcher and the participants are very important. This relationship influences the research process and the quality of data gathered. The research participants and I were unknown to each other in any way when the data collection began. However, my going there from the University of Cape Coast, perhaps, made them perceive me as one of the 'leading' academics. Therefore, my relationship with them was that of power, drawing attention to how I should present myself to them, particularly during the interviewing stage. Series of communication and interaction with the participants before the interview session made them professionally close to me, offering them a sense of security and freedom, thus wanting to know what the study was meant for.

At the next phase, the researcher employed the use of a semi-structured interview guide for the data collection. The researcher personally conducts the interviews to gain first-hand information, check the location of the school counselling centres, facilities and the activities which are being performed in a

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term or academic year. Regarding the interviews with the school counsellors and headmasters/mistresses, an informal meeting was arranged on a suitable day and time for each respondent.

Moreover, notes were taken in the event of tape recorder malfunction. On completing each interview situation, I expressed my appreciation to the interviewee for their cooperation and participation. Some of them expressed interest in the findings of the study, so I promised to deposit a copy of the findings at the Sam Jonah Library in University Cape Coast for them to access, when necessary. An average time of 25 minutes was spent on each respondent during the interview session. The duration of the field work was ten (10) weeks.

Data Processing and Analysis

In concurrent mixed method approach, the researcher requires knowledge and strategies used in analysing quantitative and qualitative data. This may involve the interpretation and functions that may be assigned to the data. In this study, quantitative and qualitative data were analysed differently but were merge when discussing the findings. The Statistical Package for the Social Sciences (SPSS) version 19 was used to facilitate the quantitative data analysis.

The background information from the questionnaire was primarily analysed using descriptive statistics. The data was organised into frequency counts and converted into percentages. The results were presented in tables.

Descriptive statistics was used to analysed research questions 1, 2, 3,4 and 5. The researcher used means and standard deviation to make the

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interpretation of the results more meaningful, conclusions were drawn and recommendations were made from the data.

For the following hypotheses 1, 2, 7 and 8, the researcher was interested in comparing the mean scores of more than two groups. In this situation, the researcher used a One-way analysis of variance (ANOVA). ANOVA involves one independent variable (referred to as a factor) which has a number of different levels. The researcher used ANOVA to analyse the hypotheses because the data were collected from more than two (2) independent groups to predict one dependent variable. Again, ANOVA is suitable analytical tool because it helps compare results between the three (3) groups.

For hypotheses 3, 4, 5 and 6 were analysed using Independent Sample T-test to compare the mean score for two different groups. The researcher used the independent t-test to determine whether there is a statistically significant difference between the mean in two unrelated groups.

The qualitative data were analysed using thematic analysis. This kind of analytical process requires working with data, organising them, breaking them into manageable units, coding them, synthesizing them and searching for a pattern (Merriam & Associates, 2002). In this study, the researcher followed five steps of qualitative thematic data analysis as suggested by (Terreblanche & Durrheim, 2004). Each tape-recorded interview was transcribed verbatim. A qualitative thematic analysis was carried out on the data to gain an understanding of the participants' world.

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Familiarisation and Immersion

The qualitative phase began with the researcher getting acquainted with the data. With this, I read the data a number of times to become thoroughly familiar with the data. The transcription provided the researcher with a detailed understanding of the data that was collected. Once the transcription process was complete, the researcher read over each document. The researcher then read over the transcripts for a second time, but this time making notes of ideas and anything that piqued his interest.

Inducing Themes

1. First, the researcher tried to use the language of the interviewees rather than abstract theoretical language, to label the categories.
2. Second, the researcher attempts to move beyond merely summarising content, and think in terms of processes, functions, and contradictions.

Coding

In coding, the researcher develops themes and codes at the same time. This was done by marking different sections of the data that is relevant to one or more of emergent themes. The researcher codes phrases, lines, sentences, and paragraphs, identifying these textual "bits" by virtue of the content material that pertains to the themes under consideration. In coding, the researcher breaks down a body of data into labels, meaningful pieces, with the view of later clustering the "bits" of coded material together under the code heading and further analysing both as a cluster and in relation to other clusters.

Elaboration

At this phase, the researcher attempts to found ways to extracts grouped together under a single theme or all kinds of sub-issues and themes

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that come to light. Elaboration was done to help the researcher to explore themes more closely. This was an opportunity to revise the coding system.

Interpretation and Checking

The researcher tried to address weak points; to see if examples contradict some or other points in the interpretation and check if there are parts of the interpretation that are just summarised and nothing more. The researcher needed to ascertain if there are no instances of over-interpretation. This was good opportunity to reflect on the researcher's own role in collecting data and creating the interpretation. Analysis and write up was performed on each theme that identified what each theme and how it fits into the research questions being asked in the study. The researcher was able to define each theme with simple sentences, if this was not possible themes were revised.

Summary of Research Methods

In this chapter, the method and design of the research were outlined and situated within a concurrent mixed methods approach. The discussion of the approaches to data collection and analysis were also looked at. In addition to that, the discussion of the researcher's claims about the trustworthiness of the study was discussed.

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CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter comprises the analysis, presentation and interpretation of the findings of the study. The analysis and interpretation of data were carried out based on the findings from the research questions, hypotheses and interview data of the study. The study was conducted to evaluate theguidance services provided in senior high schools (SHSs) and their benefits to students. Again, the study sought to identify the factors that discourage students from patronising guidance services and measures to promote effective guidance services in SHSs.

The instruments used for the study were questionnaire design for the students, teachers and school counsellors. Again, semi-structured interview guides were used for both school counsellors and headmasters/mistresses. The sample of one thousand, six hundred and seventy-nine (1679) students, one hundred and eighteen (118) teachers and eighteen (18) school counsellors were served with the questionnaire. Again, six (6) school counsellors and six (6) headmasters/mistresses were interviewed. The total sample for the study was one thousand eight hundred and twenty-seven (1827) respondents. In all, 1815 questionnaires were distributed to respondents of the selected SHSs. The researcher ensured a 100% return rate of the questionnaire. This assumes that the entire 1815 questionnaires that were distributed to the respondents were all filled and returned for analysis and discussion.

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Since the study was concurrent mixed method approach, the researcher employed inferential statistics (Independent Sample T-test, One Way Analysis of Variance (ANOVA) and Descriptive statistics (Frequency, Means and Standard Deviations) for the quantitative phase. In the qualitative phase, the data were analysed using thematic analysis. The first part of this chapter describes the demographic information of respondents.

The researcher merged the teachers and school counsellors' data during the data analysis because they share similar characteristics and most teachers act as school counsellors or members of the guidance and counselling committee in their respective schools. Again, the same questionnaire was given to both teachers and school counsellors. In the second part, the research findings were presented based on the research questions and hypothesis posed in the study. The third part presents the finding from the qualitative interview with school counsellors and headmasters/mistresses. In the last section, the discussion was done based on quantitative and qualitative findings derived from the study and it was supported with related literature. The research questions and hypotheses are;

Research Questions

1. What are the benefits of guidance services to SHSs students in Ghana?
2. What challenges do stakeholders of SHSs faced in the implementation of guidance services?
3. What factors discourage students from patronising guidance services in SHSs in Ghana?
4. What guidance services are provided in SHSs to address the needs of students?

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5. What measures can be taken to promote effective guidance services in SHSs?

Research Hypotheses

$H_0$1: There is no significant difference between study regions in terms of benefits students derive from guidance services in SHSs in Ghana.

H_A1: There is a significant difference between study regions in terms of benefits students derive from guidance services in SHSs in Ghana.

$H_0$2: There is no significant difference between study regions in terms of challenges faced in the implementation of guidance services in SHSs in Ghana.

H_A2: There is a significant difference between study regions in terms of challenges faced in the implementation of guidance services in SHSs in Ghana.

$H_0$3: There is no significant difference between the the type of school and benefits students derive from guidance services in SHSs in Ghana.

H_A3: There is a significant difference between the type of school and benefits students derive from guidance services in SHSs in Ghana.

$H_0$4: There is no significant difference between the type of school and challenges students faced in guidance services in SHSs in Ghana.

H_A4: There is a significant difference between the type of school and challenges students faced in guidance services in SHSs in Ghana.

$H_0$5: There is no significant difference between the type of school and factors that discourage students from patronising guidance services in SHSs in Ghana.

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H_A5: There is a significant difference between the type of school and factors that discourage students from patronising guidance services in SHSs in Ghana.

$H_0 6$: There is no significant difference between the academic qualification of teachers-counsellors and their effectiveness in providing guidance services in SHSs in Ghana.

H_A6: There is a significant difference between the academic qualification of teachers-counsellors and their effectiveness in providing guidance services in SHSs in Ghana.

$H_0 7$: There is no significant difference between years of experience of teachers-counsellors and their effectiveness in providing guidance services in SHSs in Ghana.

H_A7: There is a significant difference between years of experience of teachers-counsellors and their effectiveness in providing guidance services in SHSs in Ghana.

$H_0 8$: There is no significant difference between period per week for teachers-counsellors and their effectiveness in providing guidance services in SHSs in Ghana.

H_A8: There is a significant difference between period per week for teachers-counsellors and their effectiveness in providing guidance services in SHSs in Ghana.

Statistical Analysis of the Demographic Background of Respondents

This section presents the demographic background of the respondents (students and teachers-counsellors) from various SHSs. These demographic data of respondents include region, gender, school, age, class, academic

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qualification years of experience and period of teaching. Tables were used to present the analysis.

Table 8: Statistical Analysis of the Demographic Background of Students

S/n	Characteristics	Freq (N)	Per (%)
1	Regional Distribution of Students		
	Northern	379	22.6
	Ashanti	671	40.0
	Central	629	37.5
2	Distribution of Students into Schools		
	Public	1421	84.6
	Private	258	15.4
3	Distribution of Class for Students		
	Form 1	917	54.6
	Form 2	762	45.4
4	Distribution of Gender of Students		
	Male	1070	63.7
	Female	609	36.3
5	Distribution of Age for Students		
	13-15	20	1.2
	16-18	597	35.6
	19-21	895	53.3
	22-above	167	9.9

Source: Field data (2018)

As shown in Table 8, (671, 40.0%) of the respondents were from the Ashanti Region. Six hundred and twenty-nine (629) of the respondents representing 37.5% were from the Central Region. Three hundred and seventy-nine (379) respondents representing 22.6% came from Northern

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Region. The differences in students' population accounted for the variation in the total population in their respective regions, where the Ashanti Region has the highest number of students. The results confirm the Ministry of Education SHSs National Profile (2017) report which shows that Ashanti Region recorded 149 SHSs, Central Region 96 SHSs and Northern Region 76 SHSs.

Again, Table 8 shows that majority of the respondents 1421 (84.6%) were from public senior high schools against 258 (15.4%) private senior high schools that were in the minority. The respondents from public senior high schools out-numbered those from the private senior high schools because there are many public SHSs in Ghana. Report from Basic Statistics and Planning Parameters for SHSs in Ghana 2016/2017 shows that there are more students in public SHSs than private SHSs.

Table 8 presents the distribution of a class of students from the students' questionnaire. The data revealed that the majority of the respondents (917) constituting 54. 6% were form 1 students as compared to 45.46% (762) of the respondents who were form 2 students.

Table 8 shows that the majority of the respondents 1070 (63.7%) were males as against 609 (36.3%) females who were the minority. The male out-numbered the female because the report from Basic Statistics and Planning Parameters for SHSs in Ghana 2016/2017 confirm the enrolment of more male students than female students.

It was revealed that the majority of the students (895) constituting 53.3% were within the ages of 19-21 years. Five hundred and ninety-seven (597) respondents representing 35.6% are within the ages of 16-18. The ages from 22 and above and 13-15 recorded 167 (9.9%) and 20 (1.2%) respondents

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respectively. This shows that the majority of the students was youth and may have varied expectations in life. Some of their needs at their level of education could include preparing adequately for their career, overcoming examination anxiety and forming good study habits. It is, therefore, necessary for the schools to provide guidance services to address their varied needs to prepare them adequately for their profession in life. Taylor and Buku (2006) acknowledge the importance of guidance services to students when they stated that the senior high schools have crucial responsibilities to educate students to be useful both to themselves and their society. They stressed that most students are in the transitional period (between adolescent and adulthood) and require a lot of guidance and counselling to help them make useful decisions.

Table 9: Statistical Analysis of the Demographic Background of Teachers-Counsellors

S/n	Characteristics	Freq(N)	Per(%)
1	Regional Distribution of Teachers-counsellors		
	Northern	39	28.7
	Ashanti	52	38.2
	Central	45	33.1
2	Distribution of Teachers-counsellors into Schools		
	Public	99	72.8
	Private	37	27.2
3	Academic Qualification of Teachers-counsellors		
	Bachelors' Degree	106	77.9
	Masters' Degree	30	22.1
4	Distribution of Periods for Teachers-counsellors		
	Less 24	30	22.1
	25-28	86	63.2

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	29-33	11	8.1
	34-above	9	6.6
5	Years of Experience for Teachers-counsellors		
	Less 5	15	11.0
	6-10	71	52.2
	11-15	24	17.6
	16-above	26	19.1

Source: Field data (2018)

From the regional distribution of the respondents (teachers-counsellors). The table shows that the majority of the respondents were from the Ashanti Region with 52 representing 38.2% while Central Region recorded the second highest with 45 (33.1%). The Northern Region has the lowest number of teachers-counsellors' representatives in the study with 39(28.7%). The differences in teachers-counsellors accounted for the variation in the total population in their respective regions with the Ashanti Region having the highest number of teachers-counsellors in the study. Report from Basic Statistics and Planning Parameters for SHSs in Ghana 2016/2017 shows that Ashanti Region has the largest number of teachers and Upper West Region has the lowest number of teachers.

Table 9 shows that majority of the respondents (99, 72.8%) were teachers-counsellors from public senior high schools against 37(27.2%) teachers-counsellors from private senior high schools who were in the minority. The public senior high school teachers-counsellors out-numbered the private senior high schools because there are more teachers employed in the public SHSs than private SHSs in Ghana. Again, a report from Basic Statistics and Planning Parameters for SHSs in Ghana 2016/2017 estimated that the

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number of teachers in public SHSs was 37,337 against 7,299 from the private SHSs.

The results revealed that respondents with bachelor's degree were 106 representing 77.9% and a master's degree holders were 30 representing 22.1%. This shows that there were more teachers-counsellors with bachelor's degree took part in the study than teachers-counsellors with master's degree. This is because the basic academic requirement needed before one can teach at the SHS level is first degree.

Table 9 reveals that the majority of the respondents (86) constituting 63.2% do periods between 24-28 in schools as compared to 22.1% (30) of the respondents teach less than 24 periods while 11 respondents representing (8.1%) teach between 29-33 and 9 (6.6%) respectively.

Finally, Table 9 shows that the majority of the respondents (71) constituting 52.2% have working experiences between 6-10 years as compared to 17.6% (24) of the respondents whose experience between 11-15 years while above 16 recorded 26 (19.1%) and less than 5 recorded 15 (11.0%) respectively.

Quantitative Statistical Analysis of Research Questions

Descriptive Statistics (means and standard deviations) was used to present the results of the analysis of the research questions. On a four Point Likert-type scale, the respondents were asked to indicate their levels of agreement or disagreement on statements regarding a particular research question. On the scoring format, test value below 1.99 indicated low response while test value between 2.00-2.99 indicated a moderate response. Finally, the test value from 3.00-3.99 indicated a high response from respondents. From

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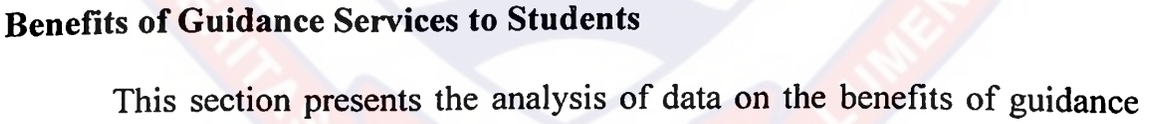
the four Point Likert-type scale, the highest mean value the respondent could attain was 4.00 and the lowest would be 1.00. From this assertion, a score range of 3.00-3.99 was taken as the highest and below 1.99 was also taken as the lowest.

The medium score range was computed by adding all the scores on the Likert scale. That is, strongly agree was scored as 4, agree as 3, disagree as 2 and strongly disagree as 1. The test value was obtained by adding all the scores together (4+3+2+1=10) and was divided by the four Point Likert-type scale which was 10/4=2.5. From this calculation, the range value between 2.00-2.99 represented the moderate score.

Scoring Range



(1.0-1.99)	(2.0-2.99)	(3.0-3.99)
Low Response	Moderate Reponses	High Responses

The researcher used this format to check the range of responses. The findings from the analysis are presented as follows:

Benefits of Guidance Services to Students

This section presents the analysis of data on the benefits of guidance services to students in Senior High School (SHS) in Ghana. This was in direct relation to research question 1 (What are the benefits of guidance services to students in SHS?). Respondents were presented with a list of statements about the benefits of guidance services to students. They were required to indicate their opinion whether particular statements about guidance services were beneficial to them or not.

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Table 10: Mean and Standard Deviation of the Benefits of Guidance Services from Students

Statement	N	Mean	St.D	MR
Guidance services help me build positive self-image.	1679	3.28	0.85	1st
Guidance services help me to make informed occupational choice considering interest, abilities and capabilities, values and skills.	1679	3.23	0.95	2nd
Guidance services help me to realise my academic potentials.	1679	3.15	0.79	3rd
Guidance services help me resolve inter-personal conflicts in life.	1679	3.14	0.99	4th
Guidance services help me make effective and efficient use of my time.	1679	3.13	1.08	5th
Guidance services help me to develop and adopt good study habits	1679	3.10	1.00	6th
Guidance services help me make better decision and choices in school.	1679	3.09	0.97	7th
Guidance services help me reduce examination anxieties	1679	3.04	1.05	8th
Guidance services help me improve on my behaviour and discipline in school.	1679	3.00	1.03	9th
Guidance services help me to make meaningful decisions about my educational pursuits.	1679	2.98	1.08	10th

Source: Field data (2018)

The overall mean and standard deviation score (M=3.11, SD=0.98) gave evidence to prove that students were benefiting from the guidance services provided in SHS in Ghana The responses on the item "guidance

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services help students to build positive self-image" recorded a mean of 3.28 (SD=0.85) which was within the highest score range. On issues of whether "guidance services help students to make an informed occupational choice considering their interest, abilities and capabilities, values and skills" a mean of 3.23 (SD=0.95) was recorded which shows that indeed guidance services help to make a good informed choice.

The analysis further shows that guidance services help students to realise their academic potentials recorded a mean score of 3.15 and a standard deviation of 0.79. On how guidance services help students resolve inter-personal conflict recorded (M=3.14, SD=0.98) and how guidance services "help make effective and efficient use of time" recorded a mean score of 3.13 (SD=1.08). Finally, all the results from Table 10 test value were more than 3.00. This shows an indication that students were benefiting from guidance services provided in SHSs in Ghana.

Table 11: Mean and Standard Deviation of the Benefits of Guidance Services from Teachers-Counsellors

S/n	Statement	N	Mean	St.D	MR
	Guidance services help students improve on their behaviour and discipline in school.	136	3.76	0.43	1st
	Guidance services help students resolve inter-personal conflicts in life	136	3.71	0.45	2nd
	Guidance services help students to make meaningful decisions about their educational pursuits.	136	3.67	0.47	3rd
	Guidance services help students reduce examination anxieties.	136	3.66	0.47	4th
	Guidance services help students to develop and adopt good study habits.	136	3.63	0.49	5th

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Guidance services helps students to make informed occupational choice considering their interest, abilities and capabilities, values and skills	136	3.57	0.54	6th
Guidance services helps students make better decision and choices in school.	136	3.55	0.50	7th
Guidance services help students build positive self-image.	136	3.54	0.50	8th
Guidance services help students make effective and efficient use of their time.	136	3.51	0.50	9th
Guidance services help students to realise their academic potentials.	136	3.49	0.50	10th

Source: Field data (2018)

Table 11 shows that guidance services help improve discipline act among students recorded a mean score of 3.76(SD=0.43) from the teachers-counsellors data. The response on "guidance services help students resolve inter-personal conflict", recorded (M=3.71, SD=0.45) and "guidance services help students to make a meaningful decision about educational pursuit" recorded (M=3.67, SD=0.47) which shows the benefits of guidance services to students.

Again, the study shows that "guidance services help students to develop and adopt good study habits" recorded a mean 3.63(SD=0.49). Respondents indicated that "guidance services help students' better decision and choice in school" (M=3.55, SD=0.50) score was recorded. Finally, all the results from Table 11 test value was more than 3.00. This shows that students were benefiting from guidance services provided in SHSs in Ghana.

Challenges Faced in the Implementation of Guidance Services

This section shows the analysis of data that was related to research question two (2) (What challenges do school stakeholders faced in the

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implementation of guidance services in SHSs?). Lists of statements were provided to respondents to describe factors that could prevent the effective delivery of guidance services in SHSs.

Table 12: Mean and Standard Deviation of the Challenges faced in the Implementation of Guidance Services from Students

Statement	N	Mean	St.D	MR
The location of my school counsellor's office is not convenient enough to ensure privacy and confidentiality.	1679	2.56	0.91	1st
Guidance activities organised by counsellors do not serve my needs.	1679	2.53	0.88	2nd
My school has no counselling unit/ office/centre.	1679	2.49	1.01	3rd
Teachers-counsellors are not ready to listen to my problems.	1679	2.44	0.84	4th
My school has no counsellor/s for students to seek help.	1679	2.31	0.70	5th
Teachers do not help in the organization and delivery of guidance activities.	1679	2.30	0.86	6th
My counsellor (s)/teachers do not organise guidance activities for us.	1679	2.27	0.88	7th

Source: Field data (2018)

Table 12 shows that the overall mean and standard deviation score was (M=2.41, SD=0.87) which gives the general picture that respondents have challenges when it comes to the implementation of guidance services in SHSs. The results indicated that "the location of my school counsellor's office was not convenient enough to ensure privacy and confidentiality" was identified as the most frequent challenge with score value (M=2.56, SD=0.91). The second statement that respondents identify as the most frequent problem recorded was

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on "activities organised by teachers-counsellors do not serve students' needs" (M=2.53, SD=0.88). Again, the Table 12 show that there were no counselling units in schools recorded (M=2.49, SD=1.05) and teachers-counsellors were not ready to listen to students' problem also recorded (M=2.44, SD=0.84).

Table 12 further shows that teachers do not help in the organisation and delivery of guidance services in schools. To confirm this, the item recorded (M=2.30, SD=0.86) which shows that programmes organised by the school counsellors are not supported by the teachers. On issues of schools not having counsellors to assist students scored (M=2.31, SD=0.70). An analysis of mean scores was between 2.00 to 2.99 indicated that the challenges faced in the implementation of guidance services were within medium range.

Table 13: Mean and Standard Deviation of the Challenges faced in the Implementation of Guidance Services from Teachers-Counsellors

Statement	N	Mean	St.D	MR
My period for teaching is too much and this affects his ability to help counselling team.	136	3.32	0.84	1st
My school does not provide adequate funds/money for my counsellor and the school guidance team to run all their programmes.	136	3.25	0.99	2nd
The counselling unit/ office is not well-equipped with furniture eg. cabinets, lockers and files.	136	3.13	0.74	3rd
The location of my school counsellor's office is not convenient enough to ensure privacy and confidentiality.	136	2.79	0.90	4th
My school counsellor's (s) office is not big and spacious enough for him/her to conduct counselling.	136	2.77	1.01	5th
My school has no professional				

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counsellor/s for students to seek counselling.	136	2.72	0.97	6th
School management does not help or participate in the organization and delivery of guidance and counselling activities.	136	2.54	0.96	7th
My school has no counselling unit/ office/centre.	136	2.38	1.03	8th
My school has not incorporated guidance programmes into the school time table.	136	2.29	0.92	9th
Teachers do not help /participate in the organization and delivery of guidance and counselling activities.	136	1.50	0.54	10th

Source: Field data (2018)

From Table 13, respondents complained that "Their period for teaching was too much and this affects their ability to help the counselling team" was identified as the most frequent challenge recorded (M=3.32, SD=0.84). The second statement that respondents identified as the most frequent problem were on "school does not provide adequate funds/money for counsellors and the school guidance team to run all their programmes" recorded (M=3.25, SD=0.99) and respondents said that their counselling unit/ office is not well-equipped with furniture recorded (M=3.13, SD=0.74). Again, it was reported that the location of school counsellor's office was not convenient enough to ensure privacy and confidentiality also recorded a mean score of 2.87 (SD=0.94).

On the contrary, Table 13 further shows that teachers do not help in the organisation and delivery of guidance services in schools. To confirm this, the item recorded mean score of 1.50(SD=0.54) which shows that programmes

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organised by the school counsellors were not supported by the teachers was the only response that recorded the lowest mean value.

Factors Discouraging Students from Patronising Guidance Services

This section presents the analysis of data on the factors discouraging students from patronising guidance services in SHS in Ghana. This was in direct relation to research question 3 (What factors discourage students from patronising guidance services in SHSs?). Respondents were presented with a list of statements on the factors discouraging students from patronising guidance services.

Table 14: Mean and Standard Deviation of the Factors Discouraging Students from Patronising Guidance Services from Students

Statement	N	Mean	St.D	MR
Difficult to meet school counsellor at his/her office.	1679	2.84	1.01	1st
The location of school counselling centre is not conducive for counselling.	1679	2.80	0.88	2nd
I don't want my problems to be heard in public.	1679	2.60	1.05	3rd
Friends discourage me from seeking guidance service.	1679	2.46	0.98	4th
Seeking guidance service is seen as being for recalcitrant students.	1679	2.28	1.15	5th
Students are always referred to the school counsellor when there is punishment.	1679	2.09	1.04	6th
Counsellors/teachers voice are heard only when a student has a problem.	1679	2.07	1.08	7th
I am a brilliant student so there is no need for counselling.	1679	2.05	1.01	8th

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School did not orient me toward the need to seek guidance services.	1679	2.03	0.99	9th
Friends will tease me when I go for counselling.	1679	1.82	0.89	10th

Source: Field data (2018)

Table 14 shows that the overall mean and standard deviation score was (M=2.30, SD=1.01). This indicated that factors that discourage students from patronising guidance services are rarely experienced in school. The result shows that "Seeking guidance services are meant for recalcitrant students" was identified as the most frequent factor recorded (M=2.84, SD=1.01). The statement that respondents identified as the second most frequent factor were "The location of school counselling centre is not conducive for counselling" recorded (M=2.80, SD=0.88), and respondents believe they don't want their problem to be heard outside recorded (M=2.60, SD=1.05).

Table 14 shows that friends discourage students from seeking guidance and counselling activities in school recorded (M=2.46, SD=0.98). Again, a factor stated; "Difficult to meet my school counsellor in his/her office" recorded (M=2.28, SD=1.15) while lack of orientation from school toward the need to seek guidance services recorded (M=2.03, SD=0.99). On the contrary, Table 14 further indicated that friends teasing students for seeking counselling activities. To confirm this, the item recorded (M=1.82, SD=0.89) which shows that friends were discouraging students from seeking guidance services was the only response that recorded the lowest mean value.

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Table 15: Mean and Standard Deviation of the Factors Discouraging Students from Patronising Guidance Services from Teachers-Counsellors

Statement	N	Mean	St.D	MR
Difficult to meet school counsellor at their office.	136	2.64	1.04	1st
The location of school counselling centre is not conducive for counselling.	136	2.49	0.78	2nd
Students perceive school counsellors as those who cannot maintain confidentiality.	136	2.33	0.93	3rd
Friends discourage students from seeking guidance service.	136	2.26	0.81	4th
Students perceive brilliant students as those who do not need counselling.	136	1.77	0.74	5th
Friends tease students when they go for counselling.	136	1.72	0.73	6th
Students are not oriented toward why they need to seek guidance services.	136	1.72	0.72	7th
Students are always referred to the school counsellor when there is punishment.	136	1.60	0.49	8th
School counsellor's voice is heard only when a student has a problem.	136	1.55	0.50	9th
Seeking guidance service is seen as being for recalcitrant students.	136	1.54	0.59	10th

Source: Field data (2018)

Table 15 indicated that "Difficulty to meet school counsellor in their office" was identified as the most frequent factor discouraging students from seeking guidance services recorded (M=2.64, SD=1.04). The second statement that respondents identify as the most frequent factor was "The location of my

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school counselling centre is not conducive for counselling" recorded (M=2.49, SD=0.78).

On the contrary, Table 15 further confirms that friends tease students when they go for counselling recorded (M=1.72, SD=0.73) and students were not oriented towards seeking guidance services recorded (M=1.72, SD=0.72) which shows that friends teasing and lack of orientation was among the least factors that discourage students from seeking guidance activities in school. Again, the results show that "the counsellors' voice is heard only when a student has a problem" also recorded (M=1.55, SD=0.50) and "Seeking guidance services are meant for recalcitrant students" recorded (M=1.54, SD=0.59) which were seen as the least influential factors that discourage students from seeking guidance services.

Effectiveness of Guidance Services Practised in Schools

This section shows the that analysis of data on the effectiveness of guidance services practised in SHSs in Ghana. This was in a direct relation to research question 4. (What guidance services are provided in SHSs to address the needs of students?). The objective for this research question was to find out respondents' views on guidance services that were well practised in schools.

Table 16: Mean and Standard Deviation of the Effectiveness of Guidance Services Practised in School from Students

Statement	N	Mean	St.D	MR
Orientation Service				
My school provides orientation for me when I come to school.	1679	3.71	0.45	
My school helps me get acquainted and to cope with the				

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school environment.	1679	3.67	0.47	
Total of Orientation Service		**7.38**	**0.92**	1st
Appraisal Service My school set examinations to know the students' academic performance.	1679	3.62	0.51	
My classroom work exposes me to my career preferences.	1679	3.62	0.50	
Total of Appraisal Service		**7.24**	**1.01**	2nd
Information Service My school has calendar of events for the year.	1679	3.60	0.50	
My counsellor/teacher provides information about many career and educational opportunities to me.	1679	3.55	0.52	
Total of Information Service		**7.15**	**1.02**	3rd
Counselling Service My teacher/counsellor has helped me to achieve personal growth.	1679	3.56	0.62	
My school counselling has helps me to avoid problems.	1679	3.54	0.66	
Total of Counselling Service		**7.10**	**1.28**	4th
My teacher refers me to the counsellor when I have a peculiar problem.	1679	3.48	0.67	
My school counsellor sends me to the nurse when have health problem for solutions.	1679	3.45	0.65	
Total of Referral Service		**6.93**	**1.32**	5th
Placement Service My teacher/counsellor assisted me with my educational and social adjustment in school.	1679	3.47	0.74	
My teacher/counsellor assists me in choosing course in school.	1679	3.33	0.81	
Total of Placement Service		**6.80**	**1.55**	6th

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Follow-up Service				
My school counsellor does follow-up after counselling.	1679	2.81	1.17	
My teacher/counsellor monitors my progress whenever I discuss issues concerning my academic challenges.	1679	2.97	1.10	
Total of Follow-up Service		**5.78**	**2.27**	7th
Consultation Service				
My teacher/counsellor consults my parents or modifying my behaviour.	1679	2.53	1.25	
My teacher/counsellor consults my parents to assist me when I have a problem.	1679	2.61	1.18	
Total of Consultation Service		**5.24**	**2.43**	8th

Source: Field data (2018)

Table 16 shows that respondents were of the view that orientation service (M=7.38, SD=0.92) was provided in their SHSs than appraisal services (M=7.24, SD=1.01) which were delivered to address students' needs in their respective SHSs. Information service recorded (M=7.15, SD=1.02) which shows the availability of information provided to students in school.

A minority of the respondents (M=5.78, SD=2.27) reported follow-up service was offered to them as compared to (M=5.24, SD=2.43) those who responded to consultation service. Table 16 shows that the majority of the students were of the view that orientation and information services were the most prevalent guidance services provided in their schools with orientation being the most popular service. On the contrary, the minority of the respondents indicated that follow-up and consultation services were provided, with consultation services being the least provided service.

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Table 17: Mean and Standard Deviation of Effectiveness of Guidance Services Practised in School from Teachers-Counsellors

Statement	N	Mean	St.D	MR
Orientation Service				
My school provides orientation for students when they come to school.	136	3.91	0.28	
My school helps students to get acquainted and to cope with the school environment.	136	3.91	0.28	
Total of Orientation Service		**7.82**	**0.56**	1st
Information Service				
My school has calendar of events for the year.	136	3.80	0.39	
My school provides information about many career and educational opportunities to students.	136	3.73	0.45	
Total of Information Service		**7.53**	**0.84**	2nd
Counselling Service				
Teacher/counsellor helped students to achieve their personal growth.	136	3.85	0.36	
School guidance and counselling has helped students to avoid problems.	136	3.49	0.50	
Total of Counselling Service		**7.34**	**0.86**	3rd
Appraisal Service				
School set examination to know the students' performance.	136	3.47	0.50	
Students' classroom work exposes them to their career preferences.	136	3.51	0.50	
Total of Appraisal Service		**6.98**	**1.00**	4th
Referral Service				
Teachers refer students to the counsellor when they have a peculiar problem.	136	3.32	0.47	
Teachers send students to the nurse				

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when they have health problem for solutions.	136	3.30	0.46	
Total of Referral Service		**6.62**	**0.93**	5th
Placement Service				
I assist students with educational and social adjustment in school.	136	2.81	0.97	
I assist students in choosing courses based on their interest in school.	136	3.21	1.05	
Total of Placement Service		**6.02**	**2.02**	6th
Consultation Service				
Teacher/counsellor consults parents in coping with or modifying students' behaviour in class.	136	2.30	1.15	
Teacher/counsellor consults parents to assist students' when they have a problem in class.	136	2.13	0.94	
Total of Consultation Service		**4.43**	**2.09**	7th
Follow-up Service				
I do follow-ups when students come to me with their problems.	136	2.13	1.21	
I monitor students' progress whenever they discuss issues concerning their academic challenges.	136	2.18	0.95	
Total of Follow-up Service		**4.31**	**2.16**	8th

Source: Field data (2018)

Table 17 shows that orientation service recorded (M=7.82, SD=0.56) while information service recorded (M=7.53, SD=0.84). This indicated that orientation and information services were highly performed in SHSs. Again, most of the respondents reported that counselling services with the score value (M=7.34, SD=0.86) were delivered to address their needs.

Again, Table 17 shows that the minority of the respondents (M=4.43, SD=2.09) reported that their schools were offering consultation services for

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them as compared to (M=4.31, SD=2.16) responding to follow-up service. The study shows that orientation and information services were the most guidance services provided in SHSs with orientation being the most popular service. On the contrary, a minority of the respondents indicated that consultation and follow-up services were provided, with follow-up service being the least service offered in SHS in Ghana.

Measures to Promote Effective Guidance Services in Schools

This section presents the analysis of data on the measures to promote effective guidance services in SHS in Ghana. This was in direct relation to research question 5 (What measures can be taken to promote effective guidance services in SHSs?). Respondents were presented with a list of statements about the measures that could promote effective guidance services in schools. They were required to indicate their opinion whether particular statements could promote effective delivery on guidance services in SHSs in Ghana.

Table 18: Mean and Standard Deviation of the Measures to Promote Effective Guidance Services from Students

Statement	N	Mean	St.D	MR
Orientation should be provided to students about the need to seek counselling.	1679	3.75	0.44	1st
My school should incorporate guidance activities into the school timetable.	1679	3.65	0.50	2nd
My teacher/counsellor should show concern for students' problems.	1679	3.61	0.49	3rd
Teacher/Counsellor should be ready to listen to students' problems.	1679	3.55	0.51	4th

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My school should build a counselling centre and the needed materials to run the centre.	1679	3.55	0.51	5th
Location of counselling units should be convenient to ensure privacy and confidentiality.	1679	3.49	0.50	6th

Source: Field data (2018)

The mean and standard deviation score in Table 18 shows that respondents believed the measures provided could help promote effective guidance services in SHSs. The score value (M=3.75, SD=0.44) shows that orientation should be provided to students about the need to seek guidance services in schools. However, other respondents thought that schools should incorporate guidance activities into the school timetable and this recorded (M=3.65, SD=0.50).

The responses on the item "My school should build a counselling centre and the needed materials to run the centre" produced (M=3.55, SD=0.51). Respondents commented that "Teacher/Counsellor should be ready to listen to students' problems" indicated (M=3.55, SD=0.51) and location of counselling units should be convenient to ensure privacy and confidentiality (M=3.49, SD=0.50). All the statement in Table 18 means scores were more than 3.00 representing the higher response from respondents.

Table 19: Mean and Standard Deviation of the Measures to Promote Effective Guidance Services from Teachers-counsellors

Statement	N	Mean	St.D	MR
Create incentive packages for school counsellors.	136	3.70	0.46	1st
By employing competent professional counsellors who understands the guidance services.	136	3.68	0.47	2nd

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Seminars, workshops and in-service training be regularly organised to update and build the capacities of counsellors.	136	3.68	0.47	3rd
Teacher counsellors should be relieved of some of their heavy teaching loads so as to get enough time to concentrate on the provision of guidance and counselling services to students.	136	3.65	0.48	4th
Adequate funding should be provided for guidance and counselling activities.	136	3.63	0.48	5th
Location of counselling units should be convenient to ensure privacy and confidentiality	136	3.60	0.49	6th
Collaborate with other stakeholders like teachers, parents, administrators, Ghana Education Service and Ministry of Education to carry out guidance and counselling activities.	136	3.57	0.50	7th

Source: Field data (2018)

Table 19 indicated that incentive packages should be installed for school counsellors recorded (M=3.70, SD=0.46) and seminars, workshops and in-service training, should be regularly organised to update and build the capacities of counsellors recorded (M=3.68, SD=0.47). The responses on the item "Relieving teacher-counsellor from their heavy teaching loads so as to get enough time to concentrate on the provision of guidance services to students" produced a (M=3.65, SD=0.48) which fall within the high-test value of 3.00 to 3.99. The analysis of the study shows that adequate funding for running guidance and counselling activities could be good recorded (M=3.63, SD=0.48). Again, Table 19 shows that the location of counselling units should be convenient to ensure privacy and confidentiality to promote students patronise of guidance services which recorded a mean score of 3.60 (0.49).

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All the statement from the Table 19 test values were more than 3.00 which gave the evidence that if these measures are effectively implemented guidance services could be enhanced in SHSs.

Hypotheses Testing

Research Hypothesis 1

$H_0$1: There is no significant difference between study regions in terms of benefits students derive from guidance services in SHSs in Ghana.

H_A1: There is a significant difference between study regions in terms of benefits students derive from guidance services in SHSs in Ghana.

This section sought to find out the study regions in Ghana where students were benefiting from guidance services. A One-way Analysis of Variance (ANOVA) was conducted to achieve the stated hypothesis.

Table 20: Summary of One-way Analysis of Variance (ANOVA)

	Sum of Squares	df	Mean Squares	F	Sig
Between Groups	2795.68	2	1397.84	58.39	.001
Within Groups	40116.43	1676	23.94		
Total	42912.11	1678			

Source: Field data (2018) ** significant at p=0.05

Table 20 shows that the overall *F*-ratio for the one-way ANOVA is significant. It noted that the *F*-ratio (58.39) is significant (p =.001) at the .05 alpha level. This implies that there was a significant difference somewhere among the mean scores of the study regions in Ghana (Northern, Ashanti and Central). Based on this evidence, the researcher accepts the alternate hypothesis that states: "There is a significant difference between study

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regions (Northern, Ashanti and Central) in terms of benefits students derive from guidance services in SHSs in Ghana". However, the sig value of .001 did not tell the differences between the benefit levels among the regions. The statistical significance of the differences between each pair of study regions is provided in multiple comparisons as indicated in Table 21.

Table 21: Multiple Comparisons (The Post-Hoc Tests)

Dependent Variable: Benefits of Guidance Services

(I) Regions	(J) Regions	Mean Diff(I-J)	Sig.	Mean	St.D
Northern	Ashanti	-2.93*	.000	28.76	5.66
	Central	-3.22*	.000		
Ashanti	Northern	2.93*	.000	31.69	4.90
	Central	-0.30	.514		
Central	Northern	3.22*	.000	31.99	4.35
	Ashanti	0.30	.514		

Source: Field data (2018) ** significant at p=0.05

Table 21 shows the results of a one-way between-groups analysis of variance conducted to check the study regions, as measured by the benefit of guidance services. Respondents were divided into three groups according to study regions (Group 1 Northern; Group 2 Ashanti; Group 3 Central). There was a statistically significant difference at the $p < .05$ level in benefit of guidance services scores for the three regions: F (2, 1676) = 58.39, p = .001. Post-hoc comparisons using the Tukey HSD test indicated that the mean score for Northern Region (M=28.72, SD=5.66) was significantly different from Central Region (M=31.99, SD=4.35) and Ashanti Region (M=31.69, SD =4.90) but Central region and Ashanti region do not differ significantly.

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Despite reaching statistical significance, the actual difference of the effect size in mean scores between the groups was not shown. Cohen's statistical power approach was adopted for the calculation of effect size. Cohen (1988), stated that when effect size is between 0.01-0.03 represent low, 0.04-0.07 represent moderate and 0.08 and above represent high effect size. The effect size was calculated using Eta squared formula:

$$Eta\ squared\ (\eta^2) = \frac{Sum\ of\ squared\ between\ groups}{Total\ sum\ of\ squared}$$

$$(\eta^2) = \frac{2795.68}{42912.11}$$

$$(\eta^2) = 0.07$$

In this example, the researcher divided the sum of squares for between-groups (2795.68) by the total sum of squares (42912.11). The result (η^2) value is 0.07 has a moderate effect.

Research Hypothesis 2

$H_0$2: There is no significant difference between study regions in terms of challenges faced in the implementation of guidance services in SHSs in Ghana.

H_A2: There is a significant difference between study regions in terms of challenges faced in the implementation of guidance services in SHSs in Ghana.

This section shows that data analysis on hypothesis 2. One-way analysis of variance (ANOVA) was conducted to achieve the stated hypothesis.

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Table 22: Summary of One-way Analysis of Variance (ANOVA)

	Sum of Squares	df	Mean Squares	F	Sig
Between Groups	733.45	2	366.73	24.11	.00
Within Groups	25487.34	1676	15.21		
Total	26220.79	1678			

Source: Field data (2018) ** significant at p=0.05

The *F*-ratio for the one-way ANOVA was significant. This means that the *F*-ratio (24.11) is significant (p =.00) at the .05 alpha level. From this evidence, the researcher accepts the alternate hypothesis that states: "There is a significant difference between study regions in terms of challenges faced in the implementation of guidance services in SHSs in Ghana". Although, there is a sig value of 0.00 but the researcher could not tell the difference unless multiple comparisons (Post-Hoc Tests) is conducted which is indicated in Table 23.

Table 23: Multiple Comparisons (The Post-Hoc Tests)

Dependent Variable: Challenges of Guidance Services

(I) Regions	(J) Regions	Mean Diff(I-J)	Sig.	Mean	St.D
Northern	Ashanti	1.09*	.000	17.99	3.85
	Central	1.76*	.000		
Ashanti	Northern	-1.09*	.000	16.90	4.28
	Central	.67*	.006		
Central	Northern	-1.76*	.000	16.23	3.48
	Ashanti	-.67*	.006		

Source: Field data (2018) ** significant at p=0.05

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Table 23 represents the Post-Hoc test showing the difference between the study regions concerning challenges of implementing guidance services. Post-Hoc comparisons using the Tukey HSD test indicated that the mean score for Northern Region (M=17.99, SD=3.85) was significantly different from Central Region (M=16.23, SD=3.48) and Ashanti Region (M=16.90, SD=4.28) but Ashanti region did not differ significantly from Central Region. Despite reaching statistical significance, the actual difference in mean scores between the groups was moderate. The (η^2) was small with the effect value of 0.03.

Research Hypothesis 3

$H_0$3: There is no significant difference between the type of school and benefits students derive from guidance services in SHSs in Ghana.

H_A3: There is a significant difference between the type of school and benefits students derive from guidance services in SHSs in Ghana.

An Independent-Sample T-test was conducted to achieve the stated hypothesis. This was done because two independent variables (type of school) are measuring a dependent variable which is benefit.

Table 24: Group Statistic of Type of Schools and Benefit Students derive from Guidance Services

	Schools	N	Mean	St.D
Benefits	Public	1421	31.39	4.73
	Private	258	29.76	6.43

Source: Field data (2018)

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Table 24 shows that the majority of the respondents 1421 (M=31.39, SD=4.73) were from public senior high schools as against 258 (M=29.76, SD=6.43) private senior high schools that were in the minority.

Table 25: Independent Sample T-test for Type of Schools and Benefit Students derive from Guidance Services

		Levene's Test For Equality of Variance		T-test for Equality Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Diff	St.D Error
Total Benefits	Equal Variance Assumed	93.50	.00	10.78	1677	.00	1.63	.34
	Equal variance Not Assumed			12.88	309.34	.00	1.63	.42

Source: Field data (2018) ** significant at p=0.05

An independent-sample T-test was conducted to compare the benefits of guidance services scores for public and private schools. Table 25 shows sig. value 0.000 which was lesser than p=0.05, therefore, the data violate the assumption of equal variance. The equal variance was not assumed figures were used to interpret the findings.

There was significant difference in scores for public SHSs (M=31.39, SD=4.73) and private SHSs (M=29.76, SD=6.43; t (309.34) = 12.88, p = .05, two-tailed). The magnitude of the differences in the means (mean difference = 1.63, 95% confidence interval) was large with Eta squared (η^2) value of 0.09 effect size. Based on the results, the alternate hypothesis stated as "There is a significant difference between type of school and benefits students derive from guidance services in SHSs in Ghana" provided is accepted.

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To arrive at the effect size, η^2 was used to calculate the difference. The Eta squared could aid the researcher to know the effect size of the magnitude difference between the schools. The procedure for calculating eta squared is provided below.

$$Eta\ squared(\eta^2) = \frac{t^2}{t^2 + (N1 + N2 - 2)}$$

Replacing with the appropriate values from the formula above:

$$\eta^2 = \frac{12.88^2}{12.88^2 + (1421 + 258 - 2)}$$

$$\eta^2 = 0.09$$

The magnitude of the differences in the means (mean difference =1.63, 95% confidence interval) was very large η^2=0.09.

Research Hypothesis 4

$H_0$4: There is no significant difference between the type of school and challenges students faced in guidance services in SHSs in Ghana.

H_A4: There is a significant difference between the type of school and challenges students faced in guidance services in SHSs in Ghana.

This section presents the differences between the type of school and challenges students faced in guidance services. An Independent-Sample T-test was used achieve the stated hypothesis.

Table 26: Group Statistic of Type of Schools and Challenges faced in Guidance Services

	School	N	Mean	St.D
Total Challenges	Public	1421	15.69	2.84
	Private	258	23.58	2.12

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Source: Field data (2018)

Table 26 shows that the majority of the respondents 1421 (M=15.69, SD=2.84) were from public senior high schools as against 258 (M=23.58, SD=2.12) private senior high schools that were in the minority.

Table 27: Independent Sample T-test for Type of Schools and Challenges faced in Guidance Services

		Levene's Test For Equality of Variance		T-test for Equality Means				
		F.	Sig.	t	df	Sig. (2-tailed)	Mean Diff	St.D Error
Challenges	Equal Variance Assumed	9.10	.003	-42.55	1677	.00	-7.90	.19
	Equal Variance Not Assumed			-52.03	444.05	.00	-7.90	.15

Source: Field data (2018) ** significant at p=0.05

There was a significant difference in scores for public SHSs (M=15.69, SD=2.84) and private SHSs (M=23.58, SD=2.12; t (444.05)= -52.03, p = .05, two-tailed). The magnitude of the differences in the means (mean difference = -7.90, 95% confidence interval) was large with η^2 effect size of 0.08. The alternate hypothesis that stated that: "There is significant difference between school and challenges students faced in guidance services in SHSs in Ghana" was accepted.

Research Hypothesis 5

$H_0$5: There is no significant difference between type of school and factors that discourage students from patronising guidance services in SHSs in Ghana.

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H_A5: There is a significant difference between type of school and factors that discourage students from patronising guidance services in SHSs in Ghana.

This section represents the differences between type of school and factors discouraging students from patronising guidance services. Independent-Sample T-test was used to compute the hypothesis.

Table 28: Group Statistic of Type of Schools and Factors Discouraging Students from Patronising Guidance Services

	Schools	N	Mean	St.D
Discourage	Public	1421	22.43	6.06
	Private	258	26.41	4.93

Source: Field data (2018)

Table 28 recorded 1421 (M=22.43, SD=6.06) respondents were from public senior high schools as against 258 (M=26.41, SD=4.93) from the private senior high schools that were in the minority.

Table 29: Independent Sample T-test for Type of Schools and Factors Discouraging Students from Patronising Guidance Services

		Levene's Test For Equality of Variance		T-test for Equality Means				
		F.	Sig.	t	df	Sig. (2-tailed)	Mean Diff	St.D Error
Factors	Equal Variance Assumed	6.93	.009	-9.96	1677	.000	-3.98	.40
	Equal Variance Not Assumed			-11.45	411.93	.000	-3.98	.35

Source: Field data (2018) ** significant at p=0.05

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An independent-sample t-test was used to find the difference of factors that discourage the implementation of guidance services between schools. There was significant difference between scores for public SHSs (M=22.43, SD=6.06) and private SHSs (M=26.41, SD=4.93; t (411.93) = -11.45, p = .05, two-tailed). The magnitude of the differences in the means (mean difference = -3.98, 95% confidence interval) was moderate with η^2 value of 0.07. The alternate hypothesis that stated: "There is a significant difference between type of school and factors that discourage students from patronising guidance services in SHSs in Ghana" is accepted.

Research Hypothesis 6

$H_0$6: There is no significant difference between the academic qualification of teachers-counsellors and their effectiveness in providing guidance services in SHSs in Ghana.

H_A6: There is a significant difference between the academic qualification of teachers-counsellors and their effectiveness in providing guidance services in SHSs in Ghana.

This section shows the differences between academic qualification and effectiveness in providing guidance services. The results were computed using Independent-Samples T-test.

Table 30: Group Statistic of Academic Qualification and Effectiveness in providing Guidance Services

	Academic Qualification	N	Mean	St.D
Effectiveness	Bachelor's Degree	106	51.00	4.28
	Master's Degree	30	51.27	3.80

Source: Field data (2018)

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Table 30 shows that the majority of the respondents 106 (M=51.00, SD=4.28) were teachers-counsellors with Bachelor's degree as against 30 (M=51.27, SD=3.80) teachers-counsellors with Master's degree were in the minority.

Table 31: Independent Sample T-test for Academic Qualification and Effectiveness in providing Guidance Services

		Levene's Test For Equality of Variance		T-test for Equality Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Diff	St.D Error
Effectiveness	Equal Variance Assumed	.93	.338	-.31	134	.76	-.27	.86
	Equal Variance Not Assumed			-.33	51.80	.74	-.27	.81

Source: Field data (2018) ** significant at p=0.05

The significant value was greater than p .05, therefore, the data have not violated the assumption of equal variance. The equal variance assumed figures would be used to interpret the findings. There was no significant difference in scores for teachers-counsellors with bachelor's degree (M=51.00, SD=4.28) and teachers-counsellors with master's degree (M=51.27, SD=3.80; t (-.31) = 134, p = .05, two-tailed). The magnitude of the differences in the means (mean difference = -.27, 95% confidence interval). Per the results, the null hypothesis stated "There is no significant difference between the academic qualification of teachers-counsellors and their effectiveness in providing guidance services in SHSs in Ghana" is accepted.

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shows the differences between years of experience and effectiveness in providing guidance services.

Research Hypothesis 8

$H_0$8: There is no significant difference between period per week for teachers-counsellors and their effectiveness in providing guidance services in SHSs in Ghana.

H_A8: There is significant difference between period per week for teachers-counsellors and their effectiveness in providing guidance services in SHSs in Ghana.

This section presents analysis of data fro hypothesis 8. The results were computed using one-way analysis of variance.

Table 33: Summary of One-way Analysis of Variance (ANOVA)

	Sum of Squares	df	Mean Squares	F	Sig
Between Groups	164.26	3	54.75	3.31	.02
Within Groups	2181.27	132	16.53		
Total	2345.53	135			

Source: Field data (2018) ** significant at p=0.05

The overall *F* ratio of the one-way ANOVA is significant. This means that the *F*-ratio (3.31) is significant (p =.02) at the .05 alpha level. This shows that there was a significant difference between the mean scores for a number of periods taught in a week. From this evidence, the researcher accepts the alternate hypothesis that states: "There is a significant difference between period per week for teachers-counsellors and their effectiveness in providing guidance services in SHSs in Ghana". There is a sig value of 0.02 but the

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researcher could not tell the difference unless multiple comparisons (Post-Hoc Tests) is conducted which is indicated in Table 34.

Table 34: Multiple Comparisons (The Post-Hoc Tests)

Dependent Variable: Effectiveness of Guidance Services

(I) Periods	(J) Periods	Mean Diff(I-J)	Sig.	Mean	St.D
Less 24	24-28	-1.72	.02	50.13	3.91
	29-33	1.50	.07		
	34-above	.58	.09		
24-28	Less 24	1.72	.02	51.85	4.30
	29-33	3.21	.07		
	34-above	2.29	.09		
29-33	Less 24	-1.50	.02	48.64	3.11
	24-28	-3.21	.02		
	34-above	-.92	.09		
34-above	Less 24	-.58	.02	49.56	2.96
	24-28	-2.29	.02		
	29-33	.92	.07		

Source: Field data (2018) ** significant at p=0.05

Table 34 present the Post-Hoc test showing the difference between periods per week and effectiveness in providing guidance services in schools. Post-hoc comparisons using the Tukey HSD test indicated that mean score for periods per week less than 24 (M=50.13, SD=3.91) was significantly different from the period (24-28) but not significantly different from periods (29-33 and 34-above). The result recorded a moderate effect eta square value of 0.07.

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Thematic Analysis of the Qualitative Data

This section presents respondents' background information: Gender, Religion, Academic qualification and Number of years of practising the counselling profession. On gender, three (3) out of the twelve (12) respondents interviewed were females while nine (9) were males. With regard to the academic qualification of the interviewees, four (4) hold Master of Education (M.ED) degrees, three (3) hold Master of Philosophy (MPhil) degrees and five (5) held Bachelor of Education degrees. With regard to the study of guidance and counselling, all the interviewees confirmed they either hold a degree in guidance and counselling or studied guidance and counselling as a course in the university. Out of 12 respondents interviewed, only two (2) confirmed that they have been practising the profession for three (3) years. The remaining ten (10) have practised guidance and counselling for more than three years.

Since the data were thematically analysed, likewise, to attribute comments to the headmasters/mistresses and school counsellors, the interview transcripts were assigned some serial codes. For example, Interviewee Headmasters/mistresses from Northern Region were assigned (IHMNR-1 to 2); Interviewee School Counsellors from Northern Region (ISCNR-3 to 4); Interviewee Headmasters/mistresses from Ashanti Region (IHMAR-5 to 6), Interviewee School Counsellors from Ashanti Region (ISCAR-7 to 8); Interviewee Headmasters/mistresses from Central Region (IHMCR-9 to 10) and Interviewee School Counsellors from Central Region (ISCCR-11 to 12).

Nature of School Guidance Services

This section presents the qualitative findings. The interview schedule was to find out whether the respondents understand or have knowledge about

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guidance services. With regard to the nature of guidance services, ISCAR-7, for example, highlighted "It focuses on helping students to identify their academic prospects and be more productive after school". IHMCR-9 also affirmed that school guidance service is about helping or assisting students to understand or to develop their abilities and be resourceful so that they may function well in the educational, vocational and personal-social way of life.

ISCNR-4 said that guidance and counselling is a programme that assist students to behave well and take the right decision in life. IHMAR-6 added that it is a programme that helps students to adjust to a good social, academic, personal and moral lifestyle. Again, two of the interviewees saw guidance and counselling as a service that helps improve students' behaviour (IHMNR-1) and make a good decision in life (ISCAR-8). When probed further IHMNR-1 commented: "Counselling assists students to avoid indiscipline and rather concentrate on their studies in order to achieve their goals in life".

IHMCR-10 share a similar comment with IHMNR-1 by saying, "school counselling service assists students to improve upon their behaviour in school and also helps them to avoid indiscipline". Responses from ISCNR-3 and ISCCR-12 suggested that the school counselling help students to adjust to new school environment (ISCNR-3) and helps students for course placement (ISCCR-12).

Another dimension of nature of guidance and counselling a respondent stressed was on helping students to cope with transitional crises that students may experience in school (IHMAR-5). When probed further, IHMAR-5 commented:

> *Senior High School marks the first time most students leave their parents to be independent in school. So, the school*

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> *counselling service is provided to help prevent them from transitional crises like peer pressure and boy-girl relationship so that they can focus on their education.*

Guidance services are concerned with assisting students to understand their academic potentials and teach them the procedure to adopt desirable study habits, behaviour and attain successful careers in life (IHMNR-2). ISCCR-11 added that guidance services are the information school authorities give to students to help them realise their strengths and weaknesses.

The response from the interviewees shows that they have knowledge about the nature of how guidance and counselling are practised in school. Generally, the information provided by interviewees is related to what guidance services entail.

Benefits derived from Guidance Services

The section presents the qualitative findings on the benefits students derived from guidance services and how those benefits affect the communities in which students live. This section was directly related to research question one (1). With regard to this theme, all the respondents accepted that guidance services are of benefit to students and communities' students live.

Guidance services are useful to students in terms of their academic, personal and social issues (IHMAR-5 & IHMCR-9). When probed about how school authorities ensure students are helped in achieving academic, personal and social benefits, IHMCR-9 for instance, said:

> *To help students achieve these benefits, we have assigned teachers as form masters and house masters, who are experienced in life and academics to guide the students. They regularly meet students to discuss problems that may hinder their learning and personal welfare as students.*

In addition to the probing question, IHMAR-5 concluded that:

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> *During orientation in school, students are advised as to how to take their studies seriously because that is the purpose for which they came to school. Again, resource persons are invited on speech day and special Sunday service to share their experiences in life and how they were able to overcome the pressure when they were in school.*

Elaborating on the above views, some respondents interviewed made the underlisted comments about the benefits students derive from guidance services in SHS. Guidance services are beneficial in our school system because the services are relevant to students academic, career and moral development (ISCAR-8). ISCNR-3 shared a similar concern with ISCAR-8, because she believes that guidance services help students to solve their personal, moral, social and academic problems in order to fit well into the communities in which they live. In addition, IHMCR-10 said that counselling trained students to have desirable behaviour in the communities.

Highlighting the benefits of guidance services to students in SHSs, two interviewees made the following comments:

> *Guidance services are important especially for form one students. For instance, they are new and need guidance to help them become familiar with the school environment which might be new to them. Again, guidance and counselling is not only for their academic pursuit, but inculcate in them good morals so that they can be useful to the society after completion of school* (IHMAR-6).

IHMNR-1 added that:

> *I think guidance services are important because it helps to address the academic and personal needs of students. After receiving guidance services, students become equipped with various study skills, information and news about their career which help them in their academic endeavour or achievement.*

ISCCR-12 also said that: "School guidance services help to impart students with skills and learning opportunities. The services also help students to achieve success through academic, career and personal/social development

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experiences". Similarly, ISCNR-4 believes that counselling service prepares students for the challenges of the future by supporting their academic, career, and personal/social development. IHMNR-2 stated that:

> *Guidance services provided to students help in effective education and career planning services that help all students to create a meaningful career direction. It also helps them to organise their personal plans for their studies and life in general.*

However, interviewees believed that guidance services help students to reduce examination anxieties (ISCAR-7) and improve good behaviour and discipline in school (ISCCR-11).

Probing questions were asked about how those benefits could affect the school and community in which students live. ISCAR-8 believed that the school is a mini-community in the larger community. If students were able to receive proper guidance and counselling in school and behave well there, they would be able to transfer that to their communities. Again, IHMNR-1, ISCNR-4, and IHMCR-10 suggested that guidance and counselling assist students to live harmonious or acceptable life with their friends in their communities. Other respondents commented on how the benefits of guidance services could help the community the students live in.

> *When students benefit from guidance services they would become informed citizens, who could contribute ideas to solve their communities' numerous problems. Again, they would learn to be each other's keeper and learn to be tolerant and respect each other's view (ISCNR-3).*

IHMAR-6 suggested that: "When students receive effective counselling service, it could prepare them to fit into a complex social structure which would enable them to play particular social roles as members in their respective communities". IHMCR-10 believed that guidance services would

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help students to become self-disciplined and democratic in their approach to communal issues. ISCAR-7 claimed: students developing problem-solving skills to help their communities. Response from interviewees revealed that guidance services would help the student become time conscious and disciplined (IHMNR-2 & ISCCR-12). Other interviewees believed that guidance services would help students respect others' views when it comes to decision-making (IHMCR-9).

In conclusion, responses from the interviewees suggest that there is a positive relationship between students receiving effective guidance services and how they live in their respective communities. Some respondents suggested that when students receive effective guidance services, they are able to live harmoniously with their friends, respect the view of elders and obey rules and regulation in their communities.

Challenges faced in the Implementation Guidance Services in Schools

This part of the chapter presents the qualitative finding on the challenges school authorities faced in the implementation of guidance services in SHS. This was in direct relation to research question two (2). The responses suggested that lack of funds, work overload from the teacher/counsellor, lack of recognition for guidance programmes, lack of support from school authorities, time allocated for counselling activities and office space to operate as counsellors are among the numerous challenge's counsellors faced in the implementation of guidance services in schools. With regards to this theme, IHMAR-6 said that:

> *We have no funds for guidance services. Unlike examination, culture, sports, national science and mathematics quiz where there are budgetary allocations, guidance services do not have. This makes it difficult for us to finance the programmes*

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> *of the school counsellor. You have to squeeze or manage a little here, a little there to support the counsellor. I think the government should allocate funds to the schools for guidance and counselling activities or they should allow the school's charge/bill the students to run guidance programmes.*

IHMCR-9 added:

> *In fact, lack of funds to run guidance services makes it difficult to sustain the services in school or plan for programmes in termly bases. Again, funds allocated for other activities like sports, examination and feeding are not enough. Therefore, the schools find it difficult to support the running of guidance services.*

Again, IHMNR-2, IHMAR-5 and IHMCR-10 also stressed that the government does not allocate money for guidance and counselling and schools are not allowed to charge/bill students with guidance programmes.

Aside, the lack of funds to run guidance services in schools, respondents also highlighted that workload by the teacher-counsellor and lack of time allocated for guidance and counselling in schools as a major set back. ISCAR-7 said that:

> *I teach social studies in addition to my duty as a school counsellor. Combining teaching with guidance and counselling has become very difficult for me. Sometimes, after teaching I get tired and if students need my services, I am unable to attend to them. I tell you, it is tiresome to combine teaching with counselling (*ISCAR-7*).*

In fact, ISCNR-4, ISCAR-8, ISCCR-11 and ISCCR-12 all stated that combining teaching and counselling is difficult and has affected their effectiveness and efficiencies in guidance services. However, other interviewees commented on the time allotted for guidance services.

> *There is no time allocated for guidance services. Ok, as a teacher, you want to do your best in your teaching subject and therefore there isn't much time for counselling. The timetable is too loaded and you get exhausted at the end of the day. Although, I came to this school as a guidance coordinator I am now teaching and there is no time allotted for guidance*

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*services (*ISCCR-11).

On the contrary, ISCCR-12 from the same region stated that,

> *There is time allotted for guidance services but its comes when fresh students are admitted. But at the mid or second and third terms in school activities about guidance services comes to a standstill because they will tell you there is no money.*

Two respondents (ISCNR-4 & ISCAR-8) expressed similar sentiments:

> *In our school, there is no day set aside for guidance services but it always comes impromptu. You can be called on at assembly at any time of the day, any time of the month that someone is here for guidance activities. They come to talk about HIV/AIDS and career. Just recently, nurses from Tamale Teaching Hospital came to educate girls about breast cancer* (ISCNR-4).

> *Within the year several resource persons and old students visit the school but they come at their own leisure time for programmes. But there is no proper coordination from them and my counselling office. They just tell the headmaster or assistant headmaster they want to organise programme for the students. The most annoying part is that the head informs you we will be receiving some guests just a day or two before the said date* (ISCAR-8).

Below are some of the comment a respondent highlighted during the interview on the challenges faced in implementing guidance services in their school.

> *The location of the counselling room is not convenient, because, it cannot guarantee privacy during discussions. It is located within staff common room, near the senior housemaster office. There is always noise. There is no privacy* (ISCAR-7).

Further probing questions were asked concerning respondents' submission about what the headmasters and school counsellors said during the interviews. I asked the School Counsellors: "the Headmasters/mistresses were complaining of lack of funds or availability of money to support guidance services, what do they have to say?"

> *My brother, I can show you a copy of the student's bill. Please check if there is a portion for speech day ceremony. But I tell you, almost every year we organise speech and prize giving*

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> *day in school. Please asked them where they get the money from* (ISCCR-11).

ISCAR-8 also confirmed this view:

> *The reason is that; they perceive guidance services have no direct effect or impact on the school. Sorry to say, the school wins no awards when you organise guidance services to students. Again, from last year budget, it was announced that we spent over ¢20,000 Ghana cedis for the preparation towards the National Science and Maths Quiz. But aside orientation weeks, no guidance programme was organised for the students.*
>
> *At times, I understand them, because we are not allowed to charge/bill students for guidance and counselling activities so it becomes difficult to collect money for programmes. But the PTA supported a career programme I organised for the past form 3 students* (ISCAR-7).

ISCNR-4 shared his experience:

> *Mmm!!! It's a lie. So, you mean they said there is no money. I want to share this scenario with you. Please, 2 and 3 students were billed with sports, culture, science and maths quiz and entertainment. First, in terms of sports, we organised inter-house and did not qualify for the inter-school and college sports. Where did the rest of the money go? Again, students paid for science and maths quiz but we did not qualify for National Science and Maths Quiz and entertainment is organised once a month so where was the remaining money channelled?*

This respondent had the notion that, there is no money, but the headmasters/mistresses have their own interests because students pay for maintenance fees but there are still leakages, broken chairs and tables in schools (ISCNR-3). ISCCR-12 also believes that:

> *No, I may not blame the school authorities because the government and school authorities do not have interest in guidance activities. Because they started billing students for Science and Mathematics Quiz about seven (7) years ago why not guidance and counselling.*

Again, other probing questions were posed to Headmasters/mistresses about the complaints of the school counsellors regarding their work overload

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and lack of office space to operate as school counsellors. This is what they had to say:

> *Yes! their complaint is true but it's not only school counsellor who does not have office space. Heads of Department for various courses are supposed to have office space but the school lacks infrastructure. The Get-fund building that could help curb this problem has been abandoned for almost 10 years now* (IHMNR-2).

IHMCR-9 also affirmed that: "In our school we have office space for the school counsellor but the office is not big enough to be called a counselling centre. With respect to counsellors who are teaching, it is part of the directive from the government". Counsellors who are made to teach is not a policy from the headmasters/mistresses but from the government. The counsellors' appointment was not as a full-time. She is supposed to teach that is why her period for teaching in a week is less than 24 hours (IHMNR-1). IHMAR-5 suggests that most of SHS counsellors are not trained or professional counsellors because most of them do not have a master's degree or did not do counselling at the first-degree level.

Interviewer: Please sir, how did you appoint your school counsellor. IHMAR-5, the counselling team appointed one member from the group and I endorsed it. Interviewees highlighted that lack of funds, work overload from the teacher-counsellor, lack of recognition, lack of support from the authorities, insufficient time allocation for counselling and office space for counsellors to operate were the challenges facing the proper implementation of guidance services in SHSs.

Factors Discouraging Students from Patronising Guidance Services

This section presents the qualitative findings on factors that discourage students from patronising guidance services. This finding was in direct

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relation to research question 3. The results show that the location of counselling centres or offices was identified as the most frequent factor that discouraged students from patronising or seeking guidance services in senior high schools. ISCAR-7 stated:

> *Students perceive that those with problems are the ones who attend counselling, so if they see you coming from the counselling room, they think you have a problem. Again, where the room is located also dissuades students from attending or coming for counselling. Because it is located between the administration and staff common room. Students find it difficult to come for counselling because teachers are always around the centre.*

ISCNR-3 added

> *We do not have counselling office so when students come to me, we sit at the staff common room or sit under the mango tree behind the classroom block. This condition we find ourselves in prevents students from coming for regular counselling or seeking information from the guidance and counselling coordinator.*

ISCNR-4 believed that:

> *The location of the counselling office is a problem because the location is not convenient. It is located within the administration block, near to the headmaster's and bursar's office. Naturally, students do not like coming close to administration so coming for counselling at this location becomes a problem for them.*

ISCCR-11 said that:

> *The location of the counselling office is not good for counselling. Because the counsellor's office is located at the administration closed to the senior housemaster's and the two assistant headmasters' office. I perceive this may be the reason why students are not coming for one-on-one counselling.*

IHMNR-1 claimed that:

> *Where the counsellor's office is located is a problem. In the middle of the classroom block, where there is a long veranda close to the science laboratory. There is always noise, this can distract or distort attention of both the counsellor and counsellee. Again, there is no privacy because when you are*

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talking to other students or those who are walking in-front of the classroom can hear what you are saying.

The second most frequent factor that discourages students from patronising guidance services. Respondents suggested that difficult to meet counsellors in their office, confidentiality, gender and perception students have about who a counsellor should be were the factors discouraging students from patronising guidance services. ISCCR-12 suggested that the workload of school counsellors is too much because combining teaching with counselling activities is difficult and tedious. If you are busy teaching and students need your services, are you going to stop the teaching and attend to him/her. Interviewer's probing question: Students complain that they hardly meet you in the office?

Yes, it is true, I have lessons from Monday to Friday and I am not a resident teacher like the senior housemaster and other housemasters. You see, I cannot spend all the time in school; I need to do some part-time classes to support my salary (ISCCR-12). Based on gender differences, students found it difficult to disclose their challenges/problems to counsellors (ISCCR-11).

Interviewer: Are they not the same students you teach in class? Yes, my brother, when it comes to personal matters, the girls feel shy to disclose their issues or challenges to male counsellors or teachers and vice visa because they share the perception that a counsellor should be an older person (ISCCR-11). When students come to the office several times and do not meet you, it puts them off from seeking help and ends up consulting friends for advice (ISCNR-3).

Interviewer: Where do you go when you are not in the office? Either teaching or on that particular day, I have no lesson in school. Interviewer: But

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counselling is part of your main duty? However, my case is different I teach seven classes within a week and you can imagine (ISCNR-3).

> *Students found it difficult seeking counselling or disclosing their personal matters to us because we are the cause of students' actions and inactions. For instance, teachers consciously disclose what the old students or previous students' behaviour or action when advising the current students. This prevents the current students from coming or disclosing their personal issues to teachers because they want to protect their self-image* (IHMCR-10).

IHMNR-2 also revealed that lack of resources and materials makes most counsellors in schools' handicap to perform their duties, this reason also discourages the teachers-counsellors from doing their work. IHMAR-5 stated that "Most teachers-counsellors do not have counselling background so implementing activities on guidance services became a problem for them. However, lack the approach to integrated and shared understanding about guidance services to students." IHMAR-6 and ISCCR-12 added that schools have no guidance plan or white paper on how and when organized guidance services in the school.

Effectiveness of Guidance Services Practised in Schools

This section presents the qualitative findings on the effectiveness of guidance services practised in SHSs. This finding was in direct relation to research question 4. The question was to check how effective are guidance services are: Appraisal service, Counselling service, Consultation service, Information service, Placement service, Orientation service, Referral service and Follow-up service practised in various SHSs. Interviewees comments confirm that not all the services were effectively practised in schools. The results show that orientation service and information service were identified as the most effective services practised in SHSs. ISCNR-4 shared her view:

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I team up with other members of staff in the provision of adequate information about the new school environment they find themselves. We orient students towards the school culture, rules and regulations and teach them how to sing the school anthem.

IHMAR-5 added that:

We establish a friendly atmosphere for students during their first arrival to the school. We educate them about the school environment and what it takes to be part of the school. We teach them the rules and regulations, examination, practices school culture, where to seek help, who to contact when they have problems and singing of the school anthem.

ISCCR-11 also confirmed:

The new students/freshers are provided information about the school's routine, the school's tradition, rules and regulations, facilities and educate them about the achievement of their predecessors. Again, we provide information to help students to have a smooth transition of education and how to study to avoid failure in examination.

Welcoming new students to our school is a normal routine we practise. We introduce them to the school's environment as well as the responsibilities required of them. At that time, school leaders are introduced to students. For instance, assistant headmaster in charge of academic educates them about issues concerning examination (IHMCR-9).

New students are given orientation when they come to school. We educate them about what is required from them to meet the high academic standard of the school as well as moral values and ethical standards. We highlight dressing, rules and regulations and location of various facilities in the school (IHMNR-2).

Senior High School marks the first time most students leave their parents or homes. The school environment is new to them and different from their respective junior high schools (JHS) environment. These include new teachers, students, programmes, physical facilities, rules, regulations and services. For this reason, the school always provide orientation to student when they come to the school (IHMNR-2)

To help the form one students adjust and become familiar and cope with the new environment, we do organise orientation service for them. Besides, students are shown the physical layout of the school so that they know where the classrooms,

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> *science laboratories, school library, school field, trophy room and other important areas in the school* (IHMNR-1).

ISCCR-12 stated that "We conduct orientation for students to teach them about the school's culture, rules and regulations". In addition, ISCAR-8 confirms that "we provide orientation service to help the fresh students to familiarise themselves with the school environment". Orientation service is always provided for form one students to help them get acquainted with the school (IHMAR-6) and educate them about what is expected from them as students (ISCNR-3).

This section highlights comments made by various respondents on information service given in their respective schools. For instance, IHMNR-1 stated that:

> *In providing relevant information to aid students in making reasonable decisions, teachers are assigned to each class and house. Form masters and housemasters meet their respective students regularly to seek their concerns and provide them with information. They provide information regarding their welfare, academic and other social-personal development.*

IHMAR-5 also added:

> *Our school information system may be one of the best compared to other schools in the country. The cooperative effort from the old students, administration, students, School Counsellors and library committee has helped build a new school library complex which is equipped with books and new papers to aid academic, vocational and personal-social development of students. Again, four (4) notice boards are built on campus to help disseminate information regularly to students. We also provide information or give announcements to students during morning assembly every Monday to Friday or at the dining hall.*

ISCNR-3 explained that "During orientation service students are advised to read information from the notices boards and attend assembly each morning

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because we want students to become useful and fully-functional in school". ISCAR-7 also affirmed that:

> *Various avenues for disseminating information are provided in the school. The library is stocked with books and we also provide newspapers daily for students which consists: Daily Graphic, Graphic Times and Sports Papers every day. The school believes that failure in life as a student usually stems from lack of information or knowledge about the environment.*

Another area of information service which the respondents highlighted was on excursions and field trips organised by the school to help students acquire information. With this ISCAR-8 asserted that "The school provides career day, exhibitions and debates for the student to acquire information. The school also organise trip and excursion to industries when the need arises. Again, teachers also provide information service when they are teaching in class". Again, ISCCR-12 said that "Teachers organise students for visits, field trip and excursion to help students visualise what was said in class. Again, we provide regular information to students during morning assembly each day". In addition, IHMCR-9 commented:

> *We provide academic, vocational and personal-social information to students. Because the school counsellors organise career guidance service for students on study habit and school display academic materials to students on notice boards. Again, teachers organise excursions for students. For personal-social information recreational facilities and social clubs like debating and drama club help to provide such services to students.*

Other respondents confirm that they provide information materials to students and all other relevant data in the school library (ISCNR-3 & ISCCR-11). In addition, IHMNR-2 and IHMAR-6 stated that information for every term is displayed on the notice board at the beginning of the term.

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Another major component the respondents highlighted with regard to the effectiveness of guidance services in senior high schools was on appraisal service, counselling service and placement service. For instance, IHMAR-5 and ISCCR-11 highlighted that:

> *During orientation service, we educate students on continuous assessment, when and how the mid-term examinations are conducted. Through guidance services, we tell them about what constitutes continuous assessment, the marks allotted to it, nature of their end of term examination and the need to take their continuous assessment seriously so that they can pass their examinations easily* (ISCCR-11).

> *We analyse the WASSCE and end of terms results to see the performance of students. Usually, interventions are put in place to address areas where students performed poorly. Students who perform poorly are referred to see the school counsellor. Such students are taken through study skills and how to manage their time* (IHMAR-5).

All the respondents said that their schools conduct examination which exposes students to their career preferences in life. This section highlights comments made by various respondents on counselling service in their respective schools. For instance, IHMNR-1 stated that:

> *The work of all the school staff focuses on assisting students to develop a better social, personal and academic life. Again, the school counsellor does not perform guidance services alone but indirectly other staff help with the provision of guidance services in the school especially form masters and housemasters and this has helped students.*

> *In every term, programmes are organised to ensure students' development. Every club in the school organises programmes based on the peculiar problem of students. For instance, last, the debating club organised career fair for the form 3 students before they wrote their WASSCE* (ISCAR-7).

IHMCR-9 also added:

> *Teachers refer students to the school counsellor when they have a peculiar problem in school. Again, teachers identify, orient and encourage the students to seek assistance and they*

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> *promote the development of positive students' attitudes toward education, career preparation and decision making.*

As pointed earlier, the interviewees stressed that guidance services help students to solve personal, social and academic problems they encounter in school (ISCNR-3, ISCNR-4, IHMAR-6, ISCAR-8 & ISCCR-12).

This section highlights comments made by various respondents on placement services in their respective schools. ISCCR-12 commented that:

> *We assist students to find their level of adjustment when they come to school. Because programme selection is more flexible when students inform the authorities they do not like or have interest in the courses they are reading, those courses are changed for them. Again, previous results from junior high school (JHS) also help us in placing students in their respective courses.*

In addition, ISCNR-3 stated that:

> *We organise placement examination for students when they come to school. Students report to school in September ending or mid-October. With this, we only teach the core subjects and this helps us place students in their respective elective subjects based on their performance in the core subjects.*

All interviewees said their school help students to choose their courses when they come to school (IHMNR-1, IHMNR-2, ISCNR-4, IHMAR-5 IHMAR-6, ISCAR-8 & ISCCR-11). Another minor component the respondents highlighted on the effectiveness of guidance services in SHS was on consultation service, follow-up service and referral service. IHMCR-9 highlighted:

> *Female students who face financial challenges in school are referred to Campaign for Female Education (CAMFED) Coordinator who is the school counsellor. So, names are piled and sent to the CAMFED office when they come to the school for assistance.*

ISCNR-3 stated that "Girls who attended JHS in the Northern Region and are facing financial challenges are referred to CAMFED office for assistance.

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Again, teachers also refer students to me when students have social, academic and psychological problems for help". Other respondents asserted that they refer students with academic problems to the school counsellor (IHMNR-1, IHMAR-6 & IHMCR-10). On follow-up service and consultation service interviewees said little on the two services. ISCAR-7 commented that "she brings together the counsellors and people who are related to students to exchange ideas on how best to help students who are in needs".

The response from the interviewees revealed that orientation service and information service were the guidance services mostly practised in SHSs in Ghana. However, the data suggested that second practised services that interviewees emphasised were counselling service, appraisal service and placement service. The least undertaken services that interviewees commented on were referral, consultation and follow-up. With follow-up service no respondent commented on it.

Again, the question was posed to respondents about how their academic qualification helped in the provision of guidance services in school. ISCCR-11 concluded that his training in counselling helped him to acquire knowledge in dealing with students' problem. Again, these respondents suggested that before one can act effectively in counselling he/she must have training (IHMNR-2; IHMAR-6 & IHMAC-10) and the training provides them with knowledge and skills for practising (ISCAR-7).

On the contrary, ISCCR-12 suggested that training is important but the interest of the individual assisting the students is more important. When probing questions were asked about how he thinks training or academic qualification for counsellors are not important. ISCCR-12 replied that: "To be

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effective in guidance services depend on your headmaster because he is the one who releases funds. Again, if you draft a programme outline and funds are not coming, the training you acquire will be ineffective". ISCAR-8 supported that effective school counselling depends on the school counsellor but if we are looking at our headmasters' attitude towards counselling then we wouldn't have been doing this voluntary service for students. Interviewees suggested that training or academic qualification in counselling help but it does not guarantee the effectiveness in providing guidance services in school (ISCNR-3). IHMAR-6 added that qualification counts but you know school counsellors are not paid for our services because we do not charge students for the services. I believe if the school counsellors desire to work and have empathy to assist students he/she could be effective. School counsellor's effectiveness depends on headmasters/headmistresses. However, academic qualification will give you the knowledge to assist and draw programme to help students (ISCNR-4).

In relation to the effectiveness of guidance services, respondents were asked how their experience in practising guidance services have helped them in performing their duties. IHMAR-9 said that experience helps in the effective delivery of guidance services. IHMNR-1 added that experience is the key to effective school counselling because it is practical and it demands someone who has done the work before. A probing question was posted on the kind of person selected for school counsellor position. The response was that he/she should be mature, qualified as a counsellor or someone who has been in the counselling team for more than three years (IHMNR-1). Interviewees asserted that experience helps in the delivery of guidance services (IHMAR-6;

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IHMCR-10 & ISSCR-11) and IHMCR-9 added that the counsellor who has experience will be able to identify students who have a problem.

On contrary ISCNR-4, suggested that experience is important but counsellor's personal commitment and empathy to assist students is the key to effective counselling in school. ISCAR-8 believed that any occupation that required skill, experience will count a lot but have you also considered the availability of resources to perform the duties.

On how periods taught per week affect or help in the delivery of guidance services, respondents said that their piled period affect their effectiveness in providing guidance services and this is one of the challenges affecting the implementation of guidance services.

Measures to Promote Effective Guidance Services in Schools

This section analysed the measures to promote effective and efficient guidance services in schools. The analysis of the themes corresponds with research question five (5). The data suggested that adequate funding for guidance and counselling activities, government support, recognition and cooperation from school authorities and teachers and detaching counsellors from teaching or employing professional counsellor whose duties is only guidance services will help to promote effective guidance services in schools.

All the interviewees asserted that adequate funding for guidance and counselling activities could help promote effective guidance services in schools. ISCAR-8 for example remarked:

> *If there is a budget allocated for guidance services, it could help. Again, if there are funds, teachers and members from the school guidance committee could attend further training, seminars and workshops to build their capacities and get acquaint them with new trends in school guidance services.*

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> *Just as there are budgetary allocations, for sports, culture, maintenance and science and mathematics quiz, so should it be for the guidance services. The government needs to make the allocation of funds or allow the school authorities to levy/bill students so that we could raise some funds for guidance services* (ISCCR-11).

ISCNR-3 also added:

> *The PTA should support the school to provide guidance services or part of internally generated funds should be channelled to support guidance and counselling and its related activities like they do when it comes to speech day.*
>
> *I think we need more-cooperation from our Headmasters/mistresses, teachers and even parents. As a school counsellor, I cannot be everywhere. I cannot do it alone. Guidance is teamwork, so every stakeholder needs to get involved. By their involvement, they would help identify and refer students who are experiencing emotional and psychological problems for assistance* (ISCNR-3).

The government should allow schools to levy students for guidance services. At least the amount should be equivalent to the amount normally charged for culture (IHMNR-1). Again, interviewees also said that the government should assist schools for guidance services (IHMAR-5) and part of the PTA fees should be used to support guidance services (IHMCR-9).

Interviewee pointed out that recognition and cooperation from school authorities and teachers can also help to promote effective guidance services. ISCCR-12 commented:

> *I think we need more recognition and cooperation from our school heads and teachers. As a guidance and counselling coordinator, I cannot be everywhere in the school. I cannot do everything alone. Guidance and counselling is teamwork, so every teacher needs to get involved.*

IHMNR-2 added:

> *Besides the guidance and counselling coordinator, other teachers should support and participate in the implementation of guidance services such as orientation, career, information and placement service. They can also assist to take and*

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execute key and reasonable decisions that could be beneficial to students, staff and the school as a whole.

ISCNR-4 also saids "By way of involving all teachers, they would help identify and refer students who are experiencing problems to the counsellor, house master or form master for assistance".

ISCCR-11 believes that when the school counselling office is well-equipped it could enhance the effective organisation and delivery of guidance services in the school. ISCNR-3 also added: "Well-equipped and furnished offices for school counsellors could boost their morale to be committed and dedicated to their work". ISCAR-7 believes that teachers and counsellors who attend seminars, workshops and conferences on guidance and counselling stand a chance of enhancing their skills and competences in counselling more than their colleagues who do not have the chance to attend seminars, workshop and conferences.

Aside the assertion by the interviewees, three (3) out of six (6) school counsellors interviewed stated that employing a full-time school counsellor or detaching school counsellors from teaching could help them execute their work effectively (ISCNR-3, ISCCR-11 & ISCCR-12). The government should include guidance and counselling as a course in SHS as it is in the case of physical education (PE), so that the school counsellors would teach counselling and practise, but it should not be examinable (ISCAR-8). Finally, IHMAR-6 concluded that when schools employ a competent and professional school counsellor it could help curb the challenges the schools face with guidance services.

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Summary of Main Findings

The section presented and analysed the data obtained from quantitative and qualitative findings. The quantitative data were collected from 1815 participants which consist of 1679 students, 118 teacher and 18 teachers-counsellors. At the qualitative phase six (6) teachers-counsellors and six (6) head master were interviewed.

The data revealed that guidance services helping students to attained their positive self-image and guidance services help students improve on their behaviour and discipline in school. Again, the study show that location of my school counsellor's office is not convenient enough to ensure privacy and confidentiality and My period for teaching is too much and this affects his ability to help counselling team. On issue of how effective guidance services are been run in senior high school. It was reported that orientation, information, appraisal and counselling services were effectively organise in schools. However, the study reveals that orientation should be provided to students about the need to seek counselling and create incentive packages for school counsellors were measure to promote effective guidance services. The research questions, hypotheses and interviews findings were discussed together. The actual words of the participants were used to show their opinions. The next section present discussion of the study.

Discussion of Quantitative and Qualitative Data

This section discusses the major findings for the quantitative and qualitative data. The current section analyses the data critically with reference to relevant literature in an attempt to explore deeper meanings of the responses, to unravel the issues and understand the phenomenon. As noted

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earlier, the purpose of the study was to evaluate guidance services provided in SHSs and their benefits to students. Again, the study sought to identify the factors that discourage students from patronising guidance services and come out with measures to promote effective guidance services in SHSs.

In this section, the quantitative and qualitative findings would be re-categorised, relating each to the results section and discuss in the details to explain the relationships. The findings were linked to the various research questions or hypotheses for the study. The discussions are based on the following headings:

1. Benefits of guidance services to senior high school students.
2. Challenges stakeholders faced in the implementation of guidance services in senior high schools.
3. Factors discouraging students from patronising guidance services in senior high schools.
4. Effectiveness of guidance services practised in schools.
5. Measures to promote effective guidance services in senior high schools.

Benefits of Guidance Services to Students

It is evident from both quantitative and qualitative findings that students were benefiting from the guidance services provided in schools. No respondent denied the fact that he/she was not benefiting from guidance services. Guidance services helping students to resolve inter-personal conflict emerged as the finding with the highest score (M=6.85, SD=1.44) when adding the students and teacher's data from Table 10 and 11. The qualitative data suggested that when students receive guidance services they are able to

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live harmoniously in schools with their friends (IHMNR-1, ISCNR-4 & IHMCR-10). However, those students who have close, positive and supportive relationships with their teachers would attain higher levels of achievement than those students with a poor relationship with the teachers and colleague students. In a similar view, Sink and Stroh (2003) state that effective guidance services help students acquire developmental competencies such as maintaining peer relationships. In addition, Mudhumani (2005) observes that guidance services help students improve social, interpersonal and problem-solving skills.

Guidance services helping students to build positive self-image emerge as the second with (M=6.82, SD=1.35) when adding the mean and standard deviation score from Table 10 and 11. The researcher believes that when students have positive self-image it improves on their relationships with teachers and also help them in their academic and social development. Again, the qualitative data show that guidance services help students to build a positive self-image in school on their career, social and academic life. This finding was consistent with the argument put together by IHMAR-5, ISCAR-8 and IHMCR-9 who believe that guidance services are useful or relevant to students in terms of their academic, social, moral and personal well-being to project their image.

The argument is supported by the views of Rowley, Stroh, and Sink (2005) as they stated that guidance services help students acquire developmental competencies such as establishing and maintaining peer relationships, developing social skills in accommodating the opposite sex. Again, American School Counsellors Association (ASCA) Report (2002)

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states that guidance services assist students to build positive feelings towards themselves, work, family, others, and society. The report concluded that through guidance services, students are empowered and taught to develop positive attitudes towards themselves.

The researcher observes that guidance services help students to improve upon their self-understanding and self-esteem. This could lead to students' ability to acquire knowledge, skill and develop the freedom to make positive choices in life. The researcher also believes that students with positive self-image enhance their happiness, thinking, and health status, good interpersonal and social relationships, among others. All these could lead to better academic performance. On the contrary, negative self-image in students could result in setbacks in life, unhappiness, ill-feelings and frustration. This could lead to poor academic performance, poor social and interpersonal skills among others.

Furthermore, Table 10 and 11 respondents suggested that guidance services help students to improve behaviour and indiscipline in school. The score value of (M=6.76, SD=1.46) was obtained when adding the values from the two tables. The qualitative findings suggested that guidance services help students to become self-disciplined and career conscious (IHMCR-11). Again, ISCAR-7 and ISCCR-11 also mentioned that guidance services help to improve good behaviour and discipline in school. Similarly, IHMCR-10 commented that "guidance helps students to avoid indisciplinary actions".

Confirming the benefit of guidance and counselling in promoting students' discipline and behaviour, Yatich (2011) argues that effective guidance and counselling curbs indiscipline issues such as fighting, theft,

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cheating in examination, rudeness and truancy displayed by students in schools. Similarly, Abid (2006) observes that guidance and counselling programmes have a significant influence on improving students' disciplinary problems. The findings reinforce Badza's (2005) and Nyanugo's (2005) assertion that guidance services result in the decrease of indiscipline among learners and reduce school dropout rates. Similarly, Baker and Gerler (2001) conclude that guidance and counselling programmes have a significant influence on improving the disciplinary problems of students.

The researcher suggests that in this rapidly changing era, students do not only face challenges with their studies but also how to adjust to changes in family structure and interpersonal relationship. In this regard, school guidance services placed much effort on how students would be disciplined with their class work to facilitate development. Effective student guidance services can increase the sense of belonging of students in schools, develop their problem-solving skills and help them make appropriate decisions as responsible persons.

The respondents suggested that guidance services were helping students on good study habits and the reduction in examination anxiety. Both findings were similar because when students are able to adopt good study habit, they feel prepared to overcome anxiety during an examination. The data recorded (M=6.64, SD=1.29) and (M=6.70, SD=1.52) score when adding values from Table 10 and 11. In support to the quantitative findings, ISCAR-7 and ISCCR-11 confirm that guidance services help students to reduce examination anxiety while IHMCR-10 said that counselling empowers students to have good study habit which will help them to pass their exams in

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school. Similarly, Rowley et al. (2005) state that guidance services help reduce irregular behaviour patterns emanating from social, psychological, emotional and developmental problems. ASCA Report (2002) concludes that guidance services help reduces students' anxieties by assisting to them establish effective study skills, adjust to and be successful in new schools. In a similar vein, Madhuku (2005) remarks that counsellors' role in schools is to provide study skills to students so that they can cope with their schools' academic work. Abid (2006); Baker and Gerler (2001) observe in different studies that school guidance and counselling programmes had significant influence in improving and fostering positive study habits and study skills of students which could enhance the academic achievements of students.

The researcher believes that guidance services could help them reduce examination anxieties. However, high levels of anxiety among students may lead to poor academic performance, examination malpractices, student's violence, truancy, and other disciplinary or behavioural problems. On the contrary, students who experience normal or moderate anxiety levels are more likely to perform better than their colleagues whose anxiety levels are higher.

Furthermore, the data suggested that guidance services help students to make effective and efficient use of time. This is supported by IHMNR-2, ISCNR-3, IHMCR-9 and ISCCR-12 who reported in the qualitative interview data that guidance services help students to be time conscious and respect other views when it comes to decision making. Asamari (2015) confirms that students who fail to adopt time management skills may not have a personal timetable for studies. Besides, such students are more likely not to be regular or punctual to classes, study group discussion or personal studies. In line with

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this statement, the researcher believes that guidance services help students to understand themselves and their world. This could help the student to be time conscious. Again, the student could create a weekly calendar "to-do" list uses to help stay on track, plan classes and programme to attend in school.

In addition, the majority of the respondents indicated that guidance services could aid students to make better decisions and choice in school. Similarly, the response from the qualitative data suggested that guidance services help students to the solve social, academic and personal problem (IHMAR-5, ISCAR-8 & IHMCR-9). Relating to the findings, Hartman (1999) observes that school guidance services offer vocational services which enable students to develop decision-making skills to make realistic choices from short-term to long-term. In the view of Mukamwi (2005), guidance services equip students with problem-solving and decision-making skills. Similarly, Chivonivoni (2006) concludes that guidance services impart life skills, attitudes and values to students that enable them to solve problems and make sound decisions.

In support to this statement, one core function of the school counsellor helps students make more informed and better educational and career choices. Among other things are programmes offered in the universities, career options, the type of academic and occupational training needed to succeed in post-secondary opportunities that are associated with their field of interest.

In support of findings from research question one (1) and two hypotheses were set to check benefits derived from guidance services in schools. From hypothesis 1, with the use of ANOVA, the results from Post-Hoc Test show the difference between the regions and benefits derived from

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guidance services in school. To confirm this, Post-Hoc comparisons using the Tukey HSD test show that there was significant difference between Northern region and Ashanti and Central regions but there was no significant difference between Ashanti and Central region. Again, hypothesis 3 shows the summary of Independent Sample T-test results that there was a significant difference in score from public and private schools in terms of benefits derived from guidance services. The magnitude of the mean score was small between the two schools, where public schools were benefiting than private schools.

Research has indicated that guidance services have a significant impact on the lives of students. Govere (1995) opined that guidance services enhance student performance; reduce student dropout rates and prepare students for the world of work and life. Participants at a national summit advocating the incorporation of guidance and counselling in to the educational curriculum held in Accra by Campaign for Female Education (CAMFED), a female-advocacy non-governmental organisation indicated that guidance and counselling is a necessary requirement for enhancing academic performance, reducing drop-out rates and facilitating informed career choices among other benefits (Andoh, 2016).

Borders and Drury (1992) cite literature indicating that students who receive guidance services have shown significant increases in academic persistence and achievement, school attendance, classroom behaviour, better self-concepts and improved attitudes towards school work and peers. However, for guidance and counselling to make any positive impact, it must be comprehensive and effective.

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Challenges Faced in the Implementation of Guidance Services

The theme that emerged with the highest value was workload from teachers-counsellors data. The workload that affects teachers-counsellors' ability to do the effective counselling was reported as the first challenge for effective implementation of guidance services in schools. The theme corresponds with interviewee assertion from the qualitative findings. ISCNR-4, ISCAR-7 ISCAR-8, ISCCR-11 and ISCCR-12 all stated that combining teaching and counselling duties become very difficult for them to do effective counselling. To affirm the statement on workload, ISCNR-3 said that:

> *My brother! I was posted to this school as a social studies teacher but when I came I was asked to act as the school counsellor. In fact, combining teaching with counselling duties is not easy. Because of the teaching, sometimes students may need my services but I am in class. If it is urgent, I do leave the class. Occasionally, my headmistress would call me to handle some cases, if she calls and you are in class you have to stop and attend to such students. Upon all this tedious work schedule, the school headmistress still expects you to cover the entire syllabus before the students write their WASSCE.*

The expressions from all interviewees (school counsellors) indicate that they are not happy with the current status quo where they combine teaching with counselling. They felt that they had been overburdened. If school counsellors are to teach and practice counselling, then counselling could be sacrificed for teaching. This is because they are paid for teaching and not for counselling. Besides, when school counsellor teaches for long hours he/she would be tired. When he/she is tired, he/she would not be physically, mentally, and psychologically prepared to receive and handle distressed clients (students) who require tact, patience, tolerance and expertise in handling. Besides, when school counsellors teach, they would not always be available for students to consult.

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Maluwa-Band (1998) observes that in developing countries, there are problems of time and workload for school counsellors because of high student-counsellor ratio. Charema (2008) argues that teaching workload constitutes a major hindrance to effective counselling in schools as perceived by school counsellors. Similarly, Egbochuku (2008) notes that counsellor's workload and teacher-counsellor's roles conflict were identified as barriers in the provision of guidance services to the students. They allude that teaching is the priority and counselling are done on a part-time basis when counsellors combine teaching with counselling. Tumuti (1985) emphasises that because of pressure to produce good results, teacher-counsellors may concentrate more on teaching than on counselling.

Lack of funds/money for school counsellors to run all guidance services were identified as the second frequent challenge faced by the counselling units in schools. To affirm this, the qualitative data showed that majority of the respondents IHMNR-2, IHMAR-5, IHMAR-6, IHMCR-9 and IHMCR-10 were of the view that no funds/money was allocated to run guidance and counselling activities in school.

Supporting this finding, Chireshe (2006b) reports that guidance and counselling activities are negatively affected by a lack of resources. Egbochuku (2008) also believes that inadequate availability of counselling facilities was due to lack of funds. In the same vein, Nyamwange, Nyakan and Ondima (2012) posit that inadequate resources inhibit the provision of guidance services in the school system. Arowolo (2013) concludes that due to the problem of funds, counsellors are not able to purchase counselling materials like inventories and equipment for offices.

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The researcher suggests that inadequate funds mean school counsellors would not get the needed resources to effectively and efficiently organise the required programmes or activities. The lack of funds could also affect the ability of the schools to sponsor their school counsellors to attend capacity building seminars and workshops or sponsor guest speakers for seminars organised by the school counsellors. This challenge encountered in school could affect the effective implementation of guidance services.

Another factor that affects the effective delivery of guidance services was that the SHSs do not have counselling office/units or equipment/facilities to support guidance services. The qualitative findings show that respondents were complaining of lack of office space and equipment to run or support guidance services or activities in school. In support of the findings, educational reforms have advocated the provision of guidance services. A report by the President's Committee on Review of Education reforms in Ghana (2002) recommended:

> *"...the establishment of guidance and counselling units in all senior high schools and for a cluster of schools at the basic level. In all cases, the units should be well equipped and resourced to enable them to function effectively. The objectives of establishing these units are to assist individuals to cope with the physical and emotional changes which take place during the stages of growth and development; to manage the effects of negative peer pressure; understand and respond positively to changing situations and then make appropriate choices*" (p. 233).

With this recommendation, a government white paper was issued which indicated the establishment of guidance and counselling units in all senior high schools in the country. Again, a reference to the ecological theory of perception, Gibson (1969) believes that when schools fail to provide

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counselling office it affects the teachers-counsellors attitude towards counselling.

The study further revealed that the locations of the school counsellors' office were not convenient to ensure privacy and confidentiality. Both students and teachers'/counsellors' data recorded a higher score (M=5.35, SD=1.81) when adding values from Table 12 and 13. It is informative to note that when a question was posed during the qualitative session ISCAR-7 said that, the location of the counsellor's office was not convenient, because it does not guarantee privacy during the discussion. The counsellor's office was located within the staff common room or closed to the senior housemaster office. It is worrying for students to feel that the locations of their school counsellor's offices are not convenient to ensure privacy and confidentiality.

Karangu and Moula (2011) disclose that most of the school counsellors' offices were located next to the Staff Common Room, the Vice Principal or the Principal's office. This can deter students from visiting the counsellors' office. In a similar vein, Setiawan (2006) observes that the location of the counselling office was a major consideration to university students who wish to seek counselling. Anthony and Watkins (2007) add that convenient locations of counselling offices for clients are important. They conclude that buildings, where counselling offices are located are crucial as it can project certain images.

The researcher postulates that this negative feeling of students does not augur well for effective guidance services in school. The consequences are that students might not feel comfortable to patronise counselling service. They

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may feel that their secrets could easily be exposed and so would decline to seek counselling even if they need it.

The next theme that emerged from the teachers'/counsellors' data was that school management was not supporting the delivery of guidance services. In the same vein, (ISCAR-8 & ISCCR-11) all suggested that school authorities do not support the delivery of guidance services but channel their interest and attention to organising speech day and participation in National Science and Mathematics Quiz. If Headmasters/mistresses participate in guidance and counselling activities, the students would understand the importance of such activities in schools. Being aware of, and appreciating the importance of guidance services, means headmasters/mistresses would be more willing to provide funding for guidance activities in schools. Moreover, they would be committed to sponsoring counsellors to attend conferences and in-service training to acquaint themselves with modern trends in counselling.

Gathuthi, Wambui and Kimengi (2007) remark that the roles of heads of institutions in the organisation and delivery of guidance services in the school setting cannot be underestimated. They enumerated a number of contributions heads of institutions need to undertake to enhance the successful delivery of guidance services. These include the provision of material resources, ensuring students' awareness, ensuring competency and involving other teachers in the programme. Similarly, Ownio and Odera (2014) identify the main administrative roles of a principal in delivering guidance services in the school include facilitating workshops for Heads of Departments, appointing and motivating counsellors and providing them with necessary facilities and resources for the guidance services. Karangu (2007) supports

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that principals with a positive attitude towards guidance and counselling are more likely to provide the necessary resources for the programme and sponsor their school counsellors for training, seminars and workshops.

Again, results from the teachers'/counsellors' data suggested that lack of professional counsellors was a major obstacle to the delivery of guidance services in school. In correlation to the students' data "schools have no counsellor for students to seek help" recorded the second lowest score value. IHMAR-5 also confirms that most SHSs in Ghana do not have trained counsellors. Schools that have trained counsellors could pave the way for professional counselling for the benefits of students. The availability of trained counsellors in the schools means students could be assisted to address their personal issues and plan for their career paths in an effective and efficient manner. For example, counsellors can assist students to improve their study skills, test-taking skills and advise students on career pursuits based on their academic strengths, interests and weaknesses.

Researchers like Charema (2008) and Egbochuku (2008) acknowledge that professional training is necessary for effective guidance and counselling. Oladele (1987) cited in Asamari (2015), contributes to this discourse when he states that the quality of guidance services rendered depends a great deal on the training of the counsellor.

The students' data also suggested that teachers-counsellors are not ready to listen to their problem or challenge. This could constitute a hindrance to the effective delivery of guidance services in their respective schools. From the qualitative data, ISCCR-11 confirms that there was no time allocated for

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counselling activities. His time for teaching is too much and he becomes exhausted at the end of the day.

Confirming the findings, Bezanson and Kellet (2001); Peruuse and Goodenough (2005) all report in their studies that support from teachers are necessary for successful guidance services in the school setting. Karangu and Muola (2011) conclude that positive perception of guidance and counselling amongst teachers could match with the practical implementation of guidance services in order to see its full success in the schools.

It also came from the students' data that guidance services organised by teachers-counsellors do not serve their needs. The findings from the qualitative data did not give evidence to the above assertion. Students were dissatisfied with the guidance activities which did not meet their needs. As a result, the actions of these teachers could negatively affect students who patronise guidance services in their respective schools.

In support of findings from research question two (2), two hypotheses were set to check the challenges encountered in the delivery of effective guidance services in schools. Hypothesis 2 and hypothesis 4 were set to achieve the stated purpose. From hypothesis 2, with the use of ANOVA, the results from Post-Hoc Test show the difference between the regions concerning challenges students faced in guidance services in school. Post-Hoc Test shows there is a significant difference in the value of challenges of students in guidance services. To confirm this, Post-Hoc comparisons using the Tukey HSD test show that there was a significant difference between Northern region and Ashanti and Central regions but there was no significant difference between Ashanti and Central region.

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The West Africa Examination Council Report (2018) shows that out of the 20 best selected SHSs in terms of WASSCE results, five (5) schools from Central region were in the placement list while Ashanti Region recorded three (3) schools with no school placed from the Northern Region. Again, the 2017 computerised school placement manual show that Central region has more category A schools than Ashanti region and Northern region.

Again, hypothesis 4 shows the summary of Independent Sample T-test results that there was a significant difference in score from public and private schools in terms of challenges students faced in guidance services. The magnitude of the mean score was large between the two schools, where private schools were experiencing more challenge than public schools. The private SHSs were more challenged than the public SHSs because the government have established a policy which is mandatory for every public SHSs in the country should have guidance coordinator but this policy is not being observed by private SHSs.

The qualitative data shows that respondents from Northern, Ashanti and Central regions gave different comments with respect to the challenges they faced in guidance services. For instance, school counsellors and headmasters/mistresses were complaining of lack of funds, office space and combining teaching and counselling.

Factors Discouraging Students from Patronising Guidance Services

The section looks at respondents view on factors that discourage students from patronising guidance services in their respective schools. The section relates to research question three (3) in the study. The results from both questionnaires show that respondents were discouraged by the location of

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most counselling centres in their respective schools. With reference to the qualitative data, IHMNR-1, IHMNR-2, ISCNR-4, ISCAR-8 and ISCCR-12 reported that the location of their counselling centre/office was close to either the administration block, headmaster's/mistress office or staff common room. Having the centres in the staff room means that students would not feel comfortable to discuss their issues with the school counsellors. Having the centres near the administration also means that the students would associate the school counsellor with the administration and hence they would be reserved in revealing their concerns. Students may not also want to be seen visiting the school counsellor.

Chireshe's (2006b) study reveals that the Zimbabwean school guidance and counselling centres were located near the administration offices. This was affecting the guidance services negatively. Students were not visiting the centres, fearing the headmasters because they believed that confidentiality was compromised and threatened. Schmidt (1993) indicates that guidance services centres should not be near administration offices. The centres should be located in a way that makes them easily accessible to everyone and ensures privacy.

With reference to Table 14 and Table 15 respondents reported the difficulty to meet school counsellors in their office. This factor discourages most students from visiting or attending counselling sessions in school. In response to this theme ISCNR-4, ISCAR-7, ISCAR-8, ISCCR-11 and ISCCR-12 commented that combining teaching with counselling duties became very difficult for them. Either they attend to one well or forfeit the other one. Again, in the section on factors that discourage students from patronising

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guidance services respondents made comments on work overload as a cause for them staying away from the office.

There was evidence from (DeMato & Curcio 2004; Dollarhide 2003; Reynolds & Cheek 2002) most of the counsellors' time was consumed by administrative, teaching and clerical duties which prevent them from doing individual and small group counselling, large group guidance activities or peer facilitator training. Thus, non-counselling responsibilities blur the counsellor's primary role of helping students. This finding is related to Stead's (1987) view that school counsellors in South Africa "are sometimes given heavy administrative and teaching loads with the result that the role of counselling quickly diminishes in importance". In America, effective counsellors reduce non-counselling duties in order to do their core business of helping students. That is, they de-emphasise administrative and clerical tasks to create time for school counselling (Sink & MacDonald, 1998).

The next theme that recorded the highest score value was on "confidentiality" because students said that they do not want their problems to be heard by outsiders. This assertion from the students shows lack of confidentiality from the teachers-counsellors. From the Table 14 and Table 15, the students' data recorded (M=2.60, SD=1.05) and teachers-counsellors data also recorded (M=2.33, SD=0.98) score. The teachers-counsellors data recorded lower value because the issue under discussion was related to their actions in school to the students. The statement made by ISCAR-7 shows that the location of his office was not convenient to ensure privacy and confidentiality. Again, other respondents believed that teachers-counsellors unconsciously discuss previous/past students' issues in public when they are

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gone from school. These are the reasons why students feel reluctant to seek counselling service.

Hughey, Gysbers and Starr (1993) state that when school counsellor maintains confidentiality and respect students' right to privacy, it affects the school guidance services. For example, in Scottish schools, students feared that the school counsellors would reveal their disclosures to parents or other staff members (Besley, 2002). The students must believe in the school counsellor. In America, students must believe that the school counsellor cares for them (Rice & Smith, 1993).

Aside, the major themes discussed earlier, the following minor themes emerged. Friends discouraging students from seeking counselling was the first minor theme in the study. With reference to Table 14 and Table 15, this theme recorded (M=2.46, SD=0.98) scores from the students' data and (M=2.26, SD=0.81) from the teachers-counsellors data. In the qualitative data, it was believed that teacher's comment about past or previous students discourages the current students from not seeking counselling or attending guidance services. Teachers consciously disclosed issues about past students in public when they are advising the current students.

On the contrary, Fisher, Nadler and Whitcher-Alagna, (1982) suggested that seeking help from a professional counsellor have certain implications on one's self-image. Admitting that one needs help and asking a professional counsellor to provide it can be viewed as an admission of incompetence or inadequacy, in which case seeking help was avoided even in states of distress. Again, Nadler (1991) conclude that seeking help is also considered to be a source of embarrassment, and fear of embarrassment and

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feelings of inadequacy are directly related to help-seeking decisions.

The study revealed that students perceive referral to the school counsellor as punishment. On the contrary, qualitative finding on referral service disconfirm that students' referrals are seen as punishment because students with financial difficulties were referred to CAMFED group while those with eye problem were referred to an eye specialist. Those referred to the school counsellor was on academic and social bases.

The quantitative data suggested that teachers/counsellor's voice is heard only when a student has a problem. On the contrary, findings from orientation, information and appraisal services from qualitative data disproved the statement because these services were highly practised by the school counsellors in their respective schools.

The study also revealed that schools did not orient students toward the need to seek guidance services. On the contrary, the findings from Table 16 and 17 on the effectiveness of guidance services disprove this statement because orientation service recorded the highest score from the students and teacher's/counsellor's data from the qualitative data. The qualitative data also show that orientation service was frequent organise in SHSs.

Effectiveness of Guidance Services Practised in Schools

The section presents findings on the effectiveness of guidance services practised in SHSs. This aspect was developed from research question four (4). This was to check respondents' knowledge and view about guidance services practised in schools. It was evident from both quantitative and qualitative findings that guidance services were conducted in school. However, the results show that some guidance services were more frequently practise than others.

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Results that emerged from the quantitative and qualitative indicated that orientation, information, counselling and appraisal services were the major guidance services provided whereas referral, placement, follow-up and consultation services were the least common guidance services practised in SHSs.

Table 16 and 17 shows the various guidance services practised in SHSs. The results indicated that the effective guidance services practised in SHSs were orientation service. Orientation service recorded the highest score from the quantitative data. To complement the quantitative results, eleven (11) out of the twelve (12) interviewees from the qualitative data commented that orientation service was always practised when new students were admitted. The comment by ISCAR-7 which states that:

> *We provide orientation services for new students. The assistant headmaster in charge of academic and the guidance team is always present to assist the school counsellor to address students on matters related to their outfits. We orient students about the school environment, examination and what constitutes to failure or repeating of students. Again, we also discuss the rules and regulations of the school* with fresh students.

Interviewees believe that orientation service was usually offered to new entrants to assist them to acquaint themselves with the new environment. During orientation services, students were presented with information about the history, social and academic matters in their schools. Form one students need orientation as to what subject they should offer. Besides, they need orientation to become familiar with some important facilities (libraries, laboratories, dining hall, and administration blocks) and persons (headmaster/mistresses, assistant headmaster/mistresses, heads of

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departments, bursars, among others) in the school. Orientation services make students feel comfortable and secured in the new school environment.

In support of the findings, Nyarko-Sampson (2010) postulates that orientation services are most dominant in school guidance and counselling programmes because of the important roles they play in helping new students get acquainted with school rules and regulations, traditions, routines, facilities and personnel. Hartman (1999) supports the argument when he states that school guidance services should offer orientation services to students to ensure that they are not overwhelmed by strange situations, new teachers and subjects but learn how to cope with such experiences. Rutondoki (2003) opines that newly admitted students feel socially and psychologically lost in their new environments and as a result they need orientation or adaptive services to help them adjust and familiarise with the new situations in the colleges they have joined. Similarly, Mwamwenda, cited in Chireshe (2006b), posits that in Africa countries when students are enrolled in new schools they should participate in orientation programmes. This is because, during orientation programmes, teachers give their teaching and personal history to students. This enables students to understand their teachers better and results in more effective teacher-student interaction and relationship.

The researcher believes that orientation is highly practiced because it offers the new students the opportunity to know more about their environment. Students who attend will be able to meet other fresh students, meet with their academic advisor, get familiar with the campus and participate in activities that will help them forge a bond with other students. For students, orientation is a must. It helps students get accustomed to school life.

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The next guidance service that was frequently practised was information service. From the quantitative findings' information service recorded the second highest value and during the qualitative interview, when interviewees were explaining orientation service almost all the interviewees ended up explaining information service because the orientation service was the avenue to provide some information to the students. Students need information to understand their choices and the possible consequences and sequences of such choices. For instance, they need to explore the positions which they are likely to occupy as they move through one or more possible pathways. Appropriately designed informational services would enable students to realise their potentials by becoming aware of the opportunities that will help them make meaningful choices regarding their educational, career and personal-social matters. Lack of information about self-development could lead to student failure, frustration, rejection and defeat whereas knowledge of one's self-development leads to positive images and encourages individual and vocational congruence.

Kankam and Onivehu (2000) outline three major reasons why information services are vital to school guidance and counselling programmes. To them, information services provide students with the basic knowledge needed to think through important personal issues like the extent of education, choice of occupation and maintenance of individual. They add that present-day youth are expected to assume more autonomous responsibilities than their predecessors did and this calls for well-designed informational services to help the youth become self-regulated. They conclude that if students are to explore and become aware of the contingencies of stability and the change that make

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their development, then informational services are fundamental. Akinade, Sokan and Osarenren (2005) add that information services provide students with basic facts and data that would enable them to make realistic choices. George and Christiani (1986) state that information service is to provide students with greater knowledge in educational, vocational and personal-social opportunities so that they can make informed choices and decision in an increasingly complex society. It helps each student to adjust to his/her environment, develops his/her ability to set realistic goals and improves their total educational programme.

Additionally, the study revealed that counselling service was the third guidance services that were effectively practised in SHSs. With reference to Tables 16 and 17, students' data produced (M=7.10, SD=1.28) and teachers-counsellors' data also score (M=7.34, SD=0.86). In support of the quantitative findings, interviewees response to counselling service depicted how they were assisting and helping students with a personal, emotional, social and academic problem they encounter in school (ISCNR-3, ISCNR-4, IHMAR-6, ISCAR-8, & ISCCR-12). Counselling service was therefore offered to help students to understand themselves in terms of their personal, educational, vocational and social concerns. Counselling service increases students' awareness of educational opportunities.

Supporting this finding, Chireshe (2006a) acknowledges that counselling services offer students opportunities for self-knowledge and self-development through individual or group intervention. Nyarko-Sampson (2010) observes that counselling service is one of the major services available for students in colleges of education. In a related view, Hartman (1999) states

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that counselling services help students develop a positive self-concept, understand their roles in schools and society and acquire useful social and communicative skills. He emphasises that through counselling, students are sensitised about the dangers of sexual misconduct, alcohol and drug abuse.

Appraisal service came out as the fourth frequent service practised in senior high schools. Appraisal services provide data that highlight the individuality of each student and provide the basis for comparison with others in terms of general human characteristics. Again, through appraisal services, teachers-counsellors were able to predict how students would fare in their future educational pursuit. The score for students' data produced (M=7.24, SD=1.01) and teachers-counsellors' data recorded (M=6.98, SD=1.00) in the study. The qualitative study reveals that schools conduct examinations which expose students to their career preference in life.

Akinade et al. (2005) assert that appraisal services bring out the uniqueness in an individual. To them, it provides the counsellor with the basis to make a critique on the client based on the facts and data available to have a clearer picture and a better understanding of the client. In addition, Kankam and Onevihu (2000) state that the concern of school guidance personnel is to help students attain optimum growth and development. For this objective to be achieved, counsellors ought to better know the student/client in question so that they would be in a better position to help him/her make meaningful decisions and choices.

On the contrary, referral service emerged as first the least guidance service practised in SHSs. From the qualitative data, ISCNR-3 and IHMCR-9 revealed how they referred students with financial difficulties to CAMFED.

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Again, interviewees also suggested that they refer students with social and academic difficulties to the school counsellor (IHMNR-1, IHMAR-6, & IHMCR-10). Interviewees also suggested that students with special cases, which require service beyond the scope of school counsellors, were referred to other agencies. For example, students with sight or visual problems were referred to an eye specialist for attention.

Dahir (2004) asserts that effective school counselling plays an important role in the referral of students. Kankam and Onivehu (2000) posit that in order to refer successfully, counsellors need to be familiar with a wide range of counselling, helping, and support services within their own area. They also need to be aware of the agencies and specialised services operating at local, national and international levels. They conclude that students have the right to the best possible care, support and information during referral services.

Again, it emerged from the study that placement service was the second least guidance service which was practised in schools. Interviewees from the qualitative data suggested that schools organise placement examination for students before they are given courses in schools (IHMNR-1, IHMNR-2, ISCNR-3, ISCNR-4, IHMAR-5 IHMAR-6, ISCAR-8, & ISCCR-11). This service concerns itself with obtaining information about opportunities, helps students determine the opportunities that match with their personality traits and help them take suitable steps to achieve their goals.

The data revealed that placement service is divided into three (3) types. This comprises educational, vocational and social. Educational placement helps students to adjust to school life. Interviewees said they assist students to

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find courses of study which best relate to their interests and abilities. Vocational placement is to aid young students to enter into occupational fields which enable them to achieve their objectives in life. Last, interviewees said they provide services that help students place themselves in social groups that would develop their affective domain.

Taylor and Buku (2006) declare that placement services aid students to cope and adjust to their school environment; select appropriate schools and courses; find suitable jobs and help students develop social skills, leadership skills and self-acceptance skills. In the same vein, Marion (1981) as cited in Kankam and Onevihu (2000) believe that placement is designed to enhance the development of the student by helping them to select and utilize opportunities within the school and in the labour market.

Follow-up service emerged as the third minor guidance service practised in SHSs. From the quantitative finding, students' data recorded (M=5.78, SD=2.27) as against teachers'/counsellors' data which recorded (M=4.31, SD=2.16) from the study. The qualitative data confirmed that no interviewees commented on the practice of follow-up service in schools.

In support to the follow-up service, Makinde (1990) states that the measurement of guidance services outcomes is very important and it is mostly done through follow-up services. Past students and beneficiaries of guidance services can be appraised to ascertain the effectiveness or otherwise of the entire guidance programme. Taylor and Buku (2006) add that without knowledge about pupils, guidance services cannot be evaluated in terms of the effect they have on the lives of students. It is through organised follow-up

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services/programmes that data can be gathered and used to evaluate the effectiveness of school guidance and counselling activities.

Again, the study established that consultation service was the least practised guidance service in schools. From the qualitative data one interviewee revealed that she consults teachers and others guidance functionaries on how best to help students. In support of this, Taylor and Buku (2010) state that consultation services help counsellors to deal with delinquent problems such as absenteeism, lateness, truancy and other school-related maladjusted problems. They further observe that consultations enable counsellors to gain more understanding about the characteristics of students in order to provide counselling regarding their special needs. Pecku (1991) believes consulting with parents and teachers will enable the counsellor to interpret test results, discuss students' behaviour, selection of school, achievement and development and facilitate referral to other agencies and specialists. Similarly, Bedu-Addo (2000) sees consultation service as the meeting of the school counsellor and individuals like teachers, school administrators, parents and curriculum experts with the aim of assisting them to overcome certain difficulties they may have whilst executing their functions.

Finally, to approve the findings for research question four (4), the researcher set three (3) hypotheses to check the effectiveness of practising guidance services in school. Hypothesis 6, hypothesis 7 and hypothesis 8 were stated to achieve this objective. Summary of hypothesis 6 using Independent Sample T-test results affirmed the Null hypothesis which stated: "There is no significant difference between academic qualification of teachers-counsellors

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and their effectiveness in providing guidance services in SHSs in Ghana" the null hypothesis was accepted. This means for effective provision of guidance services in schools, teachers'/counsellors' academic qualification does not matter most but one's willingness and desire to assist students. Again, qualitative data shows that counsellor's qualification or training do not guarantee their effectiveness. This is because the effectiveness in school counselling largely depends on headmasters/mistresses willingness to release funds to support counselling activities and willingness of teachers-counsellors to support the programme. The interviewees suggested that counsellors in SHSs are not employed as full-time counsellors so those who empathised with students' problems are those who are more effective than those who expect to have good working conditions before they can perform their duties.

Yarney (2013) study revealed that teachers with higher academic qualifications were providing better information service to students than those with less academic qualifications. Similarly, Mintah (2012) concluded that counsellors/teachers with bachelors' degree and masters' degree on guidance and counselling were performing in the effectively than those without guidance and counselling degree.

Again, result from hypothesis 7 also shows that "There is no significant difference between years of experience of teachers-counsellors and effectiveness in providing guidance services in SHSs in Ghana" the null hypothesis was accepted. It means teachers-counsellors having requisite knowledge about guidance services do not affect his/her effectiveness to provide services but base on counsellor's desire to assist students. Again, the hypothesis shows teachers-counsellors long years of teaching do not guarantee

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the effectiveness of providing guidance services in school. Bor, Landy, Gill, and Brace (2002) support this by observing that an adequately trained teacher counsellor is able to provide a healthy environment for assisting students in their personal, social and academic struggles, and the implementation of the programme in a school. Njeri, (2007) commented that professional training and qualification equips teacher counsellors with appropriate skills and psychological knowledge necessary to enable them to assist their clients. This knowledge helps the counsellors to appropriately understand the counselling needs of the students and use appropriate techniques in solving them.

Hypothesis 8 shows that "There is a significant difference between periods per week for teachers-counsellors and their effectiveness in providing guidance services in SHSs in Ghana". The alternate hypothesis was accepted. This hypothesis confirms what respondents complain about in the qualitative data on how they become exhausted after long hours of teaching that prevented them from performing guidance services in schools. In America, school counsellors complain that learner-counsellor ratios are too high and as such this negatively affect the school guidance services (Reynolds & Cheek, 2002). Paisley (2007) found that school counsellors performed non-counselling duties which prevented them from offering counselling services. Sink and MacDonald (2006) stated that ineffective guidance services, administrative and clerical tasks are de-emphasized to create time for counselling. There are also problems of time and workload in developing countries. Teacher's workload hence becomes an obstacle to their participation in guidance services reducing guidance schedules which are equally important (Samoei, 2009).

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Measures to Promote Effective Guidance Services in Schools

This section presents the discussion on measures to promote effective guidance services in SHSs.This relates to research question 5 of the study. These were to seek respondents' view on measures to help curb the challenges that work against guidance services in schools.

The first measure the respondents highlighted was "orientation provided to students to seek counselling". From Table 18, orientation service to students recorded the highest (M=3.75, SD=0.44) score value. Interviewees asserted that when orientation service is provided to students it helps them adjust faster and better to their new school, place of work or neighbourhood. Orientation services help make students feel emotionally and mentally secured in their new school environment. Akos and Galassi (2004) opine that new situations always lead to the considerable period of stress and anxiety. This stress could result in a decrease in academic performance, school attendance and positive self-image. They suggest that orientation services should include study skills, planning study timetables, the ideal study place, note-taking, doing homework, self-testing and dealing with test anxieties, examination revisions to make students better prepared for academic excellence.

The next issues recorded were on seminars and in-service training provided to counsellors to build their capacity in school. The role of seminars, workshops and conferences in the professional growth and development of counsellors cannot be over-emphasised. Seminars, workshops and conferences offer school counsellors opportunities or platforms to acquire new concepts, skills, techniques and best practices in the field of counselling. The seminars and conferences would also serve as incentive or motivation to the teachers-

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counsellors practising in schools. Again, ISCCR-11 asserted that counsellors or teachers who attend seminars, workshops and conferences on guidance services stand a chance of enhancing their skills and competencies in counselling better than their colleagues who do not attend such training and seminars. Furthermore, other interviewees believe that a platform to create the opportunities for school counsellors to share their experiences with colleagues or acquire new knowledge either locally or internationally could impact positively on their delivery of guidance services in school.

In a related manner, Wajanla (2011) advocates that Ministries of Education in Africa countries need to put mechanisms in place to provide regular in-service training in guidance and counselling for school counsellors. Similarly, Agi (2014) concludes that comprehensive guidance and counselling workshops, seminars, conferences and in-service training services would help equip school counsellors with adequate knowledge and skills required to carry out their services and raise the level of awareness of the availability and importance of guidance services. The researcher believes that there is the need to organise seminars and workshops to offer professional development for guidance coordinators. This would equip teachers-counsellors with the theories and techniques in counselling to make them effective.

The next discussion is on the creation of inventive packages for school counsellors. The respondents agreed that factors like a good working environment, friendly and supportive staff, job satisfaction, and good leadership of headmasters/mistresses could lead to the provision of good guidance services to students. It meant that rewards are very important factors for increasing the teacher/counsellor motivation that could improve their

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performance effectively. In addition, ISCNR-3 believes that if the counselling units are well equipped it could help boost the morale of counsellors to perform well in school.

In support of this, Ofoegbu (2004) claims teachers have both intrinsic and extrinsic needs. A teacher who is intrinsically motivated may be observed to undertake a task for its own sake, for the satisfaction it provides or for the feeling of accomplishment and self-actualization. Davidson (2005) believes that bad working conditions have adverse effects on the teacher's performance. It could be improved by providing benefits to them. Therefore, job performance is that function which is based on motivation. There should be motivation in schools to have a better teacher's job performance. The study surveyed that most of the respondents agreed that their level of job satisfaction is increasing in schools where they work. Two-factor theories stated that satisfied employees are better motivated and achieve their targets efficiently as compared to dissatisfied employees.

Again, it emerged from the study that relieving teacher-counsellors from their heavy teaching duties was necessary so that they get enough time to concentrate on the provision of guidance services in schools. From the qualitative data, three (3) out of six (6) school counsellors interviewed commented that detaching school counsellors from teaching or reducing their lesson hours could help improve guidance services in schools. The implications are that when school counsellors are exempted from teaching, they would be available all the time for students' consultation. Moreover, school counsellors may have time to read wide and undertake research about their students' problems. In addition, when school counsellors are exempted

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from teaching, they would be positively motivated and committed to their duties than their counterparts who combine teaching with counselling.

Karangu and Mouala (2011) suggest that teacher-counsellors' teaching load be reduced so as to allow them more time for guidance services. They stress that teacher-counsellors should be given less teaching periods to reduce their workload to enable them to have enough time to deliver guidance services. Similarly, Nyamwange, Nyakan and Ondima (2012) propose that school administration should endeavour to reduce teacher-counsellors' workload so that they would have enough time to offer guidance services.

The study also established that employing competent professional counsellors who understand the guidance principles could improve guidance services in school. However, the qualitative data confirmed that when schools employed professional counsellors whose business is to run full-time counselling, the standard of guidance services could improve in schools. It is good for the schools to have trained and professional counsellors as this will pave the way for professional counselling for the benefits of students. The availability of trained counsellors in the SHSs means students will be assisted to address their personal issues, plan their career and academic paths. For example, counsellors can assist students to improve their study skills, test-taking skills, and advice students on what university majors to pursue based on their academic strengths, interests and weakness. In addition, counsellors could provide information to students on admission requirements for various schools, and update students on upcoming examinations, write effective resumes and cover letters before applying to jobs. Corroborating the findings above, Charema (2008) and Egbochuku (2008) acknowledge that professional

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training is necessary for effective guidance services. Oladele (1987) contributes that the quality of guidance services depends on the training of the counsellor.

Respondents asserted that when adequate funds are provided for guidance activities it could help improve the state of guidance services in schools. In support, qualitative data share similar views with the quantitative findings. Interviewees' comment on budgetary/monetary allocation for guidance activities show that when funds are allocated for guidance services it helps improve the standard of the programme. Funding is crucial for the effective delivery of guidance services in the SHSs. Funding is important in organising in-service courses, motivating and encouraging school counsellors to expend their time and energy in innovative efforts and secure more information about guidance and counselling skills, theories and techniques. Moreover, school counsellors require adequate funds in order to be able to organise career seminars, orientation seminars, talks, among others, for their students.

In favour of the statement, Kafwa (2005) states that funding is important in organising in-service courses, motivating and encouraging teachers and counsellors expend their time and energy in innovative ways. He concludes that without funding, counsellors would be hindered in their responsibilities of providing guidance services to students. Makinde (1984) advocates for governmental budgetary allocation for guidance and counselling activities in the educational systems in Africa. Karangu and Muola (2011) contend that sufficient finances are required by principals and counsellors to make the delivery of guidance services effective in the college system.

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Again, the respondent's suggestion that schools should incorporate guidance activities into the school time table recorded the same score value with the availability of funding from the teachers'/counsellors' data. From the qualitative data, interviewees suggested that guidance and counselling programme should be treated as a course like physical education (PE) where students are taught but would not be examined. Oye, Obi and Bernice (2012) stated that it is essential to incorporate guidance and counselling into the school system to eliminate the overwhelming ignorance of many young people on their choices of career prospects and personality maladjustment among school children.

The study indicated that teachers-counsellors should show concern for student's problem. This means teachers-counsellors do not empathise with students or show concern when they are sick, they think students just need attention or they are faking. Unfortunately, in the qualitative data, none of the interviewees commented on this theme. From the theoretical review, the person-centred theory say that teachers-counsellors need to sense students feeling as if they were his/her own.

The study shows that there should be cooperation between all stakeholders who matter in the development of the students. Example, teachers, parents, administration, Ghana Education Service and the Ministry of Education should be involved in carrying out guidance and counselling activities. From the qualitative data, ISCNR-3 supported the claim that there should be cooperation between all stakeholders in schools to help improve the guidance services. Other interviewees believed that guidance is teamwork, and for that matter, requires cooperation and collaborations from other

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stakeholders such as teachers, parents, students, agencies and headmasters/mistresses among others. Cooperative efforts, when properly initiated and carefully nurtured would improve school counselling programmes and promote students' success. Students, Teachers, Ghana Education Service and Ministry of Education all have roles to play to make guidance effective in schools. The roles of headmasters/mistresses are to ensure that they recruit qualified counsellors and provide them with the needed resources and support for them to be able to carry out their services effectively. The Ghana Education Service and the Ministry of Education are responsible for the formulation of favourable policies that would enhance the effective and efficient delivery of guidance services in the school system

Related to this finding, Songok, Yungungu, and Mulinge (2013) believe that guidance and counselling teachers need to be supported by providing them with adequate funds and infrastructure by various stakeholders to be able to provide efficient and effective guidance services. They stress that educational managers, in particular, should support school counsellors' efforts in the implementation of guidance and counselling programmes. Similarly, Peruuse and Goodenough (2005) share a similar view as they observe that support by teachers, parents, school administrator and principals could facilitate the successful delivery of guidance and counselling programmes in schools. Karangu and Muola (2011) corroborate the views above as they advocate for more practical implementation and diversification of guidance services, training of principals and teachers in guidance services and more allocation of time and resources for guidance services.

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Again, the study reported that schools should build counselling centres and needed materials should be provided to run guidance activities. From the qualitative data, interviewees (ISCAR-7 & ISCCR-11) supported the idea that school counselling office should be equipped to enhance the operation of guidance activities in school. The situation where school counsellors' offices are not equipped and spacious is worrisome as this could inhibit counselling. School counsellors need spacious offices that are furnished with equipment like sofa chairs, desk, swivel chairs, cabinets, career manuals, journals and magazines, etc. All these materials are required to make the office conducive and attractive to students to patronise.

In a related manner, Schmidt (2007) observes that counselling offices need reception areas to offer students, parents, and teachers places to wait for appointments while they peruse guidance materials. Similarly, Özge and Melahat (2010) acknowledge that enough space in the counselling office is crucial for student consultation on both individual and small group bases. They remark that conference rooms and storage for materials and supplies complete the requirements the counselling centre. They conclude that furniture and equipment can be used in counselling offices to provide a pleasant atmosphere for clients.

Finally, the study revealed that counselling unit should be convenient to ensure privacy and confidentiality. With reference to the qualitative data, interviewees complained about the location of counselling units in schools. If something is done about the location, it could help students patronise guidance services in school. Gifford (2007) emphasises that it is crucial to consult students as well as counsellors in order to effectively locate and design

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counselling offices in schools. He concludes that the location of counselling offices should be determined by considering the criteria elicited from the students: accessibility, privacy and comfort. Similarly, Schmidt (2007) states that the location of the counselling office is as important as the interior design and recommends visible, central location that is equally accessible to everyone. He posits that the counselling offices have traditionally been located near the administration to foster close communication between school counsellors and administrators. However, this may also harm the confidential and impartial image of the counselling service by creating an association between counsellors and the school administration on students' minds.

Summary of Results and Discussion

In this chapter, the researcher provides results of research questions, hypotheses and qualitative findings for the study. The quantitative data were analysed and presented in means and standard deviations, Independent Sample T-test and One-way ANOVA. The researcher also analysed the qualitative data to support the quantitative findings. In the same chapter, the discussion of the key findings was done for both quantitative and qualitative data with the support of relevant literature.

The first section presented the biographical data of teachers-counsellors, students, schools, gender, experience, academic qualifications and regions. It emerged that students were benefiting from guidance services provided in schools. It was reported that guidance services help students to reduce examination anxieties; helps make effective and efficient use of my time and resolve interpersonal conflicts in life which they encounter in school and in their communities. Again, respondents complain of the location of the

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school counselling centre, difficulty in meeting school counsellor at his/her office. They also complained that counsellors do not organise guidance activities in students.

On the effectiveness of guidance services, the results show that orientation, information and appraisal services were highly performed while placement and consultation were the least services performed in schools. Finally, respondents concluded that orientation should be provided to students about the need to seek counselling and location of counselling units should be convenient to ensure privacy and confidentiality.

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CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

The final chapter provides a brief overview of the study, highlighting the summary of the findings of the study as well as the conclusions, recommendations and suggestions for further research. Thus, the chapter focuses on the implications of the findings from the study for policy formulation. The recommendations were made based on the key findings and major conclusions from the study.

Summary of the Research Process

The study was to evaluate the guidance services provided in senior high schools (SHSs) and their benefits to students. Again, the study sought to identify the factors that discourage students from patronising guidance services and come out with measures to promote effective guidance services in SHSs. The concurrent mixed method approach was adopted for the study. At the quantitative phase, a descriptive survey design was used, because the researcher wanted to obtain current information about how guidance services were being run in the various SHSs. Again, multiple case study design was used for the qualitative phase, because the researcher wanted to make an in-depth assessment of the challenges and how guidance services were performed in respondents' natural setting.

The multi-stage sampling procedure was employed in the study. First, the cluster sampling procedure was used to classify Ghana into three (3)

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zones. These include the Northern Zone (Northern Region, Upper East Region, and Upper West Region); Middle Zone (Ashanti Region, Brong Ahafo Region and Eastern Region) and Southern Zone (Volta Region, Greater Accra Region, Central Region and Western Region). Secondly, purposive sampling technique was used to select Northern Region, Ashanti Region and Central Region for the study. Thirdly, a stratified sampling procedure was used to group schools (public and private) and students (Form 1 and Form 2) for the study. Fourth, the Gay and Diehl (1992) way for determining sample size was adopted to help the researcher know the exact number to be sampled for students and teachers for the quantitative phase. Again, a simple random method using the lottery approach was employed to select schools, students and teachers to represent their respective sampled SHSs for the study. Lastly, purposive sampling technique was used to select all the eighteen (18) school counsellors in their respective schools for the quantitative phase.

At the qualitative phase, purposive sampling technique was employed to select six (6) headmasters/mistresses and six (6) school counsellors for the study. In all, there were 1827 respondents who took part in the study. This comprises one thousand six hundred and seventy-nine (1679) students, one hundred and eighteen (118) teachers and eighteen (18) school counsellors for the quantitative phase and six (6) headmasters/mistresses and six (6) school counsellors for the qualitative phase.

Four-point Likert-type scale questionnaire and Semi-structured interview guide were the tools used to gather data for the study. One thousand six hundred and seventy-nine (1679) students, one hundred and eighteen (118) teachers and eighteen (18) school counsellors responded to the questionnaire

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while semi-structured interviews were conducted for the six (6) head masters/mistresses and six (6) school counsellors.

Quantitative data analysis was done using the Statistical Products and Service Solutions (SPSS) version 19. In relation to the quantitative data, both descriptive (Mean and Standard Deviation) and inferential statistical (Independent sample T-test and One-way analysis of variance) tools were used to analyse the data. The qualitative data was analysed through thematic analysis.

Key Findings of Research Objectives

The first objective of the study investigated the benefits of guidance services to students in SHSs. The following major findings emerged. The study revealed that guidance services help students to build a positive self-image in SHSs. When students have positive self image, it improves their personal-social relationship with his/her colleagues in school. It also helps them to live harmoniously in their environment.

Again, the study revealed that guidance services help students to make informed occupational choices by considering their interest, abilities and capabilities. It means students could be exposed to the facts on the nature and prospects of the job and they choose based on their interests and abilities.

The study established that guidance services could assist students to realise their academic potentials. Students come to realise what they can do and how best they can do them, considering their interest and abilities. The ability of students to identify and adjust to such personal traits could be beneficial to them and failure to realise such personal characteristics could result in frustration and failure in life.

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The study indicated that guidance services were useful to students in the area of resolving interpersonal conflicts among them. This implied that students who avail themselves for guidance services would be able to deal effectively with their emotional distress and behaviour difficulties, develop and maintain healthy and effective interpersonal relationships among colleagues and teachers.

The study showed, that guidance services help students to develop and adopt good study habits. This means guidance services helped students to improve their learning skills such as reading, note-taking, revision, fact-findings, research and other academic skills.

The study further showed that guidance services could help the student in effective and efficient use of time to improve their academic performance. This implies that when students avail themselves for counselling, it would assist them to develop good study skills like note-taking skills, time management skills, reading strategies and anxiety management techniques and how to draw personal time schedules for studies.

Moreover, the study revealed that guidance services exposed students to strategies to reduce examination anxieties in school. High levels of anxiety among students would lead to poor performance, examination malpractices, violence, and other behavioural problems. Again, a high level of anxiety could lead to the crave for high grade and fear of failure.

Another outcome of the study was that guidance services would help students improve their behaviour and discipline. When counselling is used to address students' disciplinary and behavioural problems, it could minimise the incidence of riots, stealing, lying, examination malpractices, rudeness, truancy

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and the negative effects of these anti-social behaviours exhibited by students in SHSs.

The study posited that guidance services could help students make better decisions and choices in school. Failure of students to make proper decisions and choices could result in stress, frustration and setbacks and this may negatively affect them academically, psychologically and socially.

The study also indicated that guidance services could assist students to make meaningful decisions about their educational pursuits. Positive attitudes towards education would boost the morale of students towards schooling by increasing their feelings of safety and sense of belonging in the school environment which could consequently enhance their academic performance.

The challenges school stakeholders face with the implementation of effective guidance services in SHSs was examined as the second objective. The study revealed that school counsellors were overburdened when they combine teaching with counselling duties. If school counsellors were to teach then practising counselling would be negatively affected. This is because when they teach for long hours, they would be tired. When they are tired, they would not be physically strong, emotionally stable, mentally alert, and psychologically prepared to receive and handle distressed students who required to be handled with tact, patience, tolerance and expertise.

Also, the study disclosed that SHSs do not have adequate funds for guidance services. Inadequate funds would negatively affect the delivery of guidance services. This is because school counsellors would not get the needed resources to effectively and efficiently execute the required programmes and activities for the benefit of students.

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Again, the study found that there was lack of facilities to support guidance activities. The provision of these facilities would make school counsellors offices attractive and comfortable for the client to seek counselling or help. Besides, it would boost the morale of school counsellors to be committed to their duties.

Moreover, the study revealed that students harboured the feelings that the locations of their school counsellor offices were not convenient to ensure privacy and confidentiality. This negative feeling does not augur well for effective counselling as students may not feel comfortable or may decline to seek or patronise counselling for fear that their secrets could easily be exposed.

Also, the study observed that school management did not help in organisation and efficient delivery of guidance services. This means that school management was not playing their role effectively for the success of guidance programmes in schools. This shows headmasters/mistresses do not provide counsellors with the needed resources and support to be able to carry out their services effectively and efficiently.

The study also observed that school counsellors' offices were not big and spacious enough. If school counsellor's offices are not spacious, they cannot contain equipment like sofa chairs, executive desk, swivel chairs, cabinets, and refrigerators that are required to make their offices conducive and attractive for students to patronise. Besides, small offices may have ventilation problems.

Furthermore, the study indicated that schools lacked professional counsellor to perform guidance and counselling activities. This could cause

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the school. They cannot organise good programmes that will enhance students' academic, social and personal development.

The study also revealed that some schools did not have counselling centre/office. This means that when students have problems or are going through challenges, they consult their peers who can give negative advice.

Again, the study showed that students were complaining that their teachers were not ready to listen to their problems. When there is too much pressure from the side of teachers to complete their academic work then they fail to provide relevant services that help students to succeed in life.

Lastly, it was reported that schools did not incorporate guidance and counselling and its related activities on the school timetable. It also emerged that time was allocated for physical education (PE) and other sporting events but not particularly on guidance services.

An assessment of the factors that discourage students from patronising guidance services in SHSs was the third objective. The major key findings that emerged from these objectives were that the location of school counselling centres was not conductive to ensure confidentiality and privacy.

Again, the study revealed that students were having a confidentiality problem. Students do not want their problem to be heard outside. Again, it was known that teachers-counsellors discussed problems of previous or past student's with present students and this also discouraged them.

Due to the workload of school counsellors, they were not found in their offices. This situation forces most students to seek help from peers. Again, students also believed that referral of cases to the school counsellors was punishment because counsellor's voice is always heard when students were in

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trouble or problem. This brought about teasing among students. This factor prevented most students from seeking counselling services.

The fourth objective of the study was to assess the effectiveness of guidance services provided in SHSs to address the needs of students. The key findings that emerged were that orientation service was adequately provided at the SHSs to address the needs of students. The provision of orientation services meant that new entrants (students) were helped to be able to adjust and acquaint themselves easily with the new school environment.

Besides, the study indicated that information service was adequately provided in the SHSs. Students were informed about the kind courses offered in the school and the career opportunities associated with them. Such students have a better chance of making a reasonable and satisfactory decision about their education, career, social and personal issues than their counterparts who do not get access to information service.

The study also indicated that counselling service was provided largely at the SHSs to address the needs of students. The availability of counselling service means students could enhance their self-image, self-discipline, time consciousness, study skills and decision-making skills.

Also, the study reported that appraisal service was popular in the schools. What this means is that counsellors/teachers could have better understanding about their students and be in a position to help them resolve their problems.

In addition, the study revealed that referral service was not adequately provided with the schools. In situations where referral service was not popular, special cases beyond the scope of school counsellor may not be referred to

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agencies with the right expertise for help. Failure of school counsellors to do referrals could deny students the best possible care, support and information from other professionals like Physicians, Psychologists and Audiologists.

Additionally, the study revealed that placement service was one of the minor services provided in schools. With this, students could not be assisted to find courses of study which best match their interests and abilities.

The study also established that follow-up services were not a major service provided in schools. The inability of school counsellors or teachers to provide adequate follow-up services is worrisome, as it could inhibit their ability to access and monitor the progress of students who patronised guidance services.

Lastly, the study indicated that consultation was the least service provided in school. The inadequate provision of consultation services is an indication that school counsellors may not be able to interact effectively with teachers, administrators, parents, and other stakeholders who could provide relevant information related to educational, vocational and personal-social needs that could facilitate successful development of the students.

Measures to help promote effective guidance services in SHSs was the fifth objective of the study. The key findings that emerged from this objective were that orientation should be provided to students about the need to seek counselling. This makes students realise that they are required to meet the high academic demand of their school as well as moral values expected of them. It also tells students who they should consult first when they face challenged and how to go about it.

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Again, the study revealed that the provision of an incentive package for school counsellors could help boost their moral for effective delivery of guidance services in school. This could boost the spirit of commitment in their work.

Furthermore, it was reported that seminars, workshops and in-service training organised for teachers and counsellors could promote the effective delivery of guidance services. School counsellors and teachers who patronise seminars, workshops and conference on guidance and counselling could enhance their skills than other teachers who do not attend such training or workshops.

The study posited that a school counsellor should be relieved from some teaching duties so as to reduce their heavy workload. This implies that when school counsellors are exempted from teaching, they would be available all the time for students to consult.

The study further revealed that schools should employ competent and professional counsellors whose duty is to assist students with their day-to-day problems. For instance, headmasters/mistresses have to ensure that they recruit qualified school counsellors and provide them with the needed resources and support to enable them to carry out their services effectively.

Moreover, the study revealed that the location of the school counsellor's office should be convenient to ensure privacy and confidentiality. When counselling office is located conveniently in schools, it would ensure privacy and confidentiality. This would help students to patronise the guidance services in schools.

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The study further indicated that adequate funding should be provided for the organisation and delivery of guidance services in schools. If adequate funds are provided, it will enable the school counsellors to organise career seminars, conferences and follow-up. The funds for school counsellors would also enable them to attend capacity building workshops and in-service training to be abreast with modern trends, skills, techniques and the best practices in guidance and counselling in schools.

Again, the study found that schools should build counselling centres and provide the needed materials to run the centre. The provision of this equipment would make school counsellors'offices attractive and comfortable for students to seek counselling.

The study also revealed that teachers should be ready to listen to students' problems. When teachers care and empathise with students by paying attention to their concern, students will avail themselves for counselling.

Lastly, it was reported that schools should incorporate guidance and counselling and its related activities to the school timetable. This could help students know that counselling is a service provided to students to address their needs.

Key Findings of Research Hypotheses

Hypothesis 1 was to find out the benefits students derive from guidance services. Thus, the null hypothesis was rejected to accept the alternate hypothesis that stated: "There is a significant difference between study regions in terms of benefits students derive from guidance services in SHSs in Ghana". The Post-Hoc test showed a significant difference between

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Northern Region and Central Region but Ashanti and Central regions do not differ significantly.

Hypothesis 2 showed the difference between study regions in terms of the challenge faced in the implementation of guidance services. The null hypothesis was rejected to accept the alternate hypothesis that stated: "There is a significant difference between study regions in terms of challenges faced in the implementation of guidance services in SHSs in Ghana". With reference to Table 27 which show the Post-Hoc tests indicated that schools in the Northern Region were more challenged in the implementation of guidance services than Ashanti and Central Region.

Hypothesis 3 revealed that independent samples T-test showing the difference between type of school and benefit students derive from guidance services. This null hypothesis was rejected to retain the alternate hypothesis. Reference to Table 24 shows that public schools were benefiting from guidance services than private schools.

Again, hypothesis 4 recorded p-value=0.00 which show that "There is a significant difference between the type of school and challenges students faced in guidance services". This means the null hypothesis was rejected to retain the alternate hypothesis. With reference to Table 26 private schools were more challenge in guidance services than public schools.

For hypothesis 5, the null hypothesis was rejected and accepted the alternate hypothesis because during independent T-test analysis the p-value of 0.00 was recorded which is below the significance p-value 0.05. For this reason, "There is a significant difference between type of school and factors

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that discourage students from patronising guidance services in SHSs in Ghana" was retained.

In hypothesis 6, Independent-Sample T-test was used to achieve the stated hypothesis. The alternate hypothesis was rejected to retain the null hypothesis that stated: "There is no significant difference between the academic qualification of teachers-counsellors and their effectiveness in providing guidance services in SHSs in Ghana". The hypothesis scores a p-value of 0.76 in Table 31, meaning academic qualifications do not determine their effectiveness in providing guidance services.

Hypothesis 7 shows no significant difference between years of experiences of teachers-counsellors and their effectiveness in providing guidance services. The alternate hypothesis was rejected because the p-value score of 0.35 was obtained. This means years of experience in teaching do not influence the effectiveness in providing guidance services in school.

Finally, hypothesis 8 shows that the null hypothesis was rejected and retain the alternate hypothesis accepted because the ANOVA result shows a p-value of 0.02. This means "There is a significant difference between period per week for teachers-counsellors and their effectiveness in providing guidance services in SHSs in Ghana" was accepted. This means when the period for teaching are reduced for teachers-counsellors they could spend enough time at the counselling office to provide effective guidance services in schools.

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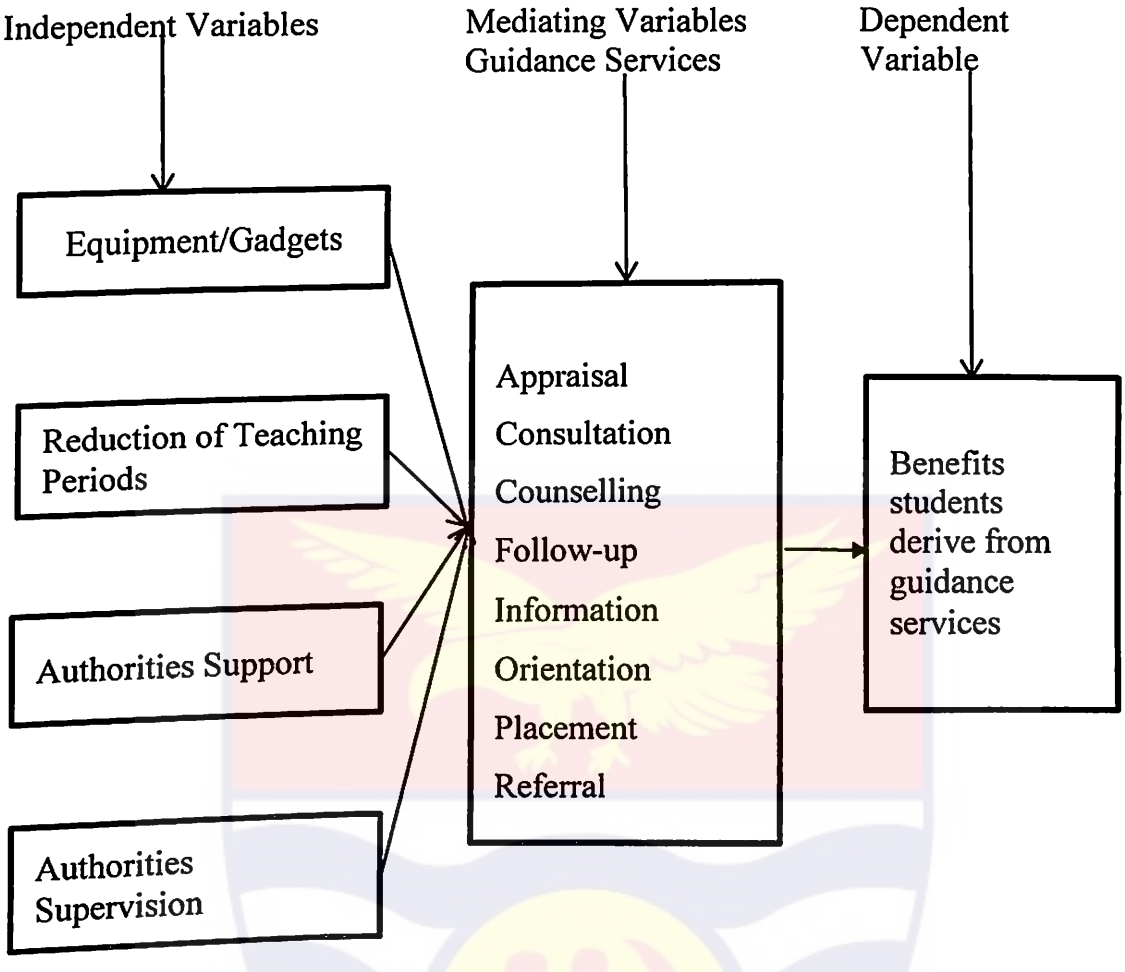

Figure 3-Observed Conceptual Review of Guidance Services and their Benefits to Students

Source: Field data (2018)

The observed conceptual review shows the relationship between guidance services and its benefit to students. The study observed that not all SHSs in the country had a well-established counselling office/unit in their schools. But with or without counselling unit/office the schools were practising the guidance services and also have school counsellors as mandated by the Ghana Education Service.

The guidance services were assisting students to resolve interpersonal conflict, making an informed occupational choice and thereby develop their full potential. All these services are geared towards improving the self-image of students and facilitate better achievement in students' development. From

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the diagram, it was shown that authorities support, supervision of authorities, facilities put in place for guidance services and the reduction of teachers' teaching periods. If these variables are adequately available, it could result in the effective improvement of guidance services in the SHSs which could benefit students.

Conclusions

The following conclusions were drawn from the study:

The study concluded that guidance services are not highly emphasised in the Northern region. The Northern region lacks the human resources and the material resources needed to promote guidance services in schools.

Again, the study concluded that most public and private SHSs do not have counselling centres/offices. Some SHSs also do not have school counsellors. However, schools that have counselling office are not well equipped to support the effective delivery of guidance services in school.

The study revealed that teachers-counsellors years of experience and academic qualification were not essential in the provision of guidance services in SHSs. However, teachers having empathy to solve students' problems and headmasters/mistresses willingness to release funds to support counselling activities were essential in the provision of guidance services in SHSs.

The study established that orientation and information services were adequately provided but consultation and follow-up services were the least provided in SHSs.

The study concluded that in-service training on guidance services for teachers-counsellors were essential. From this conclusion, a training manual

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on the implementation of guidance services has been developed to assist teachers-counsellors for the in-service training programme.

Contribution to Knowledge

Training manual on guidance services has been developed to assist counsellors and teachers for their in-service training programme. Again, the study revealed that schools lack the direction as to how guidance activities should be organised. From this assertion, the researcher has also developed a guidance plan which could help schools when organising activities for students. These can be seen in appendix G and H.

Recommendations

Based on the findings of the study a number of recommendations have been made:

For Practice:

1. Ministry of Education and Ghana Education should organise workshops and seminars for teachers and counsellors in the Northern Region on how to conduct guidance services in schools.
2. The management of the schools should ensure that the school counsellors are encouraged to organise seminars for the students frequently so as to make them know the purpose of guidance services.
3. Teachers-counsellors should be ready to listen to students' grievances when they come to them for help or assistance.
4. Students should also be equipped with some basic counselling skills and encouraged to engage in peer counselling since this might be a good way to reach out to their fellow students. Students who might not

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be comfortable with going to counsellor or other personnel in the school might be comfortable speaking to their own colleagues.

For Policy:

5. There is the need for a clear national policy for introducing and developing guidance services in Senior High Schools with adequate funding, allocation of time and role definition of counsellors. Policy makers must come out with a clear national policy that will guide every aspect of guidance and counselling in the schools. The means of supervising the implementation of the policy must also be included in the policy.
6. An appropriate plan or guideline under which the school counsellor must operate should be well established in the schools. The guideline should be carved out of the national guidelines but must be tailored to meet the specific needs of the members of each school community. This guideline should also be made aware of students during guidance services to guide counsellors in executing their duties.

Suggestions for Further Research

Based on the findings of the study, the following areas have been suggested for further research:

1. The study excluded Parents, Librarian, Educational Directors and School Nurses. A further study to include this group would be very informative.
2. Also, a qualitative study should be conducted to cover the view of students on factors that discourage them from patronising on guidance services.

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3. The research was carried out in the Northern Region, Ashanti Region and the Central Region of Ghana. Eighteen (18) SHSs were used for the study. For further research, the researcher recommends that the topic be investigated in a wider scope with a wider sample by using all the regions in Ghana.

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APPENDICES

APPENDIX A

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
FACULTY OF EDUCATIONAL FOUNDATIONS
DEPARTMENT OF GUIDANCE AND COUNSELLING

Telephone: 0332091854
Email: dge@ucc.edu.gh

UNIVERSITY POST OFFICE
CAPE COAST, GHANA

Our Ref:

Your Ref:

8th May, 2018

TO WHOM IT MAY CONCERN

LETTER OF INTRODUCTION

We introduce to you, Bernard Kissi-Abrokwah a student pursuing a Ph.D Programme in Guidance and Counselling at the Department of Guidance and Counselling of the University of Cape Coast. As a requirement, he is to submit a Dissertation on the topic: ***"Evaluating Guidance Services in Senior High Schools in Ghana"***. We are by this letter affirming that, the information he will obtain from your institution will be solely used for academic purposes.

We would be most grateful if you could provide him the necessary assistance.

Thank you.

Dr. Bakari Yusuf Dramanu
HEAD OF DEPARTMENT

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APPENDIX B

UNIVERSITY OF CAPE COAST

INSTITUTIONAL REVIEW BOARD SECRETARIAT

C/O Directorate of Research, Innovation and Consultancy

TEL: 0558093143 / 0508878309/ 0244207814
E-MAIL: irb@ucc.edu.gh
OUR REF: UCC/IRB/A/2016/269
YOUR REF:
OMB NO: 0990-0279
IORG #: IORG0009096

19TH JULY, 2018

Mr. Bernard Kissi-Abrokwah
Department of Guidance and Counselling
University of Cape Coast

Dear Mr. Kissi-Abrokwah,

ETHICAL CLEARANCE –ID: (UCCIRB/CES/2018/08)

The University of Cape Coast Institutional Review Board (UCCIRB) has granted **Provisional Approval** for the implementation of your research protocol titled ***Evaluating Guidance Services in Senior High Schools in Ghana.*** This approval requires that you submit periodic review of the protocol to the Board and a final full review to the UCCIRB on completion of the research.

The UCCIRB may observe or cause to be observed procedures and records of the research during and after implementation.

Please note that any modification of the project must be submitted to the UCCIRB for review and approval before its implementation.

You are also required to report all serious adverse events related to this study to the UCCIRB within seven days verbally and fourteen days in writing.

Always quote the protocol identification number in all future correspondence with us in relation to this protocol.

Yours faithfully,

Samuel Asiedu Owusu, PhD
UCCIRB Administrator

ADMINISTRATOR
INSTITUTIONAL REVIEW BOARD
UNIVERSITY OF CAPE COAST
Date: 19 - 07 - 2018

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APPENDIX C
UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
DEPARTMENT OF GUIDANCE AND COUNSELLING
QUESTIONNAIRE FOR SCHOOL COUNSELLORS/TEACHERS

Dear Respondent,

This questionnaire seeks your opinion on the topic: ***Evaluation of Guidance Services in Senior High Schools in Ghana.*** The purpose of the study is to assess guidance services provided to address students needs. Your response to the questions will be treated confidential. The study forms part of my academic work in school. In order for my study to be successful, your participation will be highly appreciated. Please do NOT discuss your answers with anyone else. Tick (√) or supply an appropriate response where applicable.

SECTION A: Background Information

1) Region: A). Northern ☐ B). Ashanti ☐ C) Central ☐

2). Type of School: A). Public ☐ B). Private ☐

3). Academic Qualifications: A). Diploma ☐ C). Master Degree ☐

B). Bachelor Degree ☐ D). Other(Specify)……

4). How many periods do you teach in a week?

A). Less 24 ☐ C). 29-33 ☐

B). 24-28 ☐ D). 34- above……..

5). Experience as a Counsellor/Teacher

A). Less 5 ☐ C). 11-15 ☐

B). 6-10 ☐ D). 16- above……..

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SECTION B: Benefits of Guidance Services to Students

Indicate in one of the boxes a tick (✓) to show the extent to which you agree to the statements below using the following guide: Strongly Disagree (SD); Disagree (D); Agree (A); Strongly Agree (SA).

S/N	STATEMENT	SD	D	A	SA
6	Guidance Services help students to realise their academic potentials.				
7	Guidance Services help students to develop and adopt good study habits.				
8	Guidance Services help students reduce examination anxieties.				
9	Guidance Service helps students improve behaviour and discipline in school.				
10	Guidance Services help students to make meaningful decision about their educational pursuits. (eg subject combination, available courses and admission requirements).				
11	Guidance Services help students make effective and efficient use of their time.				
12	Guidance Services help students make better decisions and choices in school.				
13	Guidance Services help students to make informed occupational choices considering their interest, abilities and capabilities, values and skills.				
14	Guidance Services help students resolve inter personal conflicts in life.				
15	Guidance Services help students build positive self-image.				

SECTION C: Challenges School Stakeholders faced in the Implementation of Guidance Services

Indicate in one of the boxes a tick (✓) to show the extent to which you agree to the statements below using the following guide: Strongly Disagree (SD); Disagree (D); Agree (A); Strongly Agree (SA).

S/N	STATEMENT	SD	D	A	SA
16	My school has no counselling unit/ office/centre				
17	My school has no professional counsellor/s for students to seek counselling.				
18	My office is not big and spacious enough for him/her to conduct counselling.				
19	The location of my office is not convenient enough to ensure privacy and confidentiality.				
20	School management does not help or participate in the organization and delivery of guidance and counselling activities.				

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21	Teachers do not help /participate in the organization and delivery of guidance and counselling activities.				
22	I teach and this affects my ability to do counselling.				
23	My school authorities have not incorporated guidance activities into the school time table				
24	My school does not provide adequate funds/money to run all guidance programmes.				
25	The counselling unit/ office is not well-equipped with furniture (executive tables and chairs), cabinets, lockers and files.				

SECTION D: Factors Discouraging Students from Patronising Guidance Service

Indicate in one of the boxes a tick (✓) to show the extent to which you agree to the statements below using the following guide: Strongly Disagree (SD); Disagree (D); Agree (A); Strongly Agree (SA).

S/N	STATEMENT	SD	D	A	SA
26	The location of school counselling centre is not conducive for counselling.				
27	I discuss discipline matters with students only when a student has a problem.				
28	Students perceived referring to the school counsellor is punishment.				
29	Friends discourage students from seeking guidance and counselling service.				
30	Seeking guidance and counselling service is seeing as being for recalcitrant students.				
31	My work schedule makes it difficult to stay in the office				
32	Students are not oriented toward why they need to seek guidance and counselling services.				
33	Students perceive brilliant students are those who do not need counselling				
34	Students perceive counselling team as those who cannot maintain confidentiality.				
35	Friends tease students when they come for counselling.				

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Section E: Effectiveness of Guidance Services Practised in School

Indicate in one of the boxes a tick (✓) to show the extent to which you agree to the statements below using the following guide: Strongly Disagree (SD); Disagree (D); Agree (A); Strongly Agree (SA).

S/N	STATEMENT	SD	D	A	SA
	COUNSELLING SERVICE				
36	I help students to achieve their personal growth.				
37	I help students to avoid problems.				
	APPRAISAL SERVICE				
38	School gives examination to know the students' performance.				
39	Students' classroom work exposes them to their career preferences.				
	INFORMATION SERVICE				
40	My school has calendar of events for the year.				
41	My school provides information about many career and educational opportunities to students.				
	REFERRAL SERVICE				
42	Teacher refers students to the counsellor when they have a peculiar problem.				
43	I refer students to the hospital when they have health problem for solutions.				
	CONSULTATION SERVICE				
44	I consult parents in coping with or modifying students' behaviour.				
45	I consult parents to assist students' with their problems.				
	ORIENTATION SERVICE				
46	I provide orientation to students when they come to school.				
47	I help students to get acquainted and to cope with the school environment.				
	PLACEMENT SERVICE				
48	I assist students with educational and social adjustment in school.				
49	I assist students in choosing courses base on their interest in school				

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	FOLLOW-UP SERVICE				
50	I do follow-up after counselling when students come to me with their problems.				
51	I monitor students' progress whenever they discuss issues concerning their academic challenges.				

SECTION F: Measures to Promote Effective School Guidance Services

Indicate in one of the boxes a tick (✓) to show the extent to which you agree to the statements below using the following guide: Strongly Disagree (SD); Disagree (D); Agree (A); Strongly Agree (SA).

S/N	STATEMENT	SD	D	A	SA
52	By employing competent professional counsellor who understands the guidance and counselling services.				
53	Teacher counsellors should be relieved of some of their heavy teaching loads so as to get enough time to concentrate on the provision of guidance and counselling services to students.				
54	Adequate funding should be provided for guidance and counselling activities.				
55	Collaborate with other stakeholders like teachers, parents, administrators, Ghana Education Service and Ministry of Education to carry out guidance and counselling activities				
56	Seminars, workshops and in-service training be regularly organised to update and build the capacities of counsellors				
57	Create incentive packages for school counsellors				
58	Location of counselling units should be convenient to ensure privacy and confidentiality.				

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APPENDIX D

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
DEPARTMENT OF GUIDANCE AND COUNSELLING
QUESTIONNAIRE FOR STUDENTS

Dear Respondent,

This questionnaire seeks your opinion on the topic: ***Evaluation of Guidance Services in Senior High Schools in Ghana.*** The purpose of the study is to assess guidance services provided to address students needs. Your response to the questions will be treated confidential. The study forms part of my academic work in school. In order for my study to be successful, your participation will be highly appreciated. Please do NOT discuss your answers with anyone else. Tick (√) or supply an appropriate response where applicable.

SECTION A: Background Information

1) Region: A) Northern ☐ B) Ashanti ☐ C) Central ☐

2). Type of School: A). Public ☐ B). Private ☐

3) Class: A) Form 1 ☐ B) Form 2 ☐

4). Gender: A) Male ☐ B) Female ☐

5). Age: A) 13-15 ☐ B) 16-18 ☐
C) 19-21 ☐ D) 22- above ☐

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SECTION B: Benefit of Guidance Services to Students

Indicate in one of the boxes a tick (✓) to show the extent to which you agree to the statements below using the following guide: Strongly Disagree (SD); Disagree (D); Agree (A); Strongly Agree (SA).

S/N	STATEMENT	SD	D	A	SA
6	Guidance Services help me to realise my academic potentials.				
7	Guidance Services help me to develop and adopt good study habits.				
8	Guidance services help me reduce examination anxieties.				
9	Guidance Services help me improve on my behaviour and discipline in school.				
10	Guidance Services help me to make meaningful decisions about my educational pursuits. (eg subject combination, available courses and admission requirements).				
11	Guidance Services help me make effective and efficient use of my time.				
12	Guidance Services help me make better decision and choices in school.				
13	Guidance Services help me to make informed occupational choice considering my interest, abilities and capabilities, values and skills.				
14	Guidance Services help me resolve inter personal conflicts in life.				
15	Guidance Services help me build positive self-image.				

SECTION C: Challenges School Stakeholders faced in the Implementation of Guidance Services

Indicate in one of the boxes a tick (✓) to show the extent to which you agree to the statements below using the following guide: Strongly Disagree (SD); Disagree (D); Agree (A); Strongly Agree (SA).

S/N	STATEMENT	SD	D	A	SA
16	My school has no counselling unit/ office/centre.				
17	My school has no counsellor/s for students to seek help.				
18	The location of my school counsellor's office is not convenient enough to ensure privacy and confidentiality.				
19	Teachers do not help in the organization and delivery of guidance and counselling activities.				
20	Teachers-counsellors are not ready to listen to my problems.				

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21	Guidance and counselling activities organised by counsellors do not serve my needs.				
22	My counsellor (s)/teachers do not organise guidance and counselling activities for us.				

SECTION D: Factors Discouraging Students from Patronising Guidance Services

Indicate in one of the boxes a tick (✓) to show the extent to which you agree to the statements below using the following guide: Strongly Disagree (SD); Disagree (D); Agree (A); Strongly Agree (SA).

S/N	STATEMENT	SD	D	A	SA
23	The location of my school counselling centre is not conducive for counselling.				
24	My counsellor's/teachers voice are heard only when a student has a problem.				
25	Students are always referred to the school counsellor when there is punishment.				
26	My friends discourage me from seeking guidance and counselling service.				
27	Difficult to meet my school counsellor at his/her office.				
28	Seeking guidance and counselling service is seeing as being for recalcitrant students.				
29	My school did not orient me toward the need to seek guidance and counselling services.				
30	I am a brilliant student so there is no need for counselling.				
31	I don't want my problems to be heard in public.				
32	My friends will tease me when I go for counselling.				

Section E: Effectiveness of Guidance Services Practised in School

Indicate in one of the boxes a tick (✓) to show the extent to which you agree to the statements below using the following guide: Strongly Disagree (SD); Disagree (D); Agree (A); Strongly Agree (SA).

S/N	STATEMENT	SD	D	A	SA
	COUNSELLING SERVICE ***Helping students to solve their personal emotional, psychological, social and behavioural problems affecting them in school.***				
33	My teacher/counsellor has helped me to achieve personal growth.				
34	My school counselling has helps me to avoid problems.				

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	APPRAISAL SERVICE ***This involves collecting and making available continuous assessment scores, examination scores and personal data available to students.***				
35	My school gives examination to know the students' performance.				
36	My classroom work exposes me to my career preferences.				
	INFORMATION SERVICE ***This involves the school providing relevant information about students' educational, career and personal social issues.***				
37	My school has calendar of events for the year.				
38	My counsellor/teacher provides information about many career and educational opportunities to me.				
	REFERRAL SERVICE ***This involves counsellors asking students' to meet/contact teachers, Headmasters/mistresses, Bursar or other persons for assistance in solving their problems.***				
39	My teacher refers me to the counsellor when I have a peculiar problem.				
40	My school counsellor sends me to the nurse when have health problem for solutions.				
	CONSULTATION SERVICE ***It is a guidance service which involves the discussion and collaboration with counsellors, teachers, parents and others to resolve students' problems.***				
41	My teacher/counsellor consults my parents in coping with or modifying my behaviour.				
42	My teacher/counsellor consults my parents to assist me when I have a problem.				
	ORIENTATION SERVICE ***Refers to activities provided to new students to help them get acquainted, well-adjusted and be able to cope with the school environment.***				
43	My school provides orientation for me when I come to school.				
44	My school helps me get acquainted and to cope with the school environment.				
	PLACEMENT SERVICE ***It includes helping students to find courses that fit their interest.***				
45	My teacher/counsellor assisted me with my educational and social adjustment in school.				
46	My teacher/counsellor assists me in choosing course in school.				

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	FOLLOW-UP SERVICE ***This involves counsellor/teacher visit students after counselling to ensure that they have settled down with their problem.***				
47	My school counsellor does follow-up after counselling.				
48	My teacher/counsellor monitors my progress whenever I discuss issues concerning my academic challenges.				

SECTION F: Measures to Promote Effective School Guidance Services

Indicate in one of the boxes a tick (✓) to show the extent to which you agree to the statements below using the following guide: Strongly Disagree (SD); Disagree (D); Agree (A); Strongly Agree (SA).

S/N	STATEMENT	SD	D	A	SA
49	My teacher/counsellor should show concern for students' problems.				
50	Teacher/Counsellor should be ready to listen to students' problems.				
51	Location of counselling units should be convenient to ensure privacy and confidentiality				
52	My school should incorporate guidance and counselling activities into the school table.				
53	My school should build a counselling centre and the needed materials to run the centre.				
54	Orientation should be provided to students about the need to seek counselling.				

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APPENDIX E

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
DEPARTMENT OF GUIDANCE AND COUNSELLING
INTERVIEW GUIDE FOR HEADMASTERS/MISTRESSES AND GUIDANCE AND COUNSELLING COORDINATORS

Interview Schedule

1. Brief background information which include:
   Region of your school
   Type of school
   Academic Qualification
   Years of practicing the profession.
2. What is school guidance and counselling all about?
   A) Does your school have a counselling centre? YES or B) NO
3. If Yes, is the centre functional?
4. Does your school Centre has equipment/gadget/materials using in running guidance services?
5. What guidance services are provided in your school?
6. How many times do you practice these guidance services within academic year?
7. Are your school guidance services effective?
8. Do students patronise the guidance services provided in your school?
   A) YES or B) NO
9. If Yes what are the benefits students derive from the guidance services provided in your school? And how do those benefits affect the school and community the students live.
10. If NO what are the causes of low patronage of guidance services by students?
11. Does your school authorities support or supervise guidance activities in the school?
12. What are the challenges encountered in delivering guidance services in your school?
13. What do you think needs to be done to improve the quality delivery of guidance services in your school?

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APPENDIX F

PUBLIC SENIOR HIGH SCHOOLS IN GHANA

1.	Ashanti	Achinakrom Senior High, Achinakrom
2.	Ashanti	Adansi Apagya Comm. Senior High Adansi
3.	Ashanti	Adanwomase Senior High Adanwomase
4.	Ashanti	Adobewora Comm. Senior High, Adobewora
5.	Ashanti	Adu Gyamfi Senior High, Jamasi
6.	Ashanti	Adugyama Comm. Senior High, Adugyama
7.	Ashanti	Aduman Senior High, Aduman
8.	Ashanti	Adventist Senior High, Bantama
9.	Ashanti	Adventist Girls Senior High, Ntonso
10.	Ashanti	Afua Kobi Ampem Girls' School, Trabuom
11.	Ashanti	Agogo State College, Agogo
12.	Ashanti	Agona Senior High/Tech, Agona
13.	Ashanti	Agric Nzema Senior High, Kumasi
14.	Ashanti	Akrofuom Senior High/Tech, Akrofuom
15.	Ashanti	Akumadan Senior High, Akumadan
16.	Ashanti	Al-Azariya Islamic Snr. High, Kumasi
17.	Ashanti	Amaniampong Senior High, Mampong
18.	Ashanti	Anglican Senior High, Asem-Kumasi
19.	Ashanti	Antoa Senior High, Antoa
20.	Ashanti	Armed Forces Senior High/Tech, Kumasi
21.	Ashanti	Asanteman Senior High, Bantama
22.	Ashanti	Asare Bediako Senior High, Akrokerri
23.	Ashanti	Asuoso Comm. Senior High, Asuoso

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24.	Ashanti	Atwima Kwanwoma Snr High/Tech, Trede
25.	Ashanti	Banka Comm. Senior High, Banka
26.	Ashanti	Bankoman Senior High, Banko
27.	Ashanti	Barekese Senior High, Barekese
28.	Ashanti	Beposo Senior High, Beposo
29.	Ashanti	Bodwesango Senior High, Bodwesango
30.	Ashanti	Bompata Presby Senior High, Bompata
31.	Ashanti	Bonwire Senior High/Tech, Bonwire
32.	Ashanti	Bosome Senior High/Technical, Asiwa
33.	Ashanti	Bosomtwe Oyoko Comm. Sen High, Bosomtwe
34.	Ashanti	Christ The King Cath., Obuasi
35.	Ashanti	Collins Senior High/Commercial, Agogo
36.	Ashanti	Dadease Agric Senior High, Dadease
37.	Ashanti	Denyaseman Cath.Senior High, Poano
38.	Ashanti	Dompoase Senior High, Dompoase
39.	Ashanti	Drobonso Comm. Senior, Drobonso
40.	Ashanti	Dwamena Akenten Senior High, Offinso
41.	Ashanti	Effiduase Senior High/Com, Effiduase
42.	Ashanti	Ejisu Senior High/Tech, Ejisu
43.	Ashanti	Ejisuman Senior High, Ejisu
44.	Ashanti	Ejuraman Anglican Senior High, Ejura
45.	Ashanti	Esaase Bontefufuo Snr. High/Tech., Esaase
46.	Ashanti	Fomena T.I. Ahmad Senior High, Fomena
47.	Ashanti	Ghana Muslim Mission Senior High, Beposo
48.	Ashanti	Gyaama Pensan Senior High/Tech, Aboaso

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49.	Ashanti	Islamic Senior High, Kumasi
50.	Ashanti	Jachie Pramso Senior High, Jachie Pramso
51.	Ashanti	Jacobu Senior High/Tech., Jacobu
52.	Ashanti	Juaben Senior High, Juaben
53.	Ashanti	Juaso Senior High/Tech, Juaso
54.	Ashanti	Knust Senior High, Knust
55.	Ashanti	Kofi Adjei Senior High/Tech, Bampenase
56.	Ashanti	Kofiase Adventist Senior High/Tech., Kofiase
57.	Ashanti	Konadu Yiadom Senior High, Asaman
58.	Ashanti	Konongo Odumase Senior High, Odumase
59.	Ashanti	Kumasi Academy, Asokore
60.	Ashanti	Kumasi Girls Senior High, Abrepo
61.	Ashanti	Kumasi Senior High, Atonsu
62.	Ashanti	Kumasi Senior High/Tech, Kumasi
63.	Ashanti	Kumasi Wesley Girls High Sch, Suami
64.	Ashanti	Maabang Senior High/Tech, Maabang
65.	Ashanti	Mankranso Senior High, Mankranso
66.	Ashanti	Manso-Adubia Senior High, Adubia
67.	Ashanti	Mansoman Senior High, Atwere
68.	Ashanti	Mpasatia Senior High/Tech, Mpasatia
69.	Ashanti	Namong Senior High, Namong
70.	Ashanti	New Edubiase Senior High, New Edubiase
71.	Ashanti	Nkawie Senior High/Tech, Nkawie
72.	Ashanti	Nkenkansu Community Senior High, Nkinkansu
73.	Ashanti	Nsutaman Cath. Senior High, Nsuta

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49.	Ashanti	Islamic Senior High, Kumasi
50.	Ashanti	Jachie Pramso Senior High, Jachie Pramso
51.	Ashanti	Jacobu Senior High/Tech., Jacobu
52.	Ashanti	Juaben Senior High, Juaben
53.	Ashanti	Juaso Senior High/Tech, Juaso
54.	Ashanti	Knust Senior High, Knust
55.	Ashanti	Kofi Adjei Senior High/Tech, Bampenase
56.	Ashanti	Kofiase Adventist Senior High/Tech., Kofiase
57.	Ashanti	Konadu Yiadom Senior High, Asaman
58.	Ashanti	Konongo Odumase Senior High, Odumase
59.	Ashanti	Kumasi Academy, Asokore
60.	Ashanti	Kumasi Girls Senior High, Abrepo
61.	Ashanti	Kumasi Senior High, Atonsu
62.	Ashanti	Kumasi Senior High/Tech, Kumasi
63.	Ashanti	Kumasi Wesley Girls High Sch, Suami
64.	Ashanti	Maabang Senior High/Tech, Maabang
65.	Ashanti	Mankranso Senior High, Mankranso
66.	Ashanti	Manso-Adubia Senior High, Adubia
67.	Ashanti	Mansoman Senior High, Atwere
68.	Ashanti	Mpasatia Senior High/Tech, Mpasatia
69.	Ashanti	Namong Senior High, Namong
70.	Ashanti	New Edubiase Senior High, New Edubiase
71.	Ashanti	Nkawie Senior High/Tech, Nkawie
72.	Ashanti	Nkenkansu Community Senior High, Nkinkansu
73.	Ashanti	Nsutaman Cath. Senior High, Nsuta

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74.	Ashanti	Nuru-Ameen Islamic Senior High, Kumasi
75.	Ashanti	Nyinahin Cath. Senior High, Nyinahin
76.	Ashanti	Obuasi Senior High/Tech, Obuasi
77.	Ashanti	Ofoase Kokoben Senior High, Kokobin
78.	Ashanti	Ofoase Senior High/Tech, Ofoase
79.	Ashanti	Okomfo Anokye Senior High, Wiamoase
80.	Ashanti	Opoku Ware Senior High, Santasi-Kumasi
81.	Ashanti	Oppong Mem. Senior High, Kokofu
82.	Ashanti	Osei Kyeretwie Senior High, Kumasi
83.	Ashanti	Osei Tutu Ii College, Tetrem
84.	Ashanti	Osei Tutu Senior High, Akropong
85.	Ashanti	Owerriman Senior High, Domeabra
86.	Ashanti	Parkoso Comm. Senior High, Parkoso
87.	Ashanti	Pentecost Senior High, Kumasi, Kumasi
88.	Ashanti	Prempeh College, Sofoline
89.	Ashanti	Presby Senior High, Kwamang
90.	Ashanti	S.D.A. Senior High, Agona, Agona
91.	Ashanti	S.D.A. Senior High, Bekwai, Bekwai
92.	Ashanti	Sakafia Islamic Senior High, Sawaba
93.	Ashanti	Sekyedumase Senior High, Sekyedumase
94.	Ashanti	Serwaah Nyarko Girls' Snr. High, Kumasi
95.	Ashanti	Simms Senior High/Com., Fawoade
96.	Ashanti	St. George's Senior High Tech., Kuntanase
97.	Ashanti	St. Hubert Sem/Senior High, Santasi
98.	Ashanti	St. Jerome Senior High, Abofour

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99.	Ashanti	St. Joseph Sem/Senior High, Mampong
100.	Ashanti	St. Joseph Senior High/Tech, Ahwiren
101.	Ashanti	St. Louis Senior High, Oduom-Kumasi
102.	Ashanti	St. Mary's Girl's Sen. High, Konongo
103.	Ashanti	St. Michael's Senior High, Ahenkro, Ahenkro
104.	Ashanti	St. Monica's Senior High, Mampong
105.	Ashanti	T. I. Ahmadiyya Senior High, Asokore
106.	Ashanti	T. I. Ahmadiyya Senior High, Kumasi
107.	Ashanti	Tawheed Senior High, Kumasi
108.	Ashanti	Tepa Senior High, Tepa
109.	Ashanti	Tijjaniya Senior High, Asokore
110.	Ashanti	Toase Senior High, Toase
111.	Ashanti	Tweneboa Kodua Senior High, Kumawu
112.	Ashanti	Wesley Girl's Senior High, Konongo
113.	Ashanti	Wesley High School, Bekwai
114.	Ashanti	Yaa Asantewaa Girls Senior High, Tanoso
115.	B. Ahafo	Abease Comm.Day School, Abease
116.	B. Ahafo	Acherensua Senior High, Acherensua
117.	B. Ahafo	Ahafoman Senior High/Tech, Goaso
118.	B. Ahafo	Amanten Senior High, Amanten
119.	B. Ahafo	Ameyaw Akumfi Senior High/Tech., Aworowa
120.	B. Ahafo	Atebubu Senior High, Atebubu
121.	B. Ahafo	Badu Senior Hightech., Badu/Wenchi
122.	B. Ahafo	Bandaman Senior High, Banda Ahenkro
123.	B. Ahafo	Bechem Presby Senior High, Bechem

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124.	B. Ahafo	Berekum Presby Senior High, Berekum
125.	B. Ahafo	Berekum Senior High, Berekum
126.	B. Ahafo	Boakye Tromo Senior High/Tech
127.	B. Ahafo	Bomaa Comm. Senior High, Bomaa
128.	B. Ahafo	Buoyem Senior High, Buoyem
129.	B. Ahafo	Busunya Senior High, Busunya
130.	B. Ahafo	Chiraa Senior High, Chiraa
131.	B. Ahafo	Derma Comm. Day School, Derma
132.	B. Ahafo	Diamono Senior High Sch., Duadaso No.2
133.	B. Ahafo	Dormaa Senior High, Dormaa Ahenkro
134.	B. Ahafo	Drobo Senior High, Drobo
135.	B. Ahafo	Goka Senior High/Tech., Goka
136.	B. Ahafo	Guakro Effah Senior High, Offuman
137.	B. Ahafo	Gyamfi Kumanini Senior High/Tech
138.	B. Ahafo	Hwidiem Senior High, Hwidiem
139.	B. Ahafo	Istiquaama Snr. High, Wenchi
140.	B. Ahafo	Jema Senior High, Jema
141.	B. Ahafo	Jinijini Senior High, Jinijini
142.	B. Ahafo	Kajaji Senior High, Kajaji Sett'nt
143.	B. Ahafo	Kesse Basahyia Senior High, Techiman
144.	B. Ahafo	Kintampo Senior High, Kintampo
145.	B. Ahafo	Koase Senior High/Tech, Wenchi
146.	B. Ahafo	Krobo Comm.Senior High, Krobo
147.	B. Ahafo	Kukuom Agric Senior High, Kukuom
148.	B. Ahafo	Kwabre Senior High, Akuma

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149.	B. Ahafo	Kwame Danso Senior High/Tech
150.	B. Ahafo	Kwarteng Ankomah Senior High, Tanoso
151.	B. Ahafo	Mansen Senior High Sch, Wamfie
152.	B. Ahafo	Menji Senior High, Menji
153.	B. Ahafo	Methodist Senior High/Tech, Biadan
154.	B. Ahafo	Mim Senior High, Mim
155.	B. Ahafo	Nafana Senior High, Sampa
156.	B. Ahafo	Nchiraa Senior High Sch, Nchiraa
157.	B. Ahafo	New Longoro Comm.School, New Longoro
158.	B. Ahafo	Nkoranman Senior High, Wenchi
159.	B. Ahafo	Nkoranza Senior High, Nkoranza
160.	B. Ahafo	Nkrankwanta Comm Senior High, Nkrankwanta
161.	B. Ahafo	Notre Dame Girls Senior High, Sunyani
162.	B. Ahafo	Nsawkaw State Senior High, Nsawkaw
163.	B. Ahafo	Odomaseman Senior High, Odomase
164.	B. Ahafo	Ola Girls Senior High, Kenyasi, Kenyasi
165.	B. Ahafo	Our Lady Mount Carmel Girls, Techiman
166.	B. Ahafo	Our Lady of Providence Senior High, Buokrom
167.	B. Ahafo	Prang Senior High, Prang
168.	B. Ahafo	Presby Senior High/Comm, Techimantia
169.	B. Ahafo	S.D.A Senior High, Sunyani
170.	B. Ahafo	Sacred Heart Senior High, Nsoatre
171.	B. Ahafo	Salvation Army Senior High, Aboabo
172.	B. Ahafo	Sankore Senior High, Sankore
173.	B. Ahafo	Serwaa Kesse Girls Senior High

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174.	B. Ahafo	St. Ann's Girls Senior High, Sampa
175.	B. Ahafo	St. Augustine Senior High, Berekum
176.	B. Ahafo	St. James Sem & Senior High, Abesim
177.	B. Ahafo	Sumaman Senior High, Suma-Ahenkro
178.	B. Ahafo	Sunyani Senior High, Sunyani
179.	B. Ahafo	Techiman Senior High, Techiman
180.	B. Ahafo	Tuobodom Senior High/Tech, Tuobodom
181.	B. Ahafo	Twene Amanfo Senior High/Tech, Sunyani
182.	B. Ahafo	Wamanafo Com Day Snr High/Tech, Wamanafo
183.	B. Ahafo	Wenchi Meth. Senior High, Wenchi
184.	B. Ahafo	Yamfo Anglican Senior High School, Yamfo
185.	B. Ahafo	Yeboah Asuamah Senoir High, Nsuta
186.	B. Ahafo	Yefriman Senior High, Yefri
187.	B. Ahafo	Yeji Senior High/Tech, Yeji
188.	Central	Abakrampa Senior High/Tech, Abakrampa
189.	Central	Aburaman Senior High, Abura Dunkwa
190.	Central	Academy of Christ The King, Cape Coast
191.	Central	Adankwaman Senior High/Com, Darman
192.	Central	Adisadel College, Cape Coast
193.	Central	Aggrey Mem. A.M.E.Zion Snr. High
194.	Central	Agona Namonwora Comm Sen High, Namonwo
195.	Central	Apam Senior High, Apam
196.	Central	Assin Manso Senior High, Assin Manso
197.	Central	Assin North Senior High/Tech, Asempaneye
198.	Central	Assin Nsuta Senior High, Assin Nsuta

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199.	Central	Assin State College, Assin Bereku
200.	Central	Awutu Bawjiase Comm. Sen High, Bawjiase
201.	Central	Bawjiase Senior High, Bawjiase
202.	Central	Bisease Senior High/Com, Bisease
203.	Central	Boa-Amponsem Senior High, Dunkwa
204.	Central	Brakwa Senior High, Brakwa
205.	Central	Breman Asikuma Senior High, Breman
206.	Central	College of Music Senior Sch, Mozano
207.	Central	Diaso Senior High, Diaso
208.	Central	Dunkwa Senior High/Tech, Agona Nyakrom
209.	Central	Edinaman Senior High, Elmina
210.	Central	Effutu Senior High/Tech, Cape Coast
211.	Central	Eguafo-Abrem Senior High, Eguafo Abirem
212.	Central	Ekumfi T. I. Ahmadiiyya Snr. High, Esakyir
213.	Central	Enyan Denkyira Senior High, Denkyira
214.	Central	Fettehman Senior High, Gomoa Fetteh
215.	Central	Ghana National College, Cape Coast
216.	Central	Gomoa Gyaman Senior High, Gomoa Gyaman
217.	Central	Gomoa Senior High/Tech, Dawurampon
218.	Central	Gyaase Community Senior High, Assin
219.	Central	Holy Child School, Cape Coast
220.	Central	J.E.A. Mills Senior High, Otuam
221.	Central	Jukwa Senior High, Jukwa
222.	Central	Komenda Senior High/Tech, Komenda
223.	Central	Kwanyako Senior High, Kwanyako

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224.	Central	Kwegyir Aggrey Senior High, Anomabo
225.	Central	Mando Senior High/Tech, Mando
226.	Central	Mankessim Senior High/Tech, Mmankesim
227.	Central	Methodist High School, Saltpond
228.	Central	Mfantsiman Girls Senior High, Saltpond
229.	Central	Mfantsipim Senior School, Cape Coast
230.	Central	Moree Comm. Senior High, Moree
231.	Central	Moree Senior High Tech, Moree
232.	Central	Mozano Senior High, Mozano
233.	Central	Nsaba Presby Senior High, Nsaba
234.	Central	Nyakrom Senior High Tech, Nyakrom
235.	Central	Nyankumase Ahenkro Snr. High, Nyankumase
236.	Central	Obiri Yeboah Senior High/Technical, Fosu
237.	Central	Obrakyere Senior High/Tech, Obrakyere
238.	Central	Odoben Senior High, Odoben
239.	Central	Oguaa Senior High/Tech, Cape Coast
240.	Central	Potsin T.I. Ahm. Senior High, Potsin
241.	Central	Senya Senior High, Senya
242.	Central	Siddiq Senior High Sch, Agona Nyakrom
243.	Central	St. Augustine's College, Cape Coast
244.	Central	Swedru Sch. Of Business, Swedru
245.	Central	Swedru Senior High, Swedru
246.	Central	Twifo Hemang Senior High/Tech, Heman
247.	Central	Twifo Praso Senior High, Twifo Praso
248.	Central	University Practice Senior High, Cape Coast

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249.	Central	Wesley Girls Senior High, Cape Coast
250.	Central	Winneba Senior High, Winneba
251.	Eastern	Abetifi Presby Senior High, Abetifi
252.	Eastern	Abuakwa State College, Kibi
253.	Eastern	Aburi Girls Senior High, Aburi
254.	Eastern	Achiase Senior High, Achiase
255.	Eastern	Adeiso Senior High, Adeiso
256.	Eastern	Adjena Senior High/Tech, Adjena
257.	Eastern	Adonten Senior High, Aburi
258.	Eastern	Adukrom Senior High/Tech, Adukrom
259.	Eastern	Akim Asafo Senior High, Akim Asafo
260.	Eastern	Akim Swedru Senior High, Akim Swedru
261.	Eastern	Akokoaso Senior High/Tech, Akim Akokoaso
262.	Eastern	Akro Senior High/Tech, Odumase
263.	Eastern	Akroso Senior High, Akroso
264.	Eastern	Akuse Methodist Senior High/Tech, Akuse
265.	Eastern	Akwamuman Senior High, Akosombo
266.	Eastern	Anum Presby Senior High, Anum
267.	Eastern	Apeguso Senior High, Apeguso
268.	Eastern	Aperade Senior High Tech, Akim Aperade
269.	Eastern	Asamankese Senior High, Asamankese
270.	Eastern	Asesewa Senior High School, Asesewa
271.	Eastern	Asuom Senior High, Asuom
272.	Eastern	Attafuah Senior High/Tech, Oda
273.	Eastern	Atweaman Senior High, Akim Manso

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274.	Eastern	Ayirebi Senior High, Ayirebi
275.	Eastern	Benkum Senior High, Larte-Akw
276.	Eastern	Bepong Senior High School, Bepong
277.	Eastern	Boso Senior High Technical, Boso
278.	Eastern	Diaspora Girls' Senior High, Obodan-Nsawam
279.	Eastern	Donkorkrom Agric Senior High, Donkorkrom
280.	Eastern	Fodoa Comm. Senior High, Fodoa Nkawkaw
281.	Eastern	Ghana Senior High, Koforidua
282.	Eastern	H'mt. Sinai Day Senior High, Akropong
283.	Eastern	Islamic Girls Senior High, Korase-Suhum
284.	Eastern	Kade Senior High/Tech, Kade
285.	Eastern	Kibi Senior High/Tech, Kibi
286.	Eastern	Klo-Agogo Senior High, Klo-Agogo
287.	Eastern	Koforidua Senior High/Tech, Koforidua
288.	Eastern	Kraboa-Coaltar Presby Snr./Tech, Kraboa
289.	Eastern	Krobo Girls Senior High, Odumase
290.	Eastern	Kwabeng Anglican Sen High/Tech, Kwabeng
291.	Eastern	Kwahu Ridge Senior High, Obo-Kwahu
292.	Eastern	Kwahu Tafo Senior High, Kwahu Tafo
293.	Eastern	Mampong/Akw Snr. High/Tech, Mampong
294.	Eastern	Mangoase Senior High, Mangoase
295.	Eastern	Manya Krobo Senior High, New Nuaso
296.	Eastern	Mem-Chemfre Comm. Senior High, Chemfre
297.	Eastern	Methodist Girls Senior High, Mamfe
298.	Eastern	Mpraeso Senior High, Mpraeso

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299.	Eastern	New Abirem/Afosu Senior High, New Abirem
300.	Eastern	New Juaben Senior High/Com, Koforidua
301.	Eastern	New Nsutam Senior High/Tech, Nsutam
302.	Eastern	Nifa Senior High, Adukrom
303.	Eastern	Nkawkaw Senior High, Nkawkaw
304.	Eastern	Nkwatia Presby Senior High/Com, Nkwatia
305.	Eastern	Nsawam Senior High, Nsawam
306.	Eastern	Nyanoa Comm. Senior High, Nyanoa
307.	Eastern	Oda Senior High, Akim Oda
308.	Eastern	Ofori Panin Senior High, Kukurantumi
309.	Eastern	Okuapeman Senior High, Akropong
310.	Eastern	Osino Presby Senior High/Tech, Osino
311.	Eastern	Oti Boateng Senior High, Koforidua
312.	Eastern	Oyoko Methodist Senior High, Oyoko
313.	Eastern	Pentecost Senior High, Koforidua
314.	Eastern	Pope John Snr. High & Jnr. Sem, Koforidua
315.	Eastern	Presby Senior High/Tech, Larteh-Kubease
316.	Eastern	Presby Senior High, Suhum
317.	Eastern	Presby Senior High, Begoro
318.	Eastern	Presby Senior High, Mampong, Akwapim
319.	Eastern	Presby Senior High/Tech, Aburi
320.	Eastern	S.D.A Senior High, Asokore
321.	Eastern	S.D.A. Senior High, Akim Sekyere
322.	Eastern	Salvation Army Senior High, Akim Wenchi
323.	Eastern	Saviour Senior High, Osiem

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324.	Eastern	St. Dominic's Senior High/Tech, Pepease
325.	Eastern	St. Fidelis Senior High/Tech, Tease
326.	Eastern	St. Francis Senior High/Tech, Akim Oda
327.	Eastern	St. Martin's Senior High, Nsawam
328.	Eastern	St. Michael's Senior High, Nkawkaw
329.	Eastern	St. Paul's Senior High, Asakraka-Kwahu
330.	Eastern	St. Peter's Senior High, Nkwatia
331.	Eastern	St. Rose's Senior High, Akwatia
332.	Eastern	St. Stephen's Presby Snr. High/Tech, Asiakwa
333.	Eastern	St. Thomas Senior High/Tech, Asamankese
334.	Eastern	Suhum Senior High/Tech, Suhum
335.	Eastern	Tarkrowasi Comm. Senior High, Tarkrowasi
336.	Eastern	W.B.M. Zion Senior High, Old Tafo
337.	Eastern	Yilo Krobo Senior High/Com, Somanya
338.	G. Accra	Accra Academy, Kaneshie
339.	G. Accra	Accra Girls Senior High, Mamobi
340.	G. Accra	Accra Senior High, Asylum Down
341.	G. Accra	Accra Wesley Girls High, Kaneshie
342.	G. Accra	Achimota Senior High, Achimota
343.	G. Accra	Ada Senior High, Ada-Foah
344.	G. Accra	Ada Senior High/Technical, Sege
345.	G. Accra	Amasaman Senior High/Tech, Amasaman
346.	G. Accra	Armed Forces Senior High/Tech, Burma Camp
347.	G. Accra	Ashiaman Senior High, Ashiaman
348.	G. Accra	Chemu Senior High, Tema Comm 4

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349.	G. Accra	Christian Methodist Senior High, Weija
350.	G. Accra	Ebenezer Senior High, Dansoman
351.	G. Accra	Frafraha Comm. Senior High, Frafraha
352.	G. Accra	Ghanata Senior High, Dodowa
353.	G. Accra	Holy Trinity Senior High, Accra
354.	G. Accra	Kaneshie Senior High/Tech, Kaneshie
355.	G. Accra	Katamanso Comm. Senior High, Katamanso
356.	G. Accra	Kinbu Senior High/Tech, Kinbu
357.	G. Accra	Kwabenya Comm. Senior High, Kwabenya
358.	G. Accra	La Presby Senior High, La Emmaus
359.	G. Accra	Labone Senior High, Labone
360.	G. Accra	Ngleshie Amanfro Senior High, Amanfro
361.	G. Accra	Ningo Senior High, Old Ningo
362.	G. Accra	Nungua Senior High, Nungua
363.	G. Accra	O'reilly Senior High, Spintex
364.	G. Accra	Odorgonno Senior High, Awoshie
365.	G. Accra	Osudoku Senior High/Tech, Asutsuare
366.	G. Accra	Our Lady of Mercy Senior High, Tema Comm 4
367.	G. Accra	Prampram Senior High, Prampram
368.	G. Accra	Presby Boys Senior High, Legon
369.	G. Accra	Presby Senior High, Teshie
370.	G. Accra	Presby Senior High, Osu
371.	G. Accra	Presby. Senior High, Tema
372.	G. Accra	St. John's Grammar Senior High, New Achimota
373.	G. Accra	St. Margaret Mary Snr.High/Tech, Dansoman

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374.	G. Accra	St. Mary's Senior High, Korle Gonno
375.	G. Accra	Tema Manhean Senior High/Tech, Tema
376.	G. Accra	Tema Meth. Day Senior High, Tema Comm II
377.	G. Accra	Tema Senior High, Tema Comm 5
378.	G. Accra	Thomas Aquinas Senior High, Cantonments
379.	G. Accra	Wesley Grammar Senior High, Dansoman
380.	G. Accra	West Africa Senior High, Adenta
381.	Northern	Anbariya Senior High Sch, Tamale
382.	Northern	Bimbilla Senior High, Bimbilla
383.	Northern	Bole Senior High, Bole
384.	Northern	Buipe Senior High, Buipe
385.	Northern	Business Senior High, Tamale
386.	Northern	Chereponi Senior High/Tech, Chereponi
387.	Northern	Dagbon State Senior High/Tech,Yendi
388.	Northern	Damongo Senior High, Damongo
389.	Northern	E. P. Agric Senior High/Tech, Tatale
390.	Northern	Gambaga Girls Senior High, Gambaga
391.	Northern	Ghana Senior High, Tamale
392.	Northern	Gushegu Senior High, Gushegu
393.	Northern	Islamic Science Senior High, Tamale
394.	Northern	Kalpohin Senior High, Tamale
395.	Northern	Karaga Senior High, Karaga
396.	Northern	Kpandai Senior High, Kpandai
397.	Northern	Kumbungu Senior High, Kumbungu
398.	Northern	Nakpanduri Senior High, Nakpanduri

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399.	Northern	Nalerigu Senior High, Nalerigu
400.	Northern	Ndewura Jakpa Senior High/Tech, Damongo
401.	Northern	Northern School of Business, Tamale
402.	Northern	Pong-Tamale Senior High, Tamale
403.	Northern	Presby Senior High, Tamale
404.	Northern	Saboba E.P. Senior High, Saboba
405.	Northern	Salaga Senior High, Salaga
406.	Northern	Salaga T.I. Ahmad Senior High, Salaga
407.	Northern	Savelugu Senior High, Savelugu
408.	Northern	Sawla Senior High Sch, Sawla
409.	Northern	St. Charles Senior High, Tamale
410.	Northern	Tamale Girls Senior High, Tamale
411.	Northern	Tamale Senior High, Tamale
412.	Northern	Tolon Senior High, Tolon
413.	Northern	Tuna Senior High/Tech, Tuna
414.	Northern	Vitting Senior High/Tech, Tamale
415.	Northern	Walewale Senior High, Walewele
416.	Northern	Wapuli Comm. Senior High, Saboba
417.	Northern	Wulensi Senior High, Wulensi
418.	Northern	Wulugu Senior High, Wulugu
419.	Northern	Yagaba Senior High School, Yagaba
420.	Northern	Yendi Senior High, Yendi
421.	Northern	Zabzugu Senior High, Zabzugu
422.	U. East	Awe Senior High/Tech, Navrongo
423.	U. East	Bawku Senior High, Bawku

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424.	U. East	Bawku Senior High/Tech, Bawku
425.	U. East	Binduri Comm. Senior High, Binduri
426.	U. East	Bolga Girls Senior High, Bolgatanga
427.	U. East	Bolgatanga Senior High, Bolgatanga
428.	U. East	Bongo Senior High, Bongo
429.	U. East	Chiana Senior High, Chiana
430.	U. East	Fumbisi Senior High, Fumbisi
431.	U. East	Gowrie Senior High/Tech, Gowrie
432.	U. East	Kongo Senior High, Kongo
433.	U. East	Kusanaba Senior High, Kusanaba
434.	U. East	Mirigu Community Day Sen High, Mirigu
435.	U. East	Nabango Senior High School, Nabango
436.	U. East	Navrongo Senior High, Janania-Navrongo
437.	U. East	Notre Dame Sem/ Senior High, Navrongo
438.	U. East	O.L.L. Girls Senior High, Navrongo
439.	U. East	Paga Community Day Senior High, Paga
440.	U. East	Sandema Senior High, Sandema
441.	U. East	Sandema Senior High/Tech, Sandema
442.	U. East	Sirigu Senior High, Sirigu
443.	U. East	St. John's Integrated Snr. High/Tech, Tono
444.	U. East	Tempane Senior High , Tempane
445.	U. East	Zamse Senior High/Tech, Bolgatanga
446.	U. East	Zebilla Senior High/Tech, Zebilla
447.	U. East	Zorkor Community Senior High, Zorkor
448.	U. East	Zuarungu Senior High, Zuarungu

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449.	U. West	Birifoh Senior High Sch, Lawra
450.	U. West	Daffiamah Senior High, Daffiamah
451.	U. West	Daffiamah Senior High, Daffiamah
452.	U. West	Dr. Hila Liman Senior High School, Gwollu
453.	U. West	Dr. Hila Liman Senior High School, Gwollu
454.	U. West	Eremon Senior High/Tech, Eremon
455.	U. West	Funsi Senior High School, Funsi
456.	U. West	Funsi Senior High School, Funsi
457.	U. West	Holy Family Senior High, Hamile
458.	U. West	Holy Family Senior High, Hamile
459.	U. West	Islamic Senior High, Wa
460.	U. West	Jamiat-Alhidaya Islamiat Girls, Wa
461.	U. West	Jirapa Senior High Day, Jirapa-Town
462.	U. West	Jirapa Senior High Day, Jirapa-Town
463.	U. West	Kaleo Senior High/Tech, Kaleo
464.	U. West	Kaleo Senior High/Tech, Kaleo
465.	U. West	Kanton Senior High, Tumu
466.	U. West	Ko Senior High, Ko-Nandom
467.	U. West	Lambussie Comm. Senior High, Lambussie
468.	U. West	Lassie-Tuolu Senior High, Lassie
469.	U. West	Lawra Senior High, Lawra
470.	U. West	Nandom Senior High, Nandom
471.	U. West	Piina Senior High, Piina
472.	U. West	Piina Senior High, Piina
473.	U. West	Queen of Peace Senior High, Nadowli

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474.	U. West	St. Augustine Senior High/Tech, Charikpong
475.	U. West	St. Francis Girls Senior High, Jirapa
476.	U. West	T. I. Ahmadiyya Senior High, Wa
477.	U. West	Takpo Senior High Sch, Takpo
478.	U. West	Takpo Senior High Sch, Takpo
479.	U. West	Tumu Senior High/Tech, Tumu
480.	U. West	Tumu Senior High/Tech, Tumu
481.	U. West	Ullo Senior High, Ullo
482.	U. West	Wa Senior High, Wa
483.	U. West	Wa Senior High/Tech, Wa
484.	Volta	Senior High Technical, Shia
485.	Volta	Abor Senior High, Abor
486.	Volta	Abutia Senior High/Tchnical, Abutia
487.	Volta	Adaklu Senior High, Adaklu
488.	Volta	Adidome Senior High, Adidome
489.	Volta	Afadjato Senior High/Tech, Gbledi-Gbogame
490.	Volta	Afife Senior High Tech, Afife
491.	Volta	Agate Comm. Senior High, Agate
492.	Volta	Agotime Senior High, Kpetoe
493.	Volta	Ahamansu Islamic Sen High School, Ahamansu
494.	Volta	Akatsi Senior High/Tech, Akatsi
495.	Volta	Akome Senior High/Tech, Akome
496.	Volta	Akpafu Senior High/Tech, Akpafu
497.	Volta	Alavanyo Senior High/Tech, Alavanyo
498.	Volta	Anfoega Senior High, Anfoega

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499.	Volta	Anlo Afiadenyigba Senior High, Anlo
500.	Volta	Anlo Awomefia Senior High, Anyako
501.	Volta	Anlo Senior High, Anloga
502.	Volta	Asukawkaw Senior High, Asukawkaw
503.	Volta	Atiavi Senior High/Tech, Atiavi
504.	Volta	Avatime Senior High, Vane
505.	Volta	Ave Senior High, Ave-Dakpa
506.	Volta	Avenorkpeme Comm. Senior High, Avenorkp
507.	Volta	Aveyime Battor Senior High/Tech, Aveyime
508.	Volta	Awudome Senior High, Tsito
509.	Volta	Baglo Ridge Senior High/Tech, Baglo
510.	Volta	Battor Senior High, Battor
511.	Volta	Bishop Herman Senior High, Kpando
512.	Volta	Bueman Senior High, Jasikan
513.	Volta	Chinderi Comm.Seniorhigh, Chinderi
514.	Volta	Dabala Senior High/Tech, Dabala
515.	Volta	Dodi-Papase Senior High/Tech, Dodi Papase
516.	Volta	Dofor Senior High, Juapong
517.	Volta	Dzodze Penyi Senior High, Dzodze
518.	Volta	Dzolo Senior High, Dzolo
519.	Volta	E. P. Senior High, Hohoe
520.	Volta	E.P.C. Mawuko Girls Senior High, Ho
521.	Volta	Jim Bourton Mem Agric. Sen High, Adzokoe
522.	Volta	Kadjebi-Asato Senior High, Kadjeto-Asato
523.	Volta	Keta Business Senior High, Keta

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524.	Volta	Keta Senior High, Keta
525.	Volta	Kete Krachi Senior High/Tech, Kete-Krachi
526.	Volta	Klikor Senior High/Tech, Klikor
527.	Volta	Kpando Senior High, Kpando
528.	Volta	Kpassa Senior High, Kpassa
529.	Volta	Kpedze Senior High, Kpedze
530.	Volta	Kpeve Senior High, Kpeve
531.	Volta	Krachi Senior High, Kete-Krachi
532.	Volta	Leklebi Senior High, Leklebi
533.	Volta	Likpe Senior High, Likpe-Mate
534.	Volta	Mafi-Kumasi Senior High/Tech, Mafi-Kumasi
535.	Volta	Mawuli School, Ho
536.	Volta	Mepe St. Kizito Senior High/Tech, Mepe
537.	Volta	Nkonya Senior High, Nkonya-Ahenkro
538.	Volta	Nkwanta Comm.Senior High, Nkwanta
539.	Volta	Nkwanta Senior High, Nkwanta
540.	Volta	Ntruboman Senior High, Brewaniase
541.	Volta	Okadjakrom Senior High/Tech, Okadjakrom
542.	Volta	Ola Girls Senior High, Ho
543.	Volta	Oti Senior High/Tech Sch, Dambai
544.	Volta	Peki Senior High, Peki
545.	Volta	Peki Senior High/Technical, Peki
546.	Volta	Sogakope Senior High, Sogakope
547.	Volta	Sokode Senior High/Tech, Sokode
548.	Volta	Some Senior High, Agbozume

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549.	Volta	St. Catherine Girls Senior High, Agbakope
550.	Volta	St. Mary's Sem.& Senior High, Lolobi
551.	Volta	St. Paul's Senior High, Hatsukope/ Denu
552.	Volta	Tanyigbe Senior High, Tanyigbe
553.	Volta	Tapaman Senior High, Biakoye
554.	Volta	Taviefe Comm. Senior High, Taviefe
555.	Volta	Three Town Senior High, Denu
556.	Volta	Tongor Senior High Technical, Kpeve
557.	Volta	Tsiame Senior High, Tsiame
558.	Volta	Tsito Senior High/Tech, Tsito
559.	Volta	Vakpo Senior High, Vakpo
560.	Volta	Vakpo Senior High/Technical, Vakpo
561.	Volta	Ve Comm. Senior High, Ve-Koloenu
562.	Volta	Volo Comm. Senior High, Volo
563.	Volta	Weta Senior High School, Weta
564.	Volta	Worawora Senior High, Worawora
565.	Volta	Wovenu Senior High Technical, Tadzewu
566.	Volta	Zion Senior High, Anloga
567.	Volta	Ziope Senior High Sch, Ziope
568.	Western	Adiembra Senior High, Diabene
569.	Western	Ahantaman Girls' Senior High, Sekondi
570.	Western	Akontombra Senior High, Akontombra
571.	Western	Amenfiman Senior High, Wasa Akropong
572.	Western	Annor Adjaye Senior High, Ezilibo
573.	Western	Archbishop Porter Girls Snr.High, Sekondi

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574.	Western	Asankrangwa Senior High, Asankragwa
575.	Western	Asankrangwa Senior High/Tech, Asankragwa
576.	Western	Asawinso Senior High, Asawinso
577.	Western	Axim Girls Senior High, Axim
578.	Western	Baidoo Bonso Senior High/Tech, Agona
579.	Western	Benso Senior High/Tech, Benso
580.	Western	Bia Senior High/Tech, Debiso Essiam
581.	Western	Bibiani Senior High/Tech, Bibiani
582.	Western	Bodi Senior High, Bodi
583.	Western	Bompeh Senior High./Tech, Takoradi
584.	Western	Bonzo-Kaku Senior High, Awiebo
585.	Western	Brentu Senior High/Tech, Enchi
586.	Western	Daboase Senior High/Tech, Daboase
587.	Western	Dadieso Senior High, Dadieso
588.	Western	Diabene Senior High/Tech, Diabene
589.	Western	Dwiraman Comm.Senior High, Bamianko
590.	Western	Esiama Senior High/Tech, Esiama
591.	Western	Fiaseman Senior High, Tarkwa
592.	Western	Fijai Senior High, Sekondi
593.	Western	Ghana Senior High/Tech, Takoradi
594.	Western	Half Assini Senior High, Half Assini
595.	Western	Huni Valley Senior High, Huni Vallley
596.	Western	Juaboso Senior High, Juaboso
597.	Western	Methodist Senior High, Sekondi
598.	Western	Mpohor Senior High, Mpohor

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599.	Western	Nkroful Agric. Senior High, Nkroful
600.	Western	Nsein Senior High, Nsein
601.	Western	Prestea Senior High/Tech, Prestea
602.	Western	Queens Girls' Senior High, Sefwi Anwhiaso
603.	Western	Sefwi Bekwai Senior High, Sefwi Bekwai
604.	Western	Sefwi-Wiawso Senior High, Sefwi-Wiawso
605.	Western	Sefwi-Wiawso Senior High/Tech, Wiawso
606.	Western	Sekondi College, Sekondi
607.	Western	Shama Senior High, Shama
608.	Western	St. Augustine's Senior High, Bogoso
609.	Western	St. John's Senior High, Sekondi
610.	Western	St. Joseph Senior High, Sefwi Wiawso
611.	Western	St. Mary's Boys' Senior High, Apowa
612.	Western	Takoradi Senior High, Tanokrom
613.	Western	Tarkwa Senior High, Tarkwa
614.	Western	Usman Bin Afam Senior High, Ellembele

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PRIVATE SENIOR HIGH SCHOOLS IN GHANA

1.	Ashanti	Action Senior High/Tech, Kumasi
2.	Ashanti	Adabie Comm. Inst., Bantama
3.	Ashanti	Angel Educ. Complex High, Kumasi
4.	Ashanti	Artic Senior High, Obuasi
5.	Ashanti	Asante Akyem Technology Institute, Konongo
6.	Ashanti	Ascension Senior High, Sewua
7.	Ashanti	Assemblies of God, Kumasi
8.	Ashanti	Atwima Kwanwoma Presby Senior, Kumasi
9.	Ashanti	Baptist Senior High, Suame-Kumasi
10.	Ashanti	Cambridge Senior High., Kumasi
11.	Ashanti	Central Senior High, Kumasi
12.	Ashanti	Church of Christ Senior High, Adadientam
13.	Ashanti	D. D. D. Senior High Tech Sch, Atobiase
14.	Ashanti	Elite College, Ayeduase-Kumasi
15.	Ashanti	Faith High School, Kumasi
16.	Ashanti	Fr. Augustine Murphy High Sch, Obuasi
17.	Ashanti	Fruitful Life Senior High, Kumasi
18.	Ashanti	Garden City Comm. College, Kumasi
19.	Ashanti	Ghana National Academy, Kumasi
20.	Ashanti	Ghanaian German Senior High, Denkyemuoso
21.	Ashanti	Great Dafco Senior High, Adum-Kumasi
22.	Ashanti	Great Faith Rockery Senior High, Kokoben
23.	Ashanti	Great Ghadeco Senior High, Kumasi
24.	Ashanti	Ibandur Rahman Academy High, Asawasi

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25. Ashanti	Ideal College, Kentinkrono
26. Ashanti	Joy Professional Academy, Abuakwa
27. Ashanti	Joy Standard College, Kumasi
28. Ashanti	Just Love Senior High School, Obuasi
29. Ashanti	Kings College, Kumasi
30. Ashanti	Kings Senior High School, Kumasi
31. Ashanti	Kumasi Sports Academy High, Kentinkrono
32. Ashanti	Mighty Royal Senior High, Mampong
33. Ashanti	Mountain Senior High, Konongo
34. Ashanti	National Senior High School, Dechemso
35. Ashanti	Nigritian College, Kumasi
36. Ashanti	Noble Prince Senior High School, Tafo-Adompom
37. Ashanti	Okomfo Anokye Senior High, Kumasi
38. Ashanti	Osei Tutu Ii Senior High/Technical, Adankwame
39. Ashanti	Our Lady of Grace Senior High, Mamponteng
40. Ashanti	Passion Senior High, Adum-Kumasi
41. Ashanti	Philips Com. College, Kumasi
42. Ashanti	Presby Sec. School, Kumasi
43. Ashanti	Presdel College, Kumasi
44. Ashanti	Prince of Peace Senior High, Suntresu
45. Ashanti	S.M.A Senior High School, Kumasi
46. Ashanti	Sda Senior High, Kenyasi-Kumasi
47. Ashanti	Sea Senior High School, Kumasi
48. Ashanti	Seibel And Baker College, Kumasi
49. Ashanti	Spiritan Senior High Tech, Adankwame

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50. Ashanti Mountain Senior High, Agona
51. Ashanti St. Andrew's Senior High, Aburaso
52. Ashanti St. Joseph Tech. Com. Sch., Kumasi
53. Ashanti St. Paul Catholic Snr. High School, Adum-Kumasi
54. Ashanti Success City Senior High, Kumasi
55. Ashanti Supreme College, Kumasi
56. Ashanti Tweapease Senior High, Jacobu
57. Ashanti University Tutorial Sec., Kumasi
58. Ashanti Victory High School, Kumasi
59. Ashanti Westphalian Senior High, Oyoko-Ashanti
60. Brong Ahafo Abesim Senior High, Abesim
61. Brong Ahafo Adehyeman Senior High, Dormaa
62. Brong Ahafo All For Christ Senior High, Kato,
63. Brong Ahafo All-Standard Senior High, Abesim
64. Brong Ahafo Assurance Senior High Technical, Techiman
65. Brong Ahafo Awasuman Senior High, Sampa
66. Brong Ahafo Berekum Star Senior High, Newtown
67. Brong Ahafo Centre College Senior High, Kintampo
68. Brong Ahafo Christ Apostolic Senior High, Dormaa
69. Brong Ahafo Donkro-Nkwanta Senior High, Nkoranza
70. Brong Ahafo Emmanuel Foundation SHS, Chira
71. Brong Ahafo Ideal College, Sunyani
72. Brong Ahafo Kesse Basahyia Senior High, Techiman
73. Brong Ahafo Lawrence Senior High, Sunyani
74. Brong Ahafo Miracle Senior High, Sunyani

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75. Brong Ahafo Mist Senior High, Yeji
76. Brong Ahafo Modern Senior High, Kintampo
77. Brong Ahafo Mpuasuman Senior High, Japekrom
78. Brong Ahafo Olistar Secondary Technical, Sunyani
79. Brong Ahafo Oxford Senior High, Sunyina
80. Brong Ahafo Sunyani Business Sec, Sunyani
81. Brong Ahafo Vittoria Business College, Yeji
82. Brong Ahafo Wiredu Brempong Senior High, Mim
83. Central AME Zion Girls Sec School, Winneba
84. Central Andam Senior High/Tech, Kasoa
85. Central Archimedes College,Cape Coast
86. Central Ayanfuri Senior High, Dunkwa-On-Offin
87. Central Cape Coast Int Sen High, Kakumdo
88. Central Central Senior High School, Lower Bobikuma
89. Central Charity Comm Sch School, Twifo Praso
90. Central Charity Senior High, Apam
91. Central Epinal Senior High School, Kasoa Lawyer
92. Central Forever Young Int. Sen, Twifu-Herman
93. Central Greenfield Senior High Sch, Swedru
94. Central Heritage Adademy Sen High, Mankesim
95. Central Hope College, Gomoa Fetteh
96. Central Infant Jesus Catholic Sen, Nyayabi - Kasoa
97. Central Insaaniyya Senior High, Kasoa
98. Central Jabez Educational Institute, Gomoa Abony
99. Central Minnesota Christian Senior, Swedru

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100.	Central	North American Edu Centre, Kasoa
101.	Central	Obama College, Mamkessim
102.	Central	Ogyeedon Sen High/Tech, Gomoa Afransi
103.	Central	Oxford Senior High School, Nyakrom
104.	Central	Pank Sec/Business College, Bawjiase
105.	Central	Peter Holdbrook-Smith, Elmina
106.	Central	Royal Majesty College, Kasoa
107.	Central	Sammo Sec/Comm/Tech Sch, Cape Coast
108.	Central	Samtet Oxford Sen High, Atechem
109.	Central	SDA Senior High, Gomoa Jukwa
110.	Central	St. Andrew's Senior High, Assin Fosu
111.	Central	St. Andrew's Senior High, Compound
112.	Central	St. Andrew's Senior High, Mankesim
113.	Central	St. Gregory Catholic Sen, Kosoa
114.	Central	Uncle Rich Senior High, Winneba
115.	Central	Winneba Sch Of Business, Winneba
116.	Eastern	Akim State College, Akim Oda
117.	Eastern	Akosombo International Senior High,Akosombo
118.	Eastern	Bright Senior High, Kukurantumi
119.	Eastern	Christ Senior High School, Adukrom
120.	Eastern	Greater Manchester Edu Int., Begoro
121.	Eastern	King David Comm College, Okwenya
122.	Eastern	Kingsby Methodist Girls Sen High, Koforidua
123.	Eastern	Learning Field Senior High School, Akosombo
124.	Eastern	Legacy Girls College, Akuse

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125.	Eastern	Liberty Senior High, Koforidua
126.	Eastern	Modern Business College, Suhum
127.	Eastern	New Juaben College of Commerce, Koforidua
128.	Eastern	Peace Hill Senior High School, Koforidua
129.	Eastern	Placid Senior High Sch, Akim Oda
130.	Eastern	Somanya Sec/Tech Sch., Somanya
131.	Eastern	St. Anthony Senior High, Nkawkaw
132.	Eastern	St. Anthony Senior High School, Nkawkaw
133.	Eastern	Teachers' Senior High Sch, Osenase
134.	Eastern	Universal Girls Senior High, Koforidua
135.	Eastern	Winners Senior High, Nkawkaw
136.	Eastern	Prince Boateng Mem, Snr. High, Nsawam
137.	Greater Accra	Accountancy & Secretaryship, Ayawaso
138.	Greater Accra	Achimota Business College, Achimota
139.	Greater Accra	Action Sec/Tech School, Madina
140.	Greater Accra	African Adv. Col. Of Com/Tech Sch, Tema
141.	Greater Accra	Anisa Senior High, Madina
142.	Greater Accra	Anmchara Senior High School, Ada
143.	Greater Accra	Anson Senior High Sch, Gbawe
144.	Greater Accra	Apex College, Odorkor
145.	Greater Accra	Apostle Safo Sch of Arts and Sci, Awoshie,
146.	Greater Accra	Ashley Sec/Business College, Kaneshie
147.	Greater Accra	Ateco High School Complex, Awoshie
148.	Greater Accra	City Senior High/Business College, Kpehe
149.	Greater Accra	Commonwealth College, Chantan, Lapaz

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150.	Greater Accra	Conquerors Academy, Lartebiokoshie
151.	Greater Accra	Corpus Christi Sec School, Lashibi
152.	Greater Accra	Cosmos Senior High, Accra
153.	Greater Accra	Danaks Senior High, Teshie
154.	Greater Accra	Dannaks Senior High, Amansaman
155.	Greater Accra	Danquah International School, Tasono
156.	Greater Accra	Dansis Senior High Sch, Mamprobi
157.	Greater Accra	Dansoman Sec. Sch., Dansoman
158.	Greater Accra	Dard Senior High/Techn Inst., Kwabenya
159.	Greater Accra	Darius Senior High/Tech., Amanfrom
160.	Greater Accra	Datus Sec. Business College, Ashaiman
161.	Greater Accra	De-Yongsters Senior High, Adenta
162.	Greater Accra	Deks Senior High, Tema
163.	Greater Accra	Delcam Senior High School, Adentan
164.	Greater Accra	Dzokson Business College, Accra
165.	Greater Accra	Eastbank Senior High School, Oyibi
166.	Greater Accra	Edge Hill Senior High, Awoshie
167.	Greater Accra	Elim Senior Senior High, Madina
168.	Greater Accra	Elohim Snr. High School, Dome
169.	Greater Accra	Evangelical Business High, Mamobi
170.	Greater Accra	Exacam Senior High, Tema
171.	Greater Accra	Firm Foundation Senior High, Sapeiman
172.	Greater Accra	Galaxy Int. School, East Legon
173.	Greater Accra	Ghana Christian Int.High Sch., Accra
174.	Greater Accra	Ghana College Senior High, Ga Central

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175. Greater Accra Ghana Int Christian Academy, Tema
176. Greater Accra Ghana-Lebanon Islamic Sec., Nkrumah Circle
177. Greater Accra Global Senior High, Old Ningo
178. Greater Accra Grace Academy Senior High School, Spintex
179. Greater Accra Harvard Senior High, Kokomlemle
180. Greater Accra Hazelway International School, Weija
181. Greater Accra Hill View Senior High, Dodowa
182. Greater Accra His Majesty Academy Shs, Dansoman
183. Greater Accra Icodehs Senior High, Adenta
184. Greater Accra Ideal College, Tema
185. Greater Accra Jita Senior High, Tema
186. Greater Accra Jubilee Senior High, Wejia
187. Greater Accra Kolege High School, Accra
188. Greater Accra Mars Business Senior High, Mataheko-Mars
189. Greater Accra Medina Snr. Sec., Madina
190. Greater Accra Mercy Islamic School, Adenta
191. Greater Accra Navs Senior High/Technical, Adjen Kotoku
192. Greater Accra Pace Senior High, Ashaiman
193. Greater Accra Pank Sec/Business College, Awoshie
194. Greater Accra Presby Sec/Comm. School, Nungua
195. Greater Accra Presby Senior High/Comme Sch, Nungua
196. Greater Accra Preset Pacesetters Institute, Madina
197. Greater Accra Rev. John Teye Mem.Inst., Accra
198. Greater Accra Saint Francis Xavier Senior High, Kotobabi
199. Greater Accra Salem Senior High, Kuku Hill

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200.	Greater Accra	Santa Maria Senior High, Kwashieman
201.	Greater Accra	Seven Great Princess Academy, Accra
202.	Greater Accra	Snapps College of Acct Sec, Asylum Down
203.	Greater Accra	Social Advanced Institute, Adabraka
204.	Greater Accra	St. Anglican Sec., Nungua
205.	Greater Accra	St. Peter's Mission Schools, Madina
206.	Greater Accra	Talents Restoration Senior High, Madina
207.	Greater Accra	Tema High, Tema
208.	Greater Accra	Teshie St. John Senior High Sch., Teshie
209.	Greater Accra	The Golden Sunbeam, Ayikuma
210.	Greater Accra	The Lincoln School, New Town
211.	Greater Accra	The Masters Senior High School, Atomic
212.	Greater Accra	Theocracy Senior High, Ofankor
213.	Greater Accra	Twumasi Boateng Sen High/Tech, Amasaman
214.	Greater Accra	Victoria College, Pokuase
215.	Greater Accra	Vilac International School, Madina
216.	Greater Accra	Witsand Senior High, Tema
217.	Greater Accra	New Star Educational Institute, Sowutuom
218.	Northern	Adventist Senior High, Tamale
219.	Northern	Al-Bayan Islamic Senior High, Bimbilla
220.	Northern	Almaktoun Islamic Snr. High, Tamale
221.	Northern	Alsalamexcellent Academy, Tamale
222.	Northern	Business Senior High School, Tamale
223.	Northern	City Senior High, Vittin
224.	Northern	Excellence College Int., Walewale

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225.	Northern	Gifam Training Centre, Tamale
226.	Northern	Holy Spirit Senior High, Bimbilla
227.	Northern	Kasuliyili Senior High, Kasuliyili
228.	Northern	Marakaz Islamic Senior High Sch, Walewale
229.	Northern	Presbyterian High, Nakpanduri
230.	Northern	St. Anne's Senior High, Damongo
231.	Northern	St. Cyprian Minor Semi High Sch, Wa
232.	Northern	Success Senior High, Tamale
233.	Northern	Temale International High Sch, Kaladan
234.	Upper East	Azeem-Namon Senior High, Namon
235.	Upper East	Azoka Mem. Academy, Bakwu
236.	Upper East	Beo Senior High/Tech, Bongo
237.	Upper East	Golden Step Senior High School, Bolgatanga
238.	Upper East	Kusaug State Senior High/Tech, Binduri
239.	Upper East	Nabango Comm. Senior High, Navrongo
240.	Upper East	Pusiga Senior High, Pusiga
241.	Upper East	Rock Foundation Senior High Sch, Bolgatanga
242.	Upper East	Sanity Senior High, Garu-Tempane
243.	Upper East	Soe Senior High, Bongo
244.	Upper East	Wiaga Comm. Senior High, Wiaga
245.	Upper West	Nothern Star Senior High School, Wa
246.	Upper West	Tupaso Senior High, Wa
247.	Volta	Amazing Love Senior High Schol, Denu
248.	Volta	Dora Mem. Senior High, Ho
249.	Volta	Fd's International Senior High Tech., Juapong

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250.	Volta	Nchumuraman Senior High, Chideri
251.	Volta	Nchumuruman Pentecost Sec, Krachi
252.	Volta	St. Agatha Senior High, Hohoe
253.	Volta	St. James Business College, Denu
254.	Volta	St. Prosper College, Ho
255.	Western	Adjoafua Community High, Sefwi
256.	Western	Bennie Appenteng High, Sefwi Boako
257.	Western	Church of Christ High, Ateiku
258.	Western	Eaglecrest Senior High, Opon Valley
259.	Western	Golden Gate Senior High, Kumasi-Shama
260.	Western	Jabez College, Takoradi
261.	Western	Mount Moriah Senior High, James Town
262.	Western	Otoo Senior High, Bibiani
263.	Western	Ransbet Senior High, Tarkwa
264.	Western	Western Senior High/Tech, Sekondi

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APPENDIX G

TRAINING MANUAL ON SCHOOL GUIDANCE SERVICES

BACKGROUND AND RATIONALE TO THE MANUAL

The guidance services are recognised as the essential element in the teaching and learning process in senior high schools. The government directives to establish counselling units in all second cycle institutions to support students as they make important choices which would have lifelong implication for them and their environment (Ackummey, 2002). In spite of the efforts made by the government to establish counselling units in all second cycle institutions, Asare-Owusu (2016) suggests that the provision of guidance services in the education system has largely been incoherent and uncoordinated. This situation has been compounded by the apparent lack of school counsellors, lack of counselling units, lack of patronage of the services and lack of a well-designed guidance programmes based on a comprehensive training/workshops that builds the capacity of school counsellors for effective and efficient delivery of guidance services (Asare-Owusu, 2016). The existing situation has made it difficult to measure the contribution of guidance functionaries in schools.

The purpose of this study manual is to help second cycle institutions to plan, established and implement guidance services in a productive manner. The implementation of guidance services in schools should draw on contributions from all guidance functionaries (Head Masters/mistresses, Teachers, Counsellors, Nurses, Libraries, Administrators and Accountants etc). These guidance functionaries should help established a well-structured guidance plan or programme which would be organised in the school to best

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suit the interest of students.

The process of developing the manual was a careful one, and involved wide consultation with Teachers and Counsellors from various senior high schools (SHS) in Ghana. Again, a nation-wide study was done by Kissi-Abrokwah (2018) to check guidance services provided in SHSs and their benefits to students. His findings suggested that most SHSs have no counselling centers, guidance plan and those with counselling centers are poorly implementing guidance services geared toward students' development. This manual would serve as a guide or plan to help schools plan programmes with regards to the content in this document and provide schools with a comprehensive aid to understanding, developing and implementing a school's guidance services.

UNIT ONE: THE SCHOOL GUIDANCE

Session # 1: Definition of Concept

Guidance is the systematic professional process of helping the students through educative and interpretive procedure to gain a better understanding of his/her own characteristics and potentialities and to relate him/herself more satisfactorily to social requirements and opportunities (Pecku, 1991). Again, guidance can be referred to as a range of learning experiences provided in a developmental sequence, designed to assist students to make choices about their lives and to make transitions consequent on these choices (Taylor & Buku, 2006). These choices may be characterised into three separate but interlinked areas:

- Personal-Social
- Academic/Educational

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- Vocational/Career.

Session # 2: Guidance Activities that assist Students in School

Advice-Making suggestions based on the guidance functionaries' own knowledge and experience in the past.

Assessment-Asking students to demonstrate their understanding of the subject matter through the use of tests and other psychological inventories.

Counselling-The process of helping and supporting students to explore their thoughts and feelings, and the choices open to them; giving care and support to students learning to cope with the many aspects of growing up.

Educational Development Programmes-Facilitating the transfer of knowledge and skills relating to studying, examination performance and choices of subjects.

Career Information-Providing students with objectives and factual data on education and training opportunities, occupations, labour market information etc.

Personal-Social Development Programmes-Facilitating the transfer of knowledge and skills relating to a student's personal and social development, self-awareness, decision-making and planning.

Referral-There are two types:

i. Referral of students by the counsellor to other Professionals outside of the school, e.g. Doctor;

ii. Referral of student to the counsellor by teachers, school management, nurse, administrator and parents.

Session # 3: Guidance Activities that assist Students to make Changes

Careers Education-Enabling students to make transitions to further and

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higher education, training and employment opportunities.

Placement-Work experience, and preparing students for employment.

Follow-up-Following up former and present students regarding progression routes and destinations.

Session # 4: Guidance Activities that Support the Sustainability of the School Guidance Services

Consultation-Providing consultation with parents, school staff and students.

Feedback-Giving feedback to the school management and staff on the needs of individual students, groups and the school as an organisation, and how the school guidance services have supported students' choices and transitions.

Networking-Establishing links with employers, old students, relevant agencies (NGOs) and institutions to enhance guidance work with students.

UNIT TWO: PLANNING SCHOOL GUIDANCE SERVICES

Session # 1: Definition of Concept

Planning is the act of deciding in advance on what to do, where to do it, how to do it and whom to do it, with the aim of achieving successful school guidance services (Marfo, 2012). The guidance services, like any other educational programme, requires careful and consistent development. This ensures that the services respond to the unique needs of students. It provides benefits to students by addressing their intellectual, emotional, social and psychological needs.

Session # 2: The Need of Organising School Guidance Services

1. It helps the teachers to take note of potentialities of each student in different degree in different direction.

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2. It helps the students and their parents to make the right and appropriate career plans for the future.
3. It helps to understand the physical, social, emotional and intellectual characteristics and the needs of students.
4. It provides knowledge to students in making satisfactory adjustment in the school and the community.
5. It helps students to find a suitable occupation or vocation.
6. It helps teachers to understand the individual differences of students in the classroom.
7. Its co-ordinates the work of guidance functionaries engaged in the guidance services.
8. It helps students in achieving self-development, self-direction and self-realization.
9. It helps in developing good human relationships.

Session # 3: The Principles of Organising School Guidance Services

The principles of organising the guidance services in schools are as follows:

1. The guidance services should be meant for all the categories of students.
2. Organisation of guidance services of any type-educational, vocational and personal-social should be done in accordance with the interests, needs and purpose of the students.
3. It should also meet the specific needs and problems of the student.
4. Adequate information regarding occupational and educational requirements and opportunities should be available.

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5. The interest and effort of every member of the staff should be given top most priority in the organisation of guidance services.

Session # 4: The Limitations of Organising School Guidance Services

1. Majority of our senior high schools do not have any organised programme of guidance.
2. The teachers on whom the success of school guidance services depend do not possess adequate knowledge, efficiency and competency to offer proper guidance to students.
3. In most schools' teachers are not trained on how to organise guidance services.
4. Guidance services do not come under the scope of evaluation or examination of students. In other words, it has been said that as it is not an examinable subject, naturally teachers are not interested to carry out such work without any reward.
5. The teachers in senior high schools are over-burdened with their instructional work as a result of which they do not give proper time for the said purpose.

Session # 5: School Guidance Plan

The school guidance plan is a structured document that describes the school guidance programme and specifies how the guidance needs of students are to be addressed. The school guidance plan is drawn up in consultation with all guidance functionaries in order to ensure that it reflects the identifiable needs of students. The school guidance plan is an integral part of the school's overall plan. It is developmental by design and includes sequential activities organised and implemented as a collaborative effort by guidance

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functionaries. The school guidance plan outlines and describes the guidance services, that is, the full range of activities through which the school addresses the needs of the students by helping them in their personal-social, educational and career development.

Session # 6: Elements of the School Guidance Plan

The school guidance plan should address the following questions:

1. What does the school aim to provide through its guidance services? (Aims)
2. Who/which persons are the priorities for benefiting from the guidance services? (Target Groups)
3. Which guidance outcomes are intended for the students (target groups)? (Objectives)
4. How are these guidance outcomes to be achieved? (Activities)
5. What resources are available to support these outcomes? (Resources)
6. How does a school find out if the objectives have been achieved? (Monitoring, Review and Evaluation)

UNIT THREE: GUIDANCE SERVICES

Session # 1: Orientation Service

Definition of Concept

Orientation service involves activities embarked upon by the guidance functionaries to help students adjust to the school environment and school experiences (Bedu-Addo, 2002). The orientation service is provided to the students who are new comers and those who go to new classes in the school. In the school setting, classes are heterogeneous in nature as they are from different family backgrounds, different socio-economic status, different areas,

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and have different abilities, interests, aptitudes and skills. The orientation service is normally meant for first year students to enable them to know school courses, rules, regulations, different facilities given to the students by the school and to know the clear image of the school boundaries.

Purpose of Orientation Service

1. It assists students to know the information about the school, its history and traditions, its rules and regulations, its strength and weaknesses, facilities available for them etc.
2. It helps students to adjust to school situations and enables them to develop academic standard, personal qualities, high moral values as well as ethical standards from rich experiences of the school.
3. It assists students to achieve success in academic life by (learning to) study carefully, developing interest in studying, taking examinations and utilizing time properly.
4. It helps students to understand useful information regarding physical plan, library, classrooms, laboratories, workshops, gardens, play grounds, different teaching aids and other facilities.
5. It assists students to develop social adjustment abilities, well adjustment in different school activities and facilities, with different members of school and finally it assists to develop an idea of "wee feeling" and "spirit of commitment" among students.

The need for Orientation

What do you want students to gain? The school aspires for the fully orientated student to:

1. be well informed about academic and social issues

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2. understand the school environment
3. recognise the skills needed to succeed
4. feel confident about their future
5. feeling of belongingness in the school
6. know where to go for help.

How to Conduct Orientation Service

Orientation service is not a one-man job but a collective effort by all guidance functionaries in the school (In a nutshell orientation service is a team work).

1. First of all, be sure to know when and where your program will be take place so you can plan to be there. Plan your work and personal schedule accordingly.
2. To familiarize students with the campus environment and physical facilities. Take the students on a tour of the school so that they can begin to familiarise themselves with the whole school environment, for example, the library, sports facilities, administration.
3. Create an atmosphere that minimizes anxiety, promotes positive attitudes, and stimulates an excitement for learning. To provide a welcoming atmosphere for students to meet staff, and continuing students, as well as other new students.
4. Provide the new students with comprehensive information about the academic and other student service.
5. Give them opportunities to ask questions.

Methods used in orienting students in school

The orientation service may be offered systematically to students through certain activities such as issuing printed material and hand book of

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information, conducting orientation day, welcoming desk, celebrating social morning through plays, exhibitions, showing films, talks by guest speaker. However, the orientation service should be offered systematically and organised well as a result of which newcomers would be able to have good start in school.

Session # 2. Information Service

Definition of Concept

The information service provides appropriate and relevant data to students on their educational, vocational, personal, and social opportunities and growth (Zunker, 1993). Information service plays a vital role in each and every guidance programme. It assists students to take suitable decisions in terms of educational planning and career.

Purpose of Information Service

The purpose of the information service include the following:

1. Helping students to take right decisions when they face problems in the context of educational and vocational life.
2. Assisting students to explore new possible areas to place themselves well by which they would be free from all tensions and frustrations.
3. Helping students to find out available vocational fields, the relationship between these fields and the requirement one needs to enter the different fields.
4. Developing students' interest in the world of work and in the many activities used by students for earning a living.

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5. Helping students to make choices in education experiences by which personal experience may be enhanced, and to make adequate preparation towards the choices made.
6. Making available information about the many opportunities open to young people in various educational institutions among which choices can be made.

Types of Information:

Educational Information Service:

This service plays a significant role in the process of educational guidance. It is highly needed by students in taking right decision in case of planning educational career and to provide information regarding educational opportunities which are to be available by the students.

According to Shertzer and Stone (1976) "Educational information is valid and usable data about all types of probable future educational or training opportunities and requirements, including curricular and co-curricular offerings, requirements for entrance and conditions and problems of student life. Educational information service is not only useful for students but also it is essential for teachers, parents and counsellors to guide the students in this regard properly.

Educational information service provides data such as:

1. Content of subjects and courses of studies for a particular course.
2. Effective study habits, skills and other capacities.
3. Scholarships, stipends, loans meant for students and the procedure to get them.
4. Information's regarding different educational and learning oriented

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programmes.

5. Examination methods, procedures and other rules regarding it.

Uses of Educational Information Service:

Bear and Rocher (1997) have given the following uses of information service on the basis of a study:

1. **Assurance use:** Information can be used to assure the students of the appropriateness of his/her decisions.
2. **Evaluative use:** Information can be used to check accuracy and adequacy of student's knowledge and understanding.
3. **Exploratory use:** Information can be used to help students to explore and study all alternatives of possible choices.
4. **Synthesis use:** Data can be used to relate with the personal needs and conditions which they can promote a synthesis of a behaviour patterns.
5. **Awareness use:** Data can be used to add to student's knowledge of occupational choices, changing needs and so on.
6. **Verification use:** Information can be used by students to verify and clarify choices, opportunities and decisions.

Occupational Information Service

One of the important aims of education as well as life is to earn bread and butter to survive in the world. To satisfy this one has to find out a suitable place in the world of work. To have a better choice in the occupational world one needs several information regarding job, nature of job, emoluments and other financial benefits, working conditions, promotion opportunities, qualifications and other aspects etc.

After getting all the available related information about job, a student will choose better one for his own sake. Otherwise the entire efforts will be in

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vain if a student does not get the relevant and up-to-date information regarding various occupations.

Due to reliable and relevant up-to-date information about different jobs at least a student gets the privilege to select a suitable occupation, according to his/her own abilities, interests, skills, aptitudes, attitudes including present family conditions and social situations. According to Norris and her colleagues "Occupational information is valid and usable data about positions of jobs and occupations including duties, requirements for entrance, conditions of work, rewards offered, advancement pattern, existing and predicted supply of and demand for workers and sources for further information."

Occupational information is highly needed by the students due to the following reasons:

Occupational information service makes vocational guidance more informative: For successful vocational guidance, occupational information service is highly needed. Because occupational information service provides various useful information's regarding name or title of job, nature of work and information about training, financial benefits and future prospectus and so on. It is not possible to find out a better choice in the context of job without the knowledge of various adequate information of different occupations of the world.

Occupational information service enables students to have clear picture of the world of work in the context of dynamic society: In the course of time occupational pattern is changing rapidly in both private and public sector. In the past, agriculture was only a major occupation of the majority of the people. Then occupational pattern became industrially

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dominated and it is giving much emphasis on white collared job. The same occupational pattern may not exist in future.

Occupational information service helps students in educational and vocational planning: The counsellor or teacher gets much scope to suggest students about his/her educational career and as well as his occupational career. The students are provided maximum opportunity to plan well for their educational and vocational career. In this way occupational information service helps students and guidance worker for the betterment of the student in the field concern.

Personal-Social Information:

Personal-social information service is highly needed by the students as it is meant to improve personal and social relations of an individual in the society. According to Shertzer and Stone (1976) "personal-social information is valid and usable data about the opportunities and influences of the human and physical environment which bear on personal and inter-personal relations."

Personal-social information service enables students to understand himself better and his/her place in the home, school and community so far social and personal relations are concerned. It also helps students to improve his/her relation with other members of the society.

Personal social information service includes several personal-social information's of individual or student such as dealings with other members in the social, manners and customs, relationship with siblings, peers, personal appearance, social skills, participation in different social organisations, adjustment capacities in different social situations, family relations, leisure

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time activities and financial planning.

The guidance functionaries should provide booklets, mental health material, personal hygiene material and different illustrative materials such as films, film strips, poster charts regarding personal-social adjustment to the students to make them a successful member of family as well as society for leading a happy life.

How to Conduct Information Service

Career Fairs/Seminars

These are common activities in guidance programmes. By ensuring that external resource persons are invited to provide career information and facilitate career planning. The activity can be ran in a school, or as a symposium by way of inviting different schools to attend such occasion. It helps students to develop a vision, and study for a purpose.

Peer Counselling

Young people can be trained to offer guidance to their peers. This is based on the understanding that students tend to relate more to those peers with whom they are comfortable. The peer counsellor also assists in identifying and making referrals to the guidance functionaries in the school. Days should be set aside for them to share experiences and information with their peers, through various means such as dramas, role-playing, talks and poetry etc

Educational Tours

This strategy includes visits and educational tours. Resource centres, work places and others places of interest, help to explore all opportunities that have an impact on students. Activities such as job shadowing may be used

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here. This is when a student is attached to a career or occupational mentor. The mentor allows the student to observe and ask questions, so that he/she can gain practical knowledge of the job.

Methods used in Disseminating information to Students in Schools

Career Days: This is a day professionals or experts in different occupations are invited to talk to the students. About two or more such resource person may be invited by the school to talk to the students.

Educational Days: This is like a career day. The only difference is in the information and the resource persons. Resources persons are professionals in education: headmaster, teachers, and educational officers. The information to be disseminated is educational such as: information on admission requirements, scholarships and courses offered.

Use of Bulletin Boards: If you have a bulletin board in your classroom you can make use of it by pasting guidance information on it. You can make your student to paste on the board cardboard with newspaper cutting on guidance information. You can ask them to put on the bulletin board any assignment they do on occupation. For example, if they write on the work of a miner, you can select the best essays and let the writers paste them on the bulletin board.

School Career Club: If your school has a career club, it is a forum (place) students can receive career information. The club can invite person to speak to them on variety of topics. It can organize visit to industrial places, work places of all types and educational institutions

Teaching: As you teach, you can include guidance information in the lesson. Such information must be related to the topic you teach. Let us take an

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example of a topic like "The Eyes and How It Works" In teaching such a topic you can include the following:

1. Common diseases of the eye
2. How to take good care of your eye
3. What to do when you are to wear eyeglasses

Session # 3. Appraisal Service

Definition of Concept

Oladele (1986) describe appraisal service to involve gathering, organising and preparing information or data about a student for the purpose of understanding himself. Appraisal service is an important type of guidance service which may be recognized often as "student's" inventory service. It is very much essential for student as it assists to know the student "himself" at the time of taking any decisions so far, his educational path and careers are concerned. Really the student proceeds in his educational set-up as he has made proper choice regarding concerned subject or courses according to his own abilities, interests, aptitudes, attitudes and skills. The adequate and accurate data are collected for the same purpose.

Purpose of Appraisal Service

1. The student's information is needed to assist the student to have the clear picture of his/her abilities, interests, aptitudes, skills, personality characteristics, achievement standard, level of aspiration and his physical health status as well as his mental capacities.
2. It assists student to know himself/herself from various point of view such as socio-economic-status, family background, educational status regarding his/her progress.

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3. It helps student to provide a record of the academic standard and status and his/her progress in this regard.
4. It enables guidance functionaries to know about student adequately as a result of which they would be able to suggest for further progress of the students.

How to Conduct Appraisal Service

The following steps should be followed at the time of organisation of appraisal service in the school:

1. Data Collection:

Data collection is the first and foremost step to be followed for good individual inventory service. Here necessary and adequate data regarding student's ability, interests, aptitudes, skills, habit patterns, family background, socio- economic-status, health, habits and conditions, vocational interest, educational standard, interest for different curricular and co-curricular activities, parental aspirations etc. should be collected by guidance personnel with utmost care.

For the purpose of data collection of the students, the guidance officer should make use of different tools and techniques such as interviews, observations, case study, incidental records, cumulative record cards, questionnaires, rating scales, standardized test, and inventories meant for measuring intelligence, creativity, adjustment abilities and other psychological traits.

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The individual inventory service needs data about each student which are to be collected carefully and intellectually by the guidance personnel:

General data: Student's name, his father's name, age, date of birth, place of birth, permanent address, present address, name of the class in which he reads,

Family data: Home and school environment, number of the family members, number of the brothers and sisters, relation with family members, parental educational status, parental occupational status, socio-economic-status of the family, home situation (Rural/Urban) and health status of family members.

Physical data: Student's height, weight, stature, complexion, eye sight, hearing condition, heart and lung condition, chronic disease, health status of the student etc.

Academic data: Present achievement records, past achievement records, progress of studies in different subjects, marks or grades obtained the position of student in the classroom so far as his/her academic achievement is concerned.

Social data: Manners of the student, his customs, values, social skills, participation in various social institutions, co-operation, fellow feeling, dealings with other members of the society etc.

Data about co-curricular activities: Interest in games, sports, interest in participating in different competitions such as drama competition, music competition, debate competition, essay competition, school exhibition, group discussion and spiritual discussion etc.

Psychological data: Mental ability, emotional maturity, power of reasoning and thinking, aptitudes, interests, attitudes, vocational interest, self-concepts and other personality traits etc.

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Data regarding entertainment: Leisure time activities, sources and means of refreshment, other liking hobbies and other engagements.

2. Maintenance of data:

The useful data about students should be organised and recorded properly in a cumulative record after collection of data. The cumulative record should be based on up-to-date, adequate and appropriate data about the student which must be carefully examined and looked by the teachers and school counsellors. Because cumulative record gives a clear picture of the student's achievement and progress which presents all data about student at a glance. The cumulative record is sent with the student to new school secretly when the student leaves the school.

3. Use of data:

In the school proper guidance should be given to the student after analysing and interpreting the data collected previously by the guidance personnel. When this step is taken by the guidance officer, student becomes able to find out a better choice in regards to education, vocation and career planning.

4. Self-Inventory Service:

The purpose of knowing yourself can be fulfilled by self-inventory service which helps students to develop awareness and self confidence within them. At the same time students become more conscious of their strengths and weakness as a result of which they become able to carry on academic and vocational work perfectly.

The data of self-inventory is collected by self analysis, questionnaire, self ranking chart, self evaluation chart for the purpose of self appraisal and

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the same data becomes helpful in supplementing other sources of information about the student.

Methods used in Appraisal Service

Teacher-Made Tests: These are tests teachers make for students and are labelled as teacher-made test. These tests are called achievement test because the indicate how much students can achieve in their study of particular subjects. A student may achieve very high in Cost Accounting but below average in Business Management. The student achievement in Cost Accounting is high (above average) but low (below average) in Business Management. It helps to check the strength and weakness of student's performance in class.

Standardised Psychological Test: We have a group of tests called psychological tests, which psychologists and counsellors use in their work. These tests are standardized. In other words, how valid and reliable they measure human attributes have been established. In addition, each test has specific ways users need to fellow in administering, scoring it and interpreting is scores. We do not have such tests in the school system in Ghana presently. However, we shall give a brief description of a few which are useful for appraising students.

Study Habit Inventory: A study habit inventory or tests is a standardized test we can use to find out the ways a student uses to learn or study. The score we obtain from the inventory tell the extent of goodness of a student's study habit. If the scores show good study habit it means the ways, the student uses to study are helpful to him or her. Scores indicating poor study habit imply that the student's ways for studying do not help him or her

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learning adequately. Study habit inventories, therefore, help students to be aware of how well they study.

Vocational Interest Inventory: A vocational interest inventory is another a standardized test (or inventory). We can use it to find out the level of interest (like or dislike) a student has for a number of occupations. The inventory may contain a number of activities, which are related to different occupations. The student's preference to the activities again show his or her level of interest to occupation related to the activities. The scores of a student on such inventory may show the group (cluster) of occupation he or she likes or dislikes. They may also show specific occupation he or she has interest in.

Session # 4. Placement Service

Definition of Concept

Placement is designed to enhance the development of student by helping them to select and utilize opportunities within the school and in the labour market (Marion, 1981). Placement service helps students choose and make use of opportunities available to them within the school or outside the school with the aim of improving or furthering their social or academic position. The service is designed to helped students to further their education, new class, or take up a new subject relevant to their future plans.

Purpose of Placement Service

1. Placement service is needed to assist the students in their vocational and educational placement.
2. Helping students to take up appropriate appointments at the end of their educational pursuit considering their various personal characteristics.

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Areas of Placement Service:

The Placement Service is applied in three areas or types of guidance. These are-personal-social, educational and vocational.

Placement Service in Personal-Social Guidance:

This type of guidance placement service renders assistance to students to find themselves rightly placed at home, in the school and in the society as a whole. They have a right type of company of friends they like the most who are the members of the hobby clubs.

They have a friendly atmosphere all round them. They have a place in their peer groups. They are liked by the parents. They carry with their siblings very well. They are well settled in the family. They get recognition from their teachers. They find themselves in the right type of school. Of course, the students find themselves to the places from where they can perform to the best of their ability and capacity.

Placement Service in Educational Guidance:

Assisting students to be admitted in the schools they are suitable. They have the right kind of courses of studies to pursue. They have the co-curricular activities they like to take part. They have the sports they like to play. They find themselves in the schools they can have there all round growth and development.

Placement Service in Vocational Guidance:

This service is meant for the persons who join the jobs. The students have yet to reach that stage. They are only preparing for that. Of course, the service helps the students find the right kind of job they like. It can help the students who work, earn and learn. It takes them to the part-time job they can

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do that shouldn't take all their time. To work is means for them and to learn is the end they seek to achieve.

In the light of the above discussion, it can be said that the placement service in all the three types of guidance in schools assist the students to be in their best. At home, they are loving children to their parents to whom they pay their due regards. In schools they do well in studies. They have the best of their adjustment with their friends and teachers. In society they find themselves well placed in all kinds of activities that go on day in day out. Hence the placement service brings the best of adjustment in students' life as a whole if they receive it properly.

How to Conduct Placement Service

1. The counsellor/teacher in charge of guidance collects, classifies and files adequate and up-to-date information about educational institutions and their programmes, date of commencement of the programme, procedure of admission, electives offered and their requirements, details about vocational training institutes, employment vacancies and all details about the employment etc. This is a continuous process.
2. On request from a student, he refers to the Individual Inventory to collect information about the student.
3. He discusses and deliberates with the student about his choices and plans and assists him to locate his place in an educational institution, vocational training institute, or an occupation. It is simply making an acceptable adjustment between occupational/institutional demands and the aspiration of the student.

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Session # 5. Consultation Service

Definition of Concept

Consultation services is the aspect of guidance in which the counsellor works together with teachers, parents, and other agencies to resolve the problems of students (Ackummey, 2003). It means seeking the help of an individual or small group to gather useful information and suggestions to aid decision making.

Purpose of Consultation Service

1. Resolve problems of students.
2. Ensure the effectiveness of the guidance programme.
3. Help teacher and parents to understand the development of the student.
4. Offers the counsellor the opportunity to collect useful information and suggestions from parents, teachers, peers and other significant members of the student's community enable him/her adopt strategies in helping the pupil in their developmental processes.

Methods used in Consultation Service

Case study: It involves a detailed study of an individual's total personality of having a thorough understanding of him or her. For instance, a teacher can incorporate all appraisal procedures to come out with full and comprehensive picture of the student. This is for a more accurate and reliable evaluation of student behaviour and factors that is affecting and influencing his/her behaviour. From this, the teacher can consult the parents about their ward's behaviour in the house.

Observation: We can use observation to gather data for the consultation service. This is convenient when the student is available and can be observed.

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Teachers have the advantage of always interacting with students in class. So, observation becomes feasible for them to use. For example, a teacher can observe the changes in a student's frequency of asking questions and consult the parents to seek clarification for the change in behaviour of their child. Report from the observation of people close to the student are also useful consultation information.

Interview: Interviews involves the collection of data through direct verbal interaction between individuals (Borg & Gall 1983). This is a method for collecting information for the purpose of guidance. It is usually referred to as the fact-finding interview. Different probing questions are asked to which the student responds freely. Through interview the class teacher gathers different kinds of information on the student who is always late in school. From this, the teacher can consult the parents on why student is always late to school.

Students Test Results:-We can also use the performance of a student in the class test and examination to obtain consultation data. For example, a student who is underachieving and always sleeping in the classroom. The class teacher can consult the parents to find out what student has been doing in the house that is causing her to sleep in class. We can help her to improve her score through remedial lessons. Sometime after remedial intervention, we can check on his/her score in subsequent test.

Session # 6. Counselling Service

Definition of Concept

Counselling is seen as a relationship bringing together the counsellee (student) who needs help and the counsellor who is professionally trained and educated to give this help. The purpose is to help the student to learn and able to deal

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more effectively with his situation.

Purpose of Counselling Service

1. To give the student information on matters important to his/her success.
2. To get information about a student which will be of help in solving his/her problems.
3. To establish a feeling of mutual understanding between student and teacher.
4. To help student work out a plan for solving his/her difficulties.
5. To encourage and develop special abilities and right attitudes.
6. To assist the student in planning for educational and vocational choices.

Activities to engage students for Counselling Service

Appraisal: This service provides essential facts about the student, giving the counsellor, or guidance teacher, a basis for decision-making. It gathers personal information about the learner, and assists the individual to understand himself/herself better. Once the student is aware of himself/herself, he or she is able to make informed decisions about strength and weakness on the bases of seeking for help from a counsellor.

Classroom Guidance: Presentations are used to disseminate information that is part of the school guidance curriculum. Group interaction helps students develop interpersonal skills while learning the concepts and skills necessary to succeed in school, resolve conflict, make informed choices, and set life goals. For instance, when such information are provide to students and they are not able to resolve interpersonal conflict and still lack academic

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skills to succeed in school, they could unveil themselves for counselling.

Consultation: Counsellors consult and collaborate with teachers, other school staff, parents, and community members as partners in the lives of students. Consultation is a cooperative process that improves the skills and effectiveness of the team working with students individually and in groups

Referral: A referral for counselling should be considered when you believe a student's problems go beyond your own experience and expertise, or when you feel uncomfortable helping a student with some issue. For instance, teacher may refer when the student's problems are interfering with his or her academic work or with his teaching, or because observation of the student's personal behaviour raises concerns apart from his or her academic work.

Session # 7. Referral Service

Definition of Concept

By referral we mean the act of transferring a student to agency for specialised assistance (Makinde, 1983). However, Shertzer and Stone in (1976) believe that referral service as "the act of transferring an individual to another person or agency either within or outside the school".

Purpose of Referral Service

1. The major task of students and teachers at school is academic in nature. When students have academic problems, we expect that teachers can deal with them. However, students do not have only academic problem or concerns. They have physical, social, emotional, moral vocational, economic and spiritual concerns which teachers may not be able to handle. Thus, we should have school counsellors, nurses, chaplain, heads and psychologists who can be called upon to handle

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these other dimensions of students' concerns.

2. Some problems of students often go beyond what the school can handle. Therefore, some referrals need to be made to persons or agencies outside the school who can handle them. For example, a student with an acute eye defect would need an optometrist.
3. The school staff (teachers, counsellors and nurses etc) have a responsibility to ensure that students receive services of special assistance when their problems demand such. In this way, they can exercise through the consultation with the students' parents or guardians.

How to Conduct Effective Referral Service

1. Do a thorough interview/communicate with the students you suspect has a problem to have a good understanding of what the problem is.
2. Assess the nature and seriousness of the problem to determine whether you can handle it or not.
3. If the student's problem requires referral service, discuss with him/her and the parents or guardians the need for referral. They should agree with you on the need for specialised assistance for the student before you proceed.
4. Decide on who should handle the student's case. The nature of the problem should give you hints on whom to refer the case to. You may refer concerns of physical ailment to the school nurse if there is one in the school. If your school has a counsellor he/she can handle normal behavioural, emotional and relationship concerns.
5. The school may not have a counsellor, nurse, or any specialist to who

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you can refer students' concerns. In such a situation the issue of referring students to outside agencies or experts outside the school arises. How do you go about this? What to do is to work through your headmasters/mistresses to find the appropriate practitioner or agency for the referral. You should, however consult the parent or guardian of the student about this. They should agree with you.

6. When you have referred your student to the appropriate agency or expert, you keep monitoring his/her progress. You can have follow-up discussions with him/her, the parents or guardian and the practitioners who is handling the case.
7. Your monitoring work comes to an end when the student's problem is resolved.

Session # 8. Follow-Up Service

Definition of Concept

Follow-up service refers to systematic evaluation of the effectiveness of the guidance programme in general and placement service in particular. After the student has been given proper guidance and after he is suitably placed in an institution or occupation the teacher in charge of guidance activities or the career master or the guidance counsellor studies the progress of the students in the institution or the occupation for a period of time (Taylor & Buku, 2006). This study provides feedback to the guidance personnel about the effectiveness of his guidance activities.

Purpose of Follow-up Service

1. It ensures personal contact and correspondence with the student even after he leaves the school.

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2. It helps to collect information about the student during the post-placement period.
3. The information collected about the students' progress in the occupation or course of study provides feedback about the effectiveness of guidance programme.
4. Follow-up Service also paves the way for modifying and improving the guidance programme of the school.
5. It may help in replacement or change of subjects/ occupation if the situation arises.

How to Conduct Follow-up Service

1. The counsellors or teachers should have contacts of students so that they would be able to access their issues OR The guidance personnel should maintain a list of all the students who have received placement or referral service.
2. Monitor the students on their achievement and adjustment.
3. Use of information received to assist the student for further progress and development.
4. Use the information received to assist other students who might have similar challenges.
5. The feedback received about the student creates grounds for modifying, improving and restructuring the guidance programme of the school.

Methods used for the Follow-up Service in the School

Observation

We can use observation to gather data for the follow-up service. This is

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convenient when the student is available and can be observed. Teachers have the advantage of always interacting with students in class. So, observation becomes feasible for them to use. For example, a teacher can observe the changes in a student's frequency of asking questions. He or she can observe if a student is becoming more confident than before. Report from the observation of people close to the student are useful follow-up information.

Questionnaire

Another way we can get information from the students is questionnaire. We can design questionnaire and give to the student to fill. The information obtained would tell us about the extent of progress of our student.

Interview

We can arrange with the students for an interview when there is need to do a follow-up. For a counsellor, an appointment with the student to meet will do. For teacher, some free time during the school day will also do. The interview can take place in the classroom when students are not in class (eg. Break time or immediately school ends).

Teacher Made Test

We can also use the performance of a student on classroom test to obtain follow-up data. A student who is underachieving in mathematics may have low score in his or her mathematics tests. We can help him or her to improve his or her score through remedial classes. Later, after remedial intervention we can check on his or her score in subsequent tests.

Standardised Test

Standardised psychological test can also be used to gather follow-up data. We make use of such test when we originally used them in counselling

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students. A counsellor or a teacher can use a Study Habit Survey (S.H.S), for example, to first diagnose the study habit problem of a student then help the student to improve his or her study habit. This improvement can be measured by the S.H.S before ending counselling with the student. Sometime after termination (three-six month), the counsellor or teacher can use the S.H.S to obtain follow-up data. It helps to check whether the student's study habit has stabilised, improved further or degenerated.

Session # 9: Evaluation Service

The evaluation service is a process which aim at appraising the guidance services in the school, and suggesting ways of improve upon them. In the process of evaluation, data or evidence are collected and used to judge the effectiveness of the guidance service and for decision making (Tyalor & Buku, 2006).

Purpose of the Evaluation Service

1. To ascertain the current status of the guidance services and ensure the improvement of the professional performance.
2. To avoid decision being made on the basis on assumption.
3. To obtain reliable results for decision making on the guidance services.
4. To determine the effectiveness of a programme in term of the achievement of targets set.

Techniques of Conducting Evaluation Service.

Survey method: The individuals are asked to respond to series of questions about condition in the guidance service as they are. The interview is organised to collect evidence of the service being offered so as to determine the general opinion, attitudes and feelings of students and other school

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personnel and make judgements regarding the degree to which these services are provided in reference to a predetermine criteria. The survey approach, however, supplies little evidence as to whether students' behaviour is significantly affected by the services.

Experimental Approach: The experimental approach requires carefully planned steps to study one or more groups of individuals in terms of one or more variables. It also requires the application of scientific methods that require a predetermined sequence such as the determination of objectives and methods of attaining these objectives, the selection of one or more groups for control and experimentation, the process of carrying out necessary steps for the objectives and measurement of the outcome of the experimentation (Taylor & Buku, 2006).

Case Study Approach: A case study is an in-depth investigation of an individual subject. This may include interviewing the subject, interviewing others who know the subject, direct observation, examination of records and psychological testing (Weiten & Lloyd, 1997). The approach is designed to assess the change that take place in an individual as a result of introducing a variable such as counselling and placement services. In this direction, goals appropriate to the students are formulated; counselling takes place and data are collected towards the goals. The data are used find out, as much as possible, about certain problem or issue as it relates to that student.

Observation Approach

Observational approach includes:

1. anecdotal records or behaviour description, brief accurate written description of important factual incidents about the student observed

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by the teacher or counsellor when guidance services are performed to them.

2. checklist which is basically a list of criteria upon student's performance when some guidance services have been perform to them.

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APPENDIX H

SAMPLE OF SCHOOL GUIDANCE PLAN

This school guidance plan has been written and submitted for administrative approval in September 2018-May 2020. This plan is submitted in accordance with the manual develop for guidance services and shall be incorporated into the school curriculum model.

School Guidance Staff and Assignments

1. Mr. Emmanuel Osei-Kwateng (Headmaster)
2. Mr. Eugene Kwateng-Nantwi (School Counsellor)
3. Miss. Ama Opokuaa Baffour-Awuah (School Nurse)
4. Mr. Faustina Adu (Housemistress)
5. Mr. Kwame Kodua-Ntim (School Librarian)
6. Mr. Hansen Akoto-Baako (Teacher)

School Guidance Unit Core Beliefs

To implement the comprehensive developmental guidance plan, the school guidance functionaries are committed to upholding the mission statement and belief statements of the school. Belief statements held by the guidance functionaries will influence how he/she:

1. Work with students
2. Develop, implement and manage the school counselling services
3. Act as an agent of systemic change
4. Establish the school counselling philosophy.

The school guidance functionaries in school should believe that all students:

1. Have dignity, worth and deserve respect.

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2. Deserve equal access to the school counselling services.
3. Deserve a counsellor/teacher that will advocate, support and protect students' best interest against any infringement on the educational programme.
4. Guidance is for all not for few recalcitrant students.

Philosophy of School Guidance Office

The comprehensive school guidance services will:

1. be based on specified goals and developmental student competencies
2. be planned and coordinated by guidance functionaries with input from parents and community representatives
3. utilize the many school/community resources to deliver programmes
4. use data to drive programme
5. actively monitor students' outcomes and progress.

The guidance functionaries of the school will maintain a strong ethical foundation that protects students and their families by:

1. abiding by the professional school counselling ethics as advocated by the American School Counsellor Association.
2. participating in professional development activities essential to maintain quality school guidance services.

Mission Statement of School Guidance Office

Our mission as is to provide a comprehensive developmental guidance services that will assist all students in acquiring the skills, knowledge and attitude needed to become effective students, responsible citizens, productive workers and lifelong learners.

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Role of Guidance Functionaries in School Guidance Services

A comprehensive school guidance services need the involvement of school management in order to make a considerable impact on students' achievement. The guidance team will represent all levels within the school; thus, form 1, form 2 and form 3 classes. Communication between these groups will strengthen the school guidance services.

Role of the School Counsellor

The role of the school counsellor in the school is integral to the educational programme and seeks to ensure a positive and fulfilling experience for all students. As leader in the school guidance programme, he/she will encourage and empower students to make productive and successful decisions. As advocates, school counsellor believes, support, and promote every student's goal to achieve success. School counsellor will collaborate with all stakeholders both inside and outside the school system to bring people together for the common good of all students. Through the analysis of various data sources, the implementation of school-wide programmes and facilitation of community resources, school counsellor act as agents of systemic change.

Role of the Teachers

The school curriculum has the central objective of producing a total individual by developing the cognitive, affective and psychomotor aspect of the personality. The teacher is the key professional in the school instructional setting and his or her support and participation in the developmental enterprise are crucial in the guidance programme, which seeks to meet the real needs of

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the students. The class teacher's roles as a guidance functionary in the guidance services are as follows:

1. Identifying learning and socio-personal behaviour experiences for the student in terms of each individual's characteristics as well as his or her common needs and helping each student to understand and accept his or her abilities, limitations, attitudes and values (Herman & Gail, 1979).
2. Identifying students with counselling needs and referring them to the school counsellor.
3. Orienting and encouraging the students to seek counselling as the need may arise and to receive the counselled students back into the classroom environment. Sometimes such counselled students might be emotionally distressed individuals who the teacher may help to seek satisfying solution to their problems (Taylor & Buku, 2006).

Role of the Headmaster/mistress

The heads of schools should recognize the importance and the need for a comprehensive guidance services and supervise its undertaken; otherwise little support will come from teachers, students and parents. The head of the school who is an authority figure and administrative head must initiate administrative action to support the guidance services. He /she is in fact a very important person in the development of the guidance service in the school; and as Oladele (1987) noted, 'administration support was ranked the highest priority category in the establishment and development of school guidance services. Taylor and Buku concluded that the role of the school heads in the guidance services may include:

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1. Giving clear and open financial support by providing adequate physical facilities and equipment for the guidance work in the school.
2. Securing adequate numbers of competent counsellor for their schools and ensuring that roles of counsellor are well defined.
3. Interpreting the objectives and activities of the school guidance programme to students, members of staff, parents and the community in general.
4. Promoting in-service training in guidance for the entire school staff by encouraging teachers to attend workshops, seminars and conferences in guidance services.
5. Providing a period on the time-table and ensuring that such periods are appropriately utilized.
6. The head must establish a school guidance committee.

Role of the Housemaster/Mistress/Form Tutor.

The role of house/form masters or mistress play in the boarding schools shows that they are offering guidance related services. They require skills of altruistic behaviour and empathic understanding to be able to step into the parental roles for all student under their care. Charges with the responsibility of general welfare of the students, form and housemasters or mistresses are usually those who receive student's complaints first before they send to the school authorities. The form and house masters or mistresses therefore have the important duty of:

1. Working closely with the school counsellor in identifying cases of students that require attention for counselling or otherwise,

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2. Assisting the counsellor in monitoring the behaviour of such students and reporting progress.
3. Giving feedback to the counsellor in terms of progress.

Role of the School Nurse

Physical illness can result in emotional disturbances and stress. Emotional and mental stress in particular can be very debilitating and school infirmary exist to enable students receive prompt medical attention when they become physically ill (Idowu, 1988). In many cases the school infirmary act as physical health first aiders, especially if the case is serious, before the student is taken to the hospital to see the medical doctor. Regarding the health of the students, the school nurse's work is very important.

1. The school counsellor needs an up-to-date health records on the student. The school nurse explains the implications of complicated medical reports from the doctor on the student. This enables the school counsellor to confidently take up whatever issue it is with the school authorities and parents on behalf of the student.
2. The nurse provides medical service by determining what disease or disability the child is suffering from, how it came about, how to cure such a student and how to prevent the disease.

Role of the School Librarian

As one of the guidance functionaries, the school librarian plays the following role:

1. giving orientation to students as to how to use and benefits from the school library.

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2. helps students to looks for books available in the school library that the students cannot locate on their own.
3. sees to the maintenance of discipline in the library.
4. direct students to other libraries where they can find other relevant books that are not available in their own libraries.
5. direct students to help them get materials from magazines, newspapers, journals and periodicals in the school library.

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SCHOOL GUIDANCE PLAN FOR STUDENTS

S/N	TOPIC	OBJECTIVES	ACTIVTIES	PERSONNEL	LEVEL	EXPECTED OUTCOME
1	Orientation	Knowing the school's environment and being able to familiarise with other important things.	Conduct general seminar for new comers on essential topics like: study habits, anxiety and relationship	Counsellor, Guest Speakers and Teachers	Form 1	Familiarising with the school environment and abiding by the rule and regulations of the school
		Identify and appreciate personal interest, abilities and skills	Develop with a student three years study plan and post SHS decision	Counsellor and Teachers	Form 1	Demonstrate an ability to accept responsibility and make positive decision
		Inculcate time management skills	Conduct group guidance for new comers	Counsellor and Teachers	Form 1	Ability to maximize time for academic work
		Demonstrate knowledge of the importance of self-concept.	Conduct classroom guidance activities on social skills.	Counsellor and Teachers	Form 1	Improve students behaviour and learning responsibility.
	Self-Knowledge	Identify how behaviours affect school and family situations.	Conduct parenting skill education on the topic: discipline and anger management during PTA meeting.	Counsellor, Teachers and Social workers	Form 1	Demonstrate improve parental involvement in education
		Provide knowledge on parental involvement in the school guidance services	Organise guidance activities on parental care	Counsellor, Teachers and Social workers	Form 1	Demonstrate improved parent information leading to increased parental

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						participation of PTA meeting.
		Describe the amount of education needed for different occupational levels.	Conduct school orientation sessions for students and parents.	Guest speaker, Counsellor and Teachers		Knowledge of the academic skill needed for certain occupations.
		Implement a plan of action for improve academic skills. (Identify personal strength and weakness in subject areas).	Conduct classroom guidance lessons and activities on test taking skills (using study habit survey).	Counsellor and Teachers	Form 1	Improve test results with knowledge of test taking strategies.
3	Develop awareness of benefits of educational achievement.	Describe relationships among ability, effort, and achievement	Organise group guidance on study skills.	Counsellor / teachers	Form 1	Demonstrate effective study habits.
		Demonstrate an understanding of how individual characteristics relate to achieving personal- social, educational and career goal	Conduct group guidance for students experiencing social, educational or personal problems	Counsellor, Teachers and Social workers	Form 1	Identify potential at-risk students of not completing SHS

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4	Understanding the influence of a positive self-concept.	Identify student knowledge and Learning	Conduct group guidance on appropriate study habit skills	Counsellor and Teachers	Form 2	Demonstrate an ability to make good choice and understand consequences
		Provide relevant responsive services to students with personal concerns, which may interfere with academic success.	Conduct group guidance on developmental challenges	Counsellor and Teachers	Form 2	Demonstrate a coordinated student support process that identifies resources and alternative for academic achievement.
		Describe how developmental changes affect physical and mental health. For instance, describe healthy ways of dealing with stress	Make referrals to school counsellors or agencies	Counsellor and Teachers	Form 2	Identify and gain knowledge of appropriate support service
	Understanding the impact of growth and development.	Provide crisis counselling or emergency intervention and management when needed.	Respond to emergency situations and conduct crisis counselling when needed.	Counsellor and Social workers	Form 2	Coordinate services for intervention and prevention strategies

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		Demonstrate how to apply academic and vocational skills to personal interest. Describe how education relate to the selection of course in the university, further training and/or entry to the job market.	Conduct classroom guidance using Occupational Interest Inventory (OIP)	Counsellor, Teachers, Psychologist and Social workers	Form 2	Demonstrate knowledge about career, job and post SHS training
6	Understanding the relationship between educational achievement and career planning	Demonstrate learning habits and skills that can be used in various educational situations.	Provide informative assistance, and practice need for student's career attainment.	Counsellor, Teachers and social workers	Form 3	Improve test taking skill, learning and test results.
7	Understanding the need for positive attitudes towards work and learning	Demonstrate interpersonal skills required for working with and for other. Demonstrate how to express feeling, reactions and ideas in an appropriate manner.	Conduct group guidance and seminars on the comparison of various cultures.	Counsellors, teachers and social workers.	Form 3	Demonstrate an understanding of a multicultural society and ability to live harmoniously with people.
8	Skills to interact with others	Demonstrate attitudes, behaviours, and skills that contribute to eliminating gender bias and stereotyping.	Conduct guidance seminar on understanding of cultural changes.	Counsellors and social worker	Form 3	Improve student's awareness of cultural bias and ability to respect other cultural practice.

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		Demonstrate interpersonal skills required for working with and for others. Demonstrate how to express feelings, reactions, and ideas in an appropriate manner.	Conduct guidance seminars on the comparison of various cultures.	Counsellors, teachers and social workers	Form 3	Demonstrate an understanding of a multicultural society.	
		Demonstrate attitudes, behaviors, and skills that contribute to eliminating gender bias and stereotyping.	Conduct guidance seminars on demographics to understand cultural changes.	Counsellors, teachers and social workers	Form 3	Improve student awareness of cultural bias.	

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