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University of Cape Coast

UNIVERSITY OF CAPE COAST

INFLUENCE OF COUNSELLING ON THE ACADEMIC AND SOCIAL

LIVES OF STUDENTS IN TECHNICAL AND NON-TECHNICAL

UNIVERSITIES IN SOUTHERN GHANA

BY

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Master of Philosophy degree in Guidance and Counselling

JULY 2022

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.
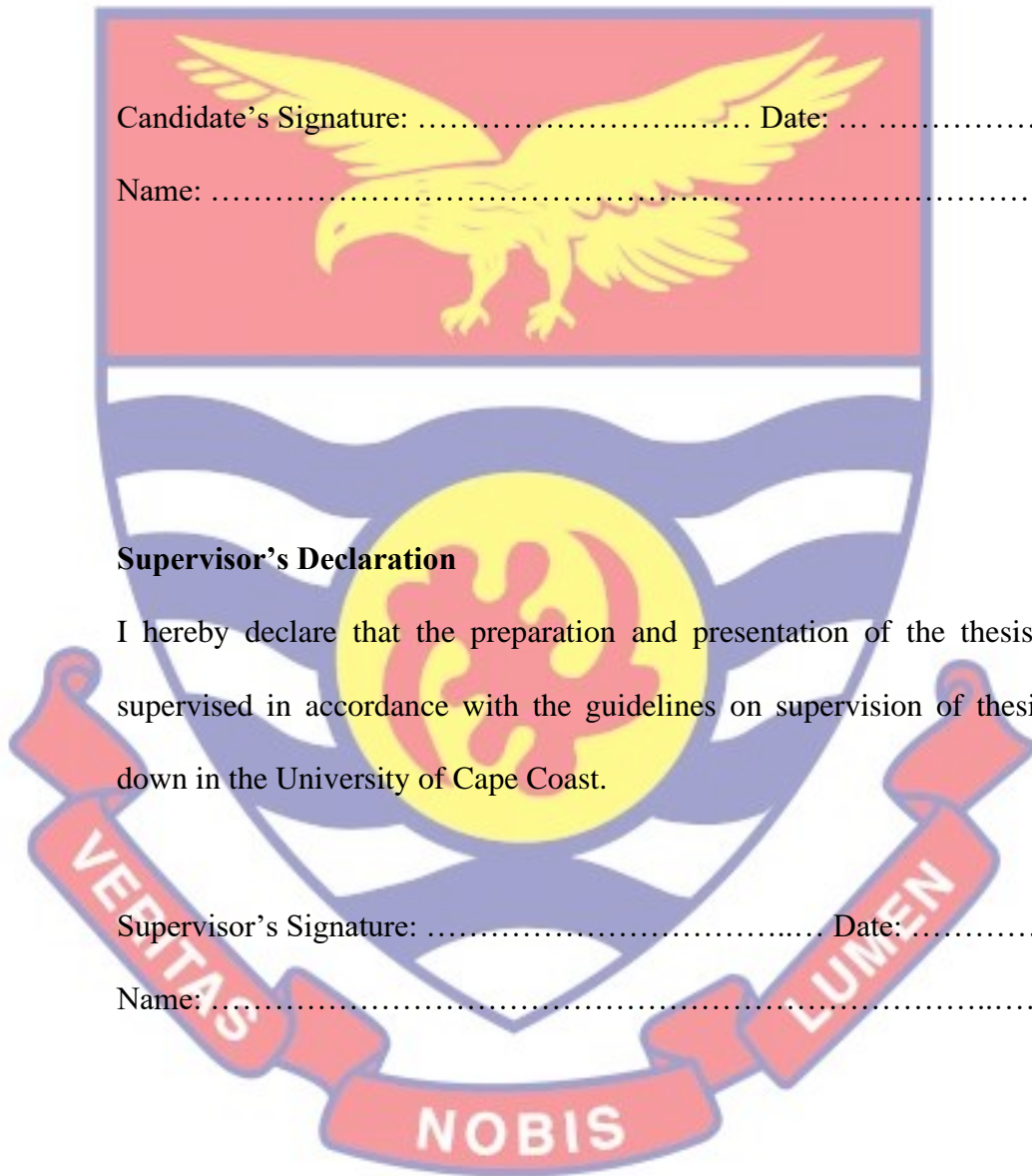
Candidate's Signature: …………………..…… Date: … …………….....

Name: …………………………………………………………………………

Supervisor's Declaration

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

Supervisor's Signature: ………………………….… Date:……………….

Name: ………………………………………………………………..………..

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ABSTRACT

This study examined the influence of counselling on the academic and social lives of students in technical and non-technical universities in southern Ghana. A descriptive research design was employed. The researcher used a questionnaire for data collection. The reliability coefficient of the questionnaire, established using the Cronbach's alpha, yielded a reliability coefficient of .855. A sample of 380 undergraduate final year students was selected from four public universities, consisting of two technical and two non-technical universities in southern Ghana through purposive, stratified and simple random sampling procedures. Descriptive and inferential statistics were used to analyze the research data. The findings of the study revealed significant difference between technical and non-technical university students on the influence of counselling on their academic life but not on social life. Furthermore, the findings of the study revealed significant gender differences between technical and non-technical university students in the influence of counselling on academic life but not on social life. However, on the basis of age and residential status, no significant differences were observed. Arising from the findings, it was recommended that, educational policy makers and heads of institutions should invest time and resources in training counsellors to help students in making informed choices and decisions to solve the problems they face. Counsellors should be sensitized on the challenges students face in technical university so as to review the programmes targeted at helping students adjust smoothly and quickly to their academic and social life.
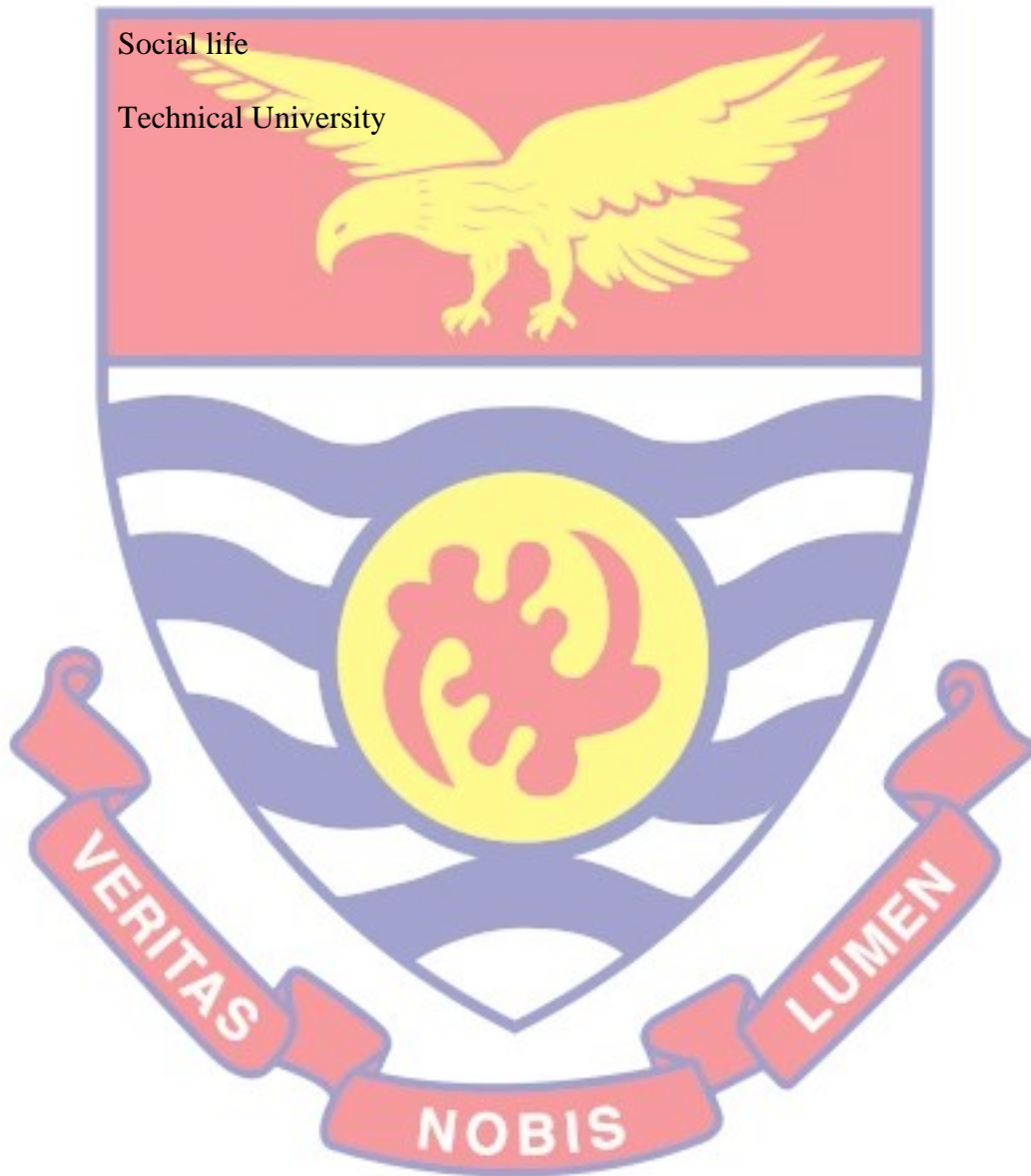
KEYWORDS

Academic life

Counselling

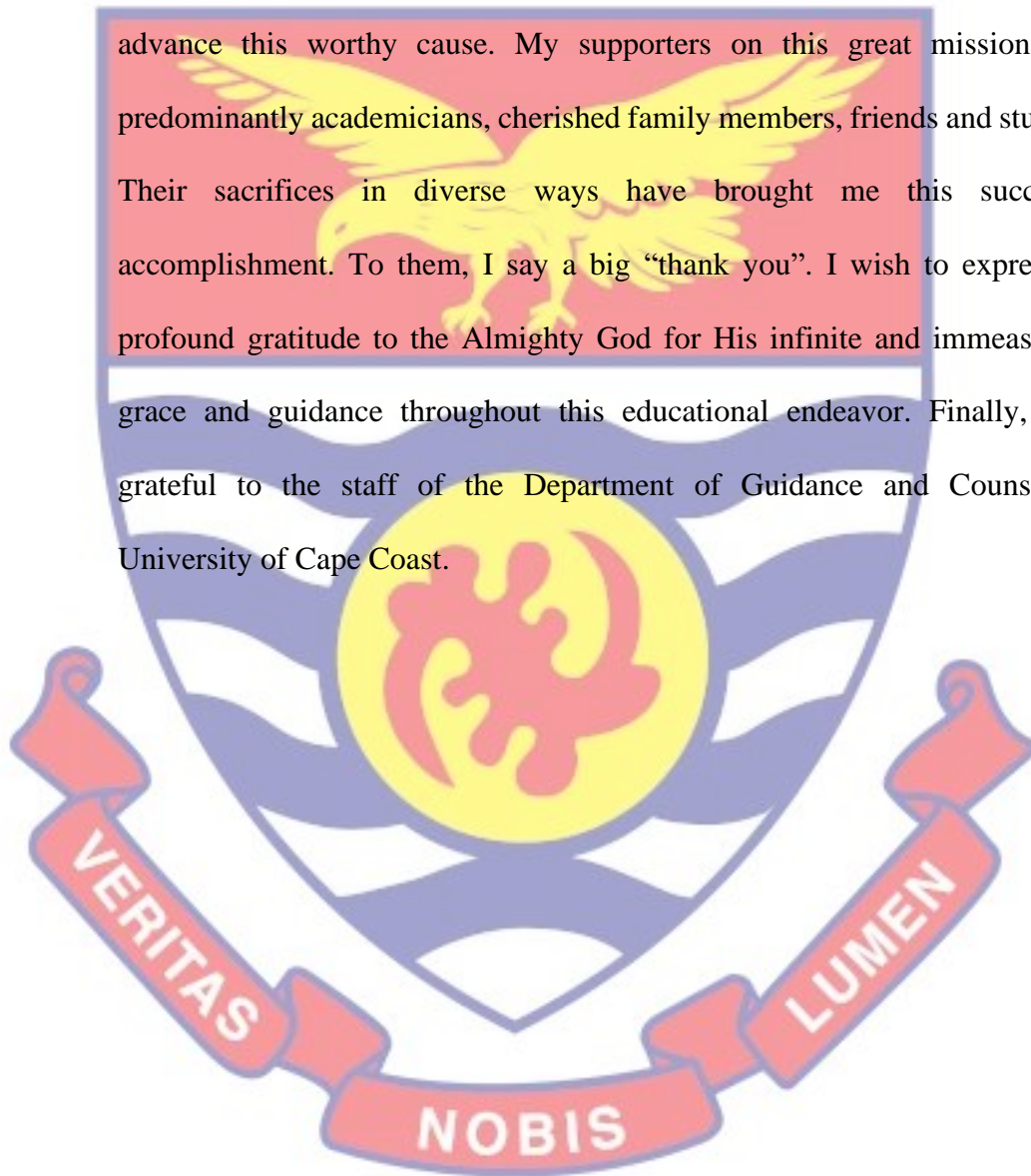Influence

Non-technical University

Social life

Technical University

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DEDICATION

To my family and friends

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LIST OF ACRONYMS

ATC – Accra Technical University

CCTU – Cape Coast Technical University

UCC – University of Cape Coast

UG – University of Ghana

CHAPTER ONE

INTRODUCTION

Background of the Study

A structured relationship that involves the use of one or more psychological theories and a recognized set of communication skills to clients' inner worries, problems or ambitions, as modified by experience, intuition and other interpersonal aspects is termed counselling (Feltham & Dryden, 1993). Its main consideration relies on facilitation as oppose to coercion or advice-giving (Feltham & Dryden, 1993). The sole purpose of counselling is geared towards a life of contentment and resourcefulness (Mcleod, 1998). Counselling help to solve developmental issues, addressing and resolving specific problems, making decisions, coping with crisis, developing personal insights and knowledge, inner conflict resolution, or improving one's relationship with others (Gladding, 2004).

Counselling allows students to have a better understanding of their educational environment, themselves, and others, as well as the capacity to adjust consistently in relation to their present and future problems (Egbo, 2015). Counselling entails more than two people, usually a one-on-one relationship (Dryden, 2011). The relationship of counselling relies on personal meaning of experiences, feeling, behaviors, alternatives, consequences and goals which accords people the opportunity to explore and express their ideas and feelings in a non-evaluative and non-threatening environment as stated by Sackett, Lawson, and Burge (2012). Professional counsellors offer services extending to assessing, diagnosing and counselling people facing various life challenges and psychological problems (Taylor & Buku, 2006). To Kinai (2006), counselling

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is a dynamic relationship between the counsellor and the counsellee where the counsellor establishes rapport but maintains a psychological distance to avoid an overlay emotional involvement. It is a teaching learning process where the client learns new behaviour and attitudes through cognitive reasoning and behaviour modification (Kinai, 2006).
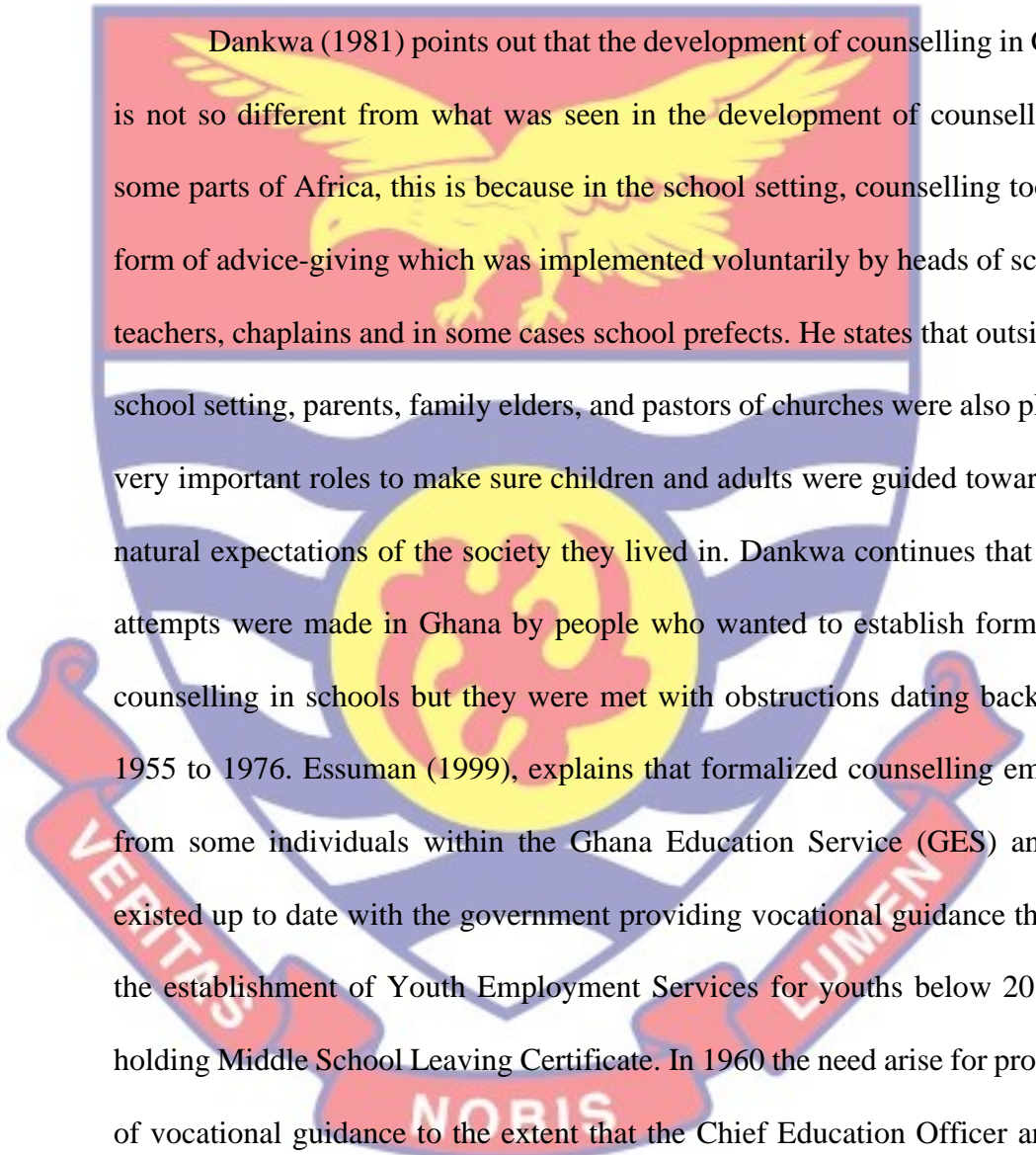
The evolution of counselling in Africa can be viewed from two aspect: informal and formal view of counselling (Taylor & Buku, 2006).
The formal counselling was meant to replace informal counselling administered by non-professionals in the field of counselling through advisors and mentors in many and various aspects of social life such as moral and other societal conduct and sanctions, work and marriage (Dankwa, 1981). Other sects operated through the usage of parable, music, dance and religious beliefs and practices which serves as checks on individuals (Taylor & Buku, 2006).

In 1957, formal counselling started to grew tenderly in Africa especially in some places like Egypt, Nigeria, Kenya, Liberia, Togo, Tanzania, Uganda, Zambia and Ghana where teachers were appointed and referred to as, "career advisors" although no training was given to them as well as lacked knowledge of the theories, procedures and strategies used in counselling (Dankwa, 1981). In growth and development process, humans require that their needs be satisfied to attain their optimal development (Berk, 2005).

Counselling, according to Buku and Taylor (2006), is a connection that brings the counsellee who needs help together with the counsellor who is professionally equipped and educated to offer that aid. The goal is to assist the client in learning and dealing more successfully with his condition. The client will make the best decision in coping with the realities of his situation if he

understands himself. It is a systematic and purposive process empowering and re-empowering individuals with requisite skill which is necessary for adjusting healthily and effectively with his environment. Taylor and Buku (2006), posits that the introduction of formal counselling in Ghana focused on vocational information, career awareness, and reduction of examination anxiety in schools.

Dankwa (1981) points out that the development of counselling in Ghana is not so different from what was seen in the development of counselling in some parts of Africa, this is because in the school setting, counselling took the form of advice-giving which was implemented voluntarily by heads of schools, teachers, chaplains and in some cases school prefects. He states that outside the school setting, parents, family elders, and pastors of churches were also playing very important roles to make sure children and adults were guided towards the natural expectations of the society they lived in. Dankwa continues that many attempts were made in Ghana by people who wanted to establish formalized counselling in schools but they were met with obstructions dating back from 1955 to 1976. Essuman (1999), explains that formalized counselling emerged from some individuals within the Ghana Education Service (GES) and has existed up to date with the government providing vocational guidance through the establishment of Youth Employment Services for youths below 20 years holding Middle School Leaving Certificate. In 1960 the need arise for provision of vocational guidance to the extent that the Chief Education Officer and the Minister of Labour contracting to establish a National System of Vocational Guidance after a recommendation was proposed by a consultant from Britain in 1961.

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The institutionalization of formal counselling in schools aided the Ministry of Education to mandate the University of Cape Coast to train personnel in guidance and counselling to serve as guidance coordinators in second cycle institutions. Then the Ghana Education Service (GES) had written and endorsed the commencement of guidance and counselling services in educational institutions encompassing secondary, technical, commercial and vocational schools (Taylor & Buku, 2006). By 1980, 200 individuals who had volunteered to be Counsellors received training and were working in the schools to ensure that counselling was carried out by professionals who understood students' life and had the technical know-how and the ability to assist students in their everyday lives. This led to the formation counselling units and departments schools and universities. It has also become an important requirement for all registered learning institutions because of its enormous benefits at all levels of education (Taylor & Buku, 2006). The aim of this initiative was to provide all students the opportunity to develop their potentials fully in the areas of social-personal, educational, vocational and emotional development (Kauchak, 2011). In regards to this, it was made as an integral part of university education.

Idowu (2016) refers to counselling as the utilization of planned activities within the school system so as to ensure that students full potentials are actualized in areas including their personal, social, career, emotional and academic concerns. Unfortunately, for quite a while now, most universities have encountered serious challenges, and undergone great modification, in their governance, vision and mission statement as institutions, the knowledge given

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and its purpose, and their relative importance to the larger society and nation as whole (Barnett, 2009).

Counselling provides an avenue for students to uphold their obligations and be conversant with the end results generated from their choices (Kauchak, 2011). The zeal to adapt to the outcome of one's choices is not an inherent ability but rather a developed ability. It is degrading how students still find it difficult to adapt to these changes by facing these challenges. Universities are now rooted in the provision of counselling as there's an increasing complexity in life and, as such, students tend to face these challenges more than can be comprehended by them as they encounter difficulties in solving these challenges (Weiten, 2007). Many students have less enthusiasm towards studies and also lack the needed encouragement from family and the society, and hence tend to perform poorly (Essuman, 2007).

During adolescence and early adulthood, the need to explore and understand oneself increases. Theorists such as Erickson and others have made several contributions towards human development and hence propound life to occur in stages. As such, individuals needs and preferences change from one point in life to other situations (Berk, 2005, Santrock, 2005). In Ericson's psychosocial theory, every step of the process entails a task of which the adolescent stage portrays identify versus role confusion (Berk, 2005, Santrock, 2005).

Adolescents have issues with indecisiveness and hence begin to find out about themselves and their destinations in life as far as it concerns their lives ranging from their social, vocational to romantic, as they try to get their real selves (Berk, 2005). If the outcome is of success, then it creates a deeper self-

actualization and a new sense of happiness (Berk, 2005). However, if the outcome is not as accepted the adolescents face role confusion (Berk, 2005; Santrock, 2005). Counselling is as a facilitative two-way collaborative exchange of ideas with a supportive relationship that enables clients to explore their challenges (Egbochuwku, 2008). Education and school system is structured in stages. Each stage comes with its challenges. For instance, the adolescent student who is in the university face the challenge of self-identity which counselling help to resolve (Berk, 2005).

Also adapting to the environment becomes a challenge as they face issues relating to relationship, social, career, academia, financial, negative emotions amongst others. Thus, a lack in counselling contribute to students' poor performance and maladjusted behaviours (Essuman, 2007). University students are in adolescence stage, many are seriously confronted for the first time with facts about themselves and their academic performance Egbo (2015). Counselling is offered in universities to help students make peace with their difficulties. Counselling enables students to be morally upright and become more capable of handling their problems in life in terms of academics, social and physical environment (Collins, 2007). Therefore, it is important to know why some behaviours exhibited by some students in technical and non-technical universities are more desirable. Most students who have joined the university for the first time face some challenges with regards to issues of transition, orientation, career choice, adjustment and disciplinary restrictions (Muola & Migosi, 2012).

Technical education equips people with the needed skills to learn and become productive citizens and for the advancement at the workplace (Oni

2006). Counselling helps students to build their career pathways based on choice and interest (Jarvis 2011).

The formation of social connections has been linked to student perseverance and retention at university (Tinto, 1993; Wilcox, Winn & Fyvie-Gauld, 2005) and positive academic performance (Huon & Sankey, 2000). Students with a high level of companionship, whether school leaver, mature-age, and local or international, have higher levels of adjustment to university than students who are without a social group (Ramsay, Jones & Barker, 2007; Sevinc & Gizir, 2014). Without social connections, feelings of loneliness and social dislocation put students at a higher risk of attrition because they do not have social support in the university environment (Ayres & Guilfoyle, 2009, Mallman & Lee, 2016).

With regards to academic life, some challenges encountered are shaping their study habits and behavioural problems; deviance, disturbances, crises, unrest and all anti-social behaviours (Ryan, Deci, & Grolnick, 1995). Thus, this study seeks to examine the influence of counselling on the academic and social lives of students in technical and non-technical universities in southern Ghana.

Statement of Problem

Students in higher education face a number of difficulties, such as academic demands, autonomy over their wants and greater learning independence than it was in earlier schooling (Cred'e & Neihorster, 2012). For many students, university life may be both stressful and thrilling. Students are enrolled in demanding academic programs while also striving to figure out who they are socially, intellectually, financially and geographically (Lynch, Gander, Kohls, Kudielka, & Walach, 2011). In Ghana, some tertiary institutions have

withdrawn students for poor academic performance and maladjusted behaviours over the years. Ghana News Agency (2003) reported that 147 students of the University of Ghana, Legon, were dismissed for poor academic performance. Boadu (2013) stated that 12 Kumasi Polytechnic students were sacked for entering university with falsified certificates. Baneseh (2017) also said that 22 UPSA students were sacked for trying to manipulate IT system for better grades. The significant attrition rate of first-year students at Ghana's University of Cape Coast has been emphasized by Owusu, Tawiah, Sena-Kpeglo, and Onyame (2014). The researchers blamed the tendency on adjustment issues and suggested that institutional orientation and counselling services be redirected to address the issue (Owusu et al., 2014).

Counselling is most crucial in redressing students' academic and social live issues, aside from solving their mental and psychological needs (Aidoo, 2011; Kevor, 2013). It is therefore important to investigate how counselling can help in solving some of these issues in both technical and non-technical universities in southern Ghana. The drop out of university students and their ill-adjusted behaviours have necessitated the need for a study to examine the influence of counselling on academic and social lives of students in technical and non-technical universities.

Purpose of the Study

The sole aim of this research was to determine the influence counselling has on the academic and social lives of students in technical and non-technical universities in southern Ghana.

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Specific objectives under study were:

1. To examine the influence counselling on the academic life of students in technical and non-technical university.

2. To examine the influence counselling on the social life of students in technical and non-technical university.

3. To compare technical and non-technical university students in the influence of counselling on academic life.

4. To compare technical and non-technical university students in the influence of counselling on social life.

5. To determine whether there is any gender difference on the influence counselling on the academic life of students.

6. To determine whether there is any gender difference on the influence counselling on the social life of students.

7. To determine whether there is any age difference on the influence counselling on the academic life of students.

8. To determine whether there is any age difference on the influence counselling on the social life of students.

9. To determine whether there is any difference on the influence counselling on the academic life of students on the basis of residential status.

10. To determine whether there is any difference on the influence counselling on the social life of students on the basis of residential status.

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Research questions

This study sought to address these questions:

1. What is the influence of counselling on the academic life of students in technical and non-technical universities?

2. What is the influence of counselling on the social life of students in technical and non-technical universities?

Research hypotheses

The following hypotheses guided this study:

$H_0 1$:   There is no significant difference between technical and non-technical university students in the influence of counselling on academic life.

$H_1 1$:   There is a significant difference between technical and non-technical university students in the influence of counselling on academic life.

$H_0 2$:   There is no significant difference between technical and non-technical university students in the influence of counselling on social life.

$H_1 2$:   There is a significant difference between technical and non-technical university students in the influence of counselling on social life.

$H_0 3$:   There is no significant gender difference between technical and non-technical university students in the influence of counselling on academic life.

$H_1 3$:   There is a significant gender difference between technical and non-technical university students in the influence of counselling on academic life.

$H_0 4$:   There is no significant gender difference between technical and non-technical university students in the influence of counselling on social life.

. $H_1$4: There is a significant gender difference between technical and non-technical university students in the influence of counselling on social life.

$H_0$5: There is no significant age difference between technical and non-technical university students in the influence of counselling on academic life.

$H_1$5: There is a significant age difference between technical and non-technical university students in the influence of counselling on academic life.

$H_0$6: There is no significant age difference between technical and non-technical university students in the influence of counselling on social life.

$H_1$6: There is a significant age difference between technical and non-technical university students in the influence of counselling on social life.

$H_0$7: There is no significant difference between technical and non-technical university students in the influence of counselling on academic life on the basis of residential status.

$H_1$7: There is a significant difference between technical and non-technical university students in the influence of counselling on academic life on the basis of residential status.

$H_0$8: There is no significant difference between technical and non-technical university students in the influence of counselling on social life on the basis of residential status.

$H_1$8:   There is a significant difference between technical and non-technical

university students in the influence of counselling on social life on

the basis of residential status.

Significance of the study

This research may be beneficial to a variety of educational stakeholders

in many ways. It is hoped that the study's findings would first and foremost

serve as a guide for policymakers in recognizing the need of allocating enough

resources to counselling in our educational system. This would aid them in

developing strategies to improve counselling in tertiary institutions.

The study's findings may also offer university administrators scientific

proof on the need for counselling services among students. It would also aid

counsellors in paying greater attention to students and using suitable approaches

and procedures to help them better their academic and social life.

The study may become beneficial in encouraging students to recognize

their counselling needs and difficulties and to seek help from a counsellor to

resolve these issues. The research could also be used as a tool to prevent

common issues from becoming more serious and leading to delinquency,

failure, and mental distress.

Finally, it is hoped that the study's findings would aid in expanding the

boundaries of knowledge in the academic field, particularly in the field of

counselling at tertiary institutions

Delimitations

The study focuses on examining the influence of counselling on students

in technical and non-technical universities and places emphasis on the lives of

students with regards to academic and social life. The study was delimited to

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students in universities in southern Ghana. The experience of students from senior high schools in relation to counselling would not be considered. The research concentrated on the undergraduate students in both the technical and non-technical universities.

Secondly, the selection of Accra Technical University and Cape Coast Technical University as the two public technical universities complemented by the University of Cape Coast and the University of Ghana as two public non-technical universities was reached by my need to interact with participants from diverse background and well-informed group, to address the study objectives significantly. The urbanized setting of Accra as well as Cape coast being semi urban helps to portray a perfect view of counselling at the universities. This ensures that distinctive stripes of counselling are fully utilized.

Limitations

In the universities there are several factors that determine the academic and social lives of students. These range from the ability of the individual student, the quality of lecturers, counselling and availability of facilities. However, this study focused on the academic and social lives that are of importance to the counselling relationship only.

There are several universities in southern Ghana, but due to time this research work limited itself to two Technical and two Non-Technical Universities.

Definition of terms

The terms below are explained as it relates to the study:

Academic life – relates to individual's intellectual growth and development that relate to educational work done in the university which involves studying and reasoning.

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Client- refers to a university student person or group receiving counselling from a professional counsellor.

Counselling - is a beneficial dialogue that aids in settling a client's issues which may be social, educational, cultural and or emotional and thereby requires the Counsellor to solve them in a holistic way. The trained professional counsellor builds a trusting relationship with the client who needs assistance. This relationship relies on personal meaning of experiences, feeling, behaviours, alternatives, consequences and goals. It paves way for individuals to explore and express their ideas and feelings in a non-evaluative and non-threating environment.

Counsellor- is a professional equipped with the right skills to assist people deal with the problems in their lives by creating a relationship with them.

Influence- in the context of this study refers to the power to affect, change, or modify the actions, behaviour, character, decisions, emotions, feeling and thoughts of individual or group to meet the demands of the university. It is used to verify the relationship counselling has on academic and social lives of students.

Non-technical university- refers to University teaching all kinds of subjects. Generally, very involved in academic research

Social life – refers to a technical or non-technical student's interpersonal relationship with other people within their immediate surroundings, when they are not working or learning.

Technical university- refers to a university that specializes in technical disciplines like engineering, technology, applied science and natural science

Organisation of the study

Preliminary pages include the Title page, Declaration, Abstract, key words, Acknowledgements, and Dedication. There would also be Table of Contents, List of Tables, List of Figures, List of Acronyms, and Appendices. The main work covers five chapters as follows.

Chapter one offers an introduction to the history of counselling in Ghana and went on to look at the purpose of study, research questions and hypotheses in details. The delimitations and limitations were stated and terms were also defined. Chapter two talks about literature review and discusses the academic and social lives of students in technical and non-technical universities. It includes the definition of concepts, theoretical review, empirical review, and conceptual framework.

Chapter three throws light on the research methods and procedures for the study comprising research design, study area, population, target population, sample of study and sampling procedure, data collection instrument, validation of instrument, reliability of the instrument, ethical consideration, data collection procedures, data processing and analysis, and chapter summary. Chapter four reports the data analysis results and discussion, which include comparing students' social and academic lives in relation to counselling in both technical and non-technical universities. Chapter five presents summary of findings, conclusions, recommendations and suggestions for further study.

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CHAPTER TWO

LITERATURE REVIEW

Overview

This chapter looks at other literature relevant to the study. This chapter starts with the definition of concepts. It also covers major theories, the conceptual framework and empirical studies of how the influence of counselling impacts on the academic and social lives of students in technical and non-technical universities.

Definition of Concepts

Counselling

Counselling is an interactive relationship created between a client and an expert (counsellor) which helps shape the client to best handle issues Nugent (2000). The virtue acquired by the counselor through training makes him/her knowledgeable to the extent of being able to deal with difficulties presented by the client. Moreover, it serves as an interpersonal relationship that grant people the ability to explore, understand and help provide solutions to challenges one faces. Counselling takes place when an individual consults another to help find solutions to one's problems or dilemma which is a standing block in the way of life they so wish to live (McLeod 2012).

Counselling paves way for improving one's personal, social, educational and vocational growth. Applying this knowledge helps people acquire the right skills to better deal with the events in his life (Lapan 2001). A structured relationship that involves the use of one or more psychological theories and a recognized set of communication skills to clients' inner worries, problems or ambitions, as modified by experience, intuition and other

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interpersonal aspects is termed counselling (Feltham & Dryden, 1993). Its main consideration relies on facilitation as oppose to coercion or advice-giving or coercion. The duration can range from short to long hours and occurs at either an organisational or private practice setting and also has the tendency to coincide with practical, medical and other matters of personal welfare or not (Feltham & Dryden, 1993). The sole purpose is geared towards a life of contentment and resourcefulness. There exist numerous counselling relationship depending on the need characterized and may embrace developmental issues, addressing and resolving specific problems, making decisions, coping with crisis, developing personal insights and knowledge, inner conflict resolution or improving one's relationship with others (Taylor & Buku, 2006). Counselling is sought by people in distress or in some degree of confusion who wish to discuss and resolve these in a relationship which is more disciplined and confidential than friendship, and less stigmatizing than helping relationships offered in traditional medical or psychiatric settings. (Feltham & Dryden 1993).

Life transitions involving new experiences and changes, usually requires an adjustment process in the lives of these individuals. The shift from high school to university is one major life transition for young adults (Buote, 2006). This transition stage is a changing phase requiring an adjustment process as it comes with significant challenges and stresses for emerging adults to meet the personal demands of the new academic and social environment (Berzonsky & Kuk, 2000). University life requires young adults to learn on how to cope with various challenges and take actions to integrate into the university's academic and social life so as to meet academic demands, establish new networks, become

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more independent, take responsibility in their personal lives, and make better career choices (Ayhan, 2005; Gizir, 2007). Adjustment is a psychological concept that refers to the behavior that enables people to meet their environmental demands (Tuna, 2003). It ought to be understood that through counselling freshmen and continuing students in the universities are best adjusted to benefit fully either academically or socially. Again, they are also able to explore their own values, beliefs and understand how to challenge themselves to make positive changes in their lives (Hunt & Eisenberg, 2010).

Many studies suggest that the words and actions that the counsellor uses to promote a healthy and working alliance have proven to be an important contributing factor to change for the client (Sullivan, Skovholt, & Jennings, 2005). The literature does suggest that the personal qualities of the counsellor and their ability to form a warm and supportive relationship are extremely important factors in the counselling relationship (Black, Hardy, Turpin, & Parry, 2005). Attachment styles or the ability to make relationships by both the client and the counsellor may have a direct correlation to forming the good relationship. For example, when a client is feeling vulnerable, the way in which the counsellor responds as a caregiver has an impact on the relationship being formed as suggested by Black, et al. (2005). From the literature review, Coleman (2006) also reiterated that overall personality similarity or particular traits of both therapist and client may have an effect on the nature of successful outcome.

Types of Counselling

There are two main types of counselling namely individual counselling (face to face interaction between the professional counsellor and the client) and

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group counselling which is between the professional counsellor and clients who have similar concern (Omotosho, 2000). Usually, counselling is most preferred through individual and small group sessions (Robbins, Lauver, Le, Davis, Langley, & Carlstrom 2004) with special emphasis placed on confidentiality as a professional code of ethics.

According to Gallagher, Golin, and Kelleher (1992) students mostly opt to seek assistance through individual counselling or printed materials. Taylor and Buku (2006), regards individual counselling as a personal, face to face relationship between a counsellor with the right competencies, providing knowledge to a client to help him/her figure out how to handle his present and possibly future events so that he can utilize the characteristics and potentials effectively to benefit both himself and society, and subsequently, help solve future problems to meet future needs. According to Rizq and Target, (2010) Individual counselling can be referred as a one-on-one interaction between a professionally trained counsellor and his client (counselee) of which the purpose is to help the counselee to understand himself, clarify and direct his thought, in order to make a correct decision. Through this, clients are able to deal away with their issues. Ojo (2005) emphasized that, counselling is mainly done to bring about a change in the client either by altering unadaptable behavior by learning the decision-making process or problem control mechanisms. Counselling should be looked at as a person-to-person relationship of which the focus is laid on a person's growth and adjustment, problem-solving and decision-making needs (Buku & Taylor, 2006). Result indicates that for many students the experience of attending individual counselling as part of their training is

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positive. However, some mixed outcomes have also been reported (Moller; Rizq & Target; Kumari, 2017).

Carew and Tukur (2004) and Fajonyomi (2012) realized that counselling provided with focus on study skills consists of a system of coordinated instructions and teaches how to get greater access to learning materials and developing better study habits. The result is that students become more confident and build better self-image while being less anxious about examination. During counselling, individuals get the opportunity to develop self-knowledge and self-development through individual interventions (UNESCO, 2000). Understanding and knowing of oneself and the environment attained through individual counselling leads to personal development and good decision-making skills (UNESCO, 2000). Omotosho (2000) remarked that the counsellor provides guidance to students in their choice of career that matches with their personality. Proper record of continuous assessment of the academic activities of the students is very important to the counsellor. Shortcomings ranging from slow learning, lack of attention, poor concentration and other learning difficulties are remedied through the effort of the counsellor (Zimmerman, 2003).

Students prefer individual counselling because their problem cannot attract the needed atttention in group counselling. With individual counselling, the counsellor gives maximum time, energy and full attention to the student (Geldard and Geldard, 2001).

Group Counselling is a counselling session that occurs between a professionally trained counsellor and a group of people of which the number should not be more than seven, or at most ten, in order to have a cohesive group

and an effective well controlled counselling session (Nugent, 2000). Erden, (2015) suggested that seven members are desirable. Prinyapol and Chongruksa (2013) suggested a range of more than three but less than fifteen members. Burlingame and Fuhriman (1990) suggested that an average group size for group counselling should be between four and ten members. Group composition is another important issue to consider in formulating a group in group counselling. Groups can be either heterogeneous or homogeneous. Heterogeneous groups are composed of a diversity of individuals of different ages, gender and cultures. Heterogeneous groups are believed to foster individualization because of the wide range of issues they can address (Sevinc & Gizir 2014).

Group counselling has a target like learning, career, personal or homogenous problems. It emphasizes the individual relationship which focus the behavior aspect, memory, and the realize feelings (Corey, 2018). Members of the groups are clients/counselees 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 (Prinyapol & Chongruksa, 2013). 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. Erden, (2015) all counselees express their feelings and the counsellor during group counselling is to help remove the musks 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.

Many universities in the past have been involved in strikes that led to mass destruction of property worth millions of cedis. Counselling has helped to reduce or alleviate such tendencies in universities. Gandhi (2011) iterates that career counselling helps guide lost careers and when shortcomings are evident, determines them by analyzing past work experience, working relationship of the individual, and his or her career outlook and further assists in the identification of flaws and overcome them while gaining recognition at the work place. These include his or her thoughts, beliefs, results and actions are shown and the factors that influence them. The stages of group counselling according to Corey and Corey (1997) are initial, transition, working and termination stage.

The goals of counselling should be capable of being stated differently for each individual client. The goals should be compatible with, though not identical to, the values of the counsellor. The degree to which goals of counselling are attained by each client should be observable. These goals include the following, among others:

a. Self-awareness and self-acceptance: According Feltham and Dryden (1993) becoming aware of thoughts and feelings that had been blocked off or denied, or developing a more accurate sense of how self is perceived by others. The development of a positive attitude towards self, marked by an ability to acknowledge areas of experience that had been the subject of self-criticism and rejection.

b. Self-actualization or individuation: It assists clients to move in the direction of fulfilling potential or achieving an integration of previously conflicting parts of self (Ivey & Ivey, 2003).

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c. Enlightenment and problem-solving: It assists the client to arrive at a higher state of spiritual awakening. Clients also find a solution to a specific problem that the client had not been able to resolve alone. Clients acquire a general competence in problem-solving (Erden, 2015).

d. Psychological education and acquisition of social skills: The goal of counselling is to enables the client to acquire ideas and techniques with which to understand and control behaviour. Learning and mastering social and interpersonal skills such as maintenance of eye contact, turn-taking in conversations, assertiveness or anger control (Ivey & Ivey, 2003).

e. Empowerment and restitution: Clients work on skills, awareness and knowledge that will enable them to take control of life. Counselling helps the client to make amends for previous destructive behaviour (Erden, 2015).

f. Generativity and social action: Inspiring in the person a desire and capacity to care for others and pass on knowledge (generativity) and to contribute to the collective good through political engagement and community work (Erden, 2015).

Counselling in Technical and Non-technical University

University is a concept having come down to us from Ancient Greece. The concept of 'universitas' constituted through being inspired by the environment where Plato and Aristotle created philosophical discussions with their students without feeling any political and religious pressures is named as university (Ortas, 2004). Universities as the highest educational and research institutions have been serving humanity at universal scale as centers where every kind of material and spiritual problems are scrutinized and investigated at the highest level and obtained findings are transferred through teaching and

publication (Ortas, 2002). According to the United States Department of Education's Federal Student Aid (2018), Universities offer bachelor's, master's, and doctorate degree programmes concurrently, some of which are sometimes ran in professional schools like law or the medical school. Universities are relatively larger or wider in physical coverage and thus attract larger class sizes though emphasizing a purely academic focus. The main functions which universities are supposed to carry out have been listed as follows: 1. Carrying out scientific research studies, 2. Producing solutions to the problems of humanity and a country, 3. Training the human force which a country needs, 4. Teaching information, skills, emotions and intuitions which they obtain to other people, making publications, 5. Setting examples in every area (Sonmez, 2003).

Over the past thirty years, universities have faced major challenges, and undergone major transformations, in the nature and scope of their mission, their governance as institutions, the knowledge they produce, the value of these knowledge, and their relations with the wider economy and society (Barnett, 2009). Today university students cannot graduate by getting benefited from university education sufficiently and plan their future orientations and goals. This result from the social, cultural and economic environment and social structure, they are multidimensional and different. This situation drives the university students to indecisiveness and depression (Aytac, 1993). Again, university campuses create a toxic environment due to heavy workloads, the pressure to succeed, and stressful examinations. This environment can lead to depression, anxiety, and even suicide (Hunt & Eisenberg, 2010).

Related literature considers university adjustment as a multifaceted and complex phenomenon (Sevinc & Gizir, 2014). As such, the process of

university adjustment is described mainly by identifying four types of adjustment, namely academic adjustment, social adjustment, personal/emotional adjustment, and goal commitment/institutional attachment (Wilcox & Fyvie-Gauld, 2005). Briefly, academic adjustment involves students' perceived ability to achieve school work and acceptance of the academic environment; social adjustment refers to dealing with a new social environment effectively such as by establishing positive and accepting friendships and being involved in social activities on campus; personal/ emotional adjustment includes the well-being of students; and institutional attachment refers to students' feelings of commitment to university and satisfaction with attending a particular university (Friedlander, Shupak & Cribbie, 2007). Recently, Owusu Tawiah, Sena-Kpeglo and Onyame (2014) have highlighted the high attrition rate of first year students at the University of Cape Coast in Ghana. The researchers attributed the trend to adjustment problems and called for a re-direction of institutional orientation and counselling to remedy the situation (Owusu et al., 2014).

All universities have counselling units in place for students who would face challenges here and there. Some universities have social workers, student-led mental health groups, and even clinical psychologists all on campus. However, some universities provide resources that are not adequate for their students. Additionally, some students are unaware or unwilling to use the mental health resources available to them (Hunt & Eisenberg, 2010).

According to University of Cape Coast students' hand book (2017) students can receive counselling in the following areas: Academic or Career counselling;

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Personal-Social counselling; Marriage and Family counselling; and Group counselling.

Counsellors can be more successful at the universities and many other learning institutions when they are much abreast with some theories in guidance and counselling that explains human behaviour changes, attitudes, values and aspirations. These theories serve to provide standards for counsellor in their field of work. The Cape Coast technical university, like other tertiary - institutions, is made up of students from different cultural, economic and social backgrounds who exhibit different needs and behaviors that affect their studies and development. The need to help identify these groups so as to aid their total development makes counselling necessary in the Cape Coast Technical University.

Again, students must be guided and helped to make useful decisions regarding finances, sex and marriage, use of drugs and other important personal, social and economic matters. Some technical university students, it has been noted, do not put much effort into developing academic skills and this makes their studies burdensome (Polytechnic Education Special Service, 2002). At the University of Ghana in the Humanities, Science and Technology departments (Centre for Higher Education Transformation figures, 2000 – 2007). Cuthbert (2003) and Hampshire (2009) recorded and reported on the low academic performance of undergraduate students in the university.

Theoretical Review

In this section, some of the theories related to the study have been reviewed. The theories include self-determination, rational emotive theory, client-centered theory and choice theory. According to Kankam and Onivehu

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(2000), theories in counselling are organized ways of understanding client behaviour, viewing the counselling process and a guideline for Counsellor behaviour. Again, theories in counselling assist the counsellor in explaining clients' behaviour and evaluate the outcome of counselling. Theoretical approach guides our thinking, actions, and practices (Anfara & Mertz, 2006). Theories provide deeper focus and understanding of a phenomenon of interest (Du Plooy-Cilliers, Davis & Bezuidenhout, 2014). Theories also represent abstract descriptions of a specified phenomenon from a particular perspective that presents a logical description of the concepts and relationships regarding the influence of counselling on academic and social live in university (Du Plooy-Cilliers et al., 2014).

Counselling on Academic Life of University Students

Self Determination Theory (Ryan and Deci, 1985)

The self-determination theory focuses on motivation to achieve gratification for human psychological needs (Reeve, 2012). The theory comprises five interrelated motivation-defined mini theories (Reeve, 2012). Ryan and Deci (2000) propose that humans can either be active and engaged or passive and alienated, depending mostly on the conditions under which they operate. Engagement essentially involves partaking in internally fruitful and satisfying activities though individuals' acts may occasionally be solely motivated by external rewards. Vansteenkiste, Lens and Deci (2006) observe that both intrinsic and extrinsic motivation or autonomy versus dependence predict human behaviour. However, intrinsically motivated activities have a greater tendency of being realized in view of their internally motivated

intentions (Vansteenkiste. 2006). Individual differences also form the basis for variations among internally motivating factors for individuals.

Self-determination theory has some conditions which include autonomy, relatedness and competence (Deci & Ryan, 2008). All three conditions gratify human psychological needs (Ng, Thogersen-Ntoumani, Deci, Ryan and Duda 2012) and combine to determine the means by which humans expend their energies in undertaking various activities, like social and academic work. The self-determination theory assumes that people are more prone to internalize their behaviours when they find them valuable to their associates (Ng, 2012). Such associates may include family relations and friends, school colleagues and work mates or valued role models. Adopting specific behaviors due to such associations is referred to as relatedness. Relatedness provides a significant vehicle of change in human behaviour (Ryan, Patrick, Deci & Williams, 2008).

Both intrinsic and extrinsic motivation significantly impact academic lives though from different angles and at varied intensity (Ryan & Deci, 1999). While intrinsic motivation underlines the natural human potential to conduct academic tasks, extrinsic motivation relies on external rewards to facilitate conditionally motivated behavior. The two key factors, affecting learning namely competence and autonomy are critical to the realization of intrinsically motivated acts which the counsellor can assist unearth (Ryan & Deci, 2000).

Counselling the Social Life of University Students

Rational-Emotive Theory (Ellis, 1977)

Underlying the practice of rational-emotive theory, developed by Ellis (1977), and its applications to counselling is a set of theoretical hypotheses about the emotional-behavioural functioning of humans and how it can be

changed. At the centre of these hypotheses is the concept that events do not force people to have emotional behavioural reactions. It is rather their interpretation or thoughts about events that precipitate emotion and behaviour. Therefore, the target for change in psychotherapy is those thoughts, attitudes, beliefs and meanings that create emotional-behavioural disturbance (House & Hayes, 2002).

Ellis (1979) theorises that human have the capacity to interpret reality in a clear, logical and objective fashion, and avoid unnecessary emotional-behavioural upsets, but also says that humans are predisposed to irrational interpretations. An irrational interpretation of reality, such as the foregoing, usually has two or three standard characteristics (Ellis, 1979): first, it demands something unrealistic of the world, other people, or yourself; second, it exaggerates the awfulness of something you dislike; third, it concludes that you cannot tolerate the thing you dislike; and it condemns the world, other people, or yourself. For example, an irrational interpretation occurs when (a) a student is scolded for a malfeasance; (b) the student concludes 'I am a bad and inept person' and consequently (c) feels threatened and hurt and withdraws from the scene.

In such a scenario, the student will have to go through four stages of rational emotive counselling. The first is an exploration of the student's emotive behavioural difficulties, and an identification/diagnosis of those irrational interpretations that create problems. Next the counsellor helps the student to gain insight into his or her irrational ideas, and the ways in which they upset emotions and behaviour. The irrationalities are then challenged and restructured into more rational interpretations, and a re-education process is followed, so that

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the student uses his/her rational thinking to adapt new life patterns of emotion and behaviour.

Client-Centered Theory (Rodgers, 1961)

The client–centered theory was designed to promote openness, growth and change in the clients. It is a process of helping clients discover new and more satisfying personal meanings about themselves and the world they inhabit (Gatongi, 2007). The model assumes that human interaction is only possible when conditions such as empathy, unconditional positive regards and congruence are demonstrated by the counsellor (Gatongi, 2007).

This theory focuses on the human interaction between the counsellor and the client. The current client-centered theory is understood as a process of helping clients discover new and more satisfying personal meanings about themselves and the world they inhabit. The student will drive towards growth, health and adjustment (Gatongi, 2007). The theory assumes that human interaction is only possible when certain conditions prevail. According to Gatongi (2007), these conditions include counsellor's demonstration of empathy, unconditional positive regard and warmth to the client. He notes that growth occurs in an acceptance, warm, empathetic, non-judgmental environment that allows students the freedom to explore their thoughts and feelings and to solve their own problems. Therefore, Counselling service that lacks these characteristics culminate into poor performance of students in universities. When a counsellor communicates the above conditions properly, those being helped will become less defensive and more open to themselves and their world and they will behave in more social and constructive ways (Geldard & Geldard, 2001).

Forde (2000) stressed, while the majority of students may be in varying degrees of need for counsellor service, only a few may have the courage to take the initiative and disclose their problems to counsellors. Counsellors must make every effort to be approachable to those they seek to help. Many students harbour feelings of failure in academics and thus have low self-esteem, but a 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 they are experiencing and even end up performing their best potentialities.

A conducive environment for the student should be provided and lecturers should provide room for self-actualization by being friendly, loving, competent and responsible (Fall, 1992). Counsellor should also help the student set goals and allow positive self-recognition after attaining set goals and aspirations that will boost success in academic performance. Therefore, a good environment should be created by counsellor.

The essence of client-centered counselling is based on the belief in the person as someone who is able to determine what problems should be discussed and to seek his own solutions for them (Rogers, 1961).

As trust builds between counsellor and student, the counsellor is able, through empathic understanding to perceive the world as the student sees it and also how the student views himself in his world. These empathic perceptions are communicated to the student in a way that assists him in clarifying the relationship between his thoughts and feelings (Oladele, 1997). Rodger's client-centered approach to counselling is optimistic and positive due to how he views human nature.

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Counselling on Academic and Social Life of University Students

Choice Theory (Glasser, 1988)

The main precept of choice theory is based on the idea that people choose behaviors to attempt to meet their basic needs met. Glasser describes the five basic needs that all humans possess as love and belonging, fun, freedom, power, and survival. The needs do not exist on a hierarchy; rather, everyone has different levels of need strength (Glasser, 1998). Glasser believes that relationships are paramount to living a healthy life and that all ills can be traced back to a relationship deficit or problem (Glasser, 1998).

To Glasser, every individual only has the power to control themselves and has limited power to control others. According to Glasser (1998), applying Choice Theory allows one to take responsibility for one's own life and at the same time, withdraw from attempting to direct other people's decisions and lives. Individuals are empowered to take responsibility for their choices and support others in taking ownership of their choices. Negative behaviors reduce in frequency and intensity, relationships strengthen and satisfaction in life increases (Sevinc & Gizir, 2014).

According to Nayak, (2004) and Egbochuku, (2008) the factors that cause university students to seek counselling include; learning difficulties, public speaking anxiety, improvement in their study skills, career uncertainty, self-confidence problems, lack of motivation, fear of failure, depression, lack of purpose in life, anxiety and nervousness, love and relationships, physical health problems, alcohol and drug abuse, weight, eating problems, time management, overcoming fear about taking exams, meeting career and educational needs; psychological issues such as suicidal and homicidal thoughts, mood changes,

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phobias, problem solving, marital issues, traumatic life events and life transitions. According to Hatch and Bowers (2002), the primary mission of counsellors in universities is to support and encourage academic achievement. Many school counsellors often try to work in isolation to meet the needs of students, even though the ratio of students to counsellors is usually very high. Counselling device strategies to help make better choices.

Counselling is also to help strike a balance between individual needs and societal norms, since an individual as a member of the society is influenced by the society. Students have different challenges and may need counsellor service, only a few may have the courage to take the initiative and disclose their problems to counsellors (Forde, 2000). The implication then is that counsellors must make every effort to be approachable to those they seek to help. Counselling help clients find better ways to fulfill their social and academic needs. The counsellor makes personal connection with the clients. If this connection is not made, there is no possibility for the counsellor to provide help. The counsellor is to assist client to evaluate their behaviours, make plans for changes and set goals. Glasser's (1988) theory indicates that student effort is a crucial variable in the equation and that counselling is impossible without it. It is very valuable in treating sensitive social life issues. If a student has his or her basic needs met through experiencing a positive school climate, then motivation to learn will increase and students will work harder, thus improving achievement (Neibuhr & Neibuhr, 1999).

Glasser (2010) advocated that Choice Theory is strong in terms of its preventive power. Students are educated in the theory, which becomes a framework for a set of life skills that can guide the student beyond counselling.

Students' understanding of needs and their power to make behavioral choices that effectively satisfy these needs contributes to improved functioning in the future. The theoretical tenets of Choice Theory are applicable to nearly all aspects of a student's life and may be helpful in different settings and life stages. As students make effective behavioral choices and model responsibility for themselves to others around them, other people may be influenced and positively affected. Corey (2004) suggested special relevance for the theory in group counselling of adolescents in school settings.

Empirical Review

Ethics and Counselling Relationship

Josselson (1996) maintains that the counsellor has a primary responsibility towards the students who needs to be treated with dignity and respect as unique individuals. It is highly recommendable that counsellor be genuinely considerate of the personal, social, academic, and career needs of the student. Also, there is the need for the counsellor to respect the students' values, beliefs and cultural background rather than imposing his personal values on students. A key component to the counselling process is the factor of confidentiality which encompasses many aspects including informing individual students of the purposes, goals, techniques and rules of procedure under which they may receive counselling (Okuma, 2005). Confidentiality also entails issues of informed consent and disclosure to the student with the disclosure stating the limits of confidentiality in an appropriate manner. Informed consent ensures that the students understand the limits of confidentiality and usually this becomes a problem on the students' part especially when at a certain developmental level.

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With regards to student-counsellor relationship, the counsellor must understand that professional distance with students is highly appreciated and that any sexual or romantic relationship with students while providing his services is considered a grievous breach of ethics and is prohibited regardless of a student's age (Urumbo, 2000).

Academic Life of University Students

Guez and Allen (2000) maintain that recent developments in education, especially the opportunity for free and universal education, have resulted in a new scale of problems in schools and the nations at large. Many students go to school without knowing what they are supposed to do, and leave school without any idea of what type of jobs or careers they should follow. In addition, they have little understanding of themselves and their socio-economic and political environment (Fenollar et al., 2007). Several key elements impacting students' academic performance are also confirmed in the literature. Students' desire to study, personal identity, perceived behavioural control, expected remorse, and motivation (Phillips et al., 2003), as well as accomplishment objectives and study tactics, are among them (Fenollar et al., 2007).

University students need academic adaptation to be able to adjust properly on campus (Phillips et al., 2003). Academic adaptation means learning how to fulfill the duties and responsibilities as necessitated by your role as a university student. Counsellors, lecturers, parents, peers and personal motivation strongly influence a student's academic self-concept and academic achievement (Phillips et al., 2003). According to Hunt and Eisenberg (2010) most lifetime mental disorders have their first onset by age twenty-four and, if left untreated, these disorders can have negative consequences related to

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academic success, productivity, substance use, and social relationships. Birnie-Lefcovitch (2000) observes that students who come from senior high to the universities to develop self-reliance, self-understanding, self-direction and problem-solving skills without proper guidance from trained counsellors yielding to non-lasting results. There are therefore a host of problems which cause students in the universities to poorly adjust academically. These challenges include: anxiety, poor self-concept, and sexuality, poor methods of study, poor reading techniques, organ disabilities and indiscipline.

According to Berzonsky and Kuk (2000), anxiety exists when individuals are at odds with themselves. The underlying conflict springs from a clash between incompatible impulses, desires and values. University students are in adolescence stage, whereby many adolescents are seriously confronted for the first time with facts about themselves and in specific their academic performance (Egbo, 2015). This brings forth conflict and frustration in them that produce anxiety and tension thus affecting their concentration in studies and they end up performing poorly in academics Egbo (2015).

Self-concept is the sense of self. Its basis is one's knowledge of what he/she has been and has done. Self-concept helps a student to understand himself/herself and regulate their behaviour. Counsellors, lecturers, parents, peers, personal motivation and the student's gender strongly influence a student's academic self-concept and academic achievement. Lecturers' approval - disapproval patterns are directly related to students' academic self-concepts (Tinto, 1993). The more positive a student believes about his/her lecturer's evaluation of him/her, the better his/her academic achievement as measured by grades, and vice versa. The lecturers bear a major responsibility for helping students develop positive

academic self-concepts. The self - concept of an individual is effectively assessed from self-reports in academic and non-academic domains (Enochs & Renk). Since the academic self-concept is such a major factor influencing development and learning, the university must assume a prominent role in helping students to develop a more adequate academic self-concept.

A student with self-knowledge will develop a powerful motive or aim in academic achievement. Mutie and Ndambuki (1999) observe that poor organization, laziness, being easily distracted and lack of self-confidence are among issues that contribute to a student's poor academic performance. But he emphasizes that through academic counselling; counsellors can motivate students and help them improve their academic standards. To achieve academic success, a student needs to be trained on effective study methods and examination techniques.

Counselling is essential on the academic life of university students. The counselling efficiency of initiates the central activity of college instruction (O'Banion, 2009). In this capacity the facility primarily facilitates first year students' fruitful college adjustment (Stephens, Hamedani & Destin, 2014). According to Stephens et al., (2014), inexperienced and ignorant students often encounter severe challenges to realize commendable first year college performance. Poor insight regarding college studies, lack of friends and low environmental awareness hinders new students' sufficient rest with rippling effects on their concentration levels. Adjustment undeniably affects many new students' college performance. Counselling helps university students to successfully complete their academic work and graduate from the university (Adebayo, 2007 & Smith, 2007). Early academic support for both new and

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continuing university students has assumed a central position in discussions regarding students' retention and early graduation in recent times (Andrade, 2006; Owens, 2010).

Social Life of University Students

Social life is an important component of overall life in the university (Edjah, Domey, & Ankomah, 2019). It involves feeling included in the university social culture and being satisfied with university social life, meeting and making friends and forming connections with other students, feeling at ease with others at university, and feeling part of the first-year cohort (Baker & Siryk, 1999; Kantanis, 2002; DeSilva, Robinson & Watts, 2011; Rahat & Ilhan, 2016). Studies have shown that the transition of students from the high school environment to the university environment causes social and psychological shock to them. These educational systems largely differ: students encounter new type of relations between students and faculties and even new relations among students themselves, new methods of teaching, and new academic requirements, among others (Edjah, Domey, & Ankomah, 2019; Amponsah & Owolabi, 2011; Birnie- Lefeovitch, 2000; Keup & Stolzenberg, 2004; Thawabieh & Qaisy, 2012). Edjah et al. (2019) further indicated that first-year undergraduate students in Ghana go through a number of challenges which have the tendency to make life very uncomfortable, when the students are not given the needed social and institutional support in order to cope and also reduce the stress associated with life on campus.

The formation of social connections has been linked to student perseverance and retention at university (Tinto, 1993; Wilcox, Winn & Fyvie-Gauld, 2005) and positive academic performance (Huon & Sankey, 2000).

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Students with a high level of companionship, whether school leaver, mature-age, and local or international, have higher levels of adjustment to university than students who are without a social group (Ramsay, Jones & Barker, 2007; Sevinc & Gizir, 2014). Without social connections, feelings of loneliness and social dislocation put students at a higher risk of attrition because they do not have social support in the university environment (Ayres & Guilfoyle, 2009, Mallman & Lee, 2016).

The absolute independence of university life coupled with adolescents' naivety, ignorance and constant search for adventure (Shino, 2008; K'Ohul, 2010; Ruane, Kasayira, & Shino, 2011; Levy & Earl, 2012) often exposed fresh university students, to a sudden surge of life issues that often derails their academic live and occasionally, their entire lives. According to Kantanis (2002) and Wilcox et al., (2005), social integration and campus friendships are critical for providing emotional support and supporting successful academic and social adjustment to university students. Weissberg and Myrisk (2007) articulate that most students express a basic need of social adjustment which is grounded on foundations of counselling relationship. Edjah et al. (2019) These relationships integrate competence promotion and foster students' social development framework for reduction of risk and detrimental behaviours such as substance use, promiscuous sex, violence, depression and attempted suicide that deter success in life.

There is a strong relation between the quality of social relationships and adjustment during the transition to university and throughout first year (Demaray et al., 2005). The greater the support received, the better their social adjustment (Jindal-Snape, 2010). Social adjustment is needed for students to

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adjust appropriately in universities. Social adjustment means one's ability to acquire new behaviours and develop a sense of belonging that would help him/her to adapt to new educational environments (Jindal-Snape, 2010. The arrival of first year university students as adolescents in recent times (Akyeampong, 2010; Steinberg, 2005), also emphasizes adolescents' psycho-social needs (Fieldman, 2000; Coon, 2006) which necessitate the need for appropriate counselling for present time university students. Steinberg (2005) stresses a blend of emotional and behavioural characteristics in assisting students to realise their overall life goals. A study conducted by Friedlander et al. (2007) found that increased social support in first year at university improves social and emotional adjustment. It is also reasonable to expect that more supportive friendships would be associated with better adjustment.

Counselling in Technical University

Jarvis (2011), found that individual counselling helps students build their career pathways based on choice and interest. It makes them healthy, self-reliant, resilient individuals and develop entrepreneurial skills. It guides individuals in assessing their career pathways (Francis, 2011): Aptitude, Skills, Personality, Interests, Needs and Priorities. However, these careers are offered in technical universities. Technical university aims at providing the acquisition of skills and knowledge for employment and sustainable livelihood (Maclean and Wilson, 2009). Technical education is one that leads to the acquisition of skills as well as basic knowledge.

To Oni (2006), technical education equips people with the needed skills to learn and become productive citizens and for advancement at the workplace. Apart from the contributions technical education provides towards national

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development, it still has a low public status (Moja, 2000). This mentality has partly contributed to the neglect of technical universities and reason why the youth shy away from technical studies. As a result, most of the senior high school graduates (and some of those who managed to pass through the university) lack the skills and knowledge to compete effectively in the rather tight labour market and thus loiter around in the cities from dawn to dusk looking for jobs that are not available (Dike, 2013). The youth are struggling with the challenge of acquiring employability skills because the society is focused mostly on formal university education. Every facet of the economy has been affected by the scarcity of skilled technicians. The society lacks competent bricklayers, carpenters, painters and auto mechanics, laboratory and pharmacy technicians, electrical/ electronic technicians and skills vocational nurses etc. which the nation needs to function effectively and efficiently (Moja, 2000).

Some scholars regard technical and vocational education as one of the builders of social efficiency as the preparation of a well-trained workforce as a sign of an efficient society (Holland, 1997). In this regard, technical education forms an integral part of lifelong learning and an important determinant of income and wealth creation/distribution which empowers the youth with skills to become productive and highly paid workers. In this era of global unemployment situation, the role of technical education in reducing youth unemployment cannot be understated. Olaitan (1996) lays emphasis on lack of technical skills being a crucial factor leading to unemployment and the need to counsel more student in the area of technical education. This is in line with the view of Ipaye, (2000), who states that counselling helps the individual to utilize

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his/her psychological resources by looking at his strengths for development and concentrating on his/her personality, behavioural and emotional assets.

Counselling in Non-technical University

In 1976, Ghana had its first university counselling centre established in the foremost public institution which is the University of Ghana (Essuman, 1999 & 2015; Hassane, 2011). The sole aim for establishing it was to relieve students of their numerous socio-personal challenges to energize them optimize their academic and social adjustment and performance (McLeod, 2012). Counselling therefore helps students in the successful completion of their programme of study from university (Smith, 2007).

Counselling on Academic and Social Life of University Students

Researches have brought to light a number of factors that leads students to seek counselling in the university such as cultural beliefs, gender, and social norms (Al-Krenawi, Graham, Al-Bedah, Kadri, & Sehawail, 2009). Also, self and public stigma contributes to these factors (Vogel, Wester & Larson, 2007). However, some factors weigh more than others. Shoffner and Willamson (2000) states there are specific activities that makes counselling more appealing. For instance, it helps students to cope with examination anxiety. Also, students are helped to overcome pressure from fear of failure and the craving for higher grades through counselling of which fresh students gets aided in their reading, note taking and academic achievement. Counselling provides insightful revelation for students in terms of their challenges, whether to completely avoid it or contained it. Therefore, counselling aims at ensuring efficient time-management skills, improved study habits and critical thinking (Moon, Kelly & Feldhusen, 1997).

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Successful transition through the university calls for social and academic adjustment and integration with its significance on students' achievements well documented (Tinto, 1993; Astin, 1999). Social integration involves the formation of social networks, comprising friends and peers who provides support, promote self-esteem and helps develop a sense of well-being leading to improved academic outcomes (Brigman & Campbell, 2003). Personal, social and emotional challenges, rather than struggles related to academic performance may lead to university students' decisions to leave school. Yet, on campuses, where students have the option to seek help at their campus counselling center, it has been shown that only a percentage of individuals who could benefit from such services, actually make use of them (Vogel, 2007 & Owusu, et al., 2014).

Hartman (1999) in his study found that peer influence and prior experience influences students in opting for counselling. The study showed that violation of ethical principles contributes as a major deterrent of future counselling appointments. Students mostly share their counselling outcome with trusted friends to get reaffirmation of results arrived at. A breach in ethical principles such as telling others about the student's information without consensus or illicit sexual advances leads to confidentiality breach which hinder students from further seeking counseling. Allard and Parashar (2013) reported research that ascertained students' experiences with their university's academic counselling service. The first phase was a quantitative online study where undergraduate student recorded their satisfaction levels with their institution's counselling services. Three thousand three hundred and thirty-one students, representing twenty-five-point five percent of the population responded to the

questionnaire. Two-thousand nine hundred and twenty-three of these respondents reported having received counselling. The second research phase however engaged one-hundred and three students in eight separate focus group discussions. Each of the sessions lasted about one hour and comprised a maximum of eighteen gender and racially balanced number of participants. Descriptive statistics were used to analyse the quantitative data while the focus group data only confirmed the questionnaire gathered information (Allard & Parashar, 2013)

Influence of gender on academic and social life of university students

Alexitch and Page (1997) observed that female students in Canada were more responsive to the university and career information from their counsellors than males. Under these circumstances, individual counselling empowers females and helps them develop positive attitudes towards themselves and is marked by an ability to acknowledge areas of expertise and be free to make positive choices. Flischer and De Beer, (2002) also explored the characteristics of students receiving counselling at the University of Cape Town, South Africa. The study aim was to identify the characteristics of students patronizing the university counselling services. A total sample of nine hundred and thirty-two students who received service over a three-year period were engaged in the study. They mostly accessed counselling either by self-referral or by referrals from institutional staff. To project the features of counselled students, the sample characteristics were compared with those of the control group that comprised twenty-three thousand one hundred and fifty-eight uncounselled students in the institution. Nine independent variables were explored through

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quantitative measures in the study. Overall, females were found to patronise counselling more because they valued it.

On the contrary, Addis and Mahalik (2003) found that males of all ages, ethnicities, and nationalities seek help on smaller scales than females. Research suggests that male students adapt to the new university environment better compared to female students (Enochs & Renk 2006). Parhar, Khushwinder and Pushpinder (2013), through their studies in India realized there was not much differences with regards to the influence counselling has on both male and female students at the University. Winga (2011), also raised the issue that there was no significant difference between male and female students in terms of adjustability to their school environment although mostly, male students have high adjustable patterns as compared to the females. Some researchers have found males to be better in adjusting to some issues than females. Osterman (2000) stated that in America, Counselling was more effective in equipping the males with better strategies to handling stress than females. Though, males lack the skills necessary to be emotionally open (Moynehan & Adams, 2007). Males also lack the skills necessary to recognize a problem and understand the steps to fix it (Moynehan & Adams, 2007).

Van Der Walt and Knoetze (2004) observed that Counselling was usually more in influencing the socialization of males to better cope with their own problems than females. Counselling also assists male students become conversant with the university social environment better than female students (Makesh & Kaji, 2014). Other researches undertaken on gender differences in universities adjustment have proven that female students are better in adjusting compared to male students (Wang, et al., 2008).

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Bruce and Cockreham (2004) also states that in America, counselling assist females to be more tolerant towards rules, develop the zeal to make exceptions and most importantly easy towards reconciliation than males. According to Sevinc and Gizir, (2014) counselling was observed to have had a greater influence on female adjustment to the emotional university environment than males.

Adegoke and Culbreth (2000) argue that the image of most African female students is that of a passive, submissive person, who remains in the background and that these females have a negative self-image and a feeling of inferiority caused by the attitudes of parents, teachers and society as a whole. Apreko (2010) examined the needs of polytechnic students in Ghana, with a focus on students at Ho Polytechnic. The study's findings found that there was no statistically significant difference in issues between male and female students. This shows that in Ghanaian polytechnics, male and female students face similar challenges and have similar demands. Yakubu, Awabil, and Forde (2017) looked at the counselling requirements of students at Ghana's University of Health and Allied Sciences in Ho, which is located in the Volta Region of Ghana. A total of 320 pupils were employed in the study, with 196 men and 124 females. There was no significant difference in academic, personal/social, or vocational/career counseling requirements of students based on gender, according to the study. This conclusion is consistent with Okyere et al., (2015), who found no significant difference in counselling requirements between male and female students at the University of Energy and Natural Resources in the Brong Ahafo Region of Ghana in their research.

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However, Awabil and Akande (2013) in assessing the counselling needs of polytechnic students in the Nuhu Bamalli Polytechnic, Zaria, Nigeria revealed that students differed significantly in their counselling needs on the basis of gender.

Influence of age on academic and social life of university students

Age is a relevant factor in students' challenges and successful adjustment in the universities (Grebennikov & Skaines, 2009). Adolescent is known to be a crucial stage for mental, social, emotional wellbeing and development. At a stage like this, the brain functions as trained to adapt to changes, creating neural pathways and behavior patterns which lasts longer. Since their brains are still under training, adolescents are more opened to positive impacts through youth development and enlightenment in areas such as social and emotional learning and behavioral modeling. Adolescent brain development coupled with hormonal changes makes them prone to depression and urges them in taking risky and thrill-seeking behaviors than either younger children or adults (Sevinc & Gizir, 2014). These and many more contribute to the importance of meeting the mental, social, and emotional health needs of this age group.

Kantanis (2002), Wilcox, Winn, and Fyvie-Gauld (2005) realized that effective identification strategies provide help to the mature-age students to meet and form relationships with other students relevant to their social adjustment and also improves learning opportunities through social support networks. According to Ramsay, Jones and Barker (2007) they found that students with higher companionship levels irrespective of the age and location, have better adjustment to the university than students without any social groups.

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Age based discrimination as a negative stereotype is what experts referred to as both understudied and surprisingly pervasive (North & Fiske, 2012).

Influence of residential status on academic and social life of university students

Fabiyi and Uzoka (2009) observed that the planning and design of educational facilities for universities have impact on educational outcomes. Higgins (2007) also states that some facilities readily available to most Universities entails recreational and sport facilities, bookshops, medical services, career, social and academic counselling units, halls of residence, cafeterias, libraries, clubs and societies and the university media and publications. Training on study skills and other academic support systems are made easily available to students either directly or indirectly and impacts on their academic and social life. Prior researches affirms that students in campus residential setting mostly partakes in campus activities and affords them the opportunity to develop meaningful relationships on campus as oppose to those living off campus (Pascarella, Terenzini, & Blimling, 1994)

In the comparison of resident and non-resident students' academic performance, Burtner and Tincher (2001) state that the average grade points of non-resident to resident students were almost identical. This asserts that there's no significant difference in their academic performance. Also, non-resident students were less likely to be in close contact with students they did not know before coming to the university and that they dated less frequently than resident students. These authors further voiced that, it appears that non-resident students were less satisfied than resident students with their social lives at the university

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and also, tend not to engage themselves mostly in campus activities as compared to resident students.

According to Wise and King (2008), although resident and non-resident students may have similarly sized social networks, resident students are most likely to form new social acquaintances and interactions with their social network and utilize facilities like the library and counselling unit judiciously on campus than their off-campus colleagues. A study at the Aurburn university in the USA and its suburbs did not grant non-resident students the opportunity to self-development as compared to resident students although the grade points wasn't of much difference as a few showed an average similarity in their grade points for both resident and non-resident students (Burtner & Tincher, 2001)

Another study showed that residential students as compared to non-resident students performs significantly as a result of residential students having maximum access to learning facilities. Moreover, to Earthman (2002), some influential factors serve as determinants of poor academic life such as poor infrastructure and facilities which affect teaching performance. The conclusions drawn from these studies raises alarm in the various universities as to why residential students performs better to non-resident students or both performs averagely. Zimmerman (2003) drawn to attention to the fact that when students form study groups due to their confinement in an enclosed place helps share ideas reaping positive benefits for their learning in classroom. Watton (2001), reports to have seen a higher correlation between high school performance and that of the university looking at the living arrangements, origin and orientation activities. Student transition and adjustment becomes a problem for residential

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students as compared to non-resident students as they have their families and love ones close to them.

Conceptual Framework

Counselling is usually depicted by a consensus between a counsellor and client to meet at a particular place at an agreed time under a conducive atmosphere with ethical parameters, effective time management towards attaining specified aims (Feltham, 2000). Counselling provides an avenue for dealing with the various issues concerning life such as depression, anxiety, bereavement, relationship difficulties, life crisis, traumas, addictions, confusion and other negative conditions. This approach is more of proactive nature and hence develop the capability to adapt to it. For instance, learning how to be more assertive, adapting to changes, dealing with stress and leading a more fulfilling life, thus academic and social.

Conceptualization of this study based on the theoretical and empirical review helps to identify the relationship between counselling and the academic and social lives of students in technical and non-technical universities. This study therefore conceptualizes that all universities have counselling units available to aid in individual and group counselling to students (independent variable). Counselling aims to provide students with the capability to harness their abilities, interests and values thereby actualizing their full potentials. This engagement helps improve one's self image and provide better adjustment and achievement in academic and social life (dependent variable).

Some determining factors in relativity to the academic life of students in the various universities involves the gender of student, age of student, residential status, type of university, amongst others.

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The conceptual framework states that for university students, the rationale behind voluntary counselling is as a result of them trying to identify some needs on which the individual student wishes to be counselled. Some of the needs are rooted in academic, social, and interpersonal factors that works collectively within the environment that the student finds him/herself. Also, these needs determine the approach to be adopted by the counsellor in assisting the client. The counsellor's knowledge, training, openness, trustworthiness, and ability to convince the student to maintaining confidentiality contributes to the success of the counselling relationship and the perception that students make from the counselling relationship.

Using the control variance approach, all extraneous and intervening variables were held constant and this means to reduce variables impact on the dependent variable. Thus, the influence of these factors although present were not directly captured. Therefore, the actual influence of counselling on the academic and social lives of the students in both technical and non-technical universities are given the chance to be assessed. The interrelationships are illustrated in Figure 1 which guided this study.

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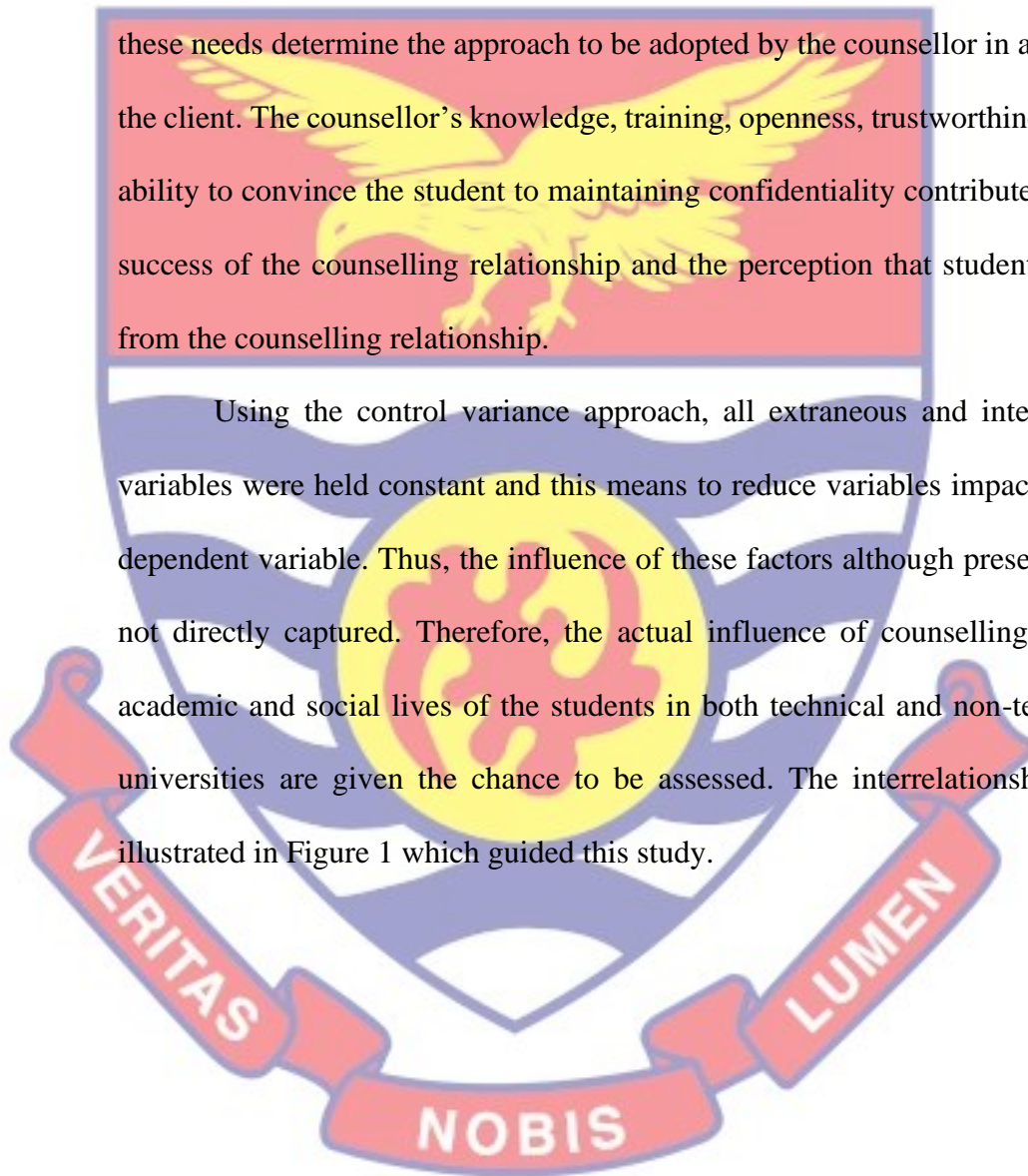
Conceptual Framework of the study

Independent variable   Intervening variable   Dependent variable
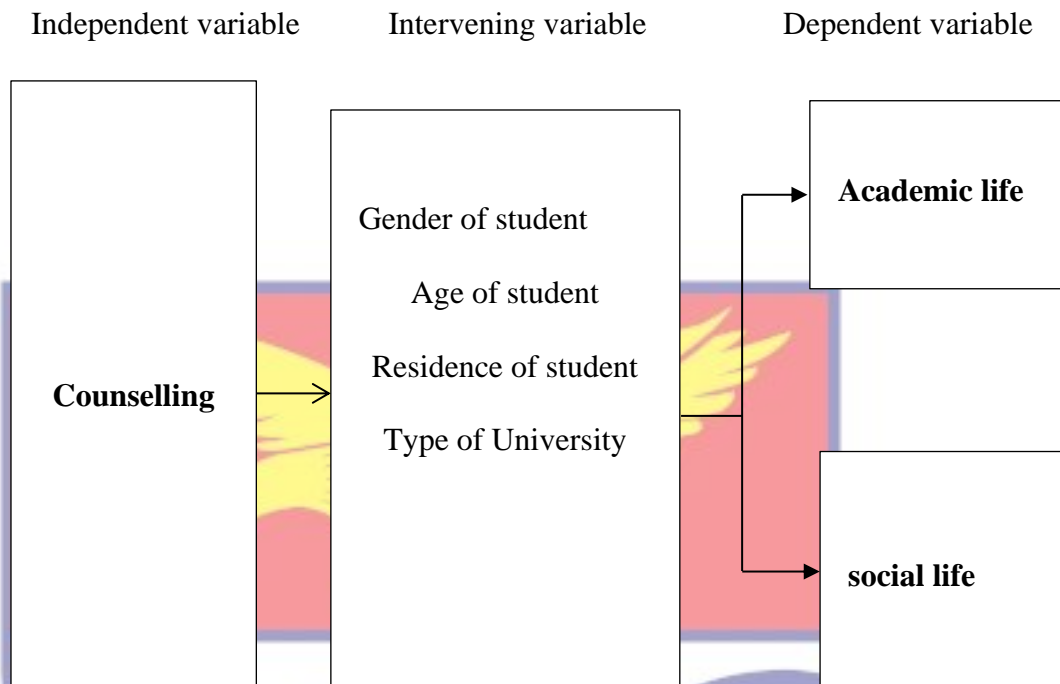
Figure 1- *Conceptual model*

Source: Researcher's own construct

Chapter Summary

This chapter reviewed literature related to the study. The review was carried out in four sections including the definition of concepts, theoretical review, empirical review and conceptual framework. The concept of counselling, type of counselling, goal of counselling, counselling on academic life of university students, counselling on the social life of university student, counselling on academic and social life of university student, ethics and counselling relationship, academic life of university student, social life of university students, counselling in technical university, counselling in non-technical university challenges in the academic lives of university students, influence of counselling on gender, age and residence of university students were reviewed.

CHAPTER THREE

RESEARCH METHODS

Overview

This chapter gives a description of the research methodology which includes research design, study area, population, sampling procedure, data collection instrument, data collection procedures and data processing and analysis.

Research Design

Descriptive survey research design was used for the study. It is defined as the collection of information from a sample of individuals through their responses to questions (Check & Schutt, 2012). This type of research allows for a variety of methods to recruit participants and collect data. Survey research can use quantitative method (e.g., using questionnaires with numerically rated items), qualitative method (e.g., using open-ended questions), or both method (i.e., mixed methods). Survey type of research describes an existing phenomenon and is also referred to as normative or status study (Kathuri & Pals, 1993). Survey is often used to describe and explore human behaviour, it is therefore frequently used in social and psychological research (Singleton & Straits, 2009). Descriptive survey also involves collecting data in order to test hypothesis or answer question concerning the current status of the subject of study (Gay, 1992).

Survey method was seen appropriate for the study because of the nature of the topic, which required that data be collected through self-report measures, as well as large amount of data being collected within a short period of time (Kothari, 2004). The descriptive survey design allows respondents to give

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responses in ways that reflects the idea of what responses the researcher wants from them. Despite this demerit, it was deemed the most appropriate for the study since it helped to specify the nature of the given phenomenon (academic and social lives of students) with a description of the situation using a specified population.

Study Area

The study was conducted in four universities in southern Ghana. These universities are located in Greater Accra and Central region. They are two technical and two non-technical universities.

The two non-technical universities include University of Ghana Legon, and University of Cape Coast and the technical universities include Accra Technical University (ATU) Accra, and Cape Coast Technical university (CCTU) Cape Coast. The university of Ghana was founded in 1948 as the University College of Gold Coast, and was originally an affiliate of the University of London, which supervised its academic programmes and awarded degrees. The University is situated in Accra, which is the capital of Ghana. The Accra Technical University (ATU) is also located in the central part of Accra Metropolis in the Greater Accra Region of Ghana.

The University of Cape Coast is located in the central region of which Cape Coast is the regional capital. Between 1964 and 1966, the University was established with special relation to the University of Ghana. The University of Cape Coast was specifically established with its focus on education and its primary focus of training teachers for the country. The Cape Coast Technical university (CCTU) is located approximately 5 kilometres off the main road that

connects Twifo -Praso to Cape Coast within the Central Region of Ghana (CCTU, 2017).

Population

The Enrolment report for 2017/2018 academic year showed a total 23,041 undergraduate students, who were offered admission to the University of Ghana to pursue various programmes (University of Ghana, 2017). For University of Cape Coast, a total of 5,230 undergraduate students were admitted to pursue various programmes (Mensah, 2017).

The technical university the Enrolment report for 2017/2018 showed a total of 4,453 undergraduate students admitted to Accra Technical University and a total of 1,122 undergraduate students admitted to the Cape Coast Technical University (Cape Coast Technical University, 2017). Therefore, the target population consisted of 23,041 students of UG, 5,230 students of UCC, 4,453 students of ATU and 1122 students of CCTU. The respondents in this study were undergraduate students. The target population are 33,846 undergraduate students.

Table 1: *Population Distribution of undergraduate students in technical university*

Technical university	Students
Accra Technical University	4,453
Cape Coast Technical University	1,122
Total	5,575

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Table 2: *Population Distribution of undergraduate students in non-technical university*

Non-technical university	Students
University of Ghana, Legon	23,041
University of Cape Coast	5,230
Total	28,271

Sampling Procedures

The sample consisted of 380 undergraduate students selected from a sample frame of 33,846 students from UG, UCC, ATU, and CCTU. The 380 respondents were selected from the faculties of Business and Administration, Social Sciences, Science and Technology. The number of 380 respondents was chosen based on the sampling table guide for sample size decisions provided by Krejcie and Morgan (1970) to estimate the sample size. This study employed purposive sampling techniques and simple random sampling. Purposive sampling was employed in selecting the two technical and two non-technical universities in order to obtain an unbiased representation of the universities. UG and UCC were purposively sampled because they were seen as representation of distinct non-technical universities. ATU and CCTU were also purposively sampled because they share geographical attributes with such non- technical universities. Simple random sampling was also used to select male and female students in order to avoid bias and to ensure that both sexes had equal chance of being selected. Proportional stratified sampling was carried to get an equivalent proportion of student participants from the universities, Babbie's (2001) formula was used to determine the sample for each university.

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The formula is $S = \dfrac{(n) \times K}{N}$

Where S stands for the sample to be selected from a university;

(n) stands for the entire population of the university;

N stands for the size of the target population (33846); and

K stands for the sample size (380)

Hence, Accra Technical University (ATU) whose student population was given as 4,453 students, applying the Babbie's (2001) formula, gave the outcome shown below:

$$S = \frac{(n) \times K}{N}$$

$$= \frac{4453 \times 380}{33846}$$

$$= 50 \text{ (approximately)}$$

Table 3: *Sample distribution of undergraduate students in technical and non-technical universities*

Type of university	Population of students	sample
ATU	4453	50
CCTU	1122	13
UG	23041	258
UCC	5230	59
Total	33846	380

Source: Field Data, Addonor (2020)

Data collection Instrument

The research instrument used for the study was questionnaires. A self-developed questionnaire was used. A total of 380 copies of questionnaires were administered to all four universities. The questionnaire was divided into three sections (Appendix A). Section A of the questionnaire covered personal data of students. This comprised of students gender, age, residential status, name of university, type of university, current academic level, programme of study, whether the university have counselling centre and whether student have gone counselling in the university. The sections B and C were structured along the following headings: Influence of counselling on academic lives of technical and non-technical university students and Influence of counselling on social lives of technical and non-technical university students. The items in section B and C were structured along the lines of the Likert-scale. This is because the scale enables the respondents to indicate the degree of their agreement in a given statement. It was easy to construct, administer and score.

It was structured on a five scale which required the respondents to indicate the extent to which they agree or disagree ranging from Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) and Strongly Disagree (SD). The scale ratings were assigned weight as follows: Strongly Agree (SA) was 5, Agree (A) was 4, Undecided (U) was 3, Disagree (D) was 2, and Strongly Disagree (SD) was 1. The highest score possible on any item = 5.0 the case where respondents indicate that they strongly agree with an item. The lowest score possible on any item = 1.0, the case where the respondents indicate they strongly disagree with the item. Hence the mid-point is 3.0. If respondents

scored 3.0 or higher, then it showed the areas of greatest influence. However, if the score was below 3.0, then the influence was assumed lowest.

The pre-test was conducted in the University of education Winneba and Ho technical university. This helped to establish the reliability of the instruments. Questionnaires were used because the population was literate and large. It is relatively economical in terms of cost and time (Walliman, 2005).

Validity of the Instrument

Face, content and construct validity of the questionnaires were obtained by presenting the instruments to at least two professional people, including the researcher's supervisor because according to Amin (2005) content and construct validity is determined by expert judgment. Content-related evidence and face-validity were used to ensure validity of the instruments.

Reliability of Research Instruments

Reliability of the instruments were obtained by using the internal consistency method. Pre-test of the instrument for the study was conducted. Reliability was tested using SPSS. The Cronbach's Alpha gave a reliability figure of .855 (Appendix B) which was above the recommended reliability of 0.7 (Kaplan & Saccuz, 1993). This indicates that the instrument was reliable as maintained by Fraenkel & Wallen (2003).

Data collection Procedures

Data was collected from university students. To achieve this goal, letter of introduction was be obtained from the head of department of Guidance and Counselling at the University of Cape Coast (Appendix D). To carry out the research permission was obtained from the academic affairs of all four universities in order for the researcher to carry out the study in terms of

convenient days and time for the administration of questionnaire. During the administration of the questionnaire, students were briefed on the objectives of the study and the need to respond sincerely to the items.

Data Processing and Analysis

Data obtained from the study were analysed using percentages. Tables made up of frequencies and percentages were constructed from the coded schemes. Descriptive statistics (mean and standard deviation) and inferential statistics (independent sample t-test and ANOVA) were used in analyzing the data. Analyses were done according to each research question and hypotheses. The statistical Product and Service Solution (SPSS) version 28.0 was used to aid in the data analysis. Data was cleaned by running consistency checks on every variable. Corrections were made and data generated.

Research questions one and two were analysed using frequencies and percentages. Hypothesis one, two, five, and six were tested using the independent samples *t*-test. Independent-sample *t*-test determines whether there is a statistically significant difference between the means in two unrelated groups. Here, the researcher used the independent sample *t*-test to compare the means of males and females in terms of influence counselling have on their academic and social lives. Hypothesis three and four were analysed using one-way ANOVA. One-way analysis of variance was used to compare the means of students' age in relation to the influence counselling have on their academic and social lives at 0.05 level of significance.

Ethical Consideration

Research ethics is an essentially necessary aspect of the planning and research implementation process (Mertens, 2010). Researchers should be

mindful of the ethical issues especially in social research because it is concerned with data about people (Punch, 2009). The researcher addressed all ethical concerns, which include, informed consent, anonymity and confidentiality. The study was submitted for ethical clearance and approval was sanctioned by the College of Education Ethical Review Board (Appendix C). Students were informed that their participation was voluntary and their names nor any identifiable information were not needed. Students were also assured of their utmost confidentiality and that the study was strictly for academic purpose.

Researchers' avoidance of deception, commitment to confidentiality regarding provided data and personal matters of participants form part of research ethical principles (Vanclay, Baines & Taylor, 2013). The researcher sought permission from the academic affairs of all four universities to conduct the research.

The data used in this study would be anonymously coded and cannot therefore be traced back to individual students. All references were duly acknowledged to prevent plagiarism.

Chapter Summary

This chapter described the research methods that the researcher used to generate data for this study. The chapter started with a detailed description of the research design and study area. The population and target population were identified; sample and sampling procedures used to select the participants were explained. Data collection instrument, validation of instruments and reliability of the instruments were also discussed. Finally, ethical consideration, data collection procedures, data processing and analysis were clearly delineated.

CHAPTER FOUR

RESULTS AND DISCUSSION

Overview

This chapter presents the procedure for analysing data gathered through questionnaires and discussion of the study findings. The purpose of the study was to determine the extent to which counselling has influence on the academic and social lives of students in technical and non-technical universities in southern Ghana. To materialize this, Descriptive statistics (means and standard deviation) and inferential statistics (independent sample t-test and ANOVA) were deemed appropriate for the analysis. The analysis was done based on the research questions and hypotheses set for the study.

Results

Statistical Analysis of Personal Data

This section of the question was designed to elicit the personal information of the respondents (university students). These personal data include the respondent's gender, age, residential status, name of university, type of university, current academic level, programme of study, whether the university has a counselling centre and whether the respondent has gone for counselling since he/she entered the university. The data were presented using pie charts.
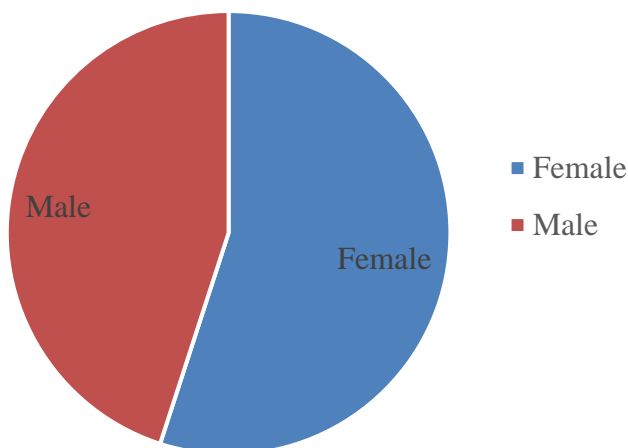
Figure 2: *Gender Distribution of Students (n=380)*

Figure 2 presents the pie chart on the gender of the students. The results reveal that the male students were 170 representing 44.7% and the female students were 210 representing 55.3%. The findings are therefore more likely to be influenced by the higher percentage female students than male students.
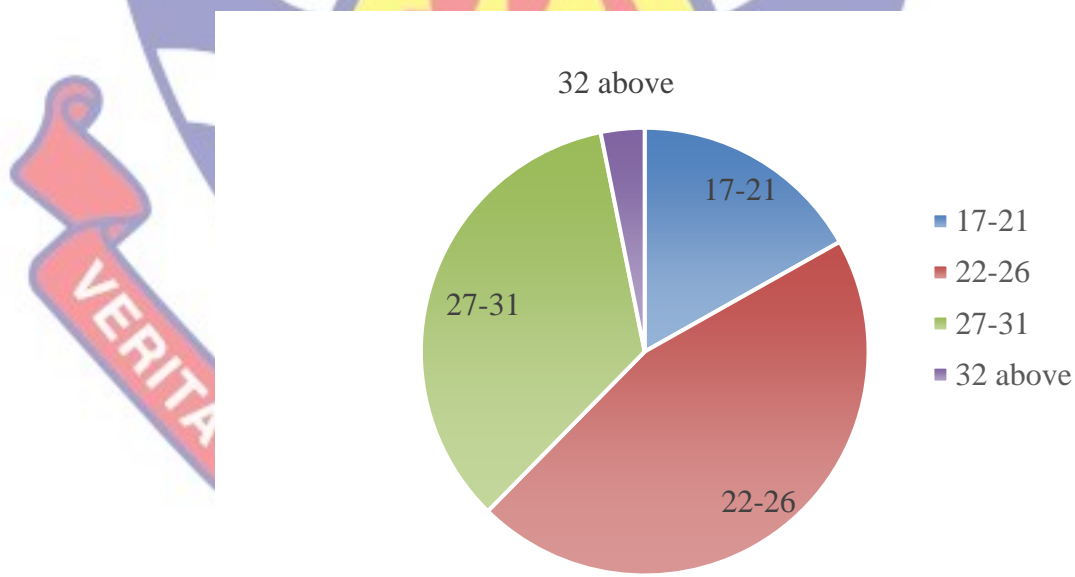
Figure 3: *Age Distribution of Students (n=380)*

Figure 3 presents the data on the ages of the students. The results give evidence that the students within the ages of 17-21 were 64 representing 16.8%, the ages within 22-26 were 175 students representing 46.1%, the ages within

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27-31 were 129 students representing 33.9% and the ages above 32 were 12 students representing 3.2%. This implies that majority of undergraduate university students fall within the ages of 22-26 years. In term of the influence of counselling on the academic and social lives, students of different ages are likely to encounter varied influence.
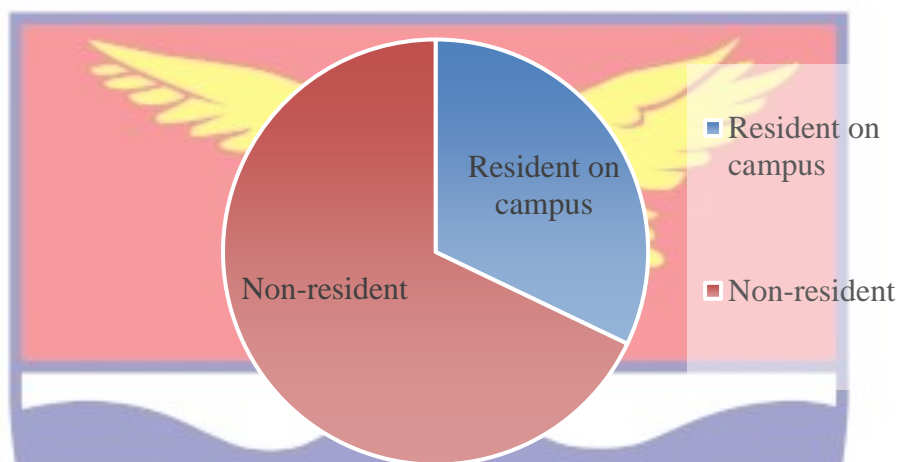
Figure 4: *Residential Status of Students (n=380)*

Figure 4 presents residential status of the students. The results show that non-residents students were 258 representing 67.9% and resident on campus were 122 representing 32.1%. This shows that there were more non-resident students who took part in the study than the resident on campus students. The residential status of the respondents is necessary in the study because it contributes to the influence of counselling on the academic and social lives.
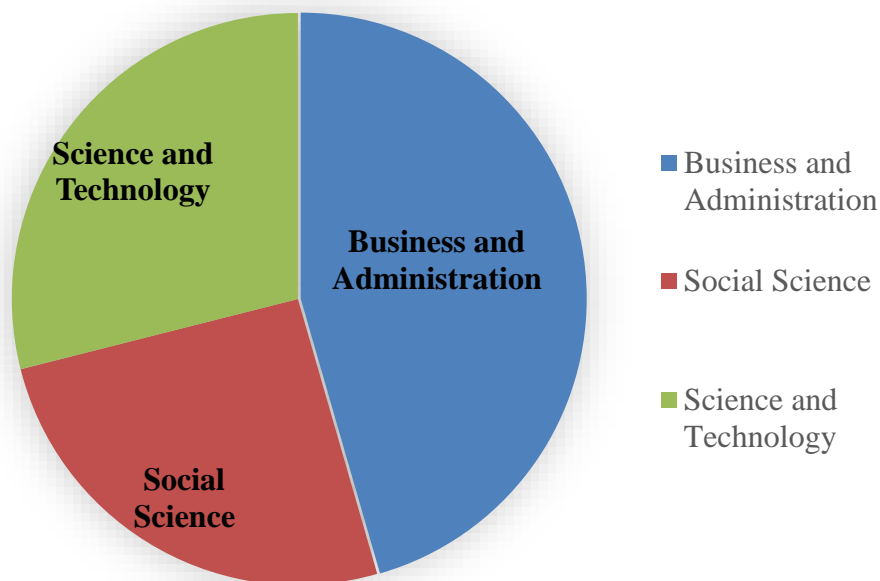
Figure 5: *Programme of Study of Students (n=380)*

Figure 5 presents information on the programme of study of the respondents. The results show that 83 students representing 21.8% study social science, 121 students representing 31.8% study science and technology and 176 students representing 46.2% study business and administration. This means that the majority of students were business and administration. The programme of study is helpful in the study since the influence of counselling, specifically, academic and social are likely to vary based on the programme of study.
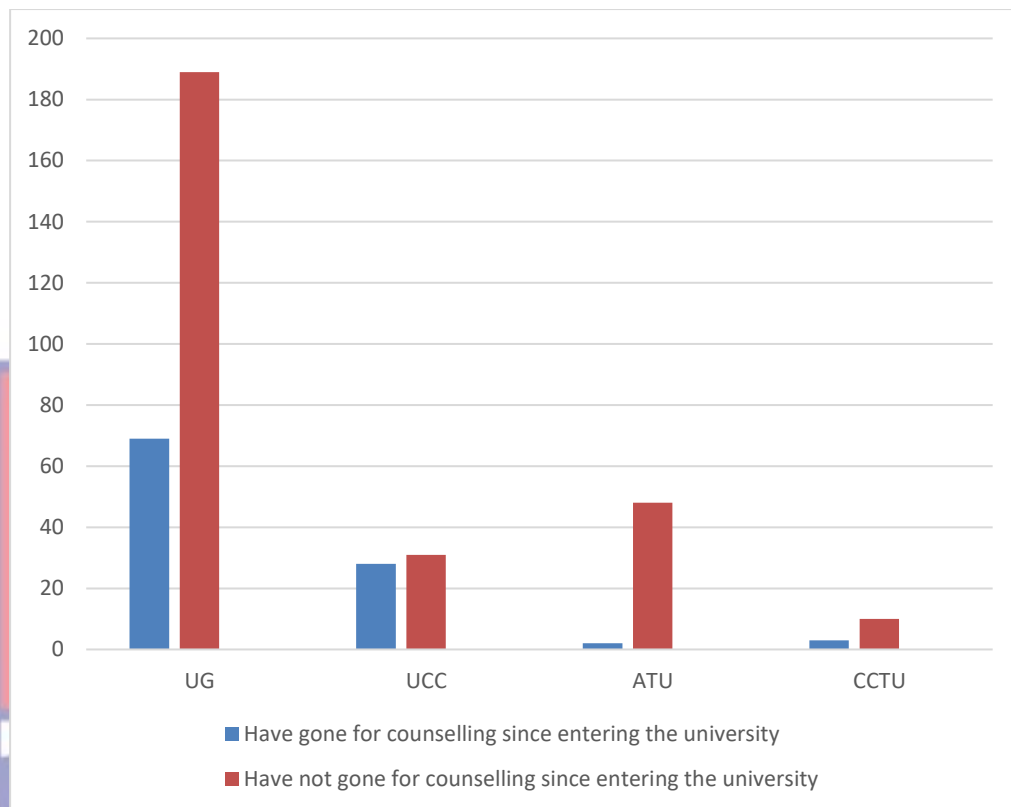
Figure 6: *Whether students have gone for counselling since they*

entered the University

Figure 6 presents information on whether respondents have gone for counselling since they entered their respective universities. The results show that 69 students in UG responded Yes indicating that the have gone for counselling since they entered the university and 189 students responded No indicating they have not gone for counselling since they entered the university, 28 students in UCC responded Yes indicating that the have gone for counselling since they entered the university and 31 students responded No indicating they have not gone for counselling since they entered the university, 2 students in ATU responded Yes indicating that the have gone for counselling since they entered the university and 48 students responded No indicating they have not gone for counselling since they entered the university, 3 students in CCTU responded Yes indicating that the have gone for counselling since they entered

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the university and 10 students responded No indicating they have not gone for counselling since they entered the university. This means that the majority of students received counselling were from non-technical universities as compared to technical universities. UCC had the highest number of students going for counselling followed by UG, then CCTU and the lowest students who received counselling were from ATU. A total of 102 students responded Yes to have gone for counselling representing 27% and 278 responded No representing 73%.

Analysis of main data

Research questions and hypothesis were analysed using descriptive statistics of means and standard deviations and inferential statistics of independent samples *t*-test and One-Way ANOVA.

Research Question 1: what is the influence of counselling on the academic life of students in technical and non-technical universities?

This research question sought to find out the influence counselling have on the academic life of students in technical and non-technical universities. Means and standard deviations were used for the analysis. The results are presented in Table 3.

Table 4: *Influence of counselling on the academic life of students. (n=380)*

Item number	Influence of counselling on Academic life	Mean	Std. D	Rank
3	Counselling has helped reduce my academic/learning difficulties	3.80	.630	1st
7	My access to counselling has not been restricted by class level	3.56	.792	2nd
1	Counselling helped reduce the impact of academic stress	3.01	1.208	3rd
2	Counselling helped me choose an academic programme related to my personality	2.54	1.056	4th
6	Counselling has assisted me to be better adjusted in my academic life	2.18	.636	5th
12	Counselling has improved my academic adaptation in the university	2.09	.504	6th
13	Counselling has improved my academic self-concept	2.08	.486	7th
8	My study life has been improved by counselling	2.07	.608	8th
9	Counselling has helped reduce my anxiety level towards examination	2.06	.441	9th
11	Counselling aided me in my choice of subject combination	2.03	.441	10th
4	Counselling has helped improve my time management skills	1.96	.749	11th
5	Counselling has helped improve my general academic life in the university	1.59	.915	12th
10	Counselling assisted me to seek academic information relevant to my programme	1.33	.771	13th
14	Counselling has improved my level of concentration in the university	1.25	.795	14th

Source: Field survey (2020)

Table 4 presents the influence of counselling on the academic life of students in technical and non-technical university in southern Ghana. It can be seen from the Table that only three of the fourteen items (that is 21.4%) were higher than the cut-off point of 3.0, hence they show greatest influence. The remaining 11 of the 14 items (that is 72.6%) were lower. All means which are higher than the cut-off mean value of 3.0, indicate the influence of counselling on academic life that were greatest whereas all means which are less than the

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cut-off mean value of 3.0 indicate influence if counselling on academic life which was lower.

The influence of counselling on academic life with the highest mean value was "Counselling has helped reduce my academic/learning difficulties". It had a mean of 3.80 and a standard deviation of .630, it was ranked as 1st on Table 4.

The lowest influence of counselling on academic life was "counselling has improved my level of concentration in the university" with a mean of 1.25 and a standard deviation of .795. it was ranked the last as the 14th item. The findings of the study reveal that, counselling is essential on the academic life of university students. Its efficiency initiates the central activity of university instruction (O'Banion, 2009). It assists students in selecting career in line with their choice and interest (Jarvis, 2011). It also enables students to assess the following areas in their academic life personality, interests, needs and priorities (Francis, 2011).

The finding from the present study is not in isolation, however. It tends to support the assertion of Moon, (2009) that counselling aims include reducing learning difficulties, reducing academic stress, assisting students to choose programme in line with their personality, acquiring efficient time-management skills, improved study habits and critical thinking. According to Stephens et al (2014), inexperienced and ignorant students often encounter severe challenges to realize commendable first year university performance. Poor insight regarding university studies, lack of friends and low environmental awareness hinders new students' sufficient rest with rippling effects on their concentration

levels which indicated from the study that counselling have the lowest influence on their academic live of university student.

Research Question 2: what is the influence of counselling on the social life of students in technical and non-technical universities?

This research question sought to find out the influence counselling have on the social life of students in technical and non-technical universities. Means and standard deviations were used for the analysis. The results are presented in Table 5.
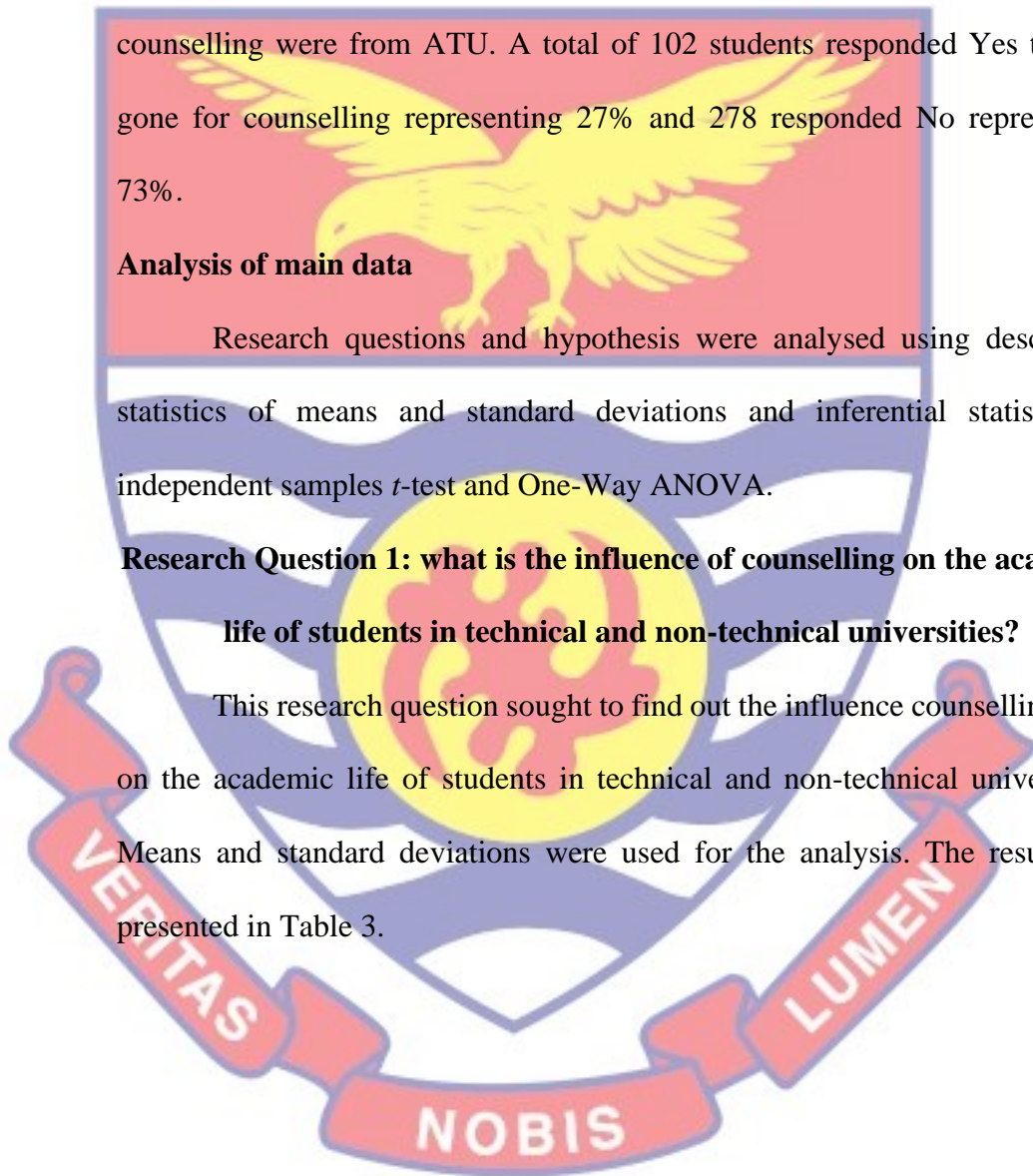
Table 5: *Influence of counselling on the social life of students. (n=380)*

Item Number	Influence of counselling on Social life	Mean	Std. D	Rank
5	The opinion of my peers is important in my decision to partake in counselling	4.61	.940	1st
12	Counselling is useful irrespective on one's gender	4.00	.855	2nd
7	Counselling is necessary for me whether or not I have problems	3.93	.867	3rd
11	Individual counselling is effective in dealing with personal/social issues	3.91	.696	4th
4	Counselling is helpful to me whether or not I am classified as a student with bad behaviour	3.86	.619	5th
9	Non-resident students find adjustment more challenging without counselling	2.76	.667	6th
8	I would not restrict myself in seeking counselling to any age level I find myself	2.34	.828	7th
10	Group counselling is effective in dealing with social/personal issues	2.15	.585	8th
1	Counselling has helped improve my relationship with other schoolmates	2.11	.487	9th
2	Counselling relationship helped me explore my feelings and attitudes	2.06	.533	10th
6	Counselling exposed my challenges to others	1.90	.396	11th
3	Counselling helped me overcome disturbing emotions and disordered behaviour	1.59	.915	12th

Source: Field survey (2020)

Table 5 presents the influence of counselling on the social life of students in technical and non-technical university in southern Ghana. It can be

seen from the table that five of the twelve items (that is 41.7%) were higher than the cut-off point of 3.0, hence they were assumed to show higher influence. The remaining 7 of the 12 items (that is 58.3%) were mild or lower. All means which are higher than the cut-off mean value of 3.0, indicate the influence of counselling on social life that were higher whereas all means which are less than the cut-off mean value of 3.0 indicate influence if counselling on social life which was lower.

The influence of counselling on social life with the highest mean value was "The opinion of my peers is important in my decision to partake in counselling". It had a mean of 4.61 and a standard deviation of .940, it was ranked as 1st on Table 5. The lowest influence of counselling on social life was "counselling helped me overcome disturbing emotions and disordered behaviour" with a mean of 1.65 and a standard deviation of .799. it was ranked the last as the 12th item.

The findings of the study reveal that, counselling is essential on the social life of university students. Most especially, in the area of peer influence which according Hartman (1999) in his study found that peer influence and prior experience influences students in opting for counselling. Counselling is useful irrespective of one's gender. This conclusion is consistent with Okyere et al., (2015) who found no significant difference in counselling requirements between male and female students at the University of Energy and Natural Resources in the Brong Ahafo Region of Ghana in their research. Again individual counselling is effective in dealing with personal/social issues.

Research Hypothesis 1

$H_0$1:   There is no significant difference between technical and non-technical university students in the influence of counselling on academic life.

The study sought to find out the difference between technical and non-technical university students in the influence of counselling on their academic life. The independent sample t-test was deemed appropriate the results are presented in Table 6.

Table 6- *Result of t-test comparing technical and non-technical   university students on the influence of counselling on academic life.*

Type of university	N	Mean	Std. D	df	t-value	p
Technical	190	30.5	3.15	378	-4.461[*]	.000
Non-technical	190	32.8	6.28			

Source: Field survey 2020   *Significant, p < .05 (2-tailed)

Table 6 presents results of t-test analysis comparing technical and non-technical university students on the influence of counselling on academic life. From Table 5, the t-test is significant at 0.05 level of significance. The null hypothesis which stated that, "there is no significant difference between technical and non-technical university in the influence of counselling on academic life was rejected, t (df =378) -4.461, p < .05. Therefore, the alternate hypothesis that "there is a significant difference between technical and non-technical university in the influence of counselling on academic life" is retained. This implies that there was a significant difference between technical and non-technical university students with respect to the influence of counselling on their

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academic life. Non-technical university students had higher mean value than technical university students on the influence of counselling on academic life.

The findings of the present study confirm the findings of a study which states that regardless of the numerous contributions of technical education to national development, it still inferior public status (Moja, 2000). This psychologically and mentality has, in most part, resulted to the neglect of technical universities and reason why the youth have little or no interest in technical studies. As a result, most of the senior high school graduates prefer to attend non-technical universities. Again, technical university students do not have the knowledge and skills to compete effectively in the rather tight labour market and thus loiter around in the cities from dawn to dusk looking for jobs that are not available (Dike, 2013).

Research Hypothesis 2

$H_0$2:   There is no significant difference between technical and non-technical university students in the influence of counselling on social life.

The study sought to find out the difference between technical and non-technical university students in the influence of counselling on their social life. The independent sample t-test was deemed appropriate the results are presented in Table 7.

Table 7- *Result of t-test comparing technical and non-technical university students on the influence of counselling on social life.*

Type of university	N	Mean	Std. D	df	t-value	p
Technical	190	35.0	2.7	340.6	-1.80	.073
Non-technical	190	35.6	3.7			

Source: Field survey 2020

Table 7 presents results of *t*-test analysis comparing technical university students on the influence of counselling on social life. From the Table 7, the *t*-test is not significant at 0.05 level of significance. The null hypothesis which stated that, "there is no significant difference between technical and non-technical university in the influence of counselling on social life was retained, t (df =340.6) -1.80, p > .05. Therefore, the alternate hypothesis that "there is a significant difference between technical and non-technical university in the influence of counselling on social life is rejected. This implies that there was no significant difference between technical and non-technical university students with respect to the influence of counselling on their social life. Hence technical and non-technical university students had almost the same influence of counselling on social life. The findings of the present study confirm the findings of Edjah, Domey and Ankomah (2019), they found that social life is an important component of overall life in the university. Weissberg and Myrisk (2007) articulate that most students technical or non-technical express a basic need of social adjustment which is grounded on foundations of counselling relationship

Research Hypothesis 3

H₀3: There is no significant gender difference in the influence of counselling on academic life of technical and non-technical university students.

The study sought to find out the difference between technical and non-technical university students in the influence of counselling on their academic life on the basis of gender. The independent sample *t*-test was deemed appropriate the results are presented in Table 8.

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Table 8: *Result of t-test comparing male and female university students on the*

influence of counselling on academic life.

Gender	N	Mean	Std. D	df	t-value	Sig
Male	170	32.3	6.1	277.0	2.319[*]	.021
Female	210	31.0	4.0			

Source: Field survey 2020   [*]Significant, p < .05 (2-tailed)

Table 8 presents results of *t*-test analysis comparing technical and non-technical university students on the influence of counselling on academic life on the basis of gender. From the Table 8, the t-test is significant at 0.05 level of significance. The null hypothesis which stated that, "there is no significant difference between technical and non-technical university in the influence of counselling on academic life on the basis of gender was rejected, *t* (df =277.0) 2.319, p < .05. Therefore, the alternate hypothesis that "there is a significant difference between technical and non-technical university in the influence of counselling on academic life on the basis of gender is retained. This implies that there was a significant difference between males and females with respect to the influence of counselling on their academic life. Hence male students had higher influence of counselling on academic life compared to females.

The findings of the present study confirm the findings of Winga, (2011) who states that males had higher school adjustment as compared to females. Armacost, (1990) concluded in his study that, in America counselling was more efficient in helping males handle stress better than females. In contrast Parher (2013) in his studies in India said that there was not much difference in the influence of counselling between female and male university students.

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Research Hypothesis 4

$H_0$4:   There is no significant difference between technical and non-technical

university students in the influence of counselling on social life on the

basis of gender.

The study sought to find out the difference between technical and non-technical

university students in the influence of counselling on their social life on the

basis of gender. The independent sample *t*-test was deemed appropriate the

results are presented in Table 9.

Table 9: *Result of t-test comparing university students on the influence of*

counselling on social life

Gender	N	Mean	Std. D	df	t-value	p
Male	170	35.5	3.6	327.0	.813	.417
Female	210	35.2	3.0			

Source: Field survey 2020

Table 9 presents results of t-test analysis comparing technical and non-

technical university students on the influence of counselling on social life on

the basis of gender. From the Table 9, the t-test is not significant at 0.05 level

of significance. The null hypothesis which stated that, "there is no significant

difference between technical and non-technical university in the influence of

counselling on social life on the basis of gender was retained, t (df = 327) .813,

p > .05. Therefore, the alternate hypothesis that "there is a significant difference

between technical and non-technical university students in the influence of

counselling on social life on the basis of gender is rejected. This implies that

there was no significant difference between males and females with respect to

the influence of counselling on their social life. The findings of the present study

agree with previous studies. For example, Yakubu, Awabil, and Forde (2017) looked at the counselling requirements of students at Ghana's University of Health and Allied Sciences in Ho, which is located in the Volta Region of Ghana. A total of 320 pupils were employed in the study, with 196 men and 124 females. There was no significant difference in social counselling requirements of students based on gender, according to the study.

From the findings, it can be inferred that the studies conducted on the difference between male and females in the influence of counselling on social life have shown a consistent results.

Research Hypothesis 5

$H_0 5$:   There is no significant difference between technical and non-technical university students in the influence of counselling on academic life on the basis of age.

The Table 10 shows the results of Test of Homogeneity of variances.

Table 10: *Test of Homogeneity of variances*

Age study of the influence of counselling on academic life			
Levene Statistics	df1	df 2	Sig
9.924[*]	3	376	.000

Source: Field survey 2020   [*]Significant, p < .05 (2-tailed)

Table 10 shows the Significance value for Levene' test is .000 which is lower than the alpha or critical value of p = 0.05. This shows that the assumption of homogeneity has been violated for this sample that is [F (3, 376) = 9.924, p < .05] hence, the Robust Test of Equality of Means was conducted in the analysis.

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Table 11: *Robust Test of Equality of Means*

Age study of the influence of counselling on academic life

	Statistic[a]	df1	df2	Sig
Welch	268.5	3	47.278	.350
Forsythe	9549.4	3	22.283	.193

Source: Field survey, 2020

Table 11 shows the result of the Robust Tests of Equality of Means. This test was used because the assumption of the homogeneity of variances had been violated [F (3, 376) = 9.924, p < .05]. In this test, the Welch statistic for the equality of group variances based on performing an ANOVA on a transformation of the response variable were used to check the significance level. The null hypothesis which stated that there is no significant difference between technical and non-technical university students in the influence of counselling on academic life on the basis of age failed to be rejected.

Table 12: *ANOVA results of age difference in the influence of counselling   on academic life.*

Age study of the influence of counselling on academic life

	Sum of Squares	df	Mean Square	F	p
Between Groups	275.7	3	91.923	3.625	.013
Within Groups	9535.9	376	25.362		
Total	9811.7	379			

Source: Field survey 2020   *Significant, p < .05 (2-tailed)

Table 12 presents the result of the ANOVA test with a sig value of .015 indicating that the F-value is significant.

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ANOVA was conducted to analyse the influence of age on academic lives of students and a post-Hoc test was conducted using the Tukey Honesty Difference (HSD). Results is presented in table 13.

Table 13: *Post-Hoc Tukey test the influence of age on academic lives of students.*

Age (I)	Age (J)	Mean Difference (I-J)	Std. Error	Sig.
17-21	22-26	.724	.736	.759
TUKEY (HSD)	27-31	.247	.770	.989
	32 above	-4.156*	1.584	.045
22-26	17-21	-.724	.736	.759
	27-31	-.477	.584	.847
	32 above	4.880*	1.503	.007
27-31	17-21	-.247	.770	.989
	22-26	.477	.584	.847
	32 above	-4.403*	1.520	.021
32 above	17-21	4.156*	1.584	.045
	22-26	4.880*	1.503	.007
	27-31	4.403*	1.520	.021

From the table above, in spite of the disparities, the aggregate or total effect of age on academic life which was analysed with Anova showed no statistically significant difference. The Age (J) is deducted from the Age (I) and if the difference is significant then it can be concluded that age has effect on the dependent variable 'academic lives.

It is seen that the differences in mean of the age groups (17-21, 22-26, 27-31 and 32 above) was not significant.

The mean squares between the age groups is 91.923 and was not significant $(0.000 > p > 0.005)$.

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This implies that the age differences were not significant. The high means of the age group 32 and above implies that older students are much influenced by counselling in terms of their academic lives.

Research Hypothesis 6

$H_0$6:   There is no significant difference between technical and non-technical university students in the influence of counselling on social life on the basis of age.

The study sought to find out the difference between technical and non-technical university students in the influence of counselling on their social life on the basis of age. One-way Analysis of Variance (ANOVA) was used. The results are presented in Table 14.

Table 14: *Test of Homogeneity of variances*

Age study of the influence of counselling on social life

Levene Statistics	df1	df 2	Sig
.414	3	376	.743

Source: Field survey 2020

Table 14 shows the Significance value for Levene' test is .743 which is higher than the alpha or critical value of p = 0.05. This shows that the assumption of homogeneity has not been violated for this sample that is [F (3, 376) = .414, p = .743 at .05 alpha level]. Hence, one-way Analysis of Variance (ANOVA) was conducted to find out whether there was statistically significant difference among the age groups under investigation.

Table 15: *ANOVA Results of age difference in the influence of counselling*

on social life.

Age study of the influence of counselling on social life

	Sum of Squares	df	Mean Square	F	p
Between Groups	3.220	3	1.073	.100	.960
Within Groups	4022.138	376	10.697		
Total	9817.9	379			

Source: Field survey 2020

Table 15 presents the result of the ANOVA test. The overall F ratio for the One-way ANOVA is not significant at the sig value of $p > 0.05$. It is evident that from the test that the F-ratio (.100) is not significant at .05 alpha level because $p > .05$. The null hypothesis which stated that "there is no significant difference between technical and non-technical university students in the influence of counselling on social life on the basis of age" was accepted. Therefore, the alternate hypothesis that "there is significant difference between technical and non-technical university students in the influence of counselling on the basis of age" is rejected. Kantanis (2002), Wilcox, Winn, and Fyvie-Gauld (2005) realized that effective identification strategies provide help to the mature-age students to meet and form relationships with other students relevant to their social adjustment and also improves learning opportunities through social support networks. According to Ramsay, Jones and Barker (2007) they found that students with higher companionship levels irrespective of the age and location, have better adjustment to the university than students without any social groups.

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Research Hypothesis 7

$H_0$7:   There is no significant difference between technical and non-technical university students in the influence of counselling on academic life on the basis of residential status.

The study sought to find out the difference between technical and non-technical university students in the influence of counselling on their academic life on the basis of residential status. The independent samples t-test was deemed appropriate the results are presented in Table 16.

Table 16: *Result of t-test Analysis Comparing technical and non-technical university students on the influence of counselling on academic life on the basis of residential status*

Residential status	N	Mean	Std. D	df	t-value	Sig
Resident on campus	122	32.7	7.1	152.9	2.226[*]	.025
Non-resident	258	31.2	3.7			

Source: Field survey 2020   [*]Significant, p < .05 (2-tailed)

Table 16 presents the results of t-test analysis of the independent and dependent variables of the study (residential status and influence of counselling on academic life respectively). From Table 16, the t-test is significant at 0.05 level of significance. The null hypothesis which stated that "there is no significant difference between technical and non-technical university students in the influence of counselling on academic life on the basis of residential status" was therefore rejected. Higgins (2007) also states that some facilities readily available to most Universities entails recreational and sport facilities, bookshops, medical services, career, social and academic counselling units, cafeterias, libraries, clubs and societies and the university media and

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publications. Training on study skills and other academic support systems are made easily available to students either directly or indirectly and impacts on their academic and social life. Prior researches affirms that students in campus residential setting mostly partakes in campus activities and affords them the opportunity to develop meaningful relationships on campus as oppose to those living off campus (Pascarella, Terenzini, & Blimling 1994; Buote, Pancer, Pratt, Adams, Birnie-Lefcovitch & Polivy, 2007).

The alternate hypothesis between technical and non-technical university students in the influence of counselling on academic life on the basis of residential status" failed to be rejected. This affirms the study of Burtner and Tincher (2001) who states that the average grade points of non-resident to resident students were almost identical. This asserts that there's no significant difference in their academic performance.

Research Hypothesis 8

$H_0$8:   There is no significant difference between technical and non-technical university students in the influence of counselling on social life on the basis of residential status.

The study sought to find out the difference between technical and non-technical university students in the influence of counselling on their social life on the basis of residential status. The independent sample t-test was deemed appropriate the results are presented in Table 17.

Table 17: *Result of t-test Comparing university students on the influence of counselling on social life on the basis of residential status.*

Residential status	N	Mean	Std. D	df	t-value	p
Resident on campus	122	35.2	3.8	196.8	-.315	.753
Non-resident	258	35.3	3.0			

Source: Field survey 2020

Table 17 presents the results of *t*-test analysis of the independent and dependent variables of the study (residential status and influence of counselling on social life respectively). From Table 17, the t-test is not significant at 0.05 level of significance. The null hypothesis which stated that "there is no significant difference between technical and non-technical university students in the influence of counselling on social life on the basis of residential status is retained. According to Wise and King (2008), although resident and non-resident students may have similarly sized social networks, resident students are most likely to form new social acquaintances and interactions with their social network and utilize facilities like the library and counselling unit judiciously on campus than their off-campus colleagues. A study at the Aurburn university in the USA and its suburbs did not grant non-resident students the opportunity to self-development as compared to resident students although the grade points wasn't of much difference as a few showed an average similarity in their grade points for both resident and non-resident students (Burtner & Tincher, 2001)

Chapter Summary

A sample of 380 students were involved in the study. The study found out the influence of counselling on the academic and social lives of students in technical and non-technical universities in southern Ghana. The study showed

there was a significant influence of counselling on the academic life of students in non-technical university but not on technical university students. On the social life of both technical and non-technical university students, the study showed a significant influence of counselling on their lives.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Overview

Summary

The purpose of the study was to examine the influence of counselling on the academic and social lives of students in technical and non-technical universities in southern Ghana. The study was guided by the following research questions:

1. What is the influence of counselling on the academic life of students in technical and non-technical universities?

2. What is the influence of counselling on the social life of students in technical and non-technical universities?

The following hypothesis guided the study:

1. There is no significant difference between technical and non-technical university students in the influence of counselling on academic life.

2. There is no significant difference between technical and non-technical university students in the influence of counselling on social life.

3. There is no significant gender difference between technical and non-technical university students in the influence of counselling on academic life.

4. There is no significant gender difference between technical and non-technical university students in the influence of counselling on social life.

5. There is no significant age difference between technical and non-technical university students in the influence of counselling on academic life.

6. There is no significant age difference between technical and non-technical university students in the influence of counselling on social life.

7. There is no significant difference between technical and non-technical university students in the influence of counselling on academic life on the basis of residential status.

8. There is no significant difference between technical and non-technical university students in the influence of counselling on social life on the basis of residential status.

The study which was a descriptive survey, was made up of 380 respondents selected from two technical and two non-technical universities in southern Ghana namely University of Ghana Legon, University of Cape Coast, Accra technical university and Cape Coast technical university. Questionnaire was used to collect data. Purposive, stratified, and simple random sampling procedures was used and data was analyze using descriptive and inferential statistics.

Key Findings

The first research question examined the influence of counselling on the academic life of students in technical and non-technical universities. The findings of the study showed that the areas of greatest influence of counselling on academic life were in the following areas "Counselling has helped reduce my academic/learning difficulties". It was followed by "my access to

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counselling has not been restricted by class level" then, "counselling has helped reduce the impact of academic stress" and finally "counselling helped me choose an academic programme related to my personality".

The second research question examined the influence of counselling on the social life of students in technical and non-technical universities. The findings of the study showed that the areas of greatest influence of counselling on social life were on the following "The opinion of my peers is important in my decision to partake in counselling". It was followed by "counselling is useful irrespective of one's gender" then, "counselling is necessary for me whether or not I have problems". Other influence of counselling on social life followed in the same vein.

The first hypothesis compared technical and non-technical university students in the influence of counselling on academic life. The findings of the study revealed that there was a significant difference between technical and non-technical university students with respect to the influence of counselling on their academic life. Non-technical university students had higher mean value on the influence of counselling on academic life.

The second hypothesis compared technical and non-technical university students in the influence of counselling on social life. The findings of the study revealed that, there was no significant difference between technical and non-technical university students with respect to the influence of counselling on their social life. Hence technical and non-technical university students expressed similar influence of counselling on their social life.

The third hypothesis compared technical and non-technical university students in the influence of counselling on academic life on the basis of gender.

The findings of the study revealed that there was a significant gender difference in the influence of counselling on academic life of technical and non-technical university students.

The fouth hypothesis compared technical and non-technical university students in the influence of counselling on social life on the basis of gender. The findings of the study revealed that, there was no significant gender difference respect to the influence of counselling on their social life. The null hypothesis was retained.

The fifth hypothesis compared technical and non-technical university students in the influence of counselling on academic life on the basis of age. The findings of the study revealed that, there is no significant difference between technical and non-technical university students in the influence of counselling on academic life on the basis of age, the null hypothesis was retained.

The sixth hypothesis compared technical and non-technical university students in the influence of counselling on social life on the basis of age. The findings of the study revealed that, "there is no significant difference between technical and non-technical university students in the influence of counselling on social life on the basis of age" the null hypothesis was accepted.

The seventh hypothesis compared technical and non-technical university students in the influence of counselling on academic life on the basis of residential status. The findings of the study revealed that, "there is no significant difference between technical and non-technical university students in the influence of counselling on academic life on the basis of residential status" therefore the null hypothesis rejected.

The eighth hypothesis compared technical and non-technical university students in the influence of counselling on social life on the basis of residential status. The findings of the study revealed that, "there is no significant difference between technical and non-technical university students in the influence of counselling on social life on the basis of residential status". Therefore, the null hypothesis was is retained

Conclusions

With reference to the findings of the study, the following conclusions are drawn: there was significant influence of counselling on the academic life of non-technical university students as compared to technical university students. There was no significant difference between technical and non-technical university students with respect to the influence of counselling on their social life. Hence technical and non-technical university students had almost the same influence of counselling on social life, any change in the influence of counselling on their social life may be due to chance.

The findings also showed that the gender of students affects their influence on counselling on their academic life than their social life. It is seen that the differences in mean of the age groups 17-21, 22-26, 27-31 and 32 was not significant.

The high means of the age group 32 and above implies that older students are much influenced by counselling in terms of their academic lives.

There was no significant influence of counselling on the basis of age, and residential status.

Recommendations

The following recommendations have been made based on the findings and conclusions drawn:

1. It is recommended that educational policy makers, and heads of institutions should invest time and resources in training counsellors to help individuals and groups in making informed choices and decisions to solve problems they face.

2. Counsellors in technical and non-technical universities should make their role important and recognized by students so that students would be attracted to go to them with their academic and social challenges. This could be achieved if departmental heads are encouraged to create the awareness on departmental basis.

3. Due to the importance attached to the role and impact of counselling. Universities should adopt to newer approaches and strategies in counselling to ensure students benefit greatly.

4. Counsellors should aim at how almost all students in their institution will participate in counselling, especially technical universities. This could be achieved if counselling as a programme of study is added to their main stream syllabi so that it can cover all students at all levels.

5. Counsellors in the universities should collaborate and organize programmes for final year students in the senior high schools in order to reduce agitation in students concerning their choice of programmes. This will help expose the programmes available at the universities and their respective career openings.

6. Counsellors should not ignore the place of gender, age and residential status of students when planning programmes for their students.

7. Counsellors are admonished to keep mutual trust and respect between themselves and their student-clients during counselling. This can help do away with any threat of insecurity that may lead to the student closing in on issues and emotions that should be expressed for a proper diagnosis of the students' condition and the application of the suitable help.

Implications for Counselling

1. Counsellors should organize group counselling sessions with students so they can be able to identify students who have challenges and meet them later for individual sessions.

2. Counsellors should organize seminars for students to create the awareness for the need for counselling.

3. The findings this study revealed that males access counselling to overcome academic difficulties. Females are likely to shy to seeking counselling for help in academic life.

Suggestions for Further Research

On the basis of the findings of this study, the following suggestions are made for further studies:

1. The study focused on public universities therefore future researchers can replicate the study considering private universities to see the influence of counselling on academic and social lives of students. Further, future researchers can consider a comparative study of the influence of counselling on the academic and social lives of students

in public and private universities to make the findings more comprehensive and all embracing.

2. To make the study more representative and the results generalized, future researchers can replicate the study in all regions in the whole country and the use of internet as a tool of giving and receiving feedback in time can be considered.

3. Management personnel in technical universities can consider the possibility of improving the influence of counselling in their universities since students are reluctant to seek counselling. This can be done by organizing career development programmes and taking the initiative and the first step towards students in order to help them find the benefit of career planning which is part of their academic life. Again, implementing in each faculty of the university seminars on 'ways of reducing academic stress and the need to seek counselling whether or not one has problem'
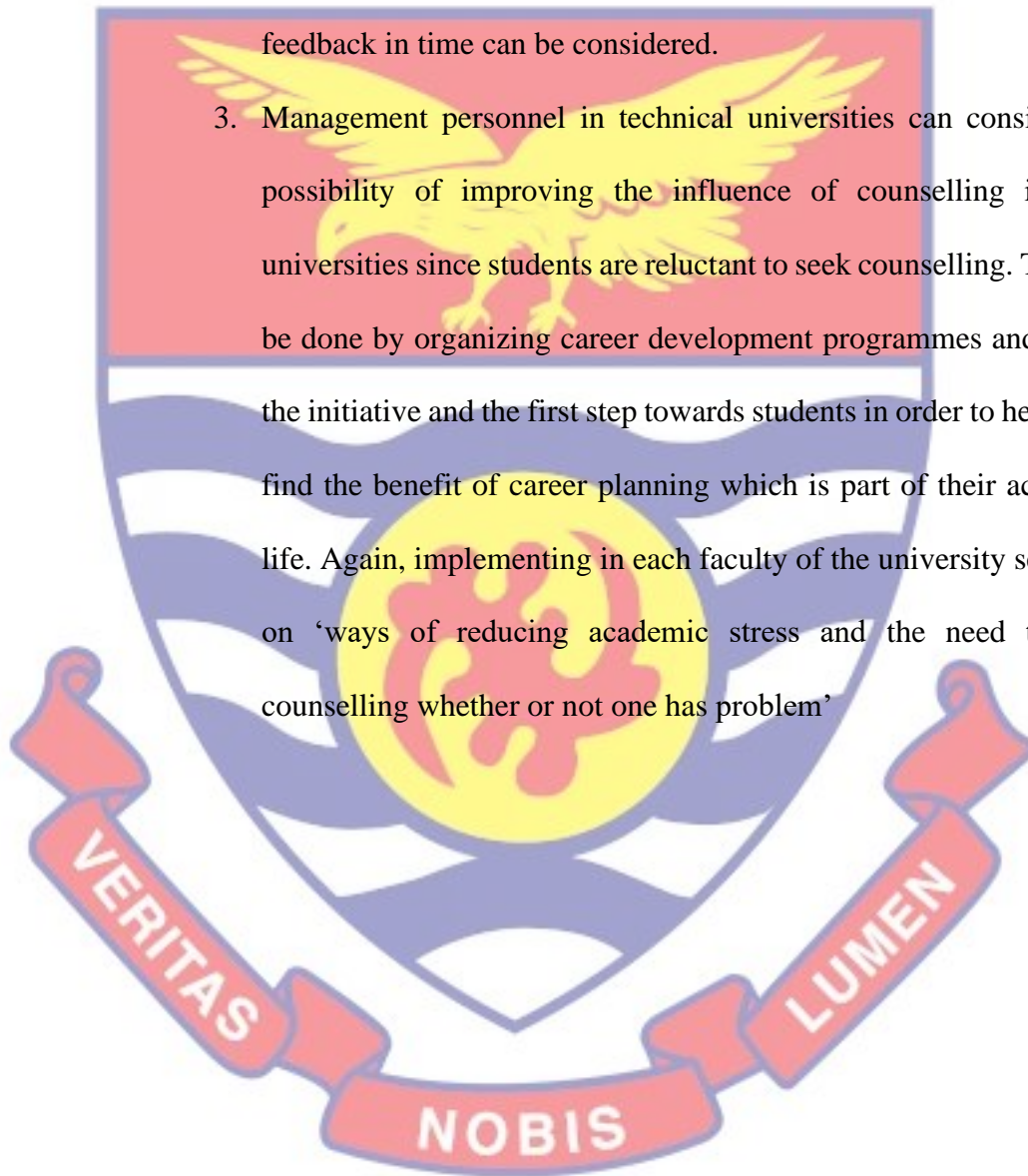
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APPENDICES

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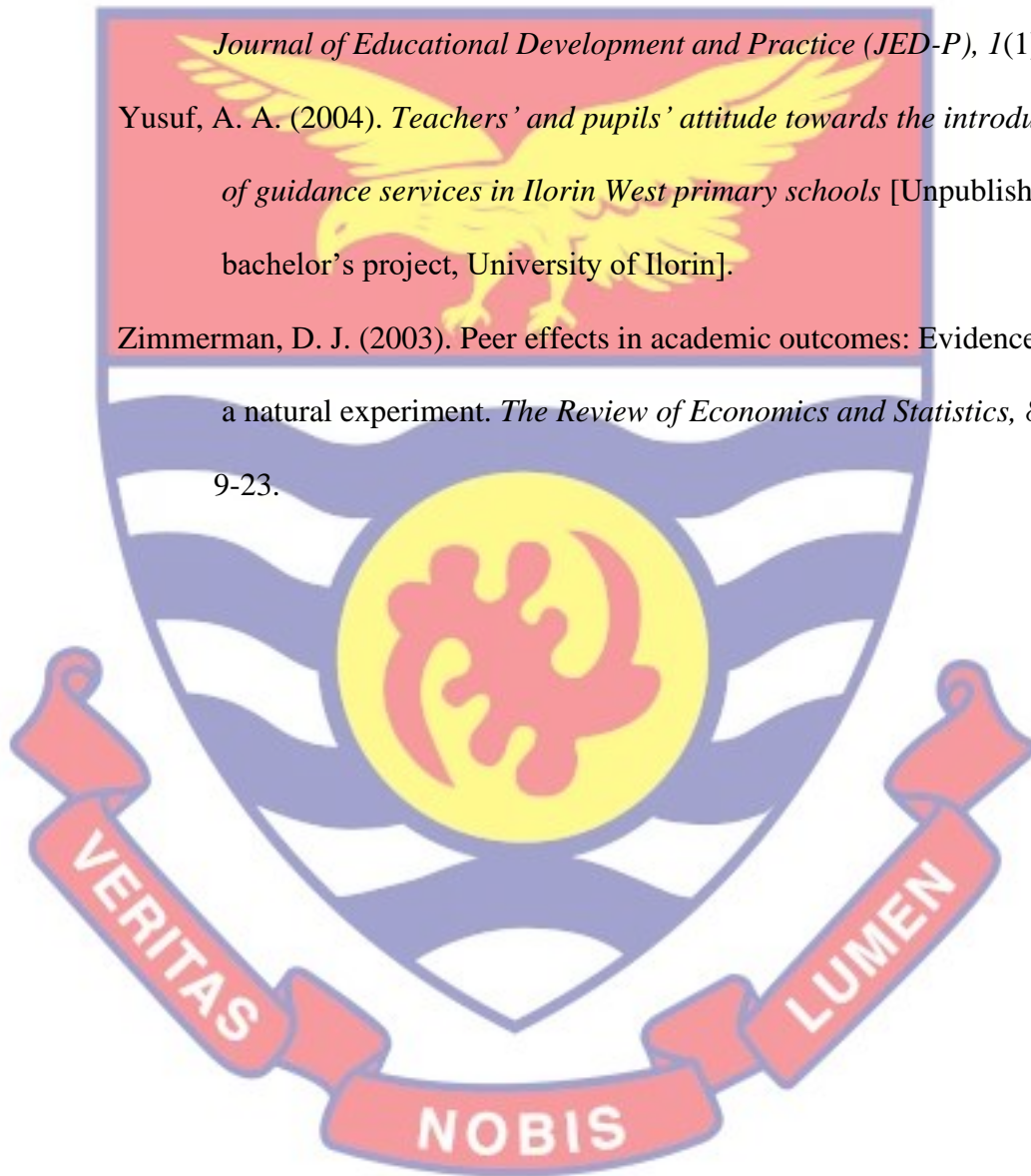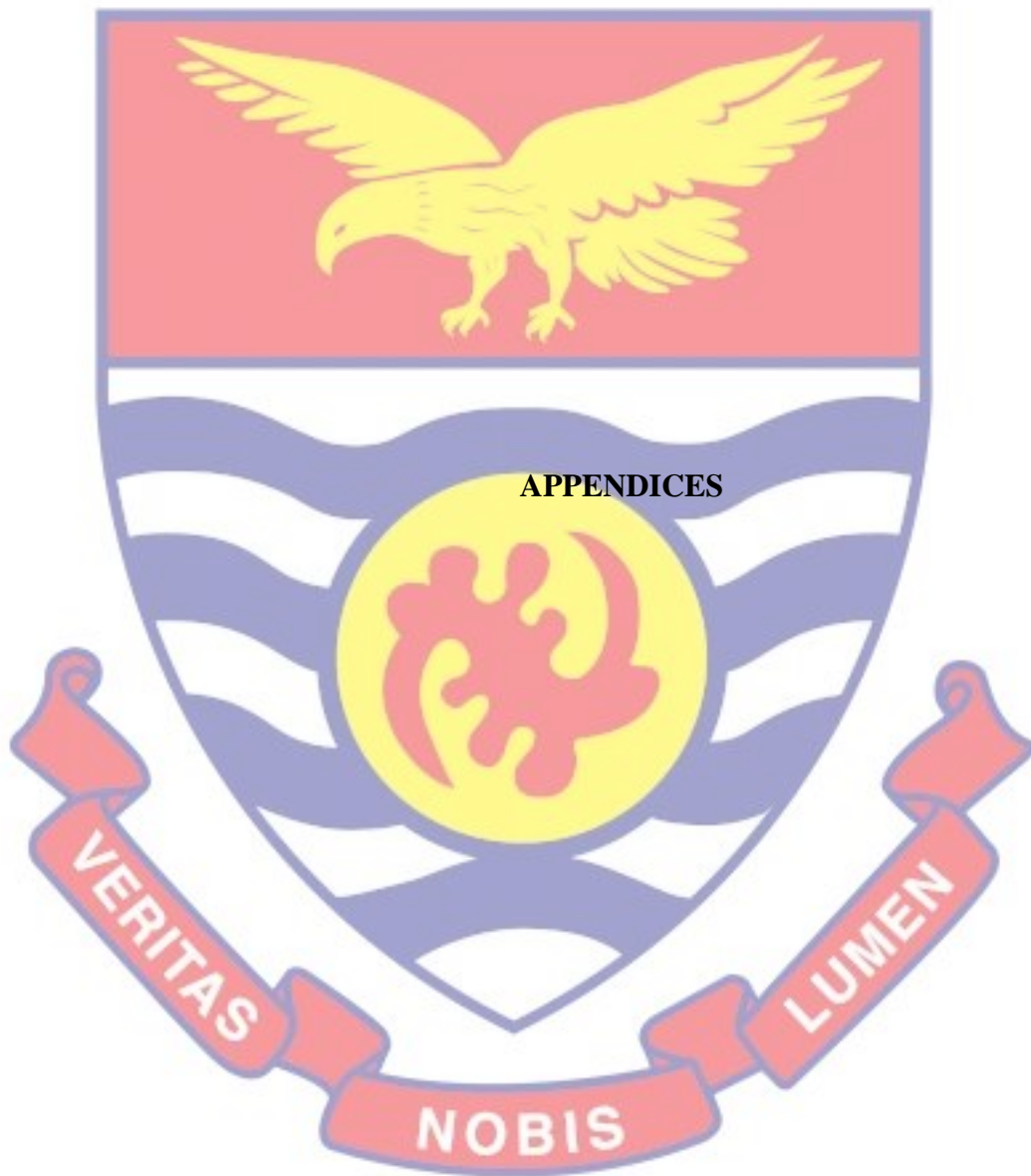
APPENDIX A

UNIVERSITY OF CAPE COAST

COLLEGE OF DISTANCE EDUCATION

DEPARTMENT OF GUIDANCE AND COUNSELLING

QUESTIONNAIRE

INTRODUCTION:

This questionnaire is designed to gather data on the influence of counselling on the academic and social lives of undergraduate students in technical and non-technical universities in southern Ghana. The data so gathered would be used for statistical purposes only and would be treated with utmost confidentiality. This is why your name is not required. Your sincere and correct answers will be important in attaining this goal. Thank you for the help anticipated from you.

Section A: Personal Data

Instruction: In each of the items in 1 to 9, please tick (√) the option that applies to you:

1. Gender: Male ( );   Female ( ).

2. Age: 17-21 ( );   22-26 ( ); 27-31 ( ); 32 above ( ).

3. Residential Status: Resident on campus ( ); Non Resident ( ).

4. Name of university: UG ( ); UCC ( );   ATU ( ); CCTU ( ).

5. Type of university: Technical ( ); Non-technical ( ).

6. Your current academic level: 200-L ( ); 300-L ( ); 400-L ( ).

7. Programme of study: Business and Administration ( ); Social Science ( );

 Science and Technology ( ); Other please state ……………

8. Does your University have a counselling centre? Yes ( ); No ( ).

9. Have you gone for counselling since you entered this university? Yes ( ); No

( ).

Section B

Influence of Counselling on Academic Lives of Technical and Non-

Technical University Students.

Instruction: Please, react to each of the following statements by ticking (√) the column corresponding to the option that is most true of you, using the following scale: **S**trongly **A**gree (**SA**), **A**gree (**A**), **U**ndecided (**U**), Disagree (**D**), Strongly **D**isagree (**SD**)

S/N	STATEMENT	SA	A	U	D	SD
1	Counselling has helped reduce the impact of academic stress					
2	Counselling helped me choose an academic programme related to my personality					
3	Counselling has helped reduce my academic/learning difficulties					
4	Counselling has helped improve my time management skills					
5	Counselling has helped improve my general academic life in the university					
6	Counselling has assisted me to be better adjusted in my academic life					
7	My access to counselling has not been restricted by class level					
8	My study life has been improved by counselling					
9	Counselling has helped reduce my anxiety level towards examination					
10	Counselling assisted me to seek academic information relevant to my programme					
11	Counselling aided me in my choice of subject combination					
12	Counselling has improved my academic adaptation in the university					
13	Counselling has improved my academic self-concept					
14	Counselling has improved my level of concentration in the university					

Section C

Influence of Counselling on Social Lives of Technical and Non-Technical University Students.

Instruction: Please, react to each of the following statements by ticking (√) the column corresponding to the option that is most true of you, using the following scale: **S**trongly **A**gree (**SA**), Agree (**A**), **U**ndecided (**U**), Disagree (**D**), Strongly **D**isagree (**SD**)

S/N	STATEMENT	SA	A	U	D	SD
1	Counselling has helped improve my relationship with other schoolmates					
2	Counselling relationship helped me explore my feelings and attitudes					
3	Counselling helped me overcome disturbing emotions and disordered behaviour					
4	Counselling is helpful to me whether or not I am classified as a student with bad behaviour					
5	The opinion of my peers is important in my decision to partake in counselling					
6	Counselling exposed my challenges to others					
7	Counselling is necessary for me whether or not I have problems					
8	I would not restrict myself in seeking counselling to any age level I find myself					
9	Non-resident students find adjustment more challenging without counselling					
10	Group counselling is effective in dealing with personal/social issues					
11	Individual counselling is effective in dealing with personal/social issues					
12	Counselling is useful irrespective on one's gender					

Thank you; I appreciate your time and effort in completing this questionnaire fully and accurately.

APPENDIX B

RELIABILITY COEFFICIENTS FOR STUDENTS QUESTIONNAIRE

Reliability Statistics

Cronbach's Alpha	№ of Items
.855	82

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APPENDIX C

ETHICAL CLEARANCE

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
ETHICAL REVIEW BOARD

UNIVERSITY POST OFFICE
CAPE COAST, GHANA

Our Ref: CES-ERB/ucc.edu/v5/21-05

Date: 5th January, 2021

Your Ref: ....

Chairman, CES-ERB
Prof. J. A. Omotosho
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Vice-Chairman, CES-ERB
Prof. K. Edjah
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Secretary, CES-ERB
Prof. Linda Dzama Forde
lforde@ucc.edu.gh
0244786680

Dear Sir/Madam,

ETHICAL REQUIREMENTS CLEARANCE FOR RESEARCH STUDY

The bearer. Patrick Kartey Addo, Reg. No. EN/GCP/18/0004 is an M.Phil. / Ph.D. student in the Department of ...Guidance and Counselling... in the College of Education Studies, University of Cape Coast, Cape Coast, Ghana. He / She wishes to undertake a research study on the topic:

Influence of counselling on the academic and social lives of students in technical and non-technical universities in Southern Ghana.

The Ethical Review Board (ERB) of the College of Education Studies (CES) has assessed his/her proposal and confirm that the proposal satisfies the College's ethical requirements for the conduct of the study.

In view of the above, the researcher has been cleared and given approval to commence his/her study. The ERB would be grateful if you would give him/her the necessary assistance to facilitate the conduct of the said research.

Thank you.
Yours faithfully,

Prof. Linda Dzama Forde
(Secretary. CES-ERB)

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APPENDIX D

INTRODUCTORY LETTER

UNIVERSITY OF CAPE COAST
COLLEGE OF DISTANCE EDUCATION
GRADUATE STUDIES UNIT

Tel No: 03320-91217
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University Post Office
Cape Coast

Our Ref: CoDE/G.7/I/4/vol.1/

9th July, 2020

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

A LETTER OF INTRODUCTION – PATRICK KARTEY ADDONOR
(ED/GCP/18/0004)

Mr. Patrick Kartey Addonor is a student of the College of Distance Education, University of Cape Coast with student registration number ED/GCP/18/0004. He is pursuing a Master of Philosophy in Guidance and Counselling. He is working on his thesis on the topic **"Influence of counselling on the social and academic lives of students in Technical and Non-Technical Universities in Southern Ghana."**

We would be grateful if you could help him with the necessary assistance, please.

Thank you.

Yours faithfully,

Eddiebright J. Buadu (PhD)
(Co-ordinator)

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