

UNIVERSITY OF CAPE COAST

**ASSESSMENT OF THE GUIDANCE NEEDS OF UNIVERSITY
PRACTICE SENIOR HIGH SCHOOL STUDENTS IN THE CAPE COAST
METROPOLIS OF GHANA**

ROSILTA ADDOW OBENG

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ASSESSMENT OF THE GUIDANCE NEEDS OF UNIVERSITY PRACTICE
SENIOR HIGH SCHOOL STUDENTS IN THE CAPE COAST METROPOLIS
OF GHANA

BY

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Dissertation submitted to the Department of Educational Foundations of the Faculty of Education, University of Cape Coast, in partial fulfilment of the requirements for award of Master of Education Degree in Guidance and Counselling.

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DECLARATION

Candidate's Declaration

I hereby declare that this dissertation 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: Rosilta Addow Obeng

Supervisor's Declaration

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

Supervisor's Signature..... Date.....

Name: Mr. Godwin Awabil

ABSTRACT

The study investigated the principal guidance needs of University Practice Senior High School (UPSHS) students in the Cape Coast Metropolis. Two research questions and four hypotheses were raised to guide the study and a descriptive cross-sectional survey design was used.

The target population for the study was made up of all students in forms 2, 3 and 4 students in the UPSHS in the Cape Coast Metropolis. Proportional stratified sampling and simple random sampling techniques were used to select 300 students from UPSHS for the study. The instrument used for data collection was a questionnaire. Descriptive statistics and chi-square were used to analyse the data pertaining to the research questions while inferential statistics (one-way ANOVA and t-test) were used to analysed data regarding the hypotheses.

The results showed that study habit, educational information, career information, employment and self-understanding were the greatest needs of adolescent students. A significant difference existed between male and female students with respect to essay writing skills on the study habit scale. Again, a significant difference existed among students with respect to employment, educational information, drug information, and financial information needs. A key recommendation from the study was that the Ghana Education Service should take steps to ensure that guidance programmes of senior high schools in Ghana are responsive to the real needs of our students.

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DEDICATION

To my husband, Rev. Prof. Emmanuel Addow Obeng, the former Vice-Chancellor of University of Cape Coast and my children.

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CHAPTER ONE

INTRODUCTION

Background to the Study

The aim of every educational system is to make sure that pupils or students of every level are provided with the requisite skills, methods, techniques, ways, knowledge and attitude that will enable them to become useful to themselves, their families, their communities and the nation as a whole (Kankam & Gyensare, 2010). Article 28 of the UN Convention on the Rights of the Child (cited in Nyutu, 2005) affirms that state parties shall make educational and vocational information and guidance available and accessible to all children. This presumed that the development of the child's personality, talents, mental and physical abilities to the fullest potential cannot be achieved without providing them with the requisite guidance.

The British National Foundation for Educational Research (as cited in Nyutu, 2007) views guidance as an act of mediating between the growing child, his or her needs, interests, and experiences on one hand and values of adult life on the other hand. Therefore, the primary aim of guidance in schools is to provide for the developmental needs of students. The guidance needs of students should be met at every stage in the school system to produce well-balanced citizens who are capable of moving the nation forward in the right direction. In the National Report by the Ministry of Education (1996) which was presented at the forty-fifth UN

session in Geneva, participants recommended that for technical or vocational biased programmes to be successful, it was necessary to infuse an effective guidance scheme into its implementation. The Report of the Committee on Review of Education Reforms in Ghana (2002), states that guidance and counselling plays an important role in the educational system because through it, individuals understand themselves and their potentials better. Guidance and counselling also assists individuals to make choices, plans and decisions or adjust to situations.

An examination of available literature, confirmed that increased substance abuse, break-up of cultural norms, stress from overloaded curriculum, lack of guidance from parents and teachers, and the general lawlessness in many African countries, have been proposed as some of the reasons that have led to increased violence in schools. The increased violence is exacerbated by the absence of guidance and counselling services in our educational system (Buku & Mwanzia, 2004; Kariuki, 2004; Mwanzia & Mudi, 2005; Waihenya, 2000). Since Ghana became independent from the British colonial government in 1957, significant changes have been made in the economy, education, health, culture, society and politics. Despite this progress, Ghana is still experiencing challenges as she tries to strike a balance between the diverse cultural traditions and the need for global modernization (Bureau of African Affairs, 2003). The rate of economic growth has especially slowed in the recent years in Africa where Ghana is not left out of the hook (Abagi & Odipo, 2003), hence limiting the availability of resources. There have been cases of poor governance, increased ethnic tension and conflict,

and increased gender related violence (Abagi, Olweya & Otieno, 2000). Changes in the family and society are also providing a major challenge to education as a social institution for change and development (Abagi, Olweya & Otieno, 2000). Since parents bear the bigger burden of educating their children (Abagi & Odipo, 2003), many parents are spending their time on economic activities and less time with their children. The Report of the Committee on Review of Education Reforms in Ghana (2002) also has reported that lack of or inadequate guidance and counselling is one of the major causes of crime in the country, increased indiscipline in schools, drug abuse, increasing HIV/AIDS cases, increasing number of street children and high school drop-out rates. All these are indicative of the fact that effective guidance and counselling services are needed at all levels of the education system to meet the rising needs of our pupils and students and society at large.

Among the many recommendations of the committee were the following:

1. Guidance and guidance units should be set up in all secondary schools and for cluster of schools at the basic level. All tertiary institutions should also set up guidance and counselling centres. In all cases, the units or centres should be well-equipped and resourced to enable them function effectively and efficiently.
2. The Ghana Education Service (GES) should ensure that guidance and counselling is taken as a full-time job by professional counselors.

3. GES should ensure that at basic and secondary levels, periodic group guidance is offered on relevant, pertinent, social and academic issues (p. 222-223).

The concept of guidance and counselling is not new in Ghana. According to Essuman (1999), formalized guidance started in the late 1960s but before then, there existed voluntary and non-formalized guidance in the form of pastoral care by significant persons in the school, church, home and community. In 1975, some teachers who were above the rank of Assistant Superintendent were trained to serve as welfare officers in elementary schools. They were to help pupils, teachers and parents in problem resolution. In 1976, a great stride in the establishment of guidance and counselling occurred when a policy of the Ghana Government made the GES issue a directive for the establishment of guidance and counselling in the secondary schools. The Institute of Educational Planning and Administration (I.E.P.A) at the University of Cape Coast was responsible for training of guidance personnel. In 1982, the GES gave another directive for the establishment of guidance and counselling in the first circle institutions.

Available studies indicate that needs assessment has not been given the needed attention in Ghana. The few studies done in the area of needs assessment (Forde, 1997; Awabil, 2002) focused on schools outside of the Central Region. It is against this backdrop that the study intends to investigate the guidance needs of some senior high students in the Cape Coast Metropolis of the Central Region.

Statement of the Problem

Guidance programmes are designed to enable students address their personal-social, educational and career needs. Experience has shown that in most cases, guidance programmes are designed based on what adults assume to be the needs of students without carrying needs assessment. Eshun (2000) stated that before effective guidance services can be offered in secondary schools, students' needs must be assessed to enable guidance personnel design, implement and evaluate programmes for students based on the relevant needs of the students. Needs assessment studies, therefore, ensures that guidance programmes accurately reflect the utmost needs of the students.

However, at the senior high school level, very few needs assessment studies have been conducted in Ghana. The studies that are known to the current researcher were conducted by Forde (1997) and Awabil (2002) in the Greater Accra Region and the Upper East Region respectively. The results of these studies cannot be generalized to senior high school students in the Cape Coast Metropolis, since the studies did not cover this area. It is against this background that the researcher undertook the study to identify the principal guidance needs of students in the University Practice Senior High School in order to modify or restructure the existing guidance programme to be responsive to the identified needs of students.

Purpose of the Study

The general objective of this study was to assess the guidance needs of University Practice SHS students' in the Cape Coast Metropolis. The specific

objectives were to:

1. Identify the most prevalent guidance needs of SHS students.
2. Find out the extent to which males differ from their female counterparts with respect to their study habits.
3. Find out whether the guidance needs of students depended on variables such as gender, age, school type and grade level/form.

Research Questions

The following research questions were formulated to guide the study.

1. What are the most prevalent guidance needs of University Practice SHS students?
2. To what extent do male and female students differ in their opinion with respect to study habits?

Hypotheses

The four hypotheses that guided the study are stated as follows.

1. H_0 : There is no significant difference between the guidance needs of male and female students.
2. H_0 : There is no significant difference between the guidance needs of mid and late adolescent students.
3. H_0 : There is no significant difference between the guidance needs of boarding and day school students.
4. H_0 : The guidance needs of students do not depend on grade level.

Significance of the Study

The findings of this study would be of much significance to helpers of adolescents both within and outside the school setting. These helpers include teachers, parents, counsellors, heads of institutions, social workers and pastors. The results of the study would better inform these stakeholders of the most prevalent guidance needs of the Senior High School students. This information would assist them to formulate appropriate programmes to cater for the identified needs.

Again, the findings would be of benefit to guidance personnel in the Ghanaian schools. The findings would strengthen existing knowledge of guidance personnel to enable them offer senior high school students better services. Further, it should help the Ghana Education Service and the Ministry of Education to collaborate with counsellors to plan, organize and evaluate programmes for students based on the identified needs of students.

The findings will also be of help to all groups and organizations interested in youth activities. These groups will have the chance to include more activities on their agenda to meet the most prevalent needs of the youth in general. Finally, the findings will stimulate further research into the guidance needs of students in other parts of the country.

Delimitation of the Study

There are many guidance needs of adolescent students but all these needs cannot be assessed in a single study. This study, therefore, is confined to assessing the needs of SHS students with regard to the adequacy of their study habits,

educational information, career information, employment, self-understanding, drug information, interpersonal relationships, sexual information and financial information in the University Practice Senior High School.

Limitations

The study was restricted to one senior high school in the Cape Coast Metropolis. Consequently, the findings of the study cannot be generalized to all senior high school students in the Metropolis. Again, the results could be influenced by bias since questionnaire was used in collecting the data.

Definition of Terms

For the purpose of this study, the following terms are defined as follows:

Mid Adolescent: An adolescent whose age lies between 15 and 17 years.

Late Adolescent: An adolescent whose age lies between 18 and 23 years.

Students Residential Status: This referred to whether the student was a day student or in the boarding house.

Organization of the Rest of the Study

Chapter two presents the review of literature related to the study. The chapter is in two sections. The first section focuses on the review of theoretical literature on the concept of need and need theories. It also examines the guidance needs of adolescent students. The second section of this chapter deals with the empirical review which examines the views of authors and researchers on issues related to the study. Finally, a comparison of students guidance needs in terms of variables such as gender, age, school type and grade level/form is established.

Chapter three discusses the methodology adopted for the study. It describes the research design, the population, sample and sampling procedure, as well as research instruments and pre-testing of instruments. It also describes data collection procedure and how the data was analyzed.

The fourth chapter contains the results and discussion of results obtained from the fieldwork. It examines the trends that emerged from the data by using descriptive statistics and inferential statistics. The final chapter, chapter five, presents the summary, conclusions and recommendations as well as suggestions for future research related to the topic.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

This chapter examines the literature on the assessment of guidance needs among Senior High School students. The chapter is divided into two main sections. The first part focuses on the theoretical review which encompasses the concept of needs, Maslow's theory of needs, Murray's theory of needs and McClelland's theory of needs. The second part focuses on the review of empirical literature and the views of authors and researchers.

Concept of Need

According to Sprinthall, Sprinthall and Oja (1994), needs are based on some deficit within a person. The deficit may be physiological or psychological; but in either case the deficit lies within the person. Oladele (as cited in Awabil, 2002) defined need as the lack of something that if present would further the welfare of the organism. Oladele opined that human beings have certain inborn needs which they strive to fulfill and that every need arises from an imbalance between what human nature deems necessary for a person and what environment provides.

Kirkpatrick (as cited in Pietrofesa, Hoffman & Splete, 1984) posited that a "need exists when a desire to attain or acquire something motivates a person to act or feel in certain ways. The satisfaction or lack of satisfaction of needs determines

if people grow or stagnate” (p.170). According to Murray (as cited in Maddi, 1989; Hall, Lindsey & Campbell, 1998, p.234), a need is:

a construct which stands for a force...in the brain region, a force which organizes perception, appreciation, intellection, conation and action in such a way as to transform in a certain direction an existing, unsatisfying situation. A need is sometimes provoked directly by internal processes of a certain kind....but, more frequently (when in a state of readiness) by the occurrence of one of a few commonly effective press...

Murray further stated that needs affect functioning by producing perceptions, interpretations, feelings and actions that are equivalent in meaning of purpose. In order to diagnose a particular need as present in a person, one must observe equivalences of meaning in his or her initiating or reacting inner state. One must also observe perception of the external situation, imagined goal or aim, directionally of concomitant movements and words and the produced effect, if any. In general, needs are not static; they are aroused by real or imagined deprivation. When aroused, they exist as tension in the individual leading to instrumental behavior, which is successful, brings about the goal state. Experience of the goal state brings satisfaction and reduction in tension.

Maslow's Theory of Needs

Abraham Maslow, a humanistic psychologist proposed a theory of human motivation based on a hierarchy of needs. Maslow believed the number of human needs was relatively small. He classified the human needs into eight

major groups (Huitt, 2002). These eight were ranked in a hierarchy, ranging from the physiological needs to the highest human need, transcendence. He felt that individuals would not be motivated by higher needs until they had satisfied the lower ones. According to Maslow, individuals are motivated throughout life to scale the ladder of needs, but only a few individuals reach the top (Crider, Goethals, Kavanaugh & Solomon, 1983). Maslow's hierarchy of needs is presented in Figure 1.

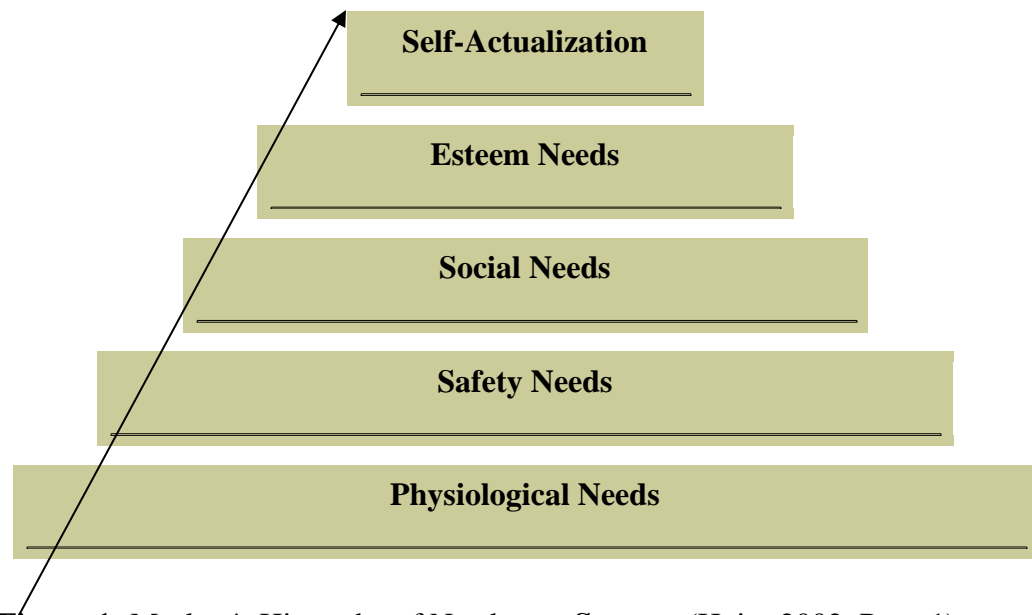


Figure 1: Maslow's Hierarchy of Needs **Source:** (Huitt, 2002, Page 1)

1. **Physiological Needs:** These are needs for food, water, oxygen and sleep. Unless they are satisfied, everything else recedes. Thus, students who frequently do not eat breakfast or suffer from poor nutrition generally become lethargic and withdrawn. Their learning potential is severely lowered. This is particularly true of adolescents, who can be extremely sensitive to their weight.
2. **Safety Needs:** These needs deal with feeling secure, safe and out of danger, individuals who are afraid of school, of peers, of superiors, or of a parent's

reaction have their safety needs threatened and their well-being can be affected.

3. Belongingness and Love Needs: These refer to needs to affiliate with others, to be accepted and to belong. People who feel lonely, not part of the group, or who lack any sense of belongingness usually have poor relationships with others. This can then affect their achievement in life or affect classroom learning.

4. Esteem Needs: These are needs to achieve, be competent and gain approval and recognition. Individuals desire favourable judgment from others, which should be based on honest achievement. An individual's own sense combines with the reaction of others to produce a sense of self-esteem. Consequently, human beings must acquire competence and find the opportunities that permit them to achieve and to secure reinforcement, both from others and from their own sense of satisfaction.

According to Maslow, the needs at the highest level are referred to as 'growth motives' because they entail the person's striving after goals and personal growth. Initially, Maslow proposed only one growth need which was self-actualization need. This was later split into two lower level growth needs before the general self-actualization level and another one beyond that level (Huitt, 2002). The divisions are: Cognitive, Aesthetic, Self-Actualization and Transcendence needs.

5. Cognitive Needs: These needs involve the desire to know, understand and explore.

6. Aesthetic Needs: They are needs for symmetry, order and beauty.
7. Self-Actualization Needs: These are needs to find self-fulfillment and realize one's potential. It is a tendency to feel restless until a goal is achieved.
8. Transcendence Needs: They refer to the need to help others find self-fulfillment and realize their potential.

Examining Maslow's hierarchy of needs, it can be seen how a deficit in any one need category will affect student performance. According to Elliot, Kratochwill, Cook and Traverse (2000), hungry students, for example, usually are not scholars. Their hunger overwhelms all other concerns. Similarly, fearful students may find it difficult to concentrate on their studies.

Students and all other individuals need to feel that they are worthy of respect, both from themselves and others, a respect that is based on actual achievement. Finally, unless students believe that they are doing all that they could be doing, they will be plagued by feelings of restlessness and discontent. Maslow's remarkable perceptive analysis of human needs brings about rich general insights into human behavior. Students try to satisfy all of their needs, and the need that is predominant at any moment will be a student's primary concern.

Murray's Theory of Needs

Henry Murray believed that human action is motivated largely by needs. Those needs according to him are mostly unconscious, and they influence and drive human behaviour. He defined need as a "potentiality or

readiness to respond in a certain way under certain given circumstances...It is a noun which stands for the fact that a certain trend is apt to recur” (Murray, 1938, p.124). Again, Murray (as cited in Crider et al., 1983) used a variety of methods to study a small number of individuals intensively over a period of several years. Murray assumed that human natural state is a state of disequilibrium, and that is why people have needs-to satisfy the lack of something. He divided needs into:

1. Primary needs which are biological needs- need for food, water, air, avoidance of pain.
2. Secondary needs which are psychological needs, or as he called them- the “psychogenic” needs.

From his studies, Murray compiled a list of 27 psychogenic needs that motivate most behaviour. The list of needs, with brief descriptions is presented in Table 1.

Table 1: Henry Murray’s 27 Psychogenic Needs

Need	Definition
Abasement	To surrender and submit to others, accept blame and punishment. To enjoy pain and misfortune.
Achievement	To accomplish difficult tasks, overcoming obstacles and

	becoming expert.
Affiliation	To be close and loyal to another person, pleasing them and winning their friendship and attention.
Aggression	To forcefully overcome an opponent, controlling, taking revenge or punishing them.
Autonomy	To break free from constraints, resisting coercion and dominating authority. To be irresponsible and independent.
Counteraction	To make up for failure by trying again, seeking pridefully to overcome obstacles.
Defendance	To defend oneself against attack or blame, hiding any failure of the self.
Deference	To admire a superior person, praising them and yielding to them and following their rules.
Dominance	To control one's environment, controlling other people through command or subtle persuasion.
Exhibition	To impress others through one's actions and words, even if these are shocking.
Harm avoidance	To escape or avoid pain, injury and death.
Infavoidance	To avoid being humiliated or embarrassed.
Nurturance	To help the helpless, feeding them and keeping them from danger.
Order	To make things clean, neat and tidy.
Play	To have fun, laugh and relax, enjoying oneself.
Rejection	To separate oneself from a negatively viewed object or person, excluding or abandoning it.

Table 1 Continued

Sentience	To seek out and enjoy sensual experiences.
Sex	To form relationship that lead to sexual intercourse.
Succourance	To have one's needs satisfied by someone or something. Includes being loved, nursed, helped, forgiven and consoled.

Source: (Murray, 1938, p.124)

Murray (1938) also contended that environmental forces played a significant role in the exhibition of the psychogenic needs. He called the forces "press," referring to the pressure they put on us that forces us to act. He further argued for a difference between the real environmental forces, "alpha press", and those that are merely perceived, "beta press".

McClelland's Theory of Needs

The theory of needs concept was popularized by American social psychologist, David Clarence McClelland. His concept is also referred to as the Learned Needs Theory, Acquired Needs Theory, and/or Three Needs Theory. Building on earlier work of Henry Murray (1938), McClelland (1961) in explanation of his theory stated that human motivation can result from three dominant needs: the need for Achievement, Power and Affiliation.

The Need for Achievement (N-Ach): Is the extent to which a person wants to perform difficult and challenging tasks on a high level. Some characteristics of high N-Ach people include:

1. They want to have success and need to receive positive feedback often.
2. They seek to stretch themselves and thus tend to avoid both low-risk and high-risk situations. They avoid low-risk situations because the easily attained success is not a genuine achievement. In high-risk projects, achievers see the outcome as one of chance rather than a result of their own effort.

3. They like to work alone or with other high achievers.
4. McClelland believed that these people make the best leaders, although there can be a tendency to demand too much of their staff in the belief that they are all also highly results-driven.

The Need for Affiliation (N-Affil): This means that people seek good interpersonal relations with others. Here, McClelland believed that a strong Need for Affiliation undermines the objectivity and decision-making capability of an individual human person. Some characteristics of high N-Affil people entail the following:

1. They want to be liked and accepted by others, and attach importance to a personal interaction.
2. They tend to conform to the norms of their work group.
3. They strive to make and keep relationships with a high amount of trust and mutual understanding.
4. They prefer cooperation over competition.
5. Obviously, they perform well in customer service and client interaction situations.

The Need for Power (N-Pow): This category of need according to McClelland is typical for people who like to be in charge.

1. They can be grouped into two types: personal and institutional power.
 - a. People with a high need for personal power want to direct and influence others. It is often viewed as undesirable.

- b. A high need for institutional or (social) power means that people like to organize the efforts of others to achieve the goals of the organization.
2. High power people enjoy competition and status-oriented positions.
3. While these people are attracted to leadership roles, they may not possess the required flexibility and people-centered skills.
4. Managers with a high need for institutional power tend to be more effective than those with a high need for personal power.

In his later work, McClelland (1998) added a fourth need, avoidance which functions to motivate people to avoid situations and people with which they have, or expect to have, unpleasant experiences. These avoidance motives include fear of rejection, fear of failure, fear of success, and generalized anxiety. In this work he also stressed that there are both conscious and unconscious intents that affect a person's motivation.

A careful examination of McClelland's concept of need indicates that, all the three needs are present in each individual. However, one need tends to be dominant. This depends both on their internal make-up, their personality, and also is learned through experience. According to Pettijohn (1998) these needs are shaped and acquired over time by the cultural background of the individual and his life experience. Training can be used to modify a need profile. Nevertheless, one of the needs is the dominant one, also depending on the personality. Pettijohn (1998) further opines that unlike Maslow, McClelland did not specify any transition states among the needs. The importance of the different needs at work

depends upon the position one occupies. The need for achievement and the need for power are typical for middle and top individuals.

Guidance Needs of Students

This section focuses on the discussion of specific guidance needs of students. The views of authors and researchers are highlighted and presented.

Educational Information

Both researchers and writers have indicated that students need educational information to help them take decisions on their present and post-secondary education. In the words of Pietrofesa et al. (1980), high school years create an overwhelming need for educational information when students make choices about post-secondary education. However, Awabil (2002) discovered that educational information was not a priority guidance need of Ghanaian secondary school students in the Bulsa and Kassena-Nankana districts of the Upper East Region. Educational information need was ranked 6th out of the eight guidance needs assessed. But, a similar study conducted by Oweini and Abdo (2000) revealed that 89 percent of secondary school students in Lebanon expressed a need to have more educational information. Okon (1984) also discovered that 77 percent of final year students in secondary schools in Nigeria needed to have more information on education.

From the various studies reviewed, it stands out clear that every student needs educational information. Educational information helps students to have knowledge of existing senior high schools, technical schools and other second cycle schools and where they are situated. Students get to know the score of

marks required for entry into these schools. This would help students make good selection of schools when the time draws near for such an exercise.

Study Habits

According to Okoye, Adejumo and Achebe (1990), the study habit needs of pupils are related to time given to study, concentration during study, reading, take-home assignments, consulting teachers, note-taking and examinations. Egblewogbe (1993); Eshun (2000); Pietrofesa et al.(1984); Unachukwu and Igborgbor (1991) have stated that it is necessary for students to develop good study habits so as to study effectively.

In Cloete and Roux (1979) study on the guidance needs of 348 African-American first year university students, they recommended that help with academic problems (specifically study skills) should receive priority in planning university guidance services for the students. In Awabil's (2002) research on guidance needs of senior secondary school students in the Balsa and Kassena-Nankana districts of the Upper East Region of Ghana, study habit was perceived as a major concern of adolescent students. In the study conducted by Ahia and Bradley (1984) on the secondary school students' needs, it was discovered that study habit was a priority need of the students. Porteous and Tabberer (as cited in Gallagher, Millar, Hargie & Ellis, 1992) found that issues related to study habit were the greatest concern of adolescent students. Finally, Okon's (1984) research on the concerns and problems of 411 secondary school students in Nigeria revealed that study habit was one of their greatest needs. However, Forde's (1997) study conducted on the personal and social worries of Ghanaian adolescents in the

secondary schools revealed that study habit was not a high priority concern of the students.

Developing a good habit is a necessary tool for all students who want to climb the academic ladder. Students should, therefore, know how to study effectively, be able to draw their own private time table, have time allotted for studies and learn how to take notes. They should also know how to prepare for examinations and what to do on the day of the examination.

Career Information

Taking up a job after SHS sometimes poses a lot of challenges. According to Unachukwu and Igborgbor (1991), to make a choice of career is not an easy process because modern society is complex one and people have a lot of careers to choose from. This calls for career information to enable SHS students to make informed decisions about their careers.

Olutola (as cited in Ipaye, 1986) opined that lack of adequate information in terms of choice has been a major blow to parents in developing countries. This means that for any secondary school graduate to make a meaningful choice as regards to his or her future career there is the need for the intensification of career information in the schools. To Okoye, Adejumo and Achebe (1990), the lack of adequate and relevant information about jobs, job requirements, and job prospects have placed many people in awkward circumstances. To them, the uninformed worker is in darkness and gropes through the dark to find his or her way. A 'gripe-in-the-dark' method of seeking a job, they say, is more likely to land the groping individual in some casualties. The Joint Admissions and Matriculation

Board of Nigeria found that the majority of candidates seeking admission into the university lack enough and appropriate information for job appointments and admissions (Okoye et al., 1990). Pietrofesa et al. (1984) were also of the view that young people need adequate career information to help them make the best choices.

Hayes and Hopson (as cited in Oladele, 1989), stated that career information stimulates career thinking and widens the occupational horizons of young people as well as helping the youth to focus their attention on particular jobs which aid the individual to crystallize his or her preference. They viewed occupational information as information which facilitates the development of realistic expectations about an occupational role. Ipaye (1986) was of the view that career information increasingly helps children to become aware of the prestige that goes along with successful career choice.

Makinde (1987) asserted that career choice influences almost every aspect of a person's life; therefore the required information needs to be given to the student to make the right choice. In the survey conducted by Awabil (2002) on the guidance needs of Senior Secondary School students in Ghana, it was discovered that career information was not a top priority of the students. Career information was ranked 7th position among the 8 guidance needs assessed. This was in contradiction with the findings of Ahia and Bradley (1984) in which students ranked career information as the first guidance need. Similarly, France, Hwang and Zhang (1991) conducted a research on the career needs of 224 middle school students in China and discovered that the students ranked career information as

the first guidance need. Also, a study by Oweini and Abdo (2000) into the concerns of 116 secondary school students in Lebanon revealed that 90 percent of those students expressed a need for more career information. Gama (as cited in Euvrard, 1996) researched into the vocational guidance needs of youths in South Africa and found that South African youth considered career information as one of their greatest needs. The findings of Cherry and Gear (1987) also revealed that secondary school students in England rated career information as their third priority guidance need. Again, Ginzberg (as cited in Chuenyane, 1983) believed that many young people do not know enough about the world of work to be able to translate their interests and capacities readily into occupational choices due to the lack of or inadequate career information. In furtherance to this argument, Napier (1972) contended that a society which fails to nurture the capabilities and talents of its youth fails in its obligation to them and to itself. Thus, from the above discussion, it is crystal clear that the need for adequate career information is necessary to help students make the right vocational choice.

Finance

In a study conducted by Cloete and Roux (1979) on the guidance needs of 348 black first year university students in South Africa, the need for adequate financial support proved to be a significant problem with the students. In agreement with Cloete and Roux's study, Forde's (1997) study also revealed finance as the first priority need of the adolescents. Both boys and girls ranked

finance needs first. Also, Finance was found to depend on sibling size, socio-economic background of students, age difference and school type. The greater the sibling size, the higher the financial worries and the lower the level of socio-economic background, the greater the frequency of financial worries. Forde's study also revealed that older adolescents were found to be significantly more concerned about finances than younger adolescents and also adolescents in day and rural schools expressed greater worry about finance.

Interpersonal Relationship

According to Ghana National Population Council (2000); Melgosa (1987); Okoye et al. (1990); Oladele (1989); Pietrofesa et al. (1984), students need to know how to relate with their peers, siblings, teachers, parents and other adults. Awabil's (2002) research revealed that interpersonal relationship was one of the top priority needs of Ghanaian students. They need to know how to relate with people. Also, Chuenyame (1983) discovered that 75 percent and 72 percent of Form 3 and Form 5 students respectively need to know how to relate with other people. Similarly, Porteous, Fisher and Smith cited in Gallagher et al. (1992); Makinde (1987) and Omar (1983), discovered that interpersonal relationship was one of the greatest concerns of adolescent students. In addition, Melnyk, Cash and Hrabosky (2002) in their study in the United States of America found that relationship with parents was one of the top worries of school age children and teens.

Interpersonal relationship is understandably one of the greatest concerns of adolescent students. Since every human is a social being, there is the need to know how to relate with people.

Sexual Information

Most parents do not give their children enough information about sex, and youngsters get much of their information and much misinformation from friends (Conger, 1988). Adolescents, especially girls who have had discussions with parents about sexual matters and who are knowledgeable about sex are more likely to postpone sexual intimacy (Conger, 1988; Jaslow, 1982; Wagner, 1980). Teenagers who can go to their parents or other adults with questions about sex and those who get sex education from school or community programmes have a better chance of avoiding pregnancy and other risks connected with sexual activity.

Melgosa (1987) opined that adolescents need sufficient knowledge of the anatomy and physiology of the masculine and feminine genitalia, as well as clear ideas about what they will experience in their own bodies, such as sexual characteristics, menstruation, seminal emission, and masturbation. The lack of sexual information on the opposite sex may encourage mistaken behaviour and undesirable consequences. Melgosa suggested that it is necessary for adolescents to understand the function of the sexual act and know about the process of conception and its control. Also, adolescents must be familiar with pregnancy and the birth process and they should also be warned of the risks of sexually transmitted diseases. During adolescence, attraction to the opposite sex and the

need for physical contact is so strong that sexual information is essential in order to constructively channel the new energies of youth in the correct direction.

The Ghana National Population Council (2000) and Pietrofesa et al. (1984) have also stressed the need for adolescents to have sexual information. The research by Awabil (2002) however, was contrary to the above findings; Awabil found that sexual information was not a high priority need of Ghanaian students. Sexual information was ranked last among the 8 guidance needs assessed. Similarly, Forde's (1997) study into the personal and social concerns of 403 Ghanaian adolescent students also revealed that sexual information was not one of the greatest needs of the students. The boys ranked it 5th and the girls ranked it 8th.

Self-Understanding

Self-understanding is the single basic goal of school guidance programmes. Through self-understanding, students can begin to know, appreciate and utilize their aptitudes, interests, values and limitations. Students who understand themselves are characterized by their ability to make more rational educational and vocational plans (Chuenyane, 1983). It improves analytical and critical thinking, growth and development. Awabil (2002); Chuenyane (1983); Okoye et al. (1990); Holland (1973); Pietrofesa et al. (1984) and Eshun (2000) have highlighted the relevance of self-understanding in school guidance programmes. According to these researchers, students need to understand their aptitudes, interests, values and limitations in order to make rational educational and vocational plans. Similarly, McDaniel and Shaftel (as cited in Awabil, 2002) maintained that every individual should be helped to study and understand

himself or herself as a unique persona and to respond to the pressures and stimuli of the time and place in which he or she lives. Super (as cited in Awabil, 2002) also observed that along this road to self-knowledge every young person needs assistance and that success in understanding oneself is an essential condition or prerequisite for the development of independent and decision-making skills. Research has shown that self-understanding is a priority concern of adolescents' students. For instance, France et al. (1991) discovered that Chinese middle school students ranked self-understanding as their second guidance need. Besides, Chuenyane (1983) found that 72 percent of black secondary school students in South Africa needed to understand themselves. According to Prediger et al. (as cited in Chuenyane, 1983), students have always experienced difficulties when making decisions about their future aspirations. Tenuous choices seemed to be a result of the students' lack of sufficient knowledge regarding their abilities, attitudes, interests and values.

Drug Information

Pietrofesa et al. (1984) stated that drug information was a major guidance need of adolescents. Unlike Pietrofesa et al. (1984), research findings by Makinde (1987) and Awabil (2002) in Nigeria and Ghana respectively, showed that drug information was not a major concern of students.

Available statistics from the Health Survey for England (2002) reveals that people aged between 16 and 24 years were more likely than older people to have used drugs in the last year and last month- 28 percent had used at least one illicit drug in the last year. The Health Survey for England further reveals that the

most commonly used illicit drug by young people is cannabis for which 26 percent of 16-24 years olds are reported to have used in the last year.

According to the Department for Education and Skills [DfES] (2004), drug education for students in colleges and middle schools should aim to provide opportunities for students to develop their knowledge, understanding, skills and attitudes about drugs to help them make healthy and informed choices. DfES (2004) further stated that some young people may have already experimented with or may be using drugs. For such students a harm minimization approach, which aims to ensure students know where dangers lie, and how they can be reduced or avoided, may be more appropriate. Thus, this approach should not suggest drug use or misuse is condoned, but should allow young people to make choices about drugs, understand why others do use drugs, and highlight associated risks. Finally, the Department for Education and Skills concluded by saying that an effective drug education to provide students with the necessary information should include the following; (a) communication, (b) handling relationships, (c) accessing sources of support, (d) coping strategies, (d) developing self-awareness and self esteem, and (d) understanding, avoiding and managing risks.

Employment

Studies have established that students need employment. For instance, Chuenyane (1983), Omar (1983), Cherry and Gear (1987), Gallagher et. al. (1992) and Awabil (2002) surveyed the needs of adolescent students and discovered that

employment was one of their top priority needs. For instance, Awabil's study on adolescent students in the Balsa and Kassena-Nankana districts of the Upper East Region found that employment issues were ranked as the 3rd greatest priority need of students.

Gender and Study Habits

The Approach to Studying Inventory (ASI) is an instrument that measures orientation to learning in higher education. Two studies used different forms of the ASI to investigate possible gender variation in approaches to studying. No consistent evidence of significant relationship between males and females on individual items, subscales, or learning orientations were found (Sommers, 2000). Sawyer (1981) found that male American Indian students suffered little test anxiety or study stress and their study habits are influenced by motivation whilst their female counterparts worried about studying and had difficulty budgeting time. The study also found that rural students were unskilled in note taking.

Askew and Ross (1988) conducted research into the learning styles of boys at the primary and secondary levels in Florida, United States of America. Even at primary level they observed that boys preferred to work independently, were highly competitive and showed a need to identify certain activities as male or female. By the time they reached secondary school they suggest that boys have acquired an individualistic competitive learning style that has significant implications for their interpersonal relationships with their peers and teachers and for their personal development. Aspects of boys' behaviour which Askew and Ross (1988) identified in their study reflect many of the elements identified in

wider sociological analysis. Issues of power reflected in boys' domination of their environment, which often extended to domination of peers. Preoccupation with image and a willingness to resort to violence were highlighted in their dependence on peers for approval and their need to prove their masculinity through physical aggression and verbal abuse, much of which is homophobic. They also displayed a lack of trust and a reluctance to talk about personal issues. This also seemed to be reflected in negative attitudes to group work and cooperative teaching methods.

In Ghana, empirical work on study habits of secondary school students was not readily available. However, scholars such as Vernon (1960), Lewis (1964), Schonell (1965), Bakare (1986) and Hassana (1991) have done some work on study habits, in their various countries namely the United States of America and Nigeria. The consensus amongst these scholars is that acquired defects, innate and congenital factors, psycholinguistic problems, physical and cultural factors, home and school environments, and the culture of a school are significant factors influencing students' study habits. Psychologists such as Lewis (1964); Piaget (1952); Otto, Peters and Peters (1977) explain the psycholinguistic problem in relation to the language development. These scholars are of the opinion that a child's initial background is an essential stimulus influencing his or her linguistic potential through play and exercise in thinking and concept development. In the Ghanaian context, a child's mother tongue (e.g. Twi) may inhibit his/her ability to learn effectively using the English language.

Relationship between Students' Guidance Needs and Gender, Age, School Type and Grade Level

This section seeks to explore the existing available literature concerning the relationship existing between the guidance needs of students and the following variables: gender, age, school type and grade level or form.

With respect to gender, Gokhan and Ilhan (2010) examined the major and least prevalent counselling needs of 400 undergraduate students in Ankara University in Turkey. They discovered that gender was a factor in students' perception of some of their needs. Again, Gallagher et al. (1992) found that significant differences existed between the concerns of male and female students with respect to the guidance needs they studied. Unlike Gokhan and Ilhan (2010) and Gallagher et al. (1992) findings, Awabil (2002), Forde (1997) and Chuenyane (1983) discovered that gender was not a factor in students' perception of their needs. Thus, no significant differences existed between the guidance needs of male and female students.

In terms of age, the findings of Forde (1997) reveals that significant differences exist between the guidance needs of mid and late adolescents. In contrast to Forde's (1997) study, Awabil's (2002) survey of Senior High School students in the Balsa and Kassena-Nankana districts in the Upper East Region of Ghana recorded no significant difference between the concerns of mid and late adolescents with respect to the eight guidance needs that he studied.

With reference to school type, Forde (1997) found that significant differences existed between the concerns of adolescents in day schools and their

counterparts in the boarding schools. This, however, was in discord with the findings of Awabil (2002) who discovered that no significant difference existed between students in day schools and their colleagues in the boarding house.

Finally, the variable of interest was the grade level or form of participants. The findings of Awabil (2002) and Chuenyane (1983) revealed that the guidance needs of secondary school students do not depend on grade level. However, Gokhan and Ilhan (2010) in their study of 400 undergraduate students at the Ankara University discovered a significant grade differences in some of the counselling needs they tested.

Summary of Review

The review of the literature focused first on the concept of need. Maslow's theory of needs, Murray's psychogenic needs theory and McClelland's acquired need theory were discussed. The review also focused on the guidance needs of students, viz, study habits, their need for educational and career information, employment, self understanding, drug information, interpersonal relationships, sexual information and financial support. Finally, a comparison of students' guidance needs in terms of variables such as gender, age, school type and grade level was established.

The theoretical review revealed that the three theories on human needs are relevant to the present study in that the study focuses on the psychogenic (i.e. mental or emotional rather than physiological) needs of students. The empirical review shows that students have needs related to the following: study habits, educational information, career information, employment, self understanding,

drug information, interpersonal relationships, sexual information and financial support.

CHAPTER THREE

METHODOLOGY

Introduction

This chapter focuses on the research design, population and sampling procedure, research instrument, data collection procedure and the method of data analysis.

Research Design

The research design used in this study was the descriptive research design. According to Fraenkel and Wallen (2003) and Gay (2002), descriptive survey includes present facts or current conditions concerning the nature of a group of persons, a number of objects or a class of events and may include the procedure of induction, analysis, classification, enumeration or measurement. Descriptive survey also identifies standards or norms with which to compare present conditions in order to plan for the next step and to determine how to take the next step after having determined where you are and where you wish to go. It is against this background that the descriptive survey was chosen for the study. The descriptive survey design has a number of advantages. According to Fraenkel and Wallen (2003), the greatest advantage of the descriptive survey is its potential to provide adequate information obtained from a relatively large sample of individuals. Hackett (as cited in Awabil, 2002) stated that the descriptive survey design can be used to gather data on client needs and attitudes, to aid programme decisions and the provision of counselling services.

Notwithstanding its advantages the criticism of descriptive cross-sectional survey method has been that, it is superficial and not appropriate research approach to private and emotional matters because respondents may not be completely truthful and willing to delve into such matters (Fraenkel & Wallen,

2002). Despite the drawbacks, the survey design was deemed the most appropriate, since it could lead the researcher to obtain in depth information on the topic under study and to draw meaningful conclusions from the data obtained.

Population

The population for the study consisted of all forms two, three and four students of the University Practice Senior High School in the Cape Coast Metropolis, totaling 1071 (Cape Coast Metropolitan Education Directorate, 2010).

Sample and Sampling Procedure

Out of the population, a sample of 300 students was selected for the study. The sample size was determined based on Krejcie and Morgan's (1976), table for determining sample size for research activities. A return rate of 97% was attained.

The sampling techniques used in selecting participants for the study were the proportional stratified and simple random sampling. Proportional stratified sampling technique (Amedahe, 2002) guarantees proportional representation of the participants whereas the simple random sampling gives each and every participant an equal chance of being selected. The stratification variables used were gender and grade level. The rationale for putting respondents into strata was to enable the researcher to generalize the findings of the study to the population.

Demographic Characteristics of Respondents

The study was conducted by drawing a sample of 300 students from the University Practice Senior High School (UPSHS) in the Cape Coast Metropolis. The sample distribution by gender is shown in Table 2.

Table 2: Distribution of Respondents by Gender

Gender	Frequency	Percentage
Male	158	53.9
Female	135	46.1
Total	293	100.0

Source: Field data, 2011

The data in Table 2 show that 53.9% of the respondents were males whereas 46.1% were females.

Table 3: Distribution of Respondents by Age

Age	Frequency	Percentage
15-17	169	57.7
18-22	124	42.3
Total	293	100.0

Source: Field data, 2011

The data in Table 3 indicate that 57.7% of the respondents were between the ages of 15 and 17 years, while 42.3% were between the ages of 18 and 22 years.

Table 4: Distribution of Respondents by Form

Form	Frequency	Percentage
SHS 2	110	37.5
SHS 3	101	34.5
SHS 4	82	28.0
Total	293	100.0

Source: Field data, 2011

Table 4 indicates that out of the 293 students involved in the study, 110 (37.5%) were in SHS 2, 101 (34.5%) were in SHS 3 and the remaining 82 (28.0%) of the respondents were in SHS 4.

Table 5: Distribution of Respondents by Residential Status

Residential Status	Frequency	Percentage
Boarding school	129	43.0
Day school	167	57.0
Total	293	100.0

Source: Field data, 2011

Table 5 shows the distribution of participants with respect to their residential status. Out of the 293 respondents, 129 (43.0%) were in the boarding stream whereas, 167 (57.0%) were in the day stream.

The distribution of students by gender and form or grade level is illustrated in Table 6.

Table 6: Distribution of Students by Gender and Grade Level

	Population			Sample		
	Form	Male	Female	Form	Male	Female
SHS 2	440	241	199	123	67	56
SHS3	362	196	166	102	55	47
SHS4	269	115	154	75	32	43

Total	1071	591	519	300	154	146
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Source: Field data, 2011

Research Instrument

The instrument used for this study was the “Needs Assessment Questionnaire for Students” adapted from Awabil (2002). A few items were added in order to expand the scope of the study. This questionnaire consists of two sections, A and B. Section A consists of items that respondents demographic data such as age, sex, form and school type. Section B was made up 54 items measured on a four point Likert scale format. The measurement is specified as follows: “*Very important*”, “*Important*”, “*Slightly important*”, and “*Not important*” respectively. Responses were measured on a 4 point Likert scale ranging from 1=Not important to 4=Very important. In addition, Section B covered 9 categories of students’ guidance needs namely, study habits, educational information, career information, employment, self understanding, drug information, interpersonal relationships, sexual information and financial support (See Appendix A).

Validation and Reliability of the Instrument

To ensure the validity of the instrument, a face and content validity was established. The items were subjected to peer review, proof-read by the supervisor and experts in Guidance and Counselling for the necessary corrections to be effected.

To determine the level of reliability of the result using the instrument, it was subjected to a try-out. It was administered to 30 forms two, three and four students in Academy of Christ the King, a Senior High School in the Cape Coast Metropolis. The Cronbach coefficient alpha measure of internal consistency was used to determine the reliability for the tried-out instruments. Since the items in the questionnaire were multiple-scored especially on the Likert scale, the Cronbach's coefficient alpha was deemed most appropriate. The choice of the alpha was made on the merit that "Cronbach's alpha is used when measures have multiple-scored items such as attitudinal scales. For example, on a Likert scale an individual may receive a score ranging from 1-4 depending on which option was chosen" (Ary, Jacobs & Razavieh, 1990, p.235). The overall reliability coefficient obtained was 0.94. All scales showed a good reliability as illustrated in Table 7.

Table 7: Reliability Coefficient for Each Scale

Scale	No. of Items	Cronbach's alpha
Study Habits	6	.78
Educational Information	6	.73
Career Information	6	.83

Employment	6	.78
Self-understanding	6	.77
Drug information	6	.90
Interpersonal Relationships	6	.83
Sexual Information	6	.81
Financial Support	6	.84

From Table 7, the obtained alpha values for each scale was deemed to be relatively high given the complexity in human behaviour measurement. In addition, the overall Cronbach's alpha for the instrument was 0.94 which is also high (see Appendix C). Consequently, the alpha values were accepted as appropriate for use in this study.

Data Collection Procedure

An introductory letter was first collected from the Head of the Department of Educational Foundations to introduce the researcher to the Head Teacher of the University Practice Senior High School (See Appendix B).

At the school, permission was first sought from the school head with the introductory letter obtained from the Head of Department of the Educational Foundations of the University of Cape Coast a week to the administration and collection of data. On the day of administration of the instrument, participants were organized in their respective classrooms. The researcher gave participants a general idea of why the data was being collected. After the items were read and explained to participants with the help of the two research assistants, the

questionnaires were given out to respondents to answer. In all, it took the participants an average time of 30 minutes to complete the instrument. The completed questionnaires were collected the same day by the researcher and the two research assistants. Later an appreciation letter was sent to the head of the institution.

Data Analysis

The data obtained was analyzed using both descriptive and inferential statistics. The descriptive statistics used were frequencies, percentages, means and standard deviations. The rationale for choosing descriptive statistics in analyzing the research questions was based on Sarantakos' (1998) assertion that descriptive statistics, mean and standard deviation, enables a researcher to have an overall view of the findings of the study, to identify trends and to display relationships between parts of the findings.

Inferential statistics (t-test and one-way ANOVA) were used to test the four hypotheses formulated to guide the study. Statistical Product and Service Solutions (SPSS, version 12.0) was used for the data entry and analysis. The Pearson Chi-square (χ^2) was used to establish the relationship between gender and study habits items.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter is devoted to the results and discussion of the findings of the study. Data was collected from 300 SHS students from the University Practice Senior High School in the Cape Coast Metropolis using a needs assessment questionnaire. Out of the 300 questionnaires that were administered to the participants of the study, 293 (97.67%) of them were retrieved by the researcher. The researcher used two (2) research questions and four (4) hypotheses. The research questions and hypotheses were answered and tested respectively using the available data collected. In the analysis of data, frequencies, percentages, means and standard deviations were used to answer the research questions, while t-test and one-way ANOVA were employed in testing the four hypotheses.

Research Questions

Research Question 1

What are the most prevalent guidance needs of Senior High School students?

In order to ascertain the most pressing needs of adolescents in the University Practice Senior High School, the study sought to find out the most prevalent guidance needs of SHS students in UPSHS. The outcome of the response given by the participants is presented in Table 8.

Table 8: Ranking, means and standard deviation of students' guidance needs

Rank	Guidance Needs	Mean	Std Dev.
1	Study Habits	21.99	2.52
2	Self-Understanding	21.74	2.66

3	Employment	21.09	2.93
4	Educational Information	20.68	2.69
5	Interpersonal Relationships	20.62	3.37
6	Sexual Information	20.14	3.77
7	Career Information	19.75	3.31
8	Drug Information	18.57	4.51
9	Financial Support	17.59	4.65

N=293; Source: Field work, 2010.

Table 8 presents the prioritized guidance needs of students. The results showed that concern about study habit was ranked first by students. This was followed by self-understanding, employment, educational information and interpersonal relationships. Sexual information, career information, drug information and financial support were ranked 6th, 7th, 8th and 9th respectively by students. From Table 8, study habits, self-understanding, employment, educational information and interpersonal relationships emerged as more relevant to students than sexual information, career information, drug information and financial support.

The findings of the study therefore indicate that the 5 most pressing needs of students of University Practice Senior High School are study habits, self-understanding, employment, educational information and interpersonal relationship. This result corroborates with earlier findings by Awabil (2002) who discovered that study habits, educational information, employment and self-understanding were the highest prioritized guidance needs of students. Again,

Adjei et al. (2006) also found that study habits (skills), educational information and interpersonal relationships were some of the most important needs of adolescent students.

The finding that drug information is not a major need of students contradicted the result obtained by Awabil (2002) who found that drug information was a principal concern of adolescent at the Senior High School level.

Research Question 2

To what extent do male and female students in University Practice Senior High School agree on their study habits/skills?

Research question two was posed to establish the extent to which male and female students agree on study habits or skills at school. Contingency chi-square test was used. In order to answer this research question, responses to items 5-10 on the questionnaire were used (see Appendix A). The results are presented in Table 9.

Table 9: Gender Difference in Study Habit Scale Items

Statements	Percentage of Responses									χ^2
	Male				Female				Total	
	NI	SI	I	VI	NI	SI	I	VI		
1. I need to know how to use my study time effectively	0.6	1.9	10.8	86.6	0.0	0.8	8.3	90.9	100.0	2.222
2. I need to know how to take notes well	2.5	5.7	24.2	67.5	1.5	3.8	26.5	68.2	100.0	1.083
3. I need to learn how to concentrate very well when I am studying	1.9	1.9	10.3	85.9	0.8	1.5	4.5	93.2	100.0	6.149
4. I need to know how to write good essays	0.6	5.1	15.4	78.8	0.0	3.0	28.0	68.9	100.0	9.364*
5. I need to know how to prepare for tests and examinations.	1.3	3.2	15.3	80.3	0.8	1.5	11.4	86.4	100.0	3.856
6. I need to know how to use the library effectively.	3.2	13.5	41.0	42.3	1.5	14.4	34.8	49.2	100.0	2.473

Source: Field work, 2010; * p<0.05 (significant relationship)

Key: NI—Not Important; SI—Slightly Important; I—Important & VI—Very Important; χ^2 = Contingency chi-square.

The first statement in Table 9 had 90.9% of the female respondents indicating “very important” to the statement as against 86.6% of their male counterparts. On the contrary, 0.6% of the male respondents indicated “not important” to the same item as against none of the female participants. This showed that both male and female students in University Practice Senior High School desire to know how to use their study time effectively.

The second item in Table 9 required respondents to indicate the extent to which they desired to have knowledge in note-taking. From the responses, 68.2% of the females agreed that it was very important to them to have knowledge in the area of note-taking, whereas only 3.8% of them said it was not important. With regard to the male counterparts, 67.5% against 2.5% said that it is worth knowing how to take notes in class. This indicated that more than 50% of both male and female respondents felt that note-taking was an important item to have knowledge in.

The third item in Table 9 had 93.2% of the females indicating “very important” and 85.9% of the males also indicating that the issue of concentration was “very important”. However, 0.8% of the males as against 1.9% of the females said the statement under discussion was not important to them. Thus, majority of the respondents believed that learning how to concentrate very well when studying is important.

Item four in Table 9 sought to find out from the respondents their views on good essay writing. Majority (78.8%) of the males indicated that it was important for them to know how to write good essays. On the contrary, only 0.6% of them

said it is of no use to them. Pertaining to the female counterparts view on the same statement, majority representing 68.9% agreed that it is important with none disagreeing.

The fifth item in Table 9 sought to find out from the respondents the need to know how to prepare for tests and examinations. The response given had 86.4% of the females indicating “very important” to the statement under discussion as per 80.3% of their male counterparts. Nevertheless, 1.5% of the females as against 1.3% of their male counterparts said it was not important. It can be deduced that most of the students in UPSHS deemed it important to know how to prepare adequately for tests and examinations.

Finally, item 6 in Table 9 had 49.2% of the females compared to 42.3% of the males said that it is important to know how to use the library facilities in the school effectively. Thus, the use of the library facilities in school to boost students study habit is of paramount to UPSHS students.

A contingency chi-square test was used to establish the relationship between the views of male and female students’ with respect to their study habits/skills. The result indicated a statistically significant relationship between the views of male and female students on item four which read “I need to know how to write good essays”, $\chi^2 (3, N = 293) = 9.364, p = .025$. The remaining five items did not record any significant relationship. The findings of the present study, that a significant agreement exists between male and female students with respect to essay writing skills contradicts that of Sawyer (1981) who found that male American Indian students suffer little test anxiety or study stress and their study

habits are influenced by motivation, whilst their female counterparts worry about studying and have difficulty budgeting time. The study also found that male students were unskilled in note taking in comparison to their female counterparts. However, the findings that no significant relationship exists between males and females with respect to 5 of the study habits items is consistent with Sommers' (2000) report that two studies used different forms of the Approach on Studying Inventory to investigate possible gender variation in approaches to studying. No consistent evidence of significant relationship between males and females on individual items, subscales, or learning orientations were found.

The above, therefore, implies that out of the 6 items that measured study habit, only Item 4 recorded a significant relationship between male and female students study habit/skills in the University Practice Senior High School.

Research Hypotheses

Research Hypothesis 1

H₀: There is no significant difference between the guidance needs of male and female students.

In order to test research hypothesis one, an independent t-test was conducted to assess whether there was a significant difference between the guidance needs of male and female students. The result is shown in Table 6.

Table 10: Independent Sample t-test of Male and Female Students' Guidance Needs

Guidance needs	Male N=(158)		Female N=(135)		t	df	p
	Mean	SD	Mean	SD			
Study Habit	21.8	2.8	22.2	2.1	-1.37	291	.171
Educational Information	20.8	2.6	20.6	2.8	0.53	291	.596
Career Information	19.8	3.3	19.7	3.4	0.26	291	.795
Employment	21.2	2.7	20.8	3.2	1.02	291	.308
Self-Understanding	21.9	2.4	21.6	2.9	0.86	291	.390
Drug Information	19.1	4.3	17.9	4.7	2.02	291	.044*
Interpersonal Relationship	20.6	3.3	20.6	3.3	-0.25	291	.804
Sexual Information	20.1	3.7	20.2	3.8	-0.27	291	.790
Financial Support	18.3	4.2	16.7	5.0	2.91	291	.004*

Source: Field work, 2010; *p<0.05(Significant difference)

The data in Table 10 reveal that there were significant differences between male and female adolescent students with regard to two of the guidance needs namely: drug information and financial support. However, male and female adolescent students in University Practice Senior High School did not differ significantly with respect to the following guidance needs: study habit, educational information, career information, employment, self-understanding, interpersonal relationships and sexual information.

The result of seven guidance needs from the present study is consistent with the findings of Awabil (2002), Forde (1997) and Chuenyane (1983) who

found no significant difference between the guidance needs of male and female students in their respective studies. On the other hand, as regards drug information, the result of the present study contradicts that of Awabil (2002) who studied Ghanaian adolescent students in the Balsa and Kassena-Nankana districts of the Upper East Region and found that the need for drug information was a priority need of students. Again the outcome of the study with respect to drug information and financial support confirms the findings of Gallagher et al. (1992) who found that significant differences existed between the concerns of male and female students in Northern Ireland. Thus, like that of Gallagher et al. (1992), the reason for the significant difference in this study could be as a result of the fact that both sexes might have had similar level of needs, but one group was more willing to disclose its needs than the other.

Research Hypothesis 2

H₀: There is no significant difference between the guidance needs of mid and late adolescent students.

To test this hypothesis, an independent sample t-test was used. The results of the test are presented in Table 11.

Table 11: Independent Sample t-test of Mid and Late Adolescents' Guidance Needs

Guidance needs	Mid Adol. N=(169)		Late Adol. N=(124)		t	df	p
	Mean	SD	Mean	SD			
Study Habit	21.9	2.8	22.1	2.1	-.58	291	.57
Educational Information	20.8	2.6	20.5	2.8	.69	291	.49
Career Information	19.7	3.3	19.8	3.3	-.32	291	.75
Employment	21.2	2.8	20.7	3.1	1.48	291	.14
Self-Understanding	21.9	2.5	21.5	2.8	1.13	291	.26
Drug Information	18.9	4.2	18.0	4.9	1.70	291	.09
Interpersonal Relation.	20.6	3.5	20.6	3.1	.07	291	.94
Sexual Information	20.2	3.8	20.1	3.7	.22	291	.83
Financial Support	17.8	4.6	17.3	4.8	1.06	291	.29

Source: Field work, 2010.

The t-test result from Table 11 shows that no significant difference was recorded between mid and late adolescents with respect to the nine outlined guidance needs.

The findings of the study corroborate that of Awabil (2002) who discovered that no significant differences existed between the needs of mid and late adolescents. However, the result is in contrast to the findings of Forde (1997) who found a significant difference between the needs of younger and older adolescents. In her study, she discovered that older adolescents expressed higher frequency of their needs than younger adolescents. This probably may explain

why she found a significant difference. An explanation for the current findings could be that late adolescents might have had greater level of needs than mid adolescents, but were unwilling to bring them out.

Research Hypothesis 3

H₀: There is no significant difference between the guidance needs of boarding and day school students.

H₁: There is a significant difference between the guidance needs of boarding and day school students.

In order to test this hypothesis, the independent sample t-test was conducted to evaluate the hypothesis that there is no significant difference between the guidance needs of boarding and day school students in the University Practice Senior High School. The result of the test is presented in Table 12.

Table 12: Independent Sample t-test of Boarding and Day Students' Guidance Needs

Guidance needs	Boarding		Day		t	Df	p
	Mean	SD	Mean	SD			
Study Habit	22.0	2.6	21.9	2.5	.34	291	.73
Educational Information	20.6	2.8	20.7	2.6	-.40	291	.69
Career Information	19.6	3.5	19.9	3.2	-.70	291	.49
Employment	20.8	3.3	21.1	2.6	-.87	291	.39
Self-Understanding	21.6	3.0	21.9	2.4	-.97	291	.33
Drug Information	18.2	4.8	18.8	4.3	-1.24	291	.22
Interpersonal Relations.	20.7	3.6	20.5	3.2	.55	291	.58
Sexual Information	20.2	4.1	20.1	3.5	.31	291	.76
Financial Support	17.9	5.0	17.4	4.4	.89	291	.38

Source: Field work, 2010.

Although the popular notion is that students in the boarding school would in all spheres differ from their counterparts in the day schools, Table 12 shows that no statistically significant difference existed between the guidance needs of students in boarding schools and their counterparts in day schools.

The findings agree with that of Awabil (2002) whose study revealed that no significant differences existed between the guidance needs of boarding and day students in the Balsa and Kassena-Nankana districts in the Upper East Region. Nevertheless, the findings from the present study is in discord with that of Forde (1997) who discovered that significant differences existed between the concerns

of adolescents in boarding and adolescents in day schools in Ghana. While, the results of the finding is somehow shocking, the non-existence of statistically significant differences in the nine guidance needs between boarding and day school students could be accounted for as failure on the part of day students to adequately disclose their needs.

Research Hypothesis 4

H₀: The guidance needs of students do not depend on grade level.

This hypothesis sought to find out whether the guidance needs of students were dependent on grade level or form. In order to test this hypothesis, One-way Analysis of Variance (ANOVA) was conducted to evaluate the hypothesis that the guidance needs of UPSHS students are not dependent on their grade level. The outcome of the test is presented in Table 13.

Table 13: One-way ANOVA on Students' View about Their Guidance Needs

Variables	Sources	SS	df	Mean square	F	p
Study Habit	Between Groups	25.6	2	12.8	2.04	0.132
	Within Groups	1821.4	290	6.3		
Educational Information	Between Groups	68.3	2	34.2	4.83	0.009*
	Within Groups	2051.9	290	7.1		
Career Information	Between Groups	48.2	2	24.1	2.22	0.110
	Within Groups	3146.6	290	10.9		
Employment	Between Groups	113.4	2	56.7	6.86	0.001*
	Within Groups	2399.5	290	8.3		
Self-Understanding	Between Groups	4.4	2	2.2	0.31	0.734
	Within Groups	2060.4	290	7.1		
Drug Information	Between Groups	288.3	2	144.1	7.40	0.001*
	Within Groups	5627.5	289	19.5		
Interpersonal Relationship	Between Groups	52.2	2	26.1	2.32	0.101
	Within Groups	3266.8	290	11.3		
Sexual Information	Between Groups	82.4	2	41.2	2.94	0.054
	Within Groups	4064.1	290	14.0		
Financial Support	Between Groups	331.3	2	165.6	8.01	0.000*
	Within Groups	5995.8	290	20.7		

Source: Field work, 2010; *p<0.05(significant difference)

Table 13 presents the results obtained from the One-way ANOVA. The results show that the responses made by students with regard to study habits, career information, self-understanding, interpersonal relationship and sexual information were not statistically significant at the 0.05 assumed alpha level. However, students concerns about their need for educational information, employment, drug information and financial support were significant at the 95% confidence interval respectively.

A Post-Hoc test of multiple comparisons using Tukey Honest Significant Difference (HSD) test was employed to assess which group means in the independent variable (grade level) differed from which others with respect to the four guidance needs that proved significant at the 0.05 alpha level. The Tukey HSD test proved that the actual difference in means existed between the views of SHS 2 ($M=21.24$, $SD=2.45$) and SHS3 ($M=20.10$, $SD=2.82$) with respect to educational information, $F(2,290) = 4.83$, $p < 0.05$ and employment needs, $F(2,290) = 6.86$, $p < 0.05$ respectively. The Post-Hoc test of multiple comparisons further revealed that difference in means existed in all three grade levels (SHS 2, 3 and 4) with respect drug information, $F(2,290) = 7.40$, $p < 0.05$ and financial support, $F(2,290) = 8.01$, $p < 0.05$ needs respectively.

The findings that significant difference existed between the needs of SHS 2 and SHS 3 students with respect to educational information, employment, drug information and financial support does not tally with that of Awabil (2002) and Chuenyane (1983) who found no significant difference between the guidance needs of Form 2 and Form 3 students in their respective studies.

Implications for Counselling

The study revealed that study habits, self-understanding, employment, educational information and interpersonal relationships were the top five prioritized guidance needs of UPSHS students. It, therefore, behooves school counsellors to design suitable guidance programmes to meet these needs of students. For instance, the finding that study habit was the greatest need of students implies that school counsellors and guidance co-ordinators need to introduce study skills programmes in their schools to assist students' acquire adequate study habits. The study skills programmes for students may focus on areas such as effective time management, note-taking, concentration skills, essay writing skills, examination techniques and library usage skills.

Again, particular emphasis should be laid on essay writing since the study revealed a significant relationship between male and female students to that variable. Also, study habit surveys or inventories can be used in schools to ascertain the specific nature of study-related problems of students with particular reference to essay writing difficulties so that they can be effectively addressed. With reference to self-understanding as one of the top most prioritized needs of students, school counsellors should endeavour to help students have adequate understanding of who they are to enable them discover their hidden talents and potentials.

The discovery that issues related to employment are of importance to students in the UPSHS implies that guidance co-ordinators need to provide students with abundant and relevant information on job openings in Ghana in

order to facilitate the transition from school to work. Again, with respect to educational information being a pressing need to students, counsellors should provide students with accurate and adequate educational information by organizing school fairs where students from different schools meet to interact with counsellors on their vision and purpose as far as climbing the academic ladder is concerned. Finally, the finding that interpersonal relationship was a priority need of adolescent students also implies that regular talks on human relations skills should be organized for students to equip them with interpersonal skills required for relating with their parents and teachers (Awabil, 2002).

It was also revealed that sexual information, career information, drug information and financial support were not regarded by students as the top five greatest guidance needs. However, it is imperative for guidance co-ordinators to organize seminars and symposia for students to conscientize them on the need to have adequate and relevant knowledge on each of these needs. For instance, a seminar on drug issues in the secondary schools is likely to be patronized by many students, hence, the need to engage the services of personnel from the Ghana Police Service and the Narcotics Control Board as well as the Ministry of Health on issues pertaining to the harmful effects of drug on the people (Awabil, 2002).

Furthermore, the findings that both male and female students had similar levels of need with the exception of drug information and financial support presupposes that guidance programmes can be drawn for students irrespective of their gender (Awabil, 2002).

Although, it was discovered that the guidance needs of students do not depend on age and students residential status, school guidance coordinators need to exercise caution since late adolescents, and day students might have failed to disclose the actual level of their needs. In view of this, guidance co-ordinators should motivate their students to be genuine when expressing their needs (Awabil, 2002).

Finally, the findings that significant difference exists between students' grade level and the following needs: educational information, employment, drug information and financial support imply that counsellors should formulate programmes and activities that meet the respective desire and taste of each grade level.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

The previous chapter presented and discussed the results of the study. This chapter summarizes the entire study and the major findings of the study. It also looks at the conclusions drawn out of the main issues concerning the analysis of data collected, and further makes recommendations.

Summary

The study assessed the guidance needs of students in the University Practice Senior High School in the Cape Coast Metropolis of Central Region of Ghana. The purpose of the study was to establish the priority guidance needs of students. Again, the study intended to find out the relationship between gender and study habits of students. Furthermore, the study was intended to find out whether variables such as sex, age, students' residential status and grade level were significant factors of students' perception of their guidance needs.

In the light of this assertion the study was guided by two research questions and four hypotheses. A sample of 300 forms two, three and four students from the University Practice Senior High School in the Cape Coast Metropolis. Proportional stratified random sampling and simple random sampling techniques were used in selecting the sample for the study. Frequencies, percentages, means and standard deviations as well as chi-square, t-test and one-

way ANOVA were used in analyzing the data obtained from the field. A questionnaire was used to collect the data for the study. From the data analysis, it was found that:

1. Study habits, self-understanding, employment, educational information and interpersonal relationships were of greatest concern to students than sexual information, career information, drug information and financial support.
2. Among the study habit items, only essay writing skills registered a significant association between male and female students from UPSHS at the 0.05 level of significance.
3. There was a significant difference between the guidance needs of male and female students as far as drug information and financial support were concerned.
4. No significant differences were recorded between the guidance needs of mid and late adolescent students with respect to all the nine categories of students' needs.
5. No significant differences were reported between the guidance needs of boarding and day students with regard to all nine categories of student guidance needs.
6. Out of the nine categories of students' guidance needs, four of them including educational information, employment, drug information and financial support were found to depend on grade level of the students. A post-hoc analysis using Tukey HSD revealed that the difference in

employment and drug information was found between SHS 2 and 3 students, whereas that of drug information and financial support occurred in all three grade levels respectively.

Conclusions

Based on the outcome of the findings, the following conclusions are drawn from the study.

1. The paramount guidance need areas of senior secondary school students are study habits, self-understanding, employment, educational information and interpersonal relationships.
2. Good essay writing skills as an item in the study habit skill was an area of concern to both male and female students in the University Practice Senior High School.
3. Age and residential status of students were not significant determinants of students' perception of their guidance needs. On the other hand, gender and grade level were significant determinant of students' perception of their guidance needs.

Recommendations

In the light of the findings and conclusions drawn from the study, the following recommendations are made.

1. The study revealed that the paramount guidance needs of senior high school students were study habits, self-understanding, employment, educational information and interpersonal relationships. Based on this,

it is recommended that in the planning, organizing and implementing of guidance programmes, students' principal needs should be adequately considered and catered for.

2. The study also revealed good essay writing skills as an item in the study habit skill was a bother to students in UPSHS. It is recommended that study habits programmes should be mounted in Senior High Schools to enable students to acquire effective study habits with particular emphasis on good essay writing skills.
3. The study found that gender differences existed in drug information and financial support needs. Based on this, it is recommended that regular in-service training programmes should be offered to guidance co-ordinators to equip them with the necessary skills for guidance and counselling work in their respective schools.
4. Finally, the study established that employment, financial support, educational and drug information out of the nine guidance needs are dependent on students' grade levels. Based on this, is recommended that the Ministry of Education and the Ghana Education Service as well as all stakeholders in education should provide UPSHS and all senior high schools with the necessary funds and offices so as to make possible the provision of the needed guidance services to students.

Areas for further Research

Needs assessment surveys should be conducted at all levels of the country's educational system so as to enable counsellors and guidance co-

ordinators to plan and implement guidance programmes that address the priority needs of pupils and students. Subsequent researchers could investigate the moral, spiritual and health needs of students at the basic, secondary and tertiary levels of education.

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SECTION B: GUIDANCE NEEDS OF STUDENTS

	<i>How important is this need?</i>			
	<i>Please tick [✓] one</i>			
GUIDANCE NEEDS	<i>Very important</i>	<i>Important</i>	<i>Slightly important</i>	<i>Not important</i>
SCALE 1: STUDY HABITS				
5. I need to know how to use my study time effectively.				
6. I need to know how to take notes well.				
7. I need to learn how to concentrate very well when I am studying.				
8. I need to know how to write good essays.				
9. I need to know how to prepare for tests and examinations.				
10. I need to know how to use the library effectively.				
SCALE 2: EDUCATIONAL INFORMATION				
11. I need to know more about existing universities, polytechnics, colleges or any other post-secondary educational institution.				

	<i>How important is this need?</i>			
	<i>Please tick [✓] one</i>			
GUIDANCE NEEDS	<i>Very important</i>	<i>Important</i>	<i>Slightly important</i>	<i>Not important</i>
12. I need to have information on courses or programmes offered at the universities, polytechnics, colleges or any other post-secondary educational institutions.				
13. I need to know the admission requirements for universities, polytechnics, colleges or any other post-secondary educational institution.				
14. I need to become aware of courses or programmes that meet my interests and abilities.				
15. I need to become aware of ways of financing or paying for university, polytechnic or college education.				
16. I need to make trips to universities, polytechnics, colleges or any other post-secondary educational institutions and know more about them.				

	<i>How important is this need?</i>			
	<i>Please tick [✓] one</i>			
GUIDANCE NEEDS	<i>Very important</i>	<i>Important</i>	<i>Slightly important</i>	<i>Not important</i>
SCALE 3: CAREER INFORMATION				
17. I need to have adequate information on types of work, career or job.				
18. I need to understand the relationship between education and careers.				
19. I need to know the prospects and limitations of various types of work or job.				
20. I need to know the requirements for different jobs or work.				
21. I need make trips to industries, hospitals or any other place of work and know more about work or jobs.				
22. I need to understand the importance of work.				
SCALE 4: EMPLOYMENT				
23. I need to know how to find a job after school.				

	<i>How important is this need?</i>			
	<i>Please tick [✓] one</i>			
GUIDANCE NEEDS	<i>Very important</i>	<i>Important</i>	<i>Slightly important</i>	<i>Not important</i>
24. I need to know how to apply for jobs after school.				
25. I need to learn how to write an effective resume in order to get a good job.				
26. I need to know how to prepare for job interviews.				
27. I need to know more about job vacancies or opportunities in Ghana.				
28. I need know how to start my own business after school.				
SCALE 5: SELF UNDERSTANDING				
29. I need to know and understand my interests and abilities.				
30. I need to become aware of my strengths and weaknesses.				
31. I need to understand that I am different from other students, I am unique.				

	<i>How important is this need?</i>			
	<i>Please tick [✓] one</i>			
GUIDANCE NEEDS	<i>Very important</i>	<i>Important</i>	<i>Slightly important</i>	<i>Not important</i>
32. I need to more about my likes and dislikes.				
33. I need become fully aware of my goals in life.				
34. I need to know and understand my needs.				
SCALE 6: DRUG INFORMATION				
35. I need to understand more about drug abuse.				
36. I need know the different kinds of drugs.				
37. I need to understand more about the effects of marijuana (wee) and alcohol.				
38. I need to know the drugs that are prohibited by law in Ghana.				
39. I need to know the punishment that is given to people who use drugs that are prohibited.				
40. I need to know more about drug addiction.				

	<i>How important is this need?</i>			
	<i>Please tick [✓] one</i>			
GUIDANCE NEEDS	<i>Very important</i>	<i>Important</i>	<i>Slightly important</i>	<i>Not important</i>
SCALE 7: INTERPERSONAL RELATIONSHIPS				
41. I need to know how to relate maturely with boys and girls of my age.				
42. I need to know how to relate maturely with my parents.				
43. I need to know how to relate maturely with my teachers.				
44. I need to know how to initiate friendship with both boys and girls of my age.				
45. I need to become fully aware of the dangers of boy-girl relationship.				
46. I need to learn how to resolve interpersonal conflicts.				
SCALE 8: SEXUAL INFORMATION				
47. I need to know more about sex and love matters.				
48. I need to understand more about the dangers of premarital sex (i.e. sex before marriage).				

	<i>How important is this need?</i> <i>Please tick [√] one</i>			
GUIDANCE NEEDS	<i>Very important</i>	<i>Important</i>	<i>Slightly important</i>	<i>Not important</i>
49. I need to understand more about sexually transmitted diseases, including HIV/AIDS.				
50. I need become fully aware of the male and female reproductive systems.				
51. I need to know more about the dangers of watching pornography (sex films).				
52. I need to know how to enjoy friendship with the opposite sex without having sex.				
SCALE 9: FINANCIAL SUPPORT				
53. I need money to buy books.				
54. I need extra pocket money.				
55. I need money to buy new dresses and footwear.				
56. I need to look for money to pay for my university/polytechnic education.				
57. I need money to buy provisions (milk, milo, and soft drinks, etc.) like my friends.				
58. I need money to pay for extra tuition/classes.				

APPENDIX B
UNIVERSITY OF CAPE COAST
FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL FOUNDATIONS

RESEARCH WORK

LETTER OF INTRODUCTION

Mrs. Rosilta Obeng is a student pursuing Master of Education (Guidance and Counselling) programme in this department. As part of her degree requirements, she is expected to work on a research entitled **“Assessment of the guidance needs of University Practice Senior High School students in the Cape Coast Metropolis of Ghana”**.

She has opted to collect at your Institution for the research. We would be most grateful if you could afford her the opportunity to collect the data.

Any information provided will be treated as strictly confidential.

Thank you.

(DR. E.K. GYIMAH)

HEAD

APPENDIX C
RELIABILITY STATISTICS

Reliability Coefficient for Each Scale

Scale	Cronbach's Alpha	No. of Items
Study Habits	0.78	6
Educational Information	0.73	6
Career Information	0.83	6
Employment	0.78	6
Self-understanding	0.77	6
Drug information	0.90	6
Interpersonal Relationships	0.83	6
Sexual Information	0.81	6
Financial Support	0.84	6
Overall	0.94	58

APPENDIX D
RESULTS AS SHOWN BY RESEARCH QUESTIONS AND
HYPOTHESES

Research Question 1

Ranking, Means and Standard Deviation of Students' Guidance Needs

Rank	Guidance Needs	Mean	Standard Deviation
1	Study Habits	21.9898	2.51500
4	Educational Information	20.6758	2.69462
7	Career Information	19.7509	3.30774
3	Employment	20.9966	2.93362
2	Self Understanding	21.7372	2.65916
8	Drug Information	18.5651	4.50878
5	Interpersonal Relationships	20.6212	3.37139
6	Sexual Information	20.1365	3.76835
9	Financial Support	17.5870	4.65488

Research Question 2

Gender Difference in Study Habit Scale Items

Items	Percentage of Responses									
	Male				Female				Total	Chi-square
	NI	SI	I	VI	NI	SI	I	VI		
7. I need to know how to use my study time effectively	0.6	1.9	10.8	86.6	0.0	0.8	8.3	90.9	100.0	2.222
8. I need to know how to take notes well	2.5	5.7	24.2	67.5	1.5	3.8	26.5	68.2	100.0	1.083
9. I need to learn how to concentrate very well when I am studying	1.9	1.9	10.3	85.9	0.8	1.5	4.5	93.2	100.0	6.149
10. I need to know how to write good essays	0.6	5.1	15.4	78.8	0.0	3.0	28.0	68.9	100.0	9.364
11. I need to know how to prepare for tests and examinations.	1.3	3.2	15.3	80.3	0.8	1.5	11.4	86.4	100.0	3.856
12. I need to know how to use the library effectively.	3.2	13.5	41.0	42.3	1.5	14.4	34.8	49.2	100.0	2.473

Hypothesis 1

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tail)	Mean Difference	Std. Error Difference
Study Habit	Equal variances assumed	2.493	.115	1.371	291	.171	-.40361	.29432
	Equal variances not assumed			1.399	287.976	.163	-.40361	.28845
Educational Information	Equal variances assumed	.476	.491	.531	291	.596	.16798	.31621
	Equal variances not assumed			.527	273.777	.598	.16798	.31855
Career Information	Equal variances assumed	.296	.587	.261	291	.795	.10117	.38830
	Equal variances not assumed			.260	280.823	.795	.10117	.38929
Employment	Equal variances assumed	2.287	.132	1.020	291	.308	.35082	.34381
	Equal variances not assumed			1.009	267.344	.314	.35082	.34766
Self Understanding	Equal variances assumed	2.785	.096	.860	291	.390	.26817	.31180
	Equal variances not assumed			.846	256.398	.398	.26817	.31709
Drug Information	Equal variances assumed	.433	.511	2.023	290	.044	1.06473	.52643
	Equal variances not assumed			2.011	275.635	.045	1.06473	.52951
Interpersonal Relationships	Equal variances assumed	.448	.504	-.248	291	.804	-.09812	.39577
	Equal variances not assumed			-.247	279.433	.805	-.09812	.39720
Sexual Information	Equal variances assumed	.030	.863	-.266	291	.790	-.11772	.44237
	Equal variances not assumed			-.265	280.847	.791	-.11772	.44349
Financial Support	Equal variances assumed	5.039	.026	2.913	291	.004	1.56939	.53870
	Equal variances not assumed			2.873	262.452	.004	1.56939	.54617

Hypothesis 2

		Independent Samples Test						
		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tail)	Mean Difference	Std. Error Difference
Study Habit	Equal variances assumed	4.349	.038	-.576	291	.565	-.17155	.29773
	Equal variances not assumed			-.601	290.682	.548	-.17155	.28556
Educational Information	Equal variances assumed	1.668	.198	.693	291	.489	.22084	.31891
	Equal variances not assumed			.684	252.827	.494	.22084	.32279
Career Information	Equal variances assumed	.020	.887	-.317	291	.751	-.12436	.39172
	Equal variances not assumed			-.317	264.019	.751	-.12436	.39220
Employment	Equal variances assumed	4.328	.038	1.477	291	.141	.51140	.34618
	Equal variances not assumed			1.455	249.773	.147	.51140	.35139
Self Understanding	Equal variances assumed	4.567	.033	1.131	291	.259	.35532	.31428
	Equal variances not assumed			1.113	248.587	.267	.35532	.31935
Drug Information	Equal variances assumed	2.035	.155	1.701	290	.090	.90610	.53265
	Equal variances not assumed			1.663	239.486	.098	.90610	.54492
Interpersonal Relationships	Equal variances assumed	1.033	.310	.071	291	.944	.02830	.39933
	Equal variances not assumed			.072	280.217	.943	.02830	.39231
Sexual Information	Equal variances assumed	.000	.991	.217	291	.828	.09687	.44631
	Equal variances not assumed			.219	272.203	.827	.09687	.44293
Financial Support	Equal variances assumed	.149	.700	1.062	291	.289	.58432	.55029
	Equal variances not assumed			1.055	258.455	.293	.58432	.55401

Hypothesis 3

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tail)	Mean Difference	Std. Error Difference
Study Habit	Equal variances assumed	.213	.645	.342	291	.733	.10151	.29723
	Equal variances not assumed			.339	262.130	.735	.10151	.29928
Educational Information	Equal variances assumed	.966	.327	-.400	291	.689	-.12736	.31843
	Equal variances not assumed			-.395	255.186	.693	-.12736	.32262
Career Information	Equal variances assumed	2.183	.141	-.699	291	.485	-.27303	.39066
	Equal variances not assumed			-.690	255.496	.491	-.27303	.39570
Employment	Equal variances assumed	9.236	.003	-.867	291	.387	-.30035	.34632
	Equal variances not assumed			-.840	232.856	.402	-.30035	.35744
Self Understanding	Equal variances assumed	4.743	.030	-.971	291	.332	-.30477	.31382
	Equal variances not assumed			-.943	235.029	.347	-.30477	.32332
Drug Information	Equal variances assumed	.879	.349	1.238	290	.217	-.65892	.53225
	Equal variances not assumed			1.220	252.874	.224	-.65892	.54022
Interpersonal Relationships	Equal variances assumed	.784	.377	.550	291	.583	.21909	.39831
	Equal variances not assumed			.543	254.752	.588	.21909	.40370
Sexual Information	Equal variances assumed	1.728	.190	.306	291	.760	.13644	.44537
	Equal variances not assumed			.300	246.275	.764	.13644	.45465
Financial Support	Equal variances assumed	.531	.467	.888	291	.375	.48783	.54949
	Equal variances not assumed			.874	251.558	.383	.48783	.55845

Hypothesis 4

Oneway ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Study Habit	Between Groups	25.582	2	12.791	2.037	.132
	Within Groups	1821.388	290	6.281		
	Total	1846.969	292			
Educational Information	Between Groups	68.309	2	34.155	4.827	.009
	Within Groups	2051.889	290	7.075		
	Total	2120.198	292			
Career Information	Between Groups	48.175	2	24.087	2.220	.110
	Within Groups	3146.638	290	10.850		
	Total	3194.812	292			
Employment	Between Groups	113.449	2	56.724	6.855	.001
	Within Groups	2399.548	290	8.274		
	Total	2512.997	292			
Self Understanding	Between Groups	4.396	2	2.198	.309	.734
	Within Groups	2060.369	290	7.105		
	Total	2064.765	292			
Drug Information	Between Groups	288.263	2	144.131	7.402	.001
	Within Groups	5627.501	289	19.472		
	Total	5915.764	291			
Interpersonal Relationships	Between Groups	52.150	2	26.075	2.315	.101
	Within Groups	3266.799	290	11.265		
	Total	3318.949	292			
Sexual Information	Between Groups	82.378	2	41.189	2.939	.054
	Within Groups	4064.161	290	14.014		
	Total	4146.539	292			
Financial Support	Between Groups	331.260	2	165.630	8.011	.000
	Within Groups	5995.771	290	20.675		
	Total	6327.031	292			

Post Hoc Tests

Tukey HSD

Dependent Variable	(I) Form of respondents	(J) Form of respondents	Mean Difference (I-J)	Std. Error	Sig.
Study Habit	SHS 2	SHS 3	.02610	.34537	.997
		SHS 4	-.64523	.36564	.183
	SHS 3	SHS 2	-.02610	.34537	.997
		SHS 4	-.67134	.37253	.171
	SHS 4	SHS 2	.64523	.36564	.183
		SHS 3	.67134	.37253	.171
Educational Information	SHS 2	SHS 3	1.13735(*)	.36657	.006
		SHS 4	.60222	.38808	.268
	SHS 3	SHS 2	-1.13735(*)	.36657	.006
		SHS 4	-.53514	.39540	.367
	SHS 4	SHS 2	-.60222	.38808	.268
		SHS 3	.53514	.39540	.367
Career Information	SHS 2	SHS 3	.94923	.45395	.093
		SHS 4	.56563	.48059	.468
	SHS 3	SHS 2	-.94923	.45395	.093
		SHS 4	-.38360	.48965	.714
	SHS 4	SHS 2	-.56563	.48059	.468
		SHS 3	.38360	.48965	.714
Employment	SHS 2	SHS 3	1.43690(*)	.39641	.001
		SHS 4	.97095	.41967	.056
	SHS 3	SHS 2	-1.43690(*)	.39641	.001
		SHS 4	-.46595	.42759	.521
	SHS 4	SHS 2	-.97095	.41967	.056
		SHS 3	.46595	.42759	.521
Self Understanding	SHS 2	SHS 3	.28776	.36733	.714
		SHS 4	.16231	.38888	.908
	SHS 3	SHS 2	-.28776	.36733	.714
		SHS 4	-.12545	.39622	.946
	SHS 4	SHS 2	-.16231	.38888	.908
		SHS 3	.12545	.39622	.946
Drug Information	SHS 2	SHS 3	1.69109(*)	.60813	.016
		SHS 4	2.34321(*)	.64608	.001
	SHS 3	SHS 2	-1.69109(*)	.60813	.016
		SHS 4	.65212	.65817	.583
	SHS 4	SHS 2	-2.34321(*)	.64608	.001
		SHS 3	-.65212	.65817	.583

Interpersonal Relationships	SHS 2	SHS 3	.89676	.46254	.130
		SHS 4	.02173	.48968	.999
	SHS 3	SHS 2	-.89676	.46254	.130
		SHS 4	-.87503	.49891	.187
Sexual Information	SHS 4	SHS 2	-.02173	.48968	.999
		SHS 3	.87503	.49891	.187
	SHS 2	SHS 3	1.09406	.51591	.087
		SHS 4	-.04878	.54618	.996
Financial Support	SHS 3	SHS 2	-1.09406	.51591	.087
		SHS 4	-1.14284	.55647	.101
	SHS 4	SHS 2	.04878	.54618	.996
		SHS 3	1.14284	.55647	.101
Financial Support	SHS 2	SHS 3	2.28128(*)	.62663	.001
		SHS 4	2.07650(*)	.66339	.005
	SHS 3	SHS 2	-2.28128(*)	.62663	.001
		SHS 4	-.20478	.67590	.951
Financial Support	SHS 4	SHS 2	-2.07650(*)	.66339	.005
		SHS 3	.20478	.67590	.951

* .The mean difference is significant at the .05 level.