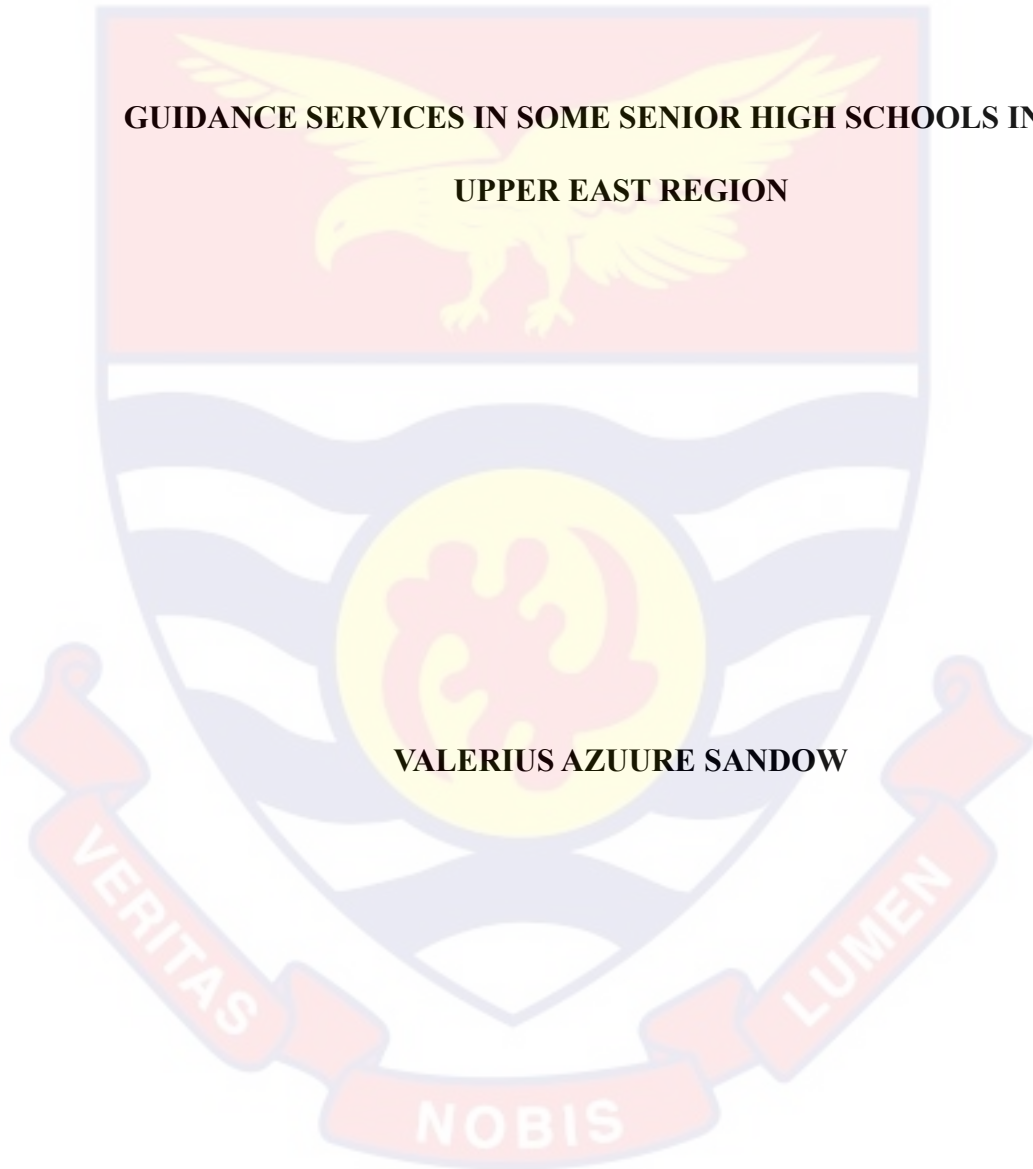**UNIVERSITY OF CAPE COAST**

GUIDANCE SERVICES IN SOME SENIOR HIGH SCHOOLS IN THE

UPPER EAST REGION

VALERIUS AZUURE SANDOW

2022

UNIVERSITY OF CAPE COAST

GUIDANCE SERVICES IN SOME SENIOR HIGH SCHOOLS IN THE

UPPER EAST REGION

BY

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Thesis submitted to the Department of Guidance and Counselling of the Faculty

of Educational Foundations, College of Education Studies, University of Cape

Coast, in partial fulfillment of the requirements for the award of Master of

Philosophy degree in Guidance and Counselling.

SEPTEMBER 2022

DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that

no part of it has been presented for another degree in this University or elsewhere.

Candidate's Signature; …………………… Date………………………….

Name;………………………………………………………………………

Supervisor's Declaration

I hereby declare that the preparation and presentation of the thesis were supervised

in accordance with the guidelines on supervision of thesis laid down by the

University of Cape Coast

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

Name;………………………………………………………………………..

ABSTRACT

Guidance and counselling have been interwoven with efforts aimed at advancing the educational discourse of students in all disciplines and levels. This is because of the wide recognition that students' academic performance is greatly influenced by the guidance offered them. This study looks at the guidance services in some Senior high schools in Upper East Region and it was aimed at achieving five objectives: to identify the level of student's awareness of guidance and counselling services, to examine the various guidance and counselling services provided at the senior high schools, to identify the role of Guidance services and determine the benefits as well as the challenges. Employing the quantitative method and a descriptive research design, 16 counsellors or teachers that serve as counsellors, 14 head teachers, and 325 students were sampled while structured questionnaires were used to collect information from the respondents. The results showed that the majority of students in senior high schools were not aware of the existence of guidance and counselling services in the schools. With regard to the benefits, guidance and counselling helped to improve academic performance, reduce indiscipline, improve school attendance and reduce truancy, thus increasing graduation rate. Schools faced challenges, such as a lack of professionally trained counsellors, a lack of offices with resources and materials as well as a lack of cooperation from the students and staff. Among other matters, the study recommends that the Ghana Education Service, which supervises guidance and counselling, should charge all school counsellors with ensuring that all services, especially career and vocation counselling services, are offered in every school.
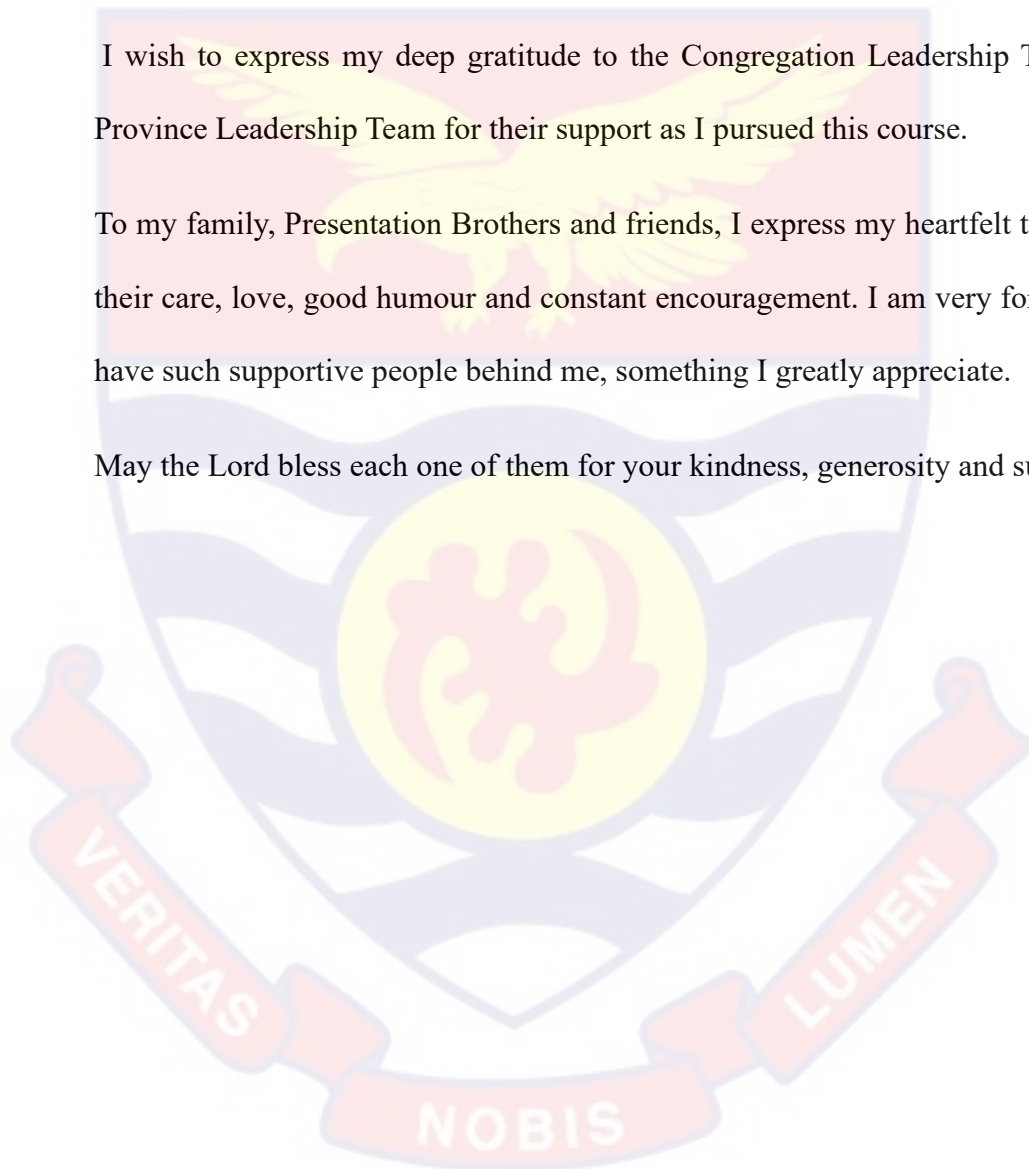
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To my family, Presentation Brothers and friends, I express my heartfelt thanks for their care, love, good humour and constant encouragement. I am very fortunate to have such supportive people behind me, something I greatly appreciate.

May the Lord bless each one of them for your kindness, generosity and support.

DEDICATION

To my family, the Presentation Brothers, and to all my friends

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CHAPTER ONE

INTRODUCTION

Guidance and counselling services in Senior high schools are very important and they are designed to encourage students' academically, socially, emotionally and in their own personal development. This study therefore seeks to look at the guidance services that is offered in senior high schools in the Upper East Region of Ghana.

Background to the Study

According to Egbo (2015), Guidance and counselling refer to where a qualified counsellor tries to lead distressed students or clients away from a very difficult situation. It is a supportive partnership designed to guarantee long-term client growth and adaptability. Guidance and counselling, consequently, are utilized in schools to assist students develop to the highest levels of achievement with respect to academic work, career goals, in addition to improving their ability to deal with personal and social challenges. Guidance and counselling have therefore grown in importance because of the numerous challenges students face in schools. These challenges are major causes of worry as they may have a negative effect on students' welfare and impact the entire educational process (Were & Wanyama, 2017). Some of these issues or challenges may include poverty in families, peer pressure, teenage pregnancies with early marriages, poor academic performance, along with other societal expectations. Even more serious challenges in this area may be child maltreatment, high dropout rates, and violence in schools. All these

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challenges pose a major threat to the welfare and development of the students and critically need to be addressed.

Guidance and counselling are a fundamental service in every school and should be acknowledged as such by the administration (Mutie & Ndambuki, 2003). In an attempt to address these issues, various strategies have been discussed and adopted by the education sector. Within this context, guidance and counselling services in schools emerged or were highlighted as a potential solution to the issues that children were experiencing (Tan & Goh, 2002). Different people may interpret the terms "guidance and counselling" differently. According to Kinra (2008), they are defined as an interaction process that brings together the vulnerable in need of assistance, the counselee, and the skilled and educated counsellor. The aim is to help the counselee learn to deal with himself or herself and the realities of his or her surroundings more successfully.

By definition, guidance is described as the process of assisting each person in the process of discovering and realizing his or her own potential for pleasure and social contribution. On the other hand, counselling is primarily defined as a procedure where the counsellor helps the counselee analyse information related to a decision, plan, or life changes that he needs to make. Counselling, according to Smith (2015), is a series of one-on-one interactions with a person with the goal of helping him alter his attitude and behaviour. Gorton and Snowden (2006) observed four major expectations to do with helping students to improve in the academic performances. Among other things, these include:

(a) Striving for excellence, something which is an important expectation in an effective school.

(b) Teachers and administrators are expected to perform at a high level.

(c) The belief that all young people are capable of excelling should be adopted by educators.

(d) Staff must improve themselves in part by helping each other through experimenting with different approaches to enable the achievement of academic success. There should also be a safe and orderly environment.

For guidance and counselling co-ordinators, to effectively perform their role, they should be well trained. Through the creation of various motivation packages, and without compulsion or coercion, but rather by simply encouraging and promoting the constant growth and development of counsellors, an institution can be transformed (Owens, 2010).

In Ghana, several efforts have been made during the pre- and post-independence eras to promote quality education in the country. The history dates back from the colonial era. In the colonial era, Governor Guggisberg established sixteen principles that promoted character development, equitable opportunity for boys and girls, and the establishment of high-quality secondary and technical institutions for youngsters (MOE, 2001; Kalantzis & Cope, 2005; Adu-Gyamfi, et al., 2016). The requirement that "the staff of teachers must be of the highest possible quality" was the only part of the principle on teacher development (MOE, 2001, p. 137). The Education Act of 1961which was passed shortly after independence. This came along with reforming initiatives which included the following:

(a) It required all school-age children to receive a free, compulsory basic education.

(b) It outlined the terms and conditions of teacher employment.

(c) It created a teachers' council to uphold the teaching profession's high standards.

(d) It outlined requirements for instructors' certification and training.

If all these efforts stated above are adhered to, people will not be suffering because of wrong choice course study in schools. Even in the colleges of education, there are a few tutors who were uncomfortable because of the courses they studied at the university. They studied one course in the first degree and a different course in the second degree, a practice popularly known as "skirt and blouse", which is not acceptable, all of which suggests an absence of information to do with career direction and development. (Ingersoll, 1999; Darling-Hammond & Youngs, 2002; Darling-Hammond & Sykes, 2003; Buabeng et al., 2020). Some few tutors in St. John Bosco College of Education have had to go back to the University to acquire another second degree which would, hopefully, complement their first degree.

Other examples include students choosing science programmes instead of arts programmes, a process that failed to utilise their natural potential. Then again, we find students going to senior high schools instead of technical schools although they may be more technically inclined. Many other such examples abound all over our schools.

One might also hear teachers and other stakeholders say, "I have been advising these students and parents about their wards' education and yet they do

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not listen". We also have instances when some stakeholders and even politicians use the mass media to advise or tell parents not to force their wards to do certain programmes, in which they are not interested. Such advice is good for nobody. Everybody may not be receptive of guidance and counselling and therefore, what students and parents may need in such situations is guidance and not just advice (Gottfredson, 2005).

Some of the senior high schools in Upper East have gone on strike over one issue or the other. Typical among the causes of all such strikes were quality and quantity of food, use of mobile phones by students, how students wanted to organise their entertainment as against what the school administration would allow them to do and other social issues (Angso, 2013). One may ask the question, whether it is our system of education that is bad or whether it is our present generation which is bad? What the role of guidance and counselling programmes/services in all these situations was becomes another legitimate question.

Counselling and guidance are meant to help students deal with psychological issues that may negatively affect their academic performance. Anyagre & Kufour (2007). The students receive guidance on how to handle a variety of scenarios which they may encounter at school. It aids in shaping a student's behaviour and instilling the discipline in them. Students learn how-to live-in peace and harmony with one another from the school community. The processes of guidance and counselling can direct children through an appropriate counselling channel. Guidance and counselling also help to close the communication gap between students and the school administration.

Students receive thorough guidance on careers, programmes, and employment that help them understand their options after graduation so that they can make wise decisions. It enables students to discuss a variety of difficult experiences with their teachers. The students are sometimes able to openly discuss issues that they are unable to discuss with their parents. Any type of abuse, whether related to drugs, alcohol, or personal matters can be openly shared. It allows students who are going through challenges in their lives to ask questions and get answers through guidance and counselling. By putting emphasis on people's assets, talents, strengths, and potential for further development, we may assist them in making plans for a successful life within their social milieu. Guidance and counselling are crucial components of every educational system because they help people modify their attitudes and behaviour (Salgong, 2015; Salgong et al, 2016).

Today, a lot of students attend school without knowing what they should do in the future and leave without any sense of the kind of occupation or career they should pursue (Kochhar, 1984). Additionally, students tend to lack self-awareness, especially when it comes to those with learning disabilities, children who are more sensitive, those who are emotionally or behaviourally unstable, and suchlike. Since Ghana's independence, various government policy documents have acknowledged the role of guidance and counselling in the administration and management of students' challenges. This began with the 1976 Report of the National Committee on Educational Objectives and Policies, which suggested that guidance and counselling be taught using subjects like religious education, social education, and ethics (Salgong et al, 2016).

It is impossible to overstate the significance of getting off to a good start. In a laid-back and welcoming setting, students are more likely to learn well. Every counsellor should be extremely personable and friendly. While some of this is undoubtedly tied to how each counsellor approaches his/her profession, some of it should be deliberately designed to reassure students. The process of counselling is constantly changing. It reveals a universe of information, experience, and learning. Simple counselling techniques alone are insufficient for effective counselling. To the greatest extent possible, one should be able to tailor the counselling techniques to a specific classroom and to individual kids by getting to know the students well. Successful counsellors are those who meet the objectives they set for themselves or that others have set for them. If the goals are to be accomplished, a good counsellor must have the knowledge and abilities necessary to do so, as well as the ability to apply those abilities correctly. A counsellor is like an artist who blends colour and texture into a painting to produce a coherent impression. The effective counsellor blends key attitudes behaviours to different degrees to promote student achievement. This I believe requires orchestration and integration of the key and helping behaviours into meaningful patterns and rhythms that can achieve the goals needed. A good counsellor is kind, listens to his or her students just like listening to a situation with all our senses, observing and listening with our eyes as well as with our ears, can extend our awareness of others beyond their story as told. A good counsellor should encourage his or her client, have faith in them, keep confidences, like counselling, and should take time to explain things to the clients. Above all,

Ursula added that the basic element is to remember that my value system is mine, and to be careful not to impose this on my clients.

The act of experiences that help students understand themselves is referred to as guidance. (Namale, & Awabil, 2018). This is what is not available to our students because when it comes to students selecting courses for their future careers and the selection of the schools for placement, they get worry as to what to do and the upsurge of strikes and crime and their attendant ill-effects have been a very serious cause for worry among citizens in Ghana.

According to Taylor and Buku (2006), more often students are at a loss as to which course their SHS programmes will enable them progress to in later life, especially in the University. This includes where such a course will lead them in terms of career selection. The public is unaware of the school administration's efforts to form and guide students in our institutions of higher learning. As Taylor and Buku (2006) put it, many people feel that counselling is the same as advice giving but this is not the case. One of the goals of the school's guidance and counselling department is to use the media to inform the public about its operations so that they may recognize its strengths and help it overcome its deficiencies. The upsurge in strikes and consequences and students offering a particular programme and not being able to pursue their dream career or obtain a placement in higher institutions is a major cause for worry to many people. Despite the tremendous efforts advanced by the teachers, Ghana Education Service and the government, the problem is still there, most especially in the Upper East Region. Even though there is supposed to be some kind of Guidance and Counselling programmes in our

schools, a preliminary investigation seems to indicate that the Guidance and counselling programmes/services at the senior high schools leave much to be desired.

Statement of the Problem

The goal of the Ghana Education Service's Guidance and Counselling Unit is to offer a thorough, preventive, and developmental guidance and counselling programme, which is essential for all students to attain excellence. All students will have the chance to develop the academic, social, personal, and career skills necessary to prepare them for pre-tertiary and higher education, employment, and preparation to function as productive citizens and lifelong learners through guidance and counselling (Nkrumah, 2020). However, there seems to be a gap between what the mission of education expects, and guidance and counselling seeks to achieve and what is actually achieved out there. The happenings in the secondary schools and the problems students have with choosing a programme and a career are evidence that guidance and counselling is not achieving the mission target Aidoo (2011). This, therefore, calls for studies to identify the challenges and ways to promote it.

Observations made while working as a teacher in the Upper East Region and talking to head teachers and some counsellors revealed that many Senior High School students struggle with personal adjustment issues like feelings of insecurity, poor academic performance, peer pressure, loneliness, and conflicts with peers, teachers, and parents, as well as stress issues that cause tension and anxiety in them. However, these students would never seek help from any professional. As stated in

the guidance and counselling programmes in educational institutions are intended to lead, direct, and assist students in solving their difficulties and realizing their potential through fostering professional connections between counsellors and students. Unfortunately, students may not be supporting this initiative as much as would be desirable. For instance, according to Appiah (2013), a student may never use the guidance and counselling service during their time in school. When students are asked, there seemed to be a lack of awareness of guidance and counselling programmes in their schools and a neglect of guidance and counselling in the secondary schools. Therefore, this study seeks to find out if students are aware of guidance and counselling services in their schools.

Aidoo (2011) made it clear that most schools do not have counsellors, therefore some teachers and head teachers have taken up that role. These teachers lack the professional and academic preparation necessary to manage guidance programmes. With this lack of expertise in the schools, this study seeks to find out the kind of guidance and counselling services that are rendered in the senior high schools and the roles these services play in the lives of the students.

Some studies explored the benefits as well as the guidance and counselling challenges that are faced in the schools (Oyieyo, 2012; Ofori, 2013; Ocansey, 2012). The studies highlighted some benefits and challenges. However, these challenges were reported from the point of view of the school administration without finding out the perspectives of the counsellors/teachers and students. This study is determined to identify the challenges and benefits from head teachers, counsellors as well as students' perspectives. On the broader scope, this study seeks

to investigate if students in the Upper East region are aware of guidance and counselling services and identify the kind of guidance and counselling programmes or services offered in the schools, as well as identifying areas that need bridging and improving the guidance services in the senior high schools.

Purpose of the Study

The objectives of this study include promoting guidance and counselling services in schools in the Upper East Region of Ghana, assessing the facilities and programmes currently offered for guidance and counselling, determining the competence and suitability of the counsellors on hand in the schools, and determining the extent to which guidance and counselling services can help with the issue of career selection and placement. The study also aims at identifying and taking count of the number of counsellors in the Upper East Region, analysing and evaluating the difficulties faced by guidance and counselling programmes, assessing their success in schools, and suggesting future directions for improvement.

The study is about promoting guidance and counselling services in Senior High Schools in the Upper East Region. Specifically, the study addressed the following objectives:

1. To identify whether students are aware of guidance and counselling services in their schools.

2. To examine how guidance and counselling services are offered in Senior High Schools in the Upper East Region.

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3. To determine the roles of guidance and counselling coordinators in Senior High Schools in the Upper East Region.

4. To examine the benefits of guidance and counselling in Senior High Schools in the Upper East Region.

5. To identify the challenges of guidance and counselling coordinators in Senior High Schools in the Upper East Region.

With a general view of upgrading guidance services in the senior high schools, this studies aims at investigating and assessing the types of guidance and counselling programmes or services offered in our schools.

Research Questions

The study sought to answer the following research questions:

1. To what extent are students aware of guidance and counselling services in their schools?

2. What guidance and counselling services are provided in Senior High Schools in the Upper East Region?

3. What are the roles of guidance and counselling coordinators in Senior High Schools in the Upper East Region?

4. In what way do students benefit from guidance and counselling services provided in Senior High Schools in the Upper East Region?

5. What are the challenges encountered in providing guidance and counselling services in Senior High Schools in the Upper East Region?

Significance of the Study

The findings of the study are intended to bring to bear the awareness of counselling services in the schools and promote guidance and counselling services in the Upper East Region of Ghana. In their formative and developing years, it is crucial that students are led and mentored. Therefore, it is important that students are made aware not only of the existence of guidance and counselling services in their schools but also know the essence and the benefits of guidance and counselling. Finding the issues that keep people from seeking counselling will go a long way toward assisting students in developing their careers and attitudes. Counselling and guidance are intended to aid students to attain their full potential in all spheres of human endeavour.

The practitioners, like heads of schools, counsellors, and other stakeholders, would receive information from the study to aid in identifying the services provided in the schools. This will assist in revealing new barriers to the provision of the services. In developing the guidance and counselling' programmes, this study will also be used as a source of reference and hopefully will contribute significantly to the body of current knowledge. The results of this research will be useful to the Regional and District Directors of Education, Heads of second cycle institutions and the guidance and counselling teachers in the Upper East Region.

The information generated from the research will be useful to the Ghana Education services for the purpose of future planning of guidance and counselling programmes. The study will also help service providers in coming up with suggestions for better and effective delivery of guidance and counselling. The study

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will identify, analyse, and discuss the challenges of the guidance and counselling programmes at the schools in Upper East Region. Knowing the challenges can help to suggest possible ways of improving and promoting the programme in the schools.

Delimitations

The Upper East Region of Ghana is in the north – eastern corner of Ghana and bordered by Burkina Faso to the North and Togo to the east. It lies between longitude 00 and 10 West, and latitudes 100 30` N and 110 N. Some of the senior high schools in Upper East Region provided the data for the study. The participants were restricted to senior high school counsellors, heads of senior high schools, and students. The study focused on guidance and counselling programmes offered in the Senior high schools and their promotion in the senior high schools.

Limitations

Results may not be generalizable to the school population nationwide because the study only included individuals from the Upper East Region. The situation in other Regions of Ghana may be different than that of the one where the study was done, hence it may not be acceptable to generalize the findings of the study to all SHSs. Additionally, the survey approach only recorded data from one study, which may not accurately reflect occurrences over a lengthy period

Definition of Terms

Introduction: Definitions are important in exploring common understanding within improvement teams. They play a key role in ensuring people understand the same thing about key terms or issues.

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Guidance: It is support provided to people to help them make wise decisions and adjustments in their lives.

Counselling: It is a procedure that occurs in a one-on-one setting between a person who has a problem or problems that they are unable to handle on their own and a trained professional whose education and experience have equipped them to assist others in solving their problems (s).

Guidance Co-ordinator: A teacher appointed by the Head of the school to co-ordinate guidance activities in the senior high school. The teacher may be a trained or untrained counsellor.

Counsellor: A person who is specifically trained to give guidance on personal or psychological problems.

Organisation of the Study

Five chapters make up the study's organizational framework. The first chapter's introduction includes an overview, the study's background, a statement of the problem, the study's aims, a list of research questions, delimitation, a limitation, the study's importance, and information about how the study was organized. The review of related literature, including both theoretical and empirical reviews, is covered in Chapter 2 of the study. The third chapter of the research's study is titled "Research Methods." It explains the methods the researcher used to collect data for the study, including the research design. This part of the discussion will briefly describe the process in the actual conduct of the research design, population and sample selection, research instruments, intervention processes and data analysis

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plan. Chapter Four is devoted to the presentation and discussions of findings of data gathered from the field and modification to be made. The research methodology and the main outcomes of the study are summarized in the last chapter, Chapter Five. It draws conclusions and makes recommendation as well as suggestions for further studies.

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CHAPTER TWO

LITERATURE REVIEW

Introduction

A literature review is a survey of scholarly sources on a specific topic. This chapter therefore covered literature in relation to the guidance services in the SHS. The researcher tried to evaluate previous studies, observations, opinions, and comments related to this study. A review of relevant literature is necessary to acknowledge the works of other authorities. This chapter specifically covers the study's theoretical foundations, the conceptual model use, together with a survey of the relevant literature. The literature study is divided into different sections.

Theoretical Framework

Theoretical framework refers to the framework that can maintain or support the hypothesis of a certain research project (Swanson & Chermack, 2013). The theoretical framework introduces and describes the theory that explains how the research problem under investigation is being explored. The multi-attribute attitude model and fundamental counselling theories were explored in this study to illustrate the theoretical connections between the variables. These theories are thought to be suitable for the study since they theoretically connect to the variables, which are being studied.

Multi Attribute Model

The counselling units in the various schools may do their best to brand the guidance and counselling programmes in the school and apply the best theories in

helping students make informed career choices. However, if the attitude of the students towards the entire guidance services is poor or bad, it would still be a huge problem to promote the guidance services in those schools. It is thus very important to look at the attitudes of students in the various secondary schools in the Upper East Region of Ghana. It is against this backdrop that this study reviewed the Multi Attribute Model of attitude which talk about the mind-set of individuals towards something, be it a service or product.

The Multi Attribute Model was propounded by Fishbein and Ajzen in 1977. The basic tenet of the theory works on the assumption that the attitude of an individual towards a product, service, offering, brand, and other elements is a function of the individual's perception and belief of the key attributes as well as his assessment of the key attributes (Fishbein & Ajzen, 1977). This implies that the attitude of a student towards guidance services in the secondary school schools would be dependent on how the student perceives, believes, and assesses the entire guidance services in the school.

Schiffman, O'Cass, Paladino, and Carlson, (2013) defined attitude as an expression of feelings that reflect whether a person is favourably or unfavourably predisposed to some objects such a brand, a product, or a service. In the process of forming attitudes or opinions toward other people, products, ideas, activities and services in the environment, individuals gradually develop a mental attitude. In secondary schools, student form attitudes towards guidance services which may be favourable or unfavourable. Attitudes can better be explained by understanding

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their nature and characteristics. Ojha (2018) described three components of attitude to include.

i.   Knowledge or cognitive component which is learned from interaction.

ii.   Feeling and effect component which reflect an evaluation favour or disfavour of the product or service.

iii.   Behavioural and cognitive component which reflect reaction toward a product or service.

The knowledge component is reflected in the learned knowledge that student obtain from their interaction with others as well as their own experiences. The feeling component is reflected in the student's evaluation and the resultant feeling of favourableness or unfavourableness. And finally, the behavioural component reflects the predisposition to act or patronize the guidance services based on the evaluation. In simple terms, if a student has enough knowledge about guidance services, attitudes would be formed when the student wants to reaffirm their knowledge base to finally help them make an informed decision. If the student thinks positive about the guidance services, it helps reaffirm their opinion and makes decision making simpler and faster. Thus, attitude helps in decision making (Ojha, 2018).

The multi attribute attitude model is one of the most researched and commonly used theory in explaining the attitude of individuals and how they patronize and promote a service like guidance services in the schools. This theory emphasises that an individual's perception and belief influence the individual's attitude toward a product or services. The attribute component of the theory refers

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to the characteristics of the services. It is therefore very important to find out the attributes of the guidance services students look out for during assessment and evaluation. The belief component of the theory refers to the cognition about that specific object or service. A belief measure assesses the extent to which the students perceive the guidance services possessing a particular attribute. For example, a student might believe that the guidance service is a decent, strong academic service that offers help to students.

Fishbein et al (1977) proposed a series of attitude models to include.

1. The model of attitude toward an object.

2. The model of attitude and behaviour

3. The paradigm of reasoned action.

All these models place emphasis on the fact that before any individual patronises and promotes any brand or service such as the guidance service, he/she assesses the service to find out everything about it to gain knowledge. After assessing and gaining enough knowledge, then it would now influence their behaviour towards the services in ether a good or bad way. Individuals would now evaluate how the services would benefit them. Some individuals may have a good attitude towards a particular thing but at the same time they might not see the need for it or expect any benefit from it. For instance, a student might have a good attitude towards guidance services but might not see any need to seek guidance because they might see it as a waste of time. It is thus incumbent on the counsellors to promote it and make it attractive using the push and pull strategies described

above. Though the theory might come under some criticism, its advantages cannot be overemphasized.

Counselling Theories

There are many techniques that can be used during guidance and counselling sessions. These techniques stem from some major theories that were propounded by different schools of thought. These theories are discussed in relation to guidance services in the secondary schools in the Upper East Region. Counselling theories are a collection of assumptions, interpretations and hypotheses which aid in expounding happenings in counselling and equip counsellors with a framework to make imminent observations and interpretations concerning the behaviour of an individual (Brammer, 2012). Studer and Diambra (2011) The most common counselling theories used by school counsellors include person-centered counselling, reality therapy, Cognitive Behaviour Therapy, Solution Focused Therapy, and Narrative Therapy. The counselling theories have been categorised by Nelson-Jones (2010) into four main schools of thought, which is what is applied to guide this study. The first school of thought which is Psychodynamic, includes psychoanalytic theories such as those of Jung and Freud. The second school of thought which is the Humanistic-Existential, includes person-centered, gestalt, transactional, reality, existential and logotherapy. The third school of thought is the Cognitive-Behavioural which includes behavioural theory, REBT, CBT, cognitive, multi-modal, social cognitive and dialectical behaviour theory. The fourth school of thought which is referred to as Post Modern, includes the most recent additions

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to theoretical practice such as solution-focused brief therapy, narrative, feminist, and strengths-based therapy.

Psychodynamic

"Sigmund Freud's idea that drives, biologically based impulses that seek fulfillment, play a critical role in determining human behaviour" was the foundation of psychodynamic theory (Holtz, 2007, p. 185). Gladding (2009) emphasized that, although they have changed since their inception, psychoanalytic theories are among the first to win widespread acceptance historically. Sigmund Freud, who lived from 1856 to 1939, developed the basic concepts for the theory, which focused on the unconscious, preconscious, and conscious minds. He divided the personality into the Id, Ego, and Superego, three different elements (Corey, 2013; Nelson-Jones, 2014). The mind's consciousness, according to Freud, is "the key to understanding behaviour and personality issues" (Corey, 2013, p. 65). As he believed that unresolved development in the first six years of life had a significant impact on later life, Freud also placed emphasis on the psychosexual stages of development, particularly the first three; the oral, anal, and phallic stages. Freud often guided his clients through the process of change using methods like free association, interpretation, dream analysis, and transference. According to Corey (2013), in psychoanalytic therapy, techniques are primarily used to reveal unconscious information that can be processed. Childhood memories are the main subject of discussion, reconstruction, interpretation, and analysis. It is assumed that character development requires an examination of the past.

Though Freud died in 1939, psychoanalytic therapy did not end there but rather gained more root and gradually theorists started to use the term Psychodynamic Therapy to describe their work instead of psychoanalytic therapy. This movement toward a more contemporary psychodynamic process is described as Jones-Smith (2019) to include not only Freud's psychoanalytic therapy, but also the separate theories which include:

1. Jung, 1954 (analytic psychology)

2. Adler, 1959 (individual psychology)

3. Anna Freud, 1936 and Erik Erikson, 1950 (ego psychology)

4. Melanie Klein, 1932 and Donald Winnicot, 1953 (object relations therapy)

5. Heinz Kohut, 1971-1977 (self-psychology)

6. Mitchell, 1988 (relational analysis)

7. Messer and Warren, 2001 (brief psychodynamic therapy) (Jones-Smith, 2019, p. 43)

The term "psychodynamic" was first used by Freud, who was inspired by the science of thermodynamics and his own hypothesis of the mind's flow of psychological energy from the libido to the brain (Jones-Smith, 2016). According to Shedler (2010), there are seven features of psychodynamic therapy that hold it separate from the other theories one might encounter.

1. Heightened emotional expressiveness and effect.

2. The investigation of a client's resistance or other attempts to suppress uncomfortable thoughts and feelings.

3. Recognizing reoccurring motives

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4. Two other characteristics include patterns and explanation of prior experience with a developmental focus.

5. Focus on relationships with others, especially attachment.

6. Regarding difficulties related to the therapeutic alliance, such as transference and countertransference.

7. Investigation of fantasy

Since its inception, Psychodynamic Therapy has undergone numerous reformulations, and today there are many schools of the discipline, including the classical perspective, object relations theory, self-psychology, and the interpersonal and relational schools (Corey, 2013). By including the influences of culture and society on personality, it has also shifted away from the idea of satisfying basic wants and toward a position of growth and expansion (Corey, 2013).

By application, this theory explains that the early ages of an individual are very critical in a person's life. Whatever happens in these early years are repressed in the person's unconscious mind that may resurface in later years in a person's life. For example, an individual fixated in the oral stage may be a talker in later years and other issues. It is therefore very important for counsellors to take notice of the students' past or early years during guidance services to understand and guide them. For instance, a student who had attachment issues in their early years may grow up to be less sociable in involving. In choosing a career, the counsellor with an understanding this theory, might guide the student to choose a career that may not require one to be more sociable. In the same instance, a counsellor may recommend a profession such as teaching or a communicator for a student who is known to be

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a talker. This means that the personality type of the individual students should be considered during guidance services to help the student make informed choices more especially in choosing a career that suites the strengths and weaknesses of their personality type.

Humanistic-Existential

While Existentialism emphasizes the freedom that people must decide how to make sense of their own circumstances, the word "Humanistic" depicts counselling as the individual having an active involvement in making decisions linked to their own surroundings and themselves (Gladding, 2009; Newsome & Gladding, 2017). The person-centred, gestalt, existential, transactional analysis, and reality therapies are all included in the definition of the humanistic-existential school of thought (Nelson-Jones, 2014).

The most well-known proponent of Person-Centred Counselling is Carl Rogers, who held the fundamental conviction that people are inherently kind, reliable, upbeat, and realistic. According to him, the main objective of therapy is to support a client's personal growth through a sincere, non-judgmental, and sympathetic counselling relationship (Gladding, 2009; Jones-Smith, 2016; Newsome & Gladding, 2017). Person-Centred therapists assist clients in finding meaning and purpose in their own lives by acting as a facilitator rather than a director. According to Gladding (2009), techniques emphasize congruence, empathy, and unwavering regard. This implies that the school counsellor only serves as a facilitator who helps the students in taking decisions for themselves but does not direct them or tell them what to do. It is taken for granted that if the student

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has the ability, he or she must consequently play an active role in making informed choices.

Rollo May and Viktor Frankl are two additional prominent figures in the Existentialism community who place stress on people's inherent freedom to choose their own paths in life (Nelson-Jones, 2014; Jones-Smith, 2016). Existentialists hold that one of four primary conflicts—death, freedom against responsibility, loneliness, and meaninglessness—is the source of most crises (Jones-Smith, 2016). According to logotherapy developed by Viktor Frankl, meaning exists at levels other than self-actualization and can be found through performing deeds, encountering values, or going through hardship (Gladding, 2009; Newsome & Gladding, 2017). Through relationship building, confrontation, awareness exercises, and goal setting, the counsellor can assist the children in realizing the value of meaning, responsibility, and potential (Gladding, 2009; Jones-Smith, 2016).

The Transactional Analysis by Eric Berne is another supportive and nurturing therapeutic worldview. Nelson-Jones (2010) reported that with the objectives of social control, symptom relief, transference cure and autonomy, Transactional Analysis counsellors assist students in achieving a "I am OK, you are OK" life position. Game analysis, script analysis, interrogation, confrontation, explanation, illustration, and interpretation are common approaches used with pupils. Gestalt Therapy emphasizes how people function as a whole and how they perceive themselves to be (Gladding, 2009; Newsome & Gladding, 2017). Gestalt Therapy is very verbal and experiential with a highly intuitive Gestalt Therapist, and it

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focuses on what is currently happening now (Jones-Smith, 2016). Finally, Reality Therapy is predicated on the idea that healthy relationships are necessary for people to be truly content in life, and that issues develop when people try to exert too much control without accepting responsibility for their actions (Jones-Smith, 2016). Reality Therapy counsellors assist clients in developing a realistic plan to reach their goals, helping them to become psychologically stronger individuals (Gladding, 2009).

The core of this school of thought is that human beings were innately built to have the power to have control and make informed choices in life. However, some people might not be able to realize this potential therefore the onus lies on school counsellors to facilitate these capabilities in students by making them play active roles during guidance sessions. Instead of directing and telling students what to do, the students can take the lead role and just be guided.

Cognitive-Behavioural

The Cognitive-Behavioural school of thinking encompasses theoretical stances such as Behaviour Theory, Cognitive Therapy, Social Cognitive Therapy, Dialectical Behaviour Therapy, and REBT (rational emotive behaviour therapy). (Nelson-Jones, 2014). These two schools have evolved into the preeminent psychotherapeutic direction in treatment, and the cognitive and behavioural approaches are now more than just a division of philosophy (Jones-Smith, 2016, p. 113). The well-defined objectives, methods, and concise delivery of these two approaches are probably what gives them their reputation and recognition (Jones-Smith, 2016).

School counsellors who adhere to the Behavioural Approach seek to teach pupils new and appropriate behavioural patterns. With strategies including reinforces, assertiveness training, punishment, time-outs, systematic desensitization, and others, the counsellors assist the client in reducing or even completely eliminating unwanted or maladaptive behaviour (Gladding, 2009; Nelson-Jones, 2014; Jones-Smith, 2016). The emphasis of Cognitive Counselling Theories is on mental processes and how they affect behaviour and mental health. According to cognitivists, a person's thought process can influence how they feel and act (Corey, 2013; Gladding, 2009). One cognitivist best recognised for his contributions and ideas on how automatic thoughts indicated errors in an individual's thinking and could be corrected is Aaron Beck (Jones-Smith, 2016). Albert Ellis' Rational Emotive Behavioural Therapy is based on the assumptions that people are foolish creatures with problems that can be attributed to any number of irrational belief systems and that people have both self-interest and societal interest (Corey, 2013; Gladding, 2009; Jones-Smith, 2016). By actively challenging these harmful notions, students can live more reasonable and productive lives. REBT employs tactics to help students realize these negative cognitions. For example, a student might not like a certain career probably because of some negative thoughts and perceptions about that career. Using the REBT, the school counsellor can help the students change these maladaptive thoughts and replace them with more positive thoughts.

Albert Bandura helped to close the gap between Cognitive Therapy and Behavioural treatment (Jones-Smith, 2016). People may learn a lot through

observing others, as Bandura noted, which gave rise to his Social Learning Theory and later Social Cognitive Therapy. Now, the focus is on a new movement in Behaviour Therapy that uses Dialectical Behaviour Therapy (DBT) as a therapeutic strategy for people who are chronically suicidal and meet the criteria for borderline personality disorder (Jones- Smith, 2016, p. 189). With the aid of metaphors, the devil's advocate strategy, allowing for natural change, dialectical assessment, and other techniques, DBT aims to assist clients in creating and maintaining stable settings and learning to accept change. Due to its manualised, condensed, and thoroughly researched procedure, the cognitive-behavioural school of treatment keeps expanding (Gladding, 2009; Corey, 2013; Jones-Smith, 2019). CBT should be recognized as a top treatment for adolescents who are having problems because it is an evidence-based approach for numerous issues in young people (Flanagan, Allen & Levine, 2015). This is clear from a collection of outcome studies and conclusions in a literature analysis that supported the idea that "Research agendas are looking at what therapies work for whom, with a view to producing treatments with empirical evidence. Results to date mostly mirror Cognitive Behavioural Therapy" (Hanley et al., 2012, p. 104).

This school of thought implies that how students think has great influence on their mental health as well as the kind of choices they make. During guidance services, it would be very critical for school counsellors to identify these negative and maladaptive thoughts and replace them with more positive ones that could have positive effects on them.

Post Modern

Theories that presuppose therapist expertise in psychological origins and functioning are part of the Postmodern Therapy lineage of thinking, which questions or denies specific knowledge in areas of human existence (Nelson-Jones, 2014). Solution Focused Brief Theory (SFBT), narrative therapy, and strengths-based therapy are all part of the Post-Modern school of thought.

Solution-focused theory was created at the Brief Family Therapy Center in the 1980s by Steve de Shazer, Insoo Kim Berg, and others (Corey, 2013; Jones-Smith, 2019). This was a different strategy from the accepted ideas at the time. The Solution-Focused Approach marked a paradigm change away from stressing the problem and towards highlighting the client's strengths and resilience in accomplishing defined goals (Gladding, 2009; Jones-Smith, 2019). The counsellor serves as a change facilitator while the client is acknowledged as the authority on his or her own life. The main objective of therapy is to assist the client in finding exceptions to difficult circumstances so that they may then work toward a resolution using techniques including miracle inquiries, scale, and compliments (Gladding, 2009; Corey, 2013).

According to Postmodern theory, language is used to establish the meaning of stories'. The best-known application of narrative therapy is by Michael White and David Epston (Corey, 2013). This method requires counsellors to take a different perspective from most conventional theories to listen to clients' tales collaboratively and look for instances of resourcefulness. They would then help people reframe their lives and relationships through new narratives by asking

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questions and using narrative reasoning (Nelson-Jones, 2010; Corey, 2013; Sharf, 2015; Karuru, 2018). In that it looks for strengths and resourcefulness, strengths-based therapy is comparable to narrative therapy. "Psychology is not merely the study of weakness and damage; it is also the study of strengths and virtues," said Martin Seligman, a former president of the American Psychological Association (Jones-Smith, 2019, p. 555). A significant contributor to the strengths-based paradigm is Elsie Jones-Smith (2019), who reiterates the ten categories of strengths and provides a technique for determining clients' strengths and obstacles. Jones-Smith also outlines an eight-phase method that is intended to improve a person's awareness, capacity for self-control, and capacity for utilizing their abilities in trying circumstances. A hope chest, hope symbols, strength journal, strengths cards, and creating a support network are some therapeutic strategies (Jones-Smith, 2019).

This school of thought simply believes that counsellors should not always focus on the negatives and weaknesses of the students but rather focus on the positives and strengths of the students and capitalize on them to help the students. No student is totally bad but could have something positive within which could be channelled into something good.

Eclectic Practice

Eclectic refers to something that draws from a variety of sources (Gladding, 2009; Nelson-Jones, 2014). Some counsellors prefer to adopt an Eclectic Approach to counselling theory by drawing from two or more theoretical schools. With an average of 4.4 theories making up their therapeutic practice, most professional counsellors describe themselves as eclectic in their use of treatment and procedures

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(Gladding, 2009; Nelson-Jones, 2010; Sharf, 2015; Karuru, 2018). This means in a counsellor could employ at least 4 different theories to solve a particular situation. Counsellors do not align themselves strictly to one school of thoughts but rather apply them as and when necessary.

An Eclectic Therapist may switch from one theory to another as needs alter. The approach can be dangerous if the counsellor is not sufficiently versed with all facets of the theories they are applying, even though eclecticism can draw on a variety of theories and practices to fulfill clients' needs (Gladding, 2009; Nelson-Jones, 2010; Sharf, 2015; Karuru, 2018). It continues by describing five degrees of eclecticism, starting with a level one that is messy and unorganized and moving up to better defined models that require learning two ideas before combining them. A Trans-Theoretical Model that is extremely direction focused and well organized is employed by other levels of eclectic practice.

In conclusion, the counselling department and counsellors should focus on changing students' attitudes toward guidance services using the multi-attribute attitude model in order to promote guidance services in secondary schools. In the secondary schools, this would result in efficient and productive guidance services.

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Conceptual Framework

The diagram below is the conceptual framework of the study. Students'
awareness of Guidance and Counselling services at the Senior High Schools is
expected to influence their receptivity to these services. When this happens, it is
expected to influence their ability in leaning outcomes such as planning, their
ability to prepare their personal timetable among other things. Guidance and
counselling services are also expected to influence their behavioural outcomes.
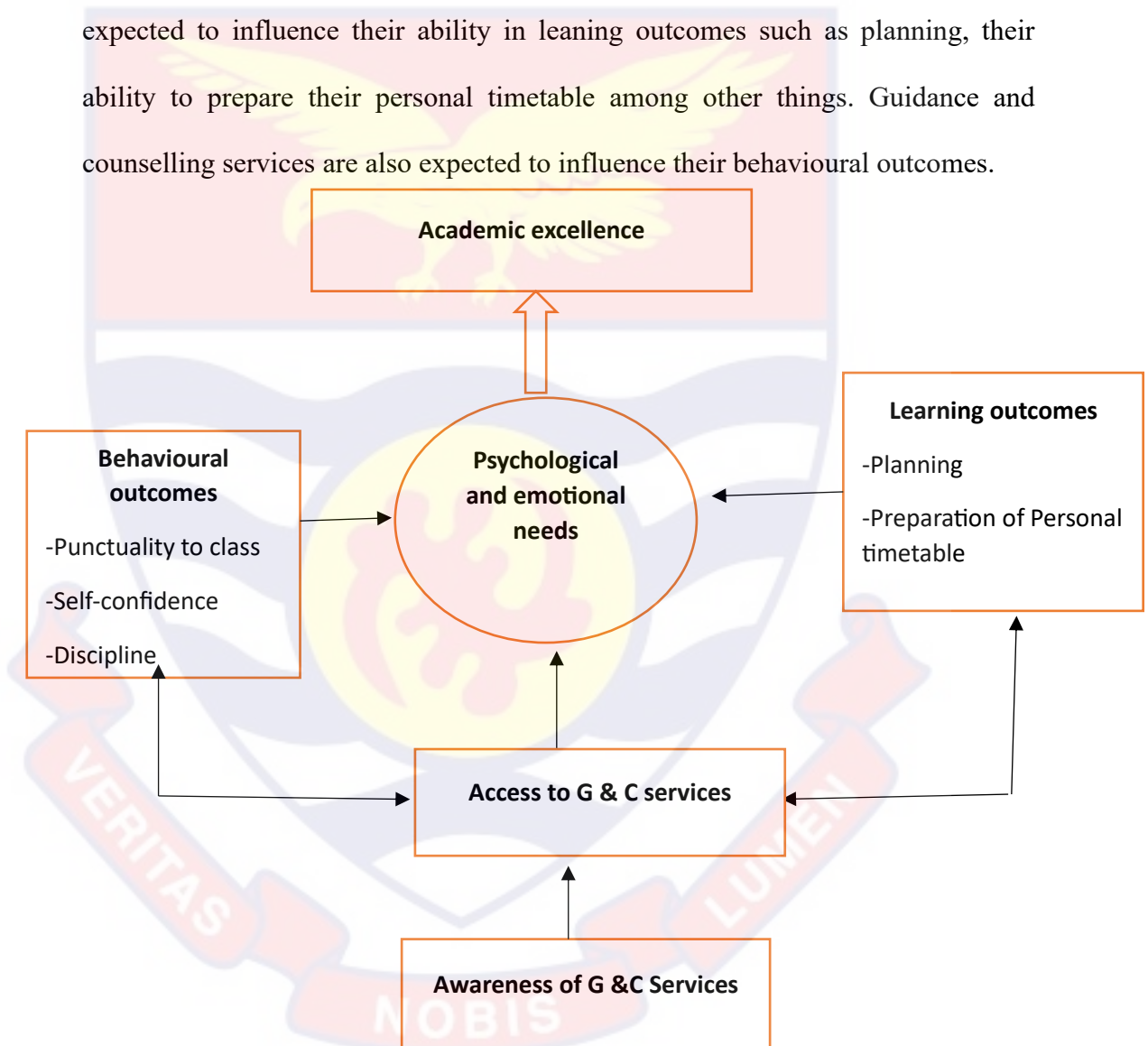
Figure 1: Conceptual Framework
Source; Author's Conception

When the above conceptual framework is implemented, students could find
reasons to be punctual in class, stay focused and be disciplined. These two

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dimensions, learning and behavioural outcomes are expected to affect the psychological and emotional needs of the student thereby positively influencing their academic performance, which is their ultimate goal in school.

History of Guidance and Counselling in Ghana

In the Ghanaian culture, people are advised against some behaviours and informed about the implications of such inappropriate behaviours. There are rules and regulations, 'dos' and 'don'ts' that were clearly spelt out and learned through socialisation. One can therefore say that guidance and counselling is not a foreign idea introduced to the Ghanaian society. It can also be argued that the concept of guidance and counselling existed for a long time in our history, may be at the beginning of human society since people survived by learning and socialization. It is said that adults and significant individuals used their experience to assist people who were confronted with problems or difficulties. It goes further to that the help given and how it was given in the form of advice and the sharing of wisdom was sometimes inadequate (Upoalkpajor et al., 2018). Therefore, the introduction of guidance and counselling in the Ghanaian society made it more adequate and formal.

Antiri (2016) claims that in 1955, the government of Ghana tried to build a nationwide system of vocational guidance by establishing youth employment services for all youth under twenty years. He goes further to state the following objectives that were recommended by a visiting consultant from Britain.

1. Have the Education Ministry introduce occupational literature into the classrooms.

2. Establish channels of communication between the job services centre and several ministries.

3. Provide staff employed in the public employment centres with course work in counselling and supervised experiences.

4. Incorporate clerical staff to ensure that selection is more efficient and placement procedures more effective and finally.

5. Strengthen communication between the Ministries of Labour and Education.   In addition, the need for guidance was to help the individual, the community in which they lived and the country as a whole. The guidance and counselling were to help the individual or the students have a wide choice and appropriate guidance to make informed choice.

In Ghana, the demand for formalized advice and counselling increased dramatically after the introduction of the educational reforms in 1987. As a result, junior and senior secondary schools were founded in 1990. The Junior Secondary School (JSS) program focused on teaching fundamental scientific and technical concepts and preparing pupils for academic work and the secondary level's development of technical/vocational skills. Given the importance of guiding both an individual's and society's overall educational and social development, guidance and counselling are therefore crucial. In order to develop guidance and counselling services in second cycle institutions, the Ghanaian government issued its first directive in 1976 Osei (2004).

A second directive indicating the implementation of guidance and counselling services in first cycle colleges was issued in 1982. The University of Cape Coast was tasked with preparing the counselling staff who would provide the services at the schools in order to ensure that these guidelines were carried out. Furthermore, as a temporary measure, the Institute of Educational Planning and Administration (I.E.P.A.) was set up to oversee the administration of the courses. As a result, students who encountered stress during critical decision taking could seek help from the guidance and counselling co-coordinators who were trained. Hitherto, because they lacked knowledgeable advisers to assist them in their decision-making process, the majority of students made poor job choices. Teenagers have had to deal with identity crises over time, as well as battle conflicts when making decisions and solving problems. Despite the availability of guidance and counselling facilities in their schools, some adolescents carry these issues into adulthood. According to Silins, Mulford, and Zarin (2002), a school's effectiveness can be correlated with the level of participation in all elements of its operation, including the formulation of policy, interaction, and recognition of the larger school community.

The Meaning of Guidance

Varied academics have given different definitions of the word "guidance." Literally, the word "guidance" implies to point out, to direct, or to show the way. As a result, guidance can be defined in layman's terms as merely displaying or suggesting the course to be taken. It is the support or aid provided by a more experienced individual to a less experienced person in order to address specific significant issues, whether they be educational, professional, or personal. Guidance

is a service created to assist one person or a group of people in making the necessary adjustments to their environment, whether that environment is inside or outside of the school. Guidance is the process of helping someone pick, get ready for, start, and move forward with a plan of action related to educational, vocational, recreational, and community services (Bosede, 2010).

Guidance is the practice of assisting people in identifying and realizing their potential for both personal enjoyment and social utility. Patterson (1973), defined guidance as a wide range of educational activities and services that help people make and carry out suitable plans and achieve satisfactory adjustment. In other words, guidance is the process of assisting a person in developing self-awareness, self-direction, and the ability to best adapt to their environment (Biswalo, 1996). This support is intended to help people make decisions about their future by helping them decide what they want to do, where they want to go, how to get there, and how to deal with challenges that may arise. Counselling services, appraisal services, information services, referral services, research services, and evaluation services are all included under the term "guidance" and they all assist a person in developing their self-awareness and, as a result, in making the best decisions for their adjustment (Sima, 2006).

Guidance a Concept as well as a Process

Arbuckle (1966), asserts that guidance is both a notion and a process. As a concept, guidance is focused on the individual's best development. As a process, guiding aids the person in developing self-awareness (awareness of one's strengths

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and weaknesses) and self-direction (capacity to address issues, make decisions, and take action on one's own).

The Meaning of Counselling

Although the phrases counselling and guidance are frequently used interchangeably, they each have a distinct connotation. Parents counsel their children, doctors counsel patients, attorneys counsel clients, and teachers counsel pupils in a family. Counselling is a collaborative connection between a client, who is a user of counselling services, and a counsellor, a professionally qualified aid. A professionally trained counsellor and a client (counselee) who is looking for assistance in resolving an issue engage in counselling (Okech & Ngumba, 1991).

A client and a counsellor interact face-to-face during counselling in a private setting. The goal of counselling is to help the more troubled find a self-determined solution to his or her problem. Counselling consists of three actions, such as informing the other person about the problem that the two are trying to solve. C-counselling and A-advising.

Informing; In this situation, the counsellor's responsibility is to provide clients with accurate and pertinent information.

Advising; The therapist makes recommendations for suitable actions. Here, the counsellor presents a number of alternatives and suggests one based on your goal or area of interest.

Counselling: The counsellor works with the student to identify his needs, emotions, and motives so that he may decide what is best for him. As a result, you

can think of these three tasks as three distinct yet interconnected activities. Sima & Mkumbo

Characteristics of Counselling

The British Association for Counselling and Psychotherapy (BACP) (2001) states that numerous characteristics of counselling are highlighted in the definition of counselling, including.

1. Counselling is done in a private setting.
2. Counselling is a collaborative approach.
3. Therapy is a personal interaction.
4. The two people have a mutually beneficial relationship. Both parties hold each other in high regard.
5. Counselling is a professional interaction where one of the two must be trained to assist the other.
6. Counselling does not involve giving advice.
7. Relationships in counselling are non-hierarchical.

Principles of Guidance

The following principles form the foundation of guidance:

Holistic development of individual: in the framework of a person's whole personality development, guidance must be given. The growth of the whole person is a concern of guidance. It should concentrate on several factors, such as social and physical components, rather than only the learner's academic performance (Thungu et al., 2008).

Recognition of individual differences and dignity; Every individual is unique in his or her own way compared to others. Each pupil embodies the mix of traits that gives each person their own uniqueness. The ultimate value is the dignity of the person. Respect for others ought to be inherent and unaffected by factors like status, gender, age, or attractiveness.

Guidance is concerned with individual behavioural processes; The students benefit from having more control over their own behaviour, including their preferences, inclinations, weaknesses, and proclivities. In accordance with this theory, the counsellor employs techniques including private interviews, counselling relationships, and test interpretation sessions.

Guidance relies on cooperation, not on compulsion; Guidance services should not be required of students. The learner should give permission by either overtly requesting assistance or by subtly hinting, suggesting, or indicating that they need assistance. Forced instruction could result in resistance or a lack of compliance (Thungu et al., 2008).

Guidance is a continuous and a sequential educational process.

1. Guidance is a lifelong process that starts at home and continues through school and society. Parents, teachers, and the community in order to help a person develop the proper behaviour and values, parents, teachers, and the community - all have a part to play.

2. Advice ought to be focused on a particular objective. The advice provided at home should be in line with that of the society and the teachers. Teachers

should promote obedience in the classroom if parents do the same at home. Aidoo (2011)

Empirical Review

Introduction: An empirical review is a review of previous studies that is relevant and related to the current study on guidance services in senior high schools.

Awareness of Guidance and Counselling in the Secondary Schools

When Orewere and Ojochogu (2020) studied the impact of guidance and counselling services on students' job choice in selected secondary schools in Jos Metropolis, they discovered high levels of awareness among students. The descriptive survey research design was used for the investigation. One hundred (100) senior secondary students from each of two (2) secondary schools in the Jos metropolitan were chosen using the stratified random selection approach as the sample size for the study.

A validated questionnaire that was approved by measurement and evaluation specialists was one of the data gathering tools. "Effect of Guidance and Counselling Services on Students' Career Choice Questionnaire (EGCSSCCQ)" was the name of the instrument, which was created by researchers. The results demonstrated a considerable impact of counselling and guidance services on students' career decisions in schools. This was attributable to the schools' strong awareness of counselling and guidance services. According to the findings, it was advised that more guidance and counselling centres be established, more licensed counsellors

be hired by the schools, and that the government should actually support advice and counselling by increasing funding.

An evaluation of counselling and guidance services in secondary schools was done by Marandu (2018) in Korogwe Town Council. The purpose of the study was to evaluate how counselling and guidance services are provided in secondary schools. Person-Centred Theory served as the study's foundation. A descriptive survey design and a mixed research methodology were used.

Purposive and random selection approaches were used to choose the study's participants. School principals and teacher counsellors were chosen on purpose, while classes and schools were chosen at random. The required information was gathered using surveys, interviews, focus groups, and observations. The Statistical Package for Social Sciences (SPSS) tool was used to analyse the data acquired using frequencies and percentages. The analysis's findings demonstrated that the schools had high awareness of the guidance and counselling programmes and that they were readily available.

The guidance and counselling services available to them were well known to the students. The service's daily operations, however, were insufficient because there was not enough activity. The study also suggested strategies for overcoming the difficulties, such as providing in-service training for school heads and counsellor instructors through seminars and workshops, as well as providing the necessary resources for advice and counselling. Therefore, it was advised that more research be done on the provision of advice and counselling in schools in diverse circumstances.

The factors impacting students' access to guidance and counselling services in secondary schools in Kenya's central division of Machakos district were also the subject of a study by Muema and Kiilu (2013). The study's goal was to investigate the variables affecting students' access to guidance and counselling services offered in Central Division Machakos District secondary schools, both public and private. The study's methodology was a descriptive survey study. Seven public and four private schools were chosen at random using the stratified sample technique. Twenty form three students from each of these schools were chosen at random. From every school, the instructors in charge of the guidance and counselling were specifically chosen.

Schedules for interviews and questionnaires were used as data gathering tools. Four components made up the questionnaires. The general and identifying details of the sampled schools were presented in Section 1. The information on student issues, their opinions of guidance and counselling, and their suggestions were found in sections two onward. To give the information purpose, it was trimmed and condensed into categories and tables. According to the findings of the data analysis, a sizable majority (91 per cent) of the respondents were aware that guidance and counselling services existed. This suggested that the majority of students were aware of the availability of guidance and counselling services at their schools. It was also recommended that guidance and counselling service providers in schools embrace a less onerous curricular workload. This was done to lessen any stress that the counsellors could be under as a result of the public's increased awareness.

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On the contrary, Nweze and Okolie (2014) found low levels of awareness in the secondary schools. They carried out the study on "Issues and Roles in Students' Career Decision Making; Effective Guidance and Counselling Programmes in Secondary Schools." The study's objectives included examining secondary school guidance and counselling programmes, as well as identifying problems and programme contributions to students' career decision-making. Senior school students from ten chosen secondary schools in Ebonyi State, Nigeria, were included in the study, which used an ex-post facto descriptive survey approach. The study's sample consisted of 300 respondents—30 head teachers and 27 pupils from each of the ten chosen schools, for a total of 270 respondents—who were chosen using simple random selection techniques. Senior Secondary School Students Questionnaire (SSSSQ) and Secondary School Teacher Counsellors Questionnaire were the two separate questionnaires created for the study's data collecting (SSTCQ).

Through the assistance of research assistants, 270 copies of questionnaires were sent to students; 180 copies were correctly completed and returned, yielding a 90 per cent return rate. Additionally, 30 questionnaires were distributed to a group of teachers, all of whom completed them and returned them. The data analysis findings showed that 77.22 per cent of the population demonstrated that guidance and counselling services to aid students in making career decisions in their particular institutions are either underutilized or completely unheard of. The study found that the various schools' teacher counsellors lacked access to adequate counselling resources.

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In their study on guidance and counselling services in Bangladeshi schools, Hossain and Faisal (2013) also discovered low awareness. An overview of the guidance and counselling services offered in Bangladeshi schools was the goal of this exploratory study. The research was of a qualitative nature. The study collected data from all types of schools that were available in Bangladesh with the overarching goal of gaining insights into the nature of the current situation of counselling services in schools. As a consequence, ten school categories were chosen. According to the accessibility and availability of the school administrator, teachers, and students for thorough interviews, two schools from each category were specifically chosen.

A semi-structured interview guide served as the primary tool for data gathering. The interviews were planned to gather information from children, instructors, and school administrators. To have a thorough grasp of the counselling services offered in the reputable schools, school records including student profiles, curriculum, syllabus, event records, as well as administrative and academic service records, were also inspected. The findings suggested that there was no knowledge of counselling and guidance in the schools. This was brought on by the absence of official guidance and counselling programmes. Although certain services were offered to students, they were not well-planned, organized, or comprehensive. Additionally, these impromptu and disorganized services were not primarily meant for counselling and guidance reasons.

Additionally, schools lacked specially qualified staff who were entirely in charge of providing these services. It was determined that it was clear that the

guidance and counselling situation in schools was insufficient to meet emerging needs, and that an improvement was consequently required.

The studies reviewed indicated that there were inconsistencies in the level of awareness students had in the secondary schools. As some schools had higher levels of awareness, some schools also showed lack of or zero awareness levels. However, these differences could be attributed to different instruments used in data collection as well as different research or study approach employed. Some employed qualitative studies with few participants which might not actually reflect the situation in every context.

Guidance and Counselling Services Offered in Senior High Schools

A qualitative study on psychological counselling and guiding services in early childhood education was undertaken in 2019 by Gencoglu, Demirtas-Zorbaz, Demircioglu, and Ekin. The study's objective was to ascertain counsellors' opinions about psychological counselling and guidance services provided by early childhood education facilities. A qualitative phenomenological research design was used in the investigation. 73 guidance teachers who taught in preschools or nursery classes in primary schools were used as the study's sample. Guidance teachers were interviewed face-to-face using semi-structured interview forms to learn more about their opinions of the counselling and guidance services provided in the schools. The content analysis method was used to analyse the interview data. The study of the data revealed that the schools provided psychological counselling and guidance services such parental education, preventiveness, and developmental advice. It was suggested that a separate project be launched for the renovation of psychological

counselling and guidance services in early childhood education, with a particular emphasis placed on projects pertaining to families.

Chireshe (2017) also did a study titled "Career Advisors' Reflections; Career Guidance and Counselling Provisions at a South African University." The goal of the study was to evaluate the career advisers' perceptions on the university's career guidance and counselling services at a South African university. Three career counsellors participated in an interview as part of the study's qualitative methodology. The data was gathered using a detailed interview schedule. The information covered the services they offered, the resources at their disposal, the people they worked with, and the difficulties they encountered. Following the interviews, the audio data were transcribed and subjected to a thematic analysis. Based on the meaning they communicated, responses were categorized. The study of the data showed that the primary guidance and counselling services provided included organizing orientation for new students, leading seminars for students on career advice, organizing graduate deployment programmes, and occasionally visiting high schools to provide career help. It was suggested that well-equipped guidance and counselling centres be established within the schools. To again accommodate the large student population in the schools, additional guidance and counselling workers should be hired. However, this study could not be generalizable in the sense that the sample size might be too small to draw a broad generalization for every circumstance.

A study on school counsellors' opinions of the psychological counselling and guidance services they provide at their schools was undertaken in Turkey by

Yüksel-ahin (2016). This study aimed to evaluate the psychological counselling and guidance (PCG) services provided by school counsellors in terms of academic, professional, personal, and social aspects. The study also assessed the school counsellors' recommendations for the circumstances needed to improve the PCG practices in their respective schools. The study employed dominant status concurrent design within in-phase mixed design as a mixed research design category. The sample for the study consisted of 49 school counsellors serving at elementary and secondary schools in Istanbul. Assessment forms for the school psychological advice and counselling service as well as a personal information form were used as data collection tools. Both quantitative and qualitative analyses were performed on the data that was gathered. The examination of the data revealed that personal PCG services were provided by school counsellors at a higher level than academic and vocational PCG services, according to the results. It was suggested that because these services are so crucial to schools, teachers and counsellors should receive enough in-service training to give them the knowledge they need.

Additionally, Eliamani, Richard, and Peter (2014) did study on the impact of students' access to guidance and counselling services on their academic lives and career decisions. The study's goal was to investigate the effects of secondary school students' access to guidance and counselling services on their school experiences, study habits, and career decisions. Both qualitative and quantitative methodologies were used in this study, along with the descriptive and correlation designs. A self-administered questionnaire and an interviewing guide were used as data collection tools. 16 administrators and teachers who were specifically involved in guidance

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and counselling services, along with 152 students, made up the sample. The outcomes showed that academic, health, moral, and spiritual issues were all covered by the services provided at the chosen schools. They went on to say that despite the fact that some schools did not have qualified counsellors, the services provided showed to be somewhat helpful in influencing students' study habits and in forming their attitudes about academics and job options. The researchers came to the conclusion that it was crucial for secondary schools to prioritize guidance and counselling services because they had an impact on how students felt about their academic choices and career choices.

The literature analysis revealed that some institutions provide a variety of guidance and counselling services, with career and vocational counselling taking centre stage. Different services offered in different schools might imply that schools prioritize and give out the services according to the needs of the students. How it was noted that some of the sample sizes used were too small and thus might lack reliability and generalizability.

The Role of Guidance and Counselling Services

Making student accomplishment a priority; the work of school counsellors in turnaround schools was the subject of research by Hines, Moore Mayes, Harris, Vega, Robinson, and Jackson (2020). The study's major goal was to emphasize the crucial part school counsellors play in turnaround schools and provide specific suggestions on how they might work with other stakeholders to raise student achievement in these kinds of learning environments. A qualitative study design was used in the study. A semi-structured interview guide was used to get the data.

School counsellors from both local and state schools were included in the sample. The study found that school counsellors were crucial in tackling systemic problems through leadership, advocacy, data-based decision making, and collaboration with important educational staff, which had an impact on the efficacy and development of schools. However, it was evident that school counsellors would be most effective in their jobs if they partnered with community and school stakeholders, encouraged cultural awareness, and applied strategic research-based counselling treatments.

A study on counsellors as policy actors: Challenges to systemic engagement in college and job readiness policy in secondary schools was undertaken by Stone-Johnson in 2015. The study was intended to evaluate Secondary School College and career preparedness policies and the systemic engagement of all school employees while defining the precise tasks that teachers and counsellors ought to fill. To describe this issue in one suburban high school, the study included qualitative interviews with counsellors and instructors. The results suggested that although high school counsellors have traditionally been tasked with assisting students in learning more about colleges and careers, as pressure mounts on schools to better prepare more and more students for college, counsellors are becoming both overworked and underprepared for this challenge. Additionally, as teachers place greater emphasis on academic success, counsellors are being expected to fill that function on their own more frequently. Therefore, it was recommended that steps be taken to enhance counsellors' pre-service training and professional growth.

A study on discipline and academic achievement was also carried out by Ehiane (2014) with a few chosen secondary schools in Lagos, Nigeria. The goal of

the study was to determine any links between student academic achievement and school discipline. A cross-sectional research survey design was used for the investigation. In addition to interview guides and document reviews, structured questionnaires served as the primary data collection tool. The data were analysed using simple percentages and the Chi-square statistical approach. The study's results unmistakably showed that effective school discipline should be supported in order to control students' behaviour, which in turn influences students' overall academic achievement. Despite the fact that the goal of guidance and counselling was to keep students from committing crimes, it was found that this goal could not be fully achieved. Counsellors shouldn't therefore be appointed to lead disciplinary committees.

In addition, Ogunlade and Akeredolu (2012) conducted research on how career counselling affected secondary school students' preferences in Ekiti State, Nigeria. The primary goal of the study was to ascertain how career counselling affected secondary school students' career preferences. A descriptive survey design was used for the investigation. In four Local Government Areas of Ekiti State, a sample of 200 students was selected from ten secondary schools. The data for the study were gathered using a questionnaire called "Influence of Counselling on Career Preference" (ICCP). The results showed, among other things, that counsellors were vital in providing career assistance and had a big impact on students' career aspirations. Based on the findings, it was suggested that schools hold career programmes and counselling sessions for the students. Additionally, career counsellors should make an effort to arrange trips for pupils to various

companies and businesses so they can learn firsthand about potential future occupations.

There is data demonstrating the importance of guidance and services in secondary schools. According to the literature review, guidance counsellors are essential to students' growth in secondary schools. Even though studies from many regions were evaluated, it was still clear that counselling and guidance are important in every institution.

Benefits of Guidance and Counselling Programmes

In rural and suburban Nebraska high schools, Carey, Harrington, Martina, and Hoffman (2018) carried out a state wide review of the results of the adoption of ASCA National Model School counselling programmes. The goal of the study was to pinpoint the features of school counselling programmes that are associated with good student outcomes. Items from the School Counselling Programme Implementation Survey (SCPIS) as well as descriptive and demographic questions were included in the instruments used in the Utah state-wide evaluation research. The checklist was created to reflect tangible, measurable aspects of school counselling programmes.

Every public high school in Utah that has a guidance director or lead school counsellor received email correspondence from the USOE inviting them to participate in the survey. School counsellors were notified in the first letter that they would shortly get a second email with details on how to complete an online survey about the qualities and features of their school counselling programme, which would take roughly 15 minutes to complete. The analysis of the data showed that

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school guidance and counselling services accounted for statistically significant portions of the variance in a number of significant student outcomes. Pearson correlations and hierarchical linear regression were used to explore relationships between programme characteristics and student outcomes. The results supported earlier studies that linked advantages for pupils to a more thorough application of a developmental guidance programme. The ASCA National Model's implementation was linked to better student results. Both higher achievement and a broader range of students' college interests were linked to the guidance and counselling services. Additionally, school counsellors' emphasis on data utilization and programmatic orientation were linked to higher student accomplishment as measured by standardized test results on state achievement assessments. Thus, it was determined that providing complete developmental assistance services has advantages for children.

A study on the benefits of professional school counsellors in Connecticut, services for college and career counselling, and lower ratios was also carried out by Lapan, Whitcomb, and Aleman (2012). The goal of this study was to promote student success by emphasizing the value of career and college counselling services as well as reduced ratios. A total of 96 schools participated in the study, and the questionnaire received responses from 72 school counsellors, 24 guidance directors, and 35 principals. To investigate the connection between the Connecticut comprehensive model's adoption and student results, the study analysed two different types of data. The Connecticut Department of Education website provided the writers with demographic and student outcome information at the school level.

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The "Principal and Counsellor Survey," which had been used in previous state-level evaluations of school counselling, was supplemented with questions specific to the state of Connecticut that were developed in consultation with members of the Connecticut School Counsellors Association, to gather data about each high school's school counselling programme. The outcomes of the data analysis demonstrated that the advantages of guidance and counselling services included higher rates of graduation and attendance in addition to decreased rates of disciplinary issues and suspensions. Thus, it was advised that schools maintain the highest level of guidance and counselling services.

A study on the impact of guidance and counselling services on the development of entrepreneurial abilities for sustainable livelihood among students was undertaken by Chinedum, Onwuasoanya, and Eze (2012). The study focused on obtaining comments from three groups of educators; classroom teachers, guidance counsellors, and education administrators about how guidance and counselling services affect secondary school students' development of entrepreneurship. The study employed a sample made of 20 education administrators, 10 guidance counsellors, and 100 classroom teachers, together with 10 principals and 10 education officers. There were 130 replies in all. Data for the study were gathered using a 4-point Likert type scale questionnaire titled "Educators' Questionnaire". The research demonstrated that counselling and guidance services improved students' entrepreneurship development skills, which in turn increased output, sustainable living standards, and national development. It was suggested that the programme be given priority in secondary schools in order

for government and policy-makers involved in educational concerns to realize the full benefits of school counselling services.

A study on advice and counselling in Nigerian secondary schools; including the role of ICT was undertaken by Oye, Obi, Mohd, and Bernice (2012). The study concentrated on the value of counselling services and the contribution of ICT to counselling and guidance in secondary schools. In addition to face-to-face interactions, other methods of data collection included phone calls, websites, and emails. Participants in this study included both professors and students. The findings demonstrated that secondary school guidance and counselling programmes benefit students by increasing their grasp of the educational, occupational, and social information necessary to make informed decisions. Once more, counselling and guidance services contributed to the eradication of widespread youth ignorance regarding job options and personality disorders among schoolchildren. It was suggested that head teachers include time for guidance and counselling on the school schedule due to the clear advantages of these services.

The literature reviewed showed that it is imperative to introduce guidance services in the secondary schools. Though these studies were conducted with different instruments from different contexts, they still revealed similar results. However, it must be emphasised that different schools benefited differently from the guidance and counselling services.

Implications for Guidance services for this research

The students will be provided with guidance on how to deal with psychological problems which can badly impact their studies. Through the guidance sessions, students will be able to develop problem solving skills which will help them deal with particular issues surrounding their lives. The guidance services will help the students on how to cope with different situations they tend to face in the school life. For example, how to talk politely or relate well with the peers and staff. It will also help to shape a student's behavior and also instill enough discipline in the students. Guidance helps students to achieve their goals. Not all, with guidance services, students learn how to live in peace and harmony with others in the school community. Furthermore, it helps to bridge the gap between students and the school administration since they are able to guide their problem through proper counselling channel in the office.

Students get comprehensive help on careers, courses, and jobs that enable them to make a proper and informed choice and understand what they can do after they are done with school. Talks related to alcohol, drugs, and personal feelings, or any kind of abuse, can be discussed during guidance services.

Challenges of Guidance and Counselling Services in Schools

A study on the effectiveness of counselling and guidance services in secondary schools was undertaken by Marandu (2018) at the Korogwe Town Council. The purpose of the study was to evaluate how counselling and guidance services are provided in secondary schools. Person-centred theory served as the study's foundation. A descriptive survey design and a mixed research methodology

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were used. Purposive and random selection approaches were used to choose the study's participants. School principals and teacher counsellors were chosen on purpose, while classes and schools were chosen at random. The required information was gathered using surveys, interviews, focus groups, and observations. The Statistical Package for Social Sciences (SPSS) tool was used to analyse the data acquired using frequencies and percentages. The analyses' findings demonstrated the necessity of guidance and counselling programmes. However, these programmes ran into issues such as teacher counsellors' commitment to teaching activities, a lack of in-service training for them to carry out the programme, and a lack of offices to facilitate guidance and counselling services. The study also suggested strategies for overcoming the difficulties, such as providing in-service training for school heads and councillor instructors through seminars and workshops, as well as providing the necessary resources for advice and counselling. Therefore, it was advised that more research be done on the provision of advice and counselling in schools in diverse circumstances.

A study of career guidance and counselling services at a South African university: Career advisers' views were also investigated by Chireshe (2012). The goal of the study was to evaluate the career advisers' perceptions of the university's career guidance and counselling services at a South African university. Three career counsellors participated in an interview as part of the study's qualitative methodology. The data were gathered using a detailed interview schedule. The information covered the services they offered, the resources at their disposal, the people they worked with, and the difficulties they encountered. Following the

interviews, the audio data were transcribed and subjected to a thematic analysis. Based on the meaning they communicated, responses were categorized. The study of the data showed that the career counselling services were not taken seriously, the career advisors were understaffed and under qualified, and there were no career counselling centres in the schools. It was suggested that well-equipped guidance and counselling centres be established within the schools. To again accommodate the large student population in the schools, additional guidance and counselling workers should be hired. However, this study could not be generalized in the sense that the sample size was too small to draw a broad generalization for every circumstance.

Challenges Mitigating Against Guidance and Counselling Services in Nigerian Schools: The Way Forward was the focus of Haastrup (2015) research. The study's goal was to investigate the obstacles facing Nigeria's guidance and counselling services. Teachers of guidance and counselling from schools in Nigeria were selected at random to participate in the study. Teachers in the various schools were surveyed using self-created structured questionnaires to gather information. After the data was analysed, it became clear that there were several factors working against the provision of guidance and counselling services in Nigerian schools, including a lack of time, poor facilities, teachers' attitudes, and insufficient counsellor training. It was discovered that these difficulties had a detrimental effect on the school guidance and counselling programmes. Thus, it was recommended that the government and school administration provide the necessary infrastructure and that the training of guidance counsellors be given top priority by the institutions

of higher learning. Primary schools should also receive attention because they act as stepping-stones for students to progress to secondary institutions.

Effective Guidance and Counselling Programmes in Secondary Schools: Issues and Roles in Students' Career Decision Making were the focus Nweze & Okolie's (2014) study. The study's objectives included examining secondary school guidance and counselling programmes, as well as identifying problems and programme contributions to students' career decision-making. Senior school students from 10 chosen secondary schools in Ebonyi State, Nigeria, were included in the study, using the simple random sampling, which used an ex-post facto descriptive survey approach. The study's sample consisted of 300 respondents—30 head teachers and 270 pupils from each of the 10 chosen schools, for a total of 300 respondents—who were chosen using simple random selection techniques. Senior Secondary School Students Questionnaire (SSSSQ) and Secondary School Teacher Counsellors Questionnaire (SSTCQ) were the two separate questionnaires created for the study's data collecting. Through the assistance of research assistants, 270 copies of questionnaires were sent to students; 180 copies were completed and returned, yielding a 90 per cent return rate. Additionally, 30 questionnaires were distributed to a group of teachers, all of whom completed them and returned them. The study found that the schools' lack of and insufficiency of counselling resources such as counselling rooms, for teacher counsellors posed a significant obstacle to encouraging students to seek out assistance and counselling in the classrooms. Thus, it was pointed out that resources like counselling rooms were required to

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provide the individual schools with a compelling guidance and counselling programme.

A study on the state of guidance and counselling programmes in high schools in Manicaland, Zimbabwe, was undertaken by Mapfumo and Nkoma (2013). In Zimbabwe's Manicaland Province's Mutare Urban, three urban high schools served as the study's site. The status of high school guidance and counselling programmes was to be ascertained. One girls'-only high school, one coeducational mission high school, and one government coeducational school were among the specifically chosen institutions that took part. The study's methodology was a qualitative one. A questionnaire for students and two in-depth interviews with head teachers and guidance teachers were used to gather primary data from students, guidance teachers, and head teachers. Frequency tables were used to analyse the data. According to the findings, counselling and guidance are often accommodating services where students can get assistance with their personal and emotional requirements. There are few more services that are a component of a complete programme, such as career planning, exploration, and growth for students and counsellors. Despite the fact that these services were provided, there was seldom any teacher and counsellor consultation in the schools. Other difficulties included the fact that guidance teachers and counsellors frequently lacked training and infrequently maintained records of their work. Although guidance was present in the classroom, it was advised that better planning was needed since even though students had noticed that there was guidance present in the lectures.

Further research was done on the difficulties in implementing comprehensive school counselling programmes in Wisconsin high schools and the required training by Burkard, Gillen, Martinez, and Skytte (2012). The study's main goals were to establish a baseline for the current state of guidance and counselling implementation in Wisconsin high schools and to learn more about issues pertaining to the training requirements of Wisconsin high school counsellors in order to both implement and evaluate their programmes. In Wisconsin's 514 public high schools, the study involved 888 school counsellors. 211 respondents out of the total who received the surveys did so. Data from the participants were gathered using the Survey of Comprehensive School Counselling Programs (SCSCP) and Aggregate School-Student Outcome Data. Individual planning, guidance curriculum, and a lack of training were among the difficulties, according to the examination of the data. Counsellors should get sufficient training and knowledge to meet the requirements of the school guidance and counselling programmes, according to a suggestion.

Though these studies might have been conducted in different settings and contexts, all evidence showed that almost every school had one challenge or the other. The challenges range from students to counsellors to administrative issues. However, a more robust longitudinal study might give out more consistent challenges in the secondary schools.

Chapter Summary

The researcher examined a few facets of developing guidance services in secondary schools in this body of literature. The framework for describing how to

promote guidance services in secondary schools in the Upper East region was provided by literature on the multiple criteria attitudes as well as certain fundamental counselling ideas.

The majority of the studies indicated that, while some schools were quite aware of the availability of guidance and counselling services, other schools had limited or no awareness of them. However, the inconsistent results may have been caused by the research methodology as well as the instruments employed.

Despite the lack of awareness in some schools, literature reviews on the benefits of guidance services revealed that students benefited from guidance services in the form of vocational or career guidance which helped them make informed choices. Students also benefited by improving their academic performance. The school at large also benefited as guidance and counselling services in so far as it helped to bring greater discipline among the students.

Literature reviews on the services rendered in the schools revealed that different schools offered different services to the students. Schools offered services that were needed by the students. However, vocational or career guidance and academic guidance were the services that were offered in almost every school.

Though guidance services were offered in most schools, these services were not without some form of challenges. Literature reviewed showed that schools faced challenges from teachers, students as well as administrative systems. Lack of qualified and trained guidance and counselling professionals as well as lack of

facilities were reported by almost every school. However, every school had its specific challenges

Finally, literature reviews demonstrated that guidance and counselling played a crucial role in the schools. They played critical roles in restoring discipline in the schools, guide students with school and career selection as well as improving the general academic performance of the school.

It must however be emphasised that these studies were organised outside Ghana and more specifically outside the Upper East region. There seems to be a dearth of literature on guidance and counselling in the secondary schools in this region, especially literature on promoting guidance and counselling. The benefits and the role that guidance services play suggest that it must be given much attention in every secondary school. It is within the context of this backdrop that this study was organised to ensure the promotion of guidance services in senior high schools in the Upper East region of Ghana.

CHAPTER THREE

RESEARCH METHODS

Introduction

Guidance and counselling is an important educational tool in shaping the orientation in students from negative ideas that may have been planted in the student by his/her peer. Hence the need school for the counsellor to assist the child in moulding their future through counselling therapy. This study looked at how senior high schools in the Upper East Region might promote guidance services. It was done to examine the school-based counselling and guidance programmes. The method used to carry out the investigation is described in this chapter. Again, information on the research design, the participants' selection process, the research instruments utilized, the data collection process, and the data analysis approach considered are all covered in this chapter.

Research Design

According to Morse and Niehaus (2009), research designs are methods for gathering, analysing, interpreting, and reporting data in research studies. These methods and decisions serve as a guide for the researchers' methods and choices throughout their research, and they also serve as the foundation for their interpretations at the conclusion of their studies. According to Rockinson-Szapkiw (2012), the study design also guides the choices the researcher must make on the conduct of the research, including when and how often data should be collected, what data should be obtained and from whom, and how the data should be analysed. There are three main paradigms or ways for conducting research: mixed methods,

qualitative research, and quantitative research. Utilizing systematic methods for data collection and analysis from various sources, quantitative research uses computational, statistical, and mathematical techniques to arrive at conclusions (Goertzen, 2017).

The quantitative descriptive research design was used for this investigation. A descriptive study design is a scientific approach that entails watching and evaluating a subject's behaviour without in any way altering it (Shuttleworth, 2008). Descriptive research is thus employed to outline the traits of a population or topic under study. There are three primary categories of descriptive method, survey, case-study, and observation (Jackson, 2015).

A descriptive survey is a type of research design used to investigate a condition, seek an explanation, or gather information for testing hypotheses (Ofori & Dampson, 2011). The objective of descriptive surveys is to acquire information or learn more about the demographics, behaviours, and attitudes of students, employees, patients, and clients (Andres, 2012). Descriptive surveys gather information at a specific period with the goal of characterizing the nature of the current circumstances, establishing benchmarks for the comparison of the current circumstances, or figuring out the connections between particular events (Cohen et al, 2011). A descriptive survey entails gathering information to address research questions about the study's topic. A structured or semi-structured interview, a self-completion or postal questionnaire, attitude measures, and other data collection methods are frequently used to acquire information in descriptive surveys (Polit & Beck, 2004). Similarly, Amedahe and Gyimah (2003) noted that descriptive survey

design makes use of various data collection techniques including observation, interview, questionnaires, attitude scale and examination of instruction documents in the techniques of gathering data.

The researcher wished to look at the occurrences of several variables, thus quantitative approach was picked. Because the researcher aimed to assess results and the numbers engaged in a particular category of interest, this study was likewise quantitative in character. The outcomes of quantitative investigations are not influenced by the researcher's personal biases and quirks because they do not substantially rely on the researcher's unique abilities (Anderson, 2010).

The study was suited for a descriptive survey methodology since it helps in identifying variables linked to specific events, results, situations, or types of behaviours (Labaree, 2009), in order to determine the events, the results, and the situation or state of counselling services in the Upper East Region secondary schools. More specifically, the descriptive survey design was chosen because it helps to collect rich data in big quantities and has the advantage of having a high level of general competence in representing a significant section of the population. When compared to other methods of data collecting, surveys are able to gather data that are almost identical to the precise features of the larger population (Creswell, 2013). Once more, because a descriptive survey is highly representative, it is frequently simpler to uncover statistically significant results and produces results that are more valid and reliable than those from other research designs (Creswell, 2013). Descriptive survey design allows for the efficient analysis of multiple variables and is more objective due to the researcher's lack of emotional attachment

to the participants (Bernard, 2017). Because descriptive research can be useful in suggesting variables that can be examined, it may serve as a precursor to subsequent study (Bernard & Bernard, 2013).

The results might highlight particular factors that need more research since they might be having an influence. It is crucial to stress that descriptive research methodologies can only describe a specific set of observations or the data that were gathered. It cannot infer from that information how a connection will develop (Jackson, 2015). Because of the weak control over the relatively large sample size and the participants' potential for dishonesty, descriptive surveys can potentially produce incorrect data. As a result, written responses may not accurately reflect participants' real behaviour (Punch, 2013). However, steps were taken to lessen reactivity, including the use of very straightforward and simple questionnaires. Obtaining information from the perspectives of students, teachers, head teachers, and counsellors was one way to ensure accuracy.

Study Area

The Upper East Region served as the area of the study. According to Wikipedia (2020), the Upper East Region is one of the smallest of Ghana's 16 administrative regions, taking roughly 8,842 square kilometres (2.7%) of the country's total geographical area. It is situated in north Ghana. Bolgatanga, often known as Bolga, is the Upper East region's capital. Navrongo, Paga, Bawku, and Zebilla are some of the other significant towns in the area. The Upper East Region is precisely in the Kingdom of Dagbon in the northeastern part of Ghana. It is located between latitudes 10° 30′ N and 11° N, and between longitudes 0° and 1°

W. The Upper West Region is to the west, Togo is to the east, the Northern Region is to the south, and Burkina Faso is to the north. There are 15 districts in the Upper East Region, each of which is led by a District Chief Executive.

There are 37 senior high schools in the region. The 37 Senior High Schools served as the study's geographic focus. The Upper East Region, which makes up 2.7% of Ghana's total land area, is situated in the north-eastern corner of the country between latitudes 00 and 10 west.

Population

A research population is typically a sizable group of people or things that serve as the principal subject of a scientific inquiry. The term "research population" also refers to a well-defined group of people or things that are recognized to share common traits. Typically, every person or thing within a population shares a unifying quality or trait (Creswell & Creswell 2017). It is for the welfare of the population that research is done. However, because population sizes are so huge, it is sometimes impractical and expensive for researchers to examine every member of the community. For this reason, researchers frequently use sampling techniques. The target population and the accessible population are the two different types of populations used in research. The term "target population" describes the total set of people or things that researchers are interested in applying the findings to. The theoretical population, also known as the target population, typically possesses a variety of features (Shuttleworth, 2008). While in research, the accessible population is the group to which the findings can be applied. The study population is another name for this group, which is a subset of the target population.

Researchers take samples from the population that is easily accessible. In this study, the target population was all students, teachers, and counsellors whilst the accessible population was students, teachers and counsellors in the secondary schools in the Upper East region of Ghana.

This study was conducted in senior high schools in the Upper East Region making the accessible population. The region had a total of 37 public senior high schools with a total population of 52,378 students, made up of 26,927 boys and 25,451 girls with thirteen (13) trained Guidance and Counselling coordinators. Every school has someone who is responsible as a Guidance and Counselling Coordinator. The study included all thirteen (13) of the professional counsellors who work in the guidance and counselling units of the schools. Fifteen (15) senior high school heads were also included.

Sampling Procedure

A sample is a discrete segment of the population chosen for examination and study. One can draw certain conclusions about the features of the population it was drawn from by looking at the characteristics of the sample (Best & Kahn, 2014).

A population typically has too many members for practical research, thus an investigation is frequently limited to one or more samples taken from it. This is accomplished through sampling, utilizing a variety of sampling techniques. Sampling is the practice of selecting a portion (a statistical sample) of a population in order to estimate its characteristics as a whole (Lance & Hattori, 2016). Within a vast population, sampling's goal is to concentrate on a select group of participants

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for the research project (Creswell, 2013). People are referred to as subjects or participants and items are referred to as the sample when they are chosen for involvement in a study. Sampling is the component of statistical practice that involves choosing an objective or random subset of individual observations within a population of people in order to learn more about the population under consideration, particularly for the aim of formulating predictions using statistical inference (Leedy & Ormrod, 2005). Additionally, it is a limited portion of a statistical population whose characteristics are researched in order to learn more about the total. Overall, in the area, there were 13 Guidance and Counselling teachers, 52, 378 students and 37 principals. Krejcie and Morgan's Sample Table was used to select the number of schools to be used and the number of participants. According to Krejcie and Morgan's table if you have a population of 75,000 you take a sample of 382 and in this study, the total population of students is 52, 378 and 37 heads and 37 counsellors or teachers offering counselling, making a total population of 52,452. A sample size of 355 was chosen for this study since it falls within the range per Krejcie and Morgan's table. Therefore, 16 public secondary schools were selected out of a total number of 37 to be used in the study. In all, sixteen (16) Guidance and Counselling teachers, fourteen (14) head teachers and three hundred and twenty- five (325) students made up the sample size of total population 52,452. Students from the several schools were proportionately chosen using stratified random sampling. According to Shalabh (2014), stratified sampling allows for the creation of samples that to any desired degree represent various demographic groups. The intended level of each subpopulation's representation in

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the sample is quite important. This made the stratified sample extremely suitable because it allowed for a proportionate representation of each institution in the study. The individual pupils from each school were chosen at random using the lottery technique. (The idea behind this lottery technique is that you don't look at the probability of individual numbers being drawn but rather at the probability that a specific group of numbers will be drawn.) A sample of 355 people, including head teachers, teachers, and students, were chosen to take part in the survey. Table 3 shows the sampling frame of the study respondents.

Table 1 - Sample Distribution for Counsellors, Head teachers and Students

Respondents' Category	Population	Sample
Headmasters	37	14
Counsellors	37	16
Students	52,378	325
Total	52,452	355

Source: Regional Office

ENROLMENT FIGURES OF SAMPLE SCHOOLS

Table 2 - Enrolment figures of sample schools

S/N	NAME OF SCHOOL	NO OF BOYS	NO OF GIRLS	TOTAL	SAMPLE
1	Bawku SHS	1224	1218	2442	28
2	Buawku SHS Technical	900	937	1837	21
3	Zebilla STS/Technical	1123	1014	2137	24
4	Binduri SHS	230	268	498	6
5	Bongo SHS	705	880	1585	18
6	Zamse SHS	1433	936	2369	27
7	Bolga Girls SHS	0	3080	3080	35
8	Fumbisi SHS	892	614	1506	17
9	Garu SHS	505	409	914	10
10	Chiana SHS	767	625	1392	16
11	Bolgatanga SHS	1561	1242	2803	32
12	Notre Dame SHS	481	0	481	5
13	Navrongo SHS	1271	763	2034	23
14	Pusiga SHS	539	184	723	8
15	Samdema SHS	1323	1106	2629	30
16	Zuarungu SHS	954	1224	2178	25
	TOTAL	13,908	14,500	28,408	325

Source; Regional Office

Data Collection Instruments

The primary study tools were structured questionnaires. A questionnaire is a device or tool used to gather data that consists of a printed set of questions. To achieve the study's goal, responders must read, interpret, and then record their responses (Howitt & Cramer, 2010). In this study, a questionnaire was designed and adapted to solicit facts on the types and scope of counselling services rendered and

happenings pertaining to the guidance and counselling in Senior High Schools in the Upper East Region. Items pertaining to the service scope or attitudes bordering on the subject were included. The researcher was able to collect perspectives, views, behaviours, and aspirations from counsellors, students, and head teachers from the chosen schools as a result. To the students, instructors/counsellors, and head teachers, three independent sets of questionnaires were created and distributed.

Students' Questionnaire

This questionnaire had four (4) sections. The first section solicited socio-demographic information from the students whereas section B sought information on the whether the students were aware of guidance and counselling services as well as the various counselling services offered in the schools. This section had two questions with options for the students to choose from. The section C sought information about the benefits students had from guidance and counselling services. There were seven adapted items that students had to respond to with a yes or no response. The last section sought information about the challenges the students had concerning guidance and counselling services. This section also had four adapted items rated on 4-point Likert-type scale. The participants had to respond with how much they agreed to the statements or items from 1(strongly disagree) to 4 (strongly agree).

Teacher Counsellors' Questionnaire

A, B, C, and D were the other four sections of this questionnaire. Items on demographic data were included in Section A. Section B had items that sought

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responses on the roles of the teacher/counsellors in the schools. The section B had 9 items rated on a 4-point Likert-type scale rated from strongly disagree (1) to strongly agree (4). By assigning each response a point value from 1 to 4 based on the number of responses. In this case 1 = Strongly disagree 2 = Disagree 3 = Agree and 4= Strongly agree: A table for the results where then created and mode and mean where found. The mode tells you the most common response to each statement while the mean give the overall average response. These items sought to measure how much they agreed with their roles. The section C sought information on the benefits teachers had from guidance and counselling services in the schools. This section consisted of six adapted items that were rated on 4-point Likert-type scale from strongly disagree to strongly agree. The last section was 10-item questionnaire that sought information on the challenges of guidance and counselling and faced by teachers/counsellors in the course of rendering their services.

Headmasters' Questionnaire

Three sections made up this questionnaire. The demographic data for headmasters was in Section A. Information was gathered in Section B about the advantages that school-based guidance and counselling services provided to head teachers. This questionnaire was made up of seven adapted items from previous literature and questionnaires. Seven additional modified items in section C requested data on the difficulties head teachers encountered in providing guidance and counselling services in their schools. Participants scored the assertions in

sections B and C on a 4-point Likert-type scale, ranging from strongly disagree (1) to strongly agree (4).

Pilot Testing of Instruments

It is crucial to re-establish validity and reliability once an instrument has been altered or merged with other instruments in a study, according to Creswell (2008), because the initial validity and reliability may be adversely affected. The questionnaires were modified for this study; therefore, they underwent a pilot test to determine their validity in the context of the research topic. As a result, before gathering the study's primary data, the questionnaires were pilot tested. This was done to make sure the research tools were valid and reliable.

The secondary schools were picked because they shared characteristics with the study's identified schools. Five secondary schools participated in the questionnaire testing. This allowed the researcher to make clear any unclear issues and identify any obstacles that might arise during the actual activity and how to overcome them. The researcher could assess the instrument's dependability thanks to data from the pilot test. The questionnaire was examined after pilot testing to determine its reliability coefficient (Cronbach alpha coefficient reliability). A Cronbach alpha score of .70 or higher is regarded as dependable, according to Nunnally (1970), who uses the Cronbach alpha to gauge internal consistency. After the pilot test, the students' benefits items and the challenges had a Cronbach alpha of .81 and .77 respectively. The Cronbach alpha for the sub sections of the teachers'/counsellors' questionnaire were .92 for section B (roles questionnaire), .86 for section C (benefits questionnaire) and .81 for section D (challenges). The

headteacher's questionnaire had a Cronbach alpha of .85 for section B (benefits) and a Cronbach alpha of .94 for section C (challenges). Overall, good internal consistencies were predicted by the Cronbach alphas.

Data Collection Procedure

Procedures that are followed to preserve the institution's and respondents' rights as well as to uphold the integrity of science are referred to as ethical considerations (Polit & Beck, 2004). The Institutional Review Board at the University of Cape Coast granted ethics approval for the project (see appendix B).

Using the set of questionnaires, the results were gathered over the course of two months. The questionnaires were given to the head teacher and counsellor and with the help of the teachers; students were selected to respond to the questionnaires. The questionnaire was finished by participants in roughly 20 to 30 minutes. In all, 325 students, 16 counsellors and 14 head teachers responded to the questionnaires representing 100% return rate used for analysis. This return rate was deemed adequate for analysis in this kind of research (Saunders et al., 2007). Some respondents more especially teachers and headteachers, took the questionnaires but never returned them.

Ethical Consideration

The study's goals or purposes were expressed in a clear manner. The entire study was properly explained. These included describing the study's location and timing, emphasizing the importance of participants' time commitment, and outlining all of the tasks they would complete. Any discomfort that might develop as a result of involvement, whether it be physical or psychological, was discussed

with the participants. There were potential advantages mentioned. The signature on a permission form was used to obtain participants' consent. Confidentiality and anonymity were guaranteed. The identities of responders were not requested or recorded for ethical reasons. The ability to leave the study at any time, without incurring any penalties, was made clear to participants.

Data Processing and Analysis

Before responses to the questionnaires were translated into numerical data for additional analysis, the data were scored, and applied. To make sure that all potential problems were fixed, the data were inspected and cleansed through the pilot testing instruments, potential errors were corrected. By applying data validation techniques, Source to source verification was used making sure that the data reported for analyses accurately reflect the source. For this to be achieved, the researcher personally was present to collect the data from the original source, that's from the students and staff, data tracking, data certification was also used to prevent wrong data entry. Descriptive statistics were used to analyse the data related to the research questions (percentages and frequencies). Percentages and frequencies were used to analyse these data.

Chapter Summary

The procedures used to conduct this study were discussed in this chapter. A descriptive survey design was used. Senior high school students, guidance counsellors, and head teachers in Ghana's Upper East Region made up the sample. Data for the study were gathered via a questionnaire that included questions for students, counsellors, and headteachers or administrators. Data were descriptively

analysed in accordance with the study questions. The study's restriction to senior high schools in the Upper East Region may prevent the generalizability of its findings to the entire nation. Additionally, it is possible that participants withheld true, accurate information, which could have harmed the results' objectivity.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

Introduction

The research approach used to conduct the study was covered in the preceding chapter. This chapter examines the findings from 355 questionnaires that students, counsellors, and head teachers from secondary schools in the Upper East region of Ghana completed. The outcomes of the data obtained in the survey are presented in this chapter. This study's objective was to investigate guidance and counselling programmes in senior high schools in Ghana's Upper East. The study's descriptive survey design was used. Sections of the data are shown based on the demographics and research questions.

SECTION 1: Analysis of Demographic Information

The respondents' gender and years of service were included in this section. The examination of the respondents' gender-specific responses is shown in Table 3.

Table 2: Gender Distribution of Respondents

Variable	**Frequency**	**Percentage**
Students		
Males	171	52.6
Females	154	47.4
Total	325	100
Head teachers		
Males	10	71.4
Females	4	28.6
Total	14	100
Counsellors		
Males	12	75
Females	4	25
Total	16	100
Total	**355**	**100**

Source: Field survey, (2020)

Table 3 shows that out of the 355 respondents, 325 were students, 14 head teachers while 16 respondents were counsellors. Overall, the majority of the respondents were males. The reasons were that many of the schools are headed by males and the guidance and counselling coordinators were predominantly male. With regards to the students, females constituted 47.4 % and male students 52.6%.

This section covered the counsellors' years of service as guidance and counselling coordinators. Responses on years of service were analysed using frequencies and percentages. The analysis of the responses about the respondents' service history is shown in the pie chart below.
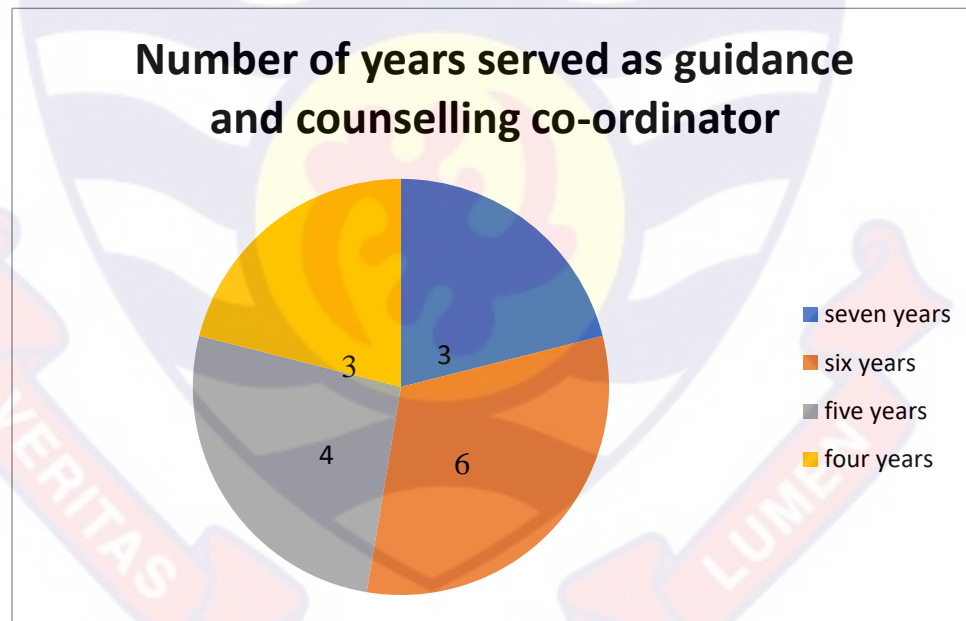
Figure 2: Pie Chart showing the number of years of service of counsellors

Figure 2 shows that majority of the participants had six (6) years of service as a guidance and counselling coordinator. The shortest years of service were four years with only three counsellors serving that number of years.

Empirical Finding and Discussion of Results

This section presents and discusses the results of various guidance and counselling services offer in selected senior high schools in Upper East Region.

Research Question 1

Are students aware of guidance and counselling services in the school?

This research question explored the awareness of senior high school students about guidance and counselling in their schools. Data on this question "are students aware of guidance and counselling services in the school?' was collected using the above questionnaire and analysed using frequencies and percentages. Table 4 shows the awareness of senior high school students in the Upper East Region of Ghana.

Table 3: Awareness of Senior High School Students on Guidance and Counselling

Students responds	Frequency	Percentage
Yes	141	43.38
No	184	56.62
Total	**325**	**100**

Source: Field survey (2020)

Table 4 shows that 184 respondents representing 56.62% responded 'no' to the question with 141 respondents representing 43.38% responding 'yes' to the item. This implies that majority of the students were not aware of the presence of guidance and counselling in the senior high schools. A few had heard about guidance and counselling in the senior high schools.

Research Question 2

What are the Guidance and Counselling Services Offered in Senior High Schools in the Upper East Region?

This research question aimed to find out the types of guidance and counselling services offered in the senior high schools. Data on this question were collected using the counsellors, and administrators' questionnaire and analysed using bar charts. Figure 3 shows the analysis of the responses on the guidance and counselling services offered in the senior high schools.

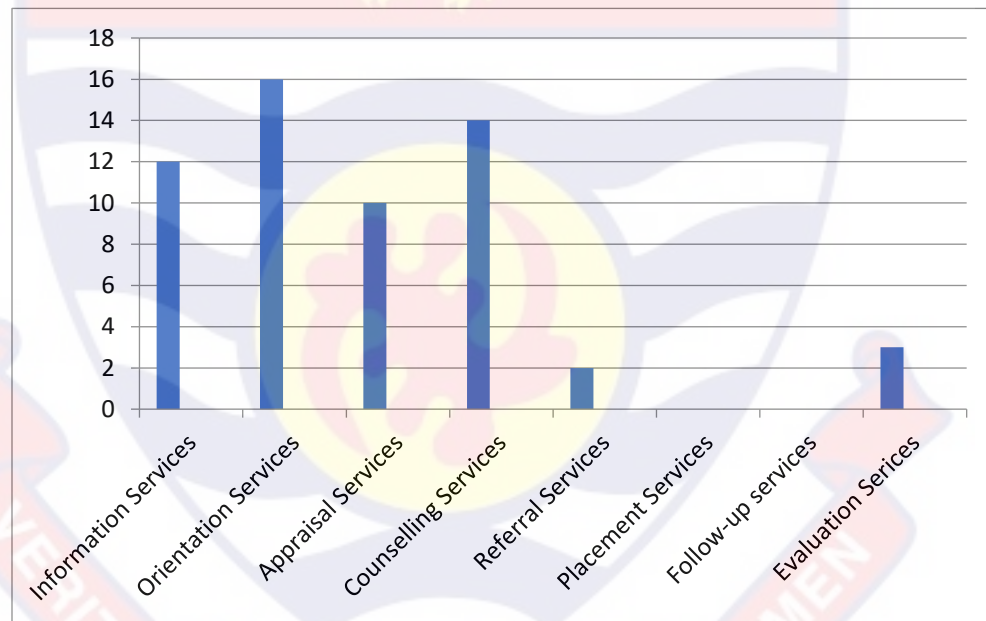Figure 3: Guidance and counselling services mostly practiced in schools.

Figure 3 showed that out of the sixteen respondents, twelve (12) reported offering information service, all the sixteen (16) offered orientation services, whilst there was no placement services or follow-up services offered in any of the schools contacted. This implies that almost all the schools offered orientation services for

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the students. Placement and follow-up services were not being offered in any school.

Research Question 3

What are the roles of guidance and counselling coordinators in Senior High Schools in the Upper East Region?

The purpose of this question was to indicate the functions of coordinators of guidance and counselling in senior high schools. The coordinators questionnaire was used to collect data for this question, which have then been analysed using frequencies and percentages. Table 4 shows the analysis of the responses on the roles of guidance and counselling coordinators in the Senior High Schools.

Table 4: Roles of Guidance and Counselling Coordinators

Item	Frequency	Percentage
Implementation of recommendations from Guidance and Counselling team	15	93.75
Providing the guidance and counselling unit proper accommodation/ resources	13	81.25
Providing the unit, the necessary resource/tools to work (Providing literature material on G&C)	14	87.5
Creating of enabling environment for the teacher counsellor	9	56.25
Recognising the important roles of the unit in education delivery	3	18.75
Organizing seminars for teachers and students	5	31.25
Inviting guest speakers (experts) to give speeches and talks	2	12.5
Organising vocational and career programmes	10	62.5
Organising orientation programmes for fresh students	16	100

Source: Field Survey (2020)   n=16

Results from Table 5 show that all counsellors in the secondary schools reported organising orientation programmes as one of the major roles they played

in the schools. Fourteen representing 87.5 per cent of the counsellors reported providing the unit with the necessary resource/tools to work (Providing literature material on G&C) in their roles. On the other hand, only two representing 12.5 per cent of the counsellors played the role of inviting guest speakers to give speeches and talks to students. These results indicated that majority of counsellors and teacher counsellors, structured orientation services and programmes for the students, especially for the fresh and new students, as well as providing the necessary literature and materials for the services. Only few counsellors believed that they had to invite guests (experts) to give speeches and talks to the students most especially during programmes.

Research Question Four; What are the benefits of guidance and counselling in Senior High Schools in the Upper East Region?

This research question aimed to find out the benefits of guidance and counselling in the Senior High Schools. Items from each of the three primary questionnaires were used to collect data for this question, which was then analysed using frequencies and percentages. The analysis of the responses about the advantages of guidance and counselling coordinators in senior high schools is presented in Table 5. The responses were grouped according to the responses from students, counsellors and head teachers.

Table 5: Students' Perceptions of Benefits of Guidance and Counselling Services

Statement	Yes Freq (%)	No Freq (%)
Guidance and Counselling enable students to be well disciplined	209(64.30)	116(35.69)
Guidance and Counselling enable students to improve academic performance	251(77.23)	74(22.77)
Guidance and Counselling lead to less personal problems among the students in the school	169(52)	156(48)
Guidance and Counselling help in building and improving good relationships with students and teachers	104(32)	221(68)
Guidance and Counselling guide students to select appropriate courses that will suit their interest for future career.	114(35.07)	211(64.92)
Guidance and Counselling help in problem solving	94(28.92)	231(71.07)
Guidance and Counselling help students to feel relaxed and adjusted to their new environment	192(59.07)	133(40.92)

Source: Field Survey (2020)   n=325

According to Table 6's findings, 251 (or 77.23%) secondary school students concur that counselling and advice help pupils achieve better academically. Also, 209 (64.30) students said yes to the fact that guidance and counselling enable students to be well disciplined. On the other hand, only 94 representing 28.92 per cent of the students agreed that guidance and counselling helps in problem solving. These results indicated that the majority of the students knew some benefits of the guidance and counselling services most especially in improving their academics and helping to reduce indiscipline in the schools. Only a few students believed that

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guidance and counselling could help them solve their problems. This could probably be because they would not like to tell their problems to anyone, in case they would have to face the problems all by themselves.

Table 6: Counsellors' and Teachers' Benefits of Guidance and Counselling Services

Statement	Frequency	Percentages
1. Guidance and Counselling make teaching go on smoothly because students are more disciplined and so can relate and cooperate well with teachers.	14	87.5
2. Guidance and Counselling help improve students' academic performance and participation in class	15	93.75
3. Guidance and Counselling reduce student truancy	13	81.25
4. Guidance and Counselling help teachers get to know the students and their individual challenges.	10	62.5
5. Guidance and Counselling help organise orientation for newly posted teachers to help them adjust	15	93.75
6. Guidance and Counselling help teachers to handle all students equally (disability, low learners and fast learners)	6	37.50

Source; Field Survey (2020)   n=16

Table 7's findings showed that fifteen (15) counsellors/teachers, or 93.75 per cent, said that counselling and guidance boost academic achievement as well as aid new teachers in adjusting to their surroundings. Thirteen (13) counsellors/teachers representing 81.25% reported that guidance and counselling help improve and reduce truancy among students. However, just 6 of the teacher/counsellors, or 37.5 per cent, stated that guidance and counselling assist teachers in treating all kids fairly. This suggests that the majority of educators and

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counsellors were aware of the advantages of guidance and counselling, some of which were similar to those mentioned by the students.

Table 7: Head Teachers' Perceptions of the Benefits of Guidance and Counselling Services

Statement	Frequency	Percentages
1. Guidance and Counselling help administrative work to go on well due to students' cooperation.	9	64.29
2. Guidance and Counselling reduce social vices and promote the smooth running of the school	14	100
3. Orientation services help the entire school community to get used to the school environment	12	87.71
4. Guidance and Counselling help improve general and over all students' academic performance	14	100
5. Guidance and Counselling suggestions and inputs help with regards to student's indiscipline.	13	92.86
6. Guidance and Counselling help head teachers to adopt appropriate policies in relation to both students and teachers' welfare	9	64.29
7. Guidance and Counselling reduce truancy and absenteeism as well as improving the number of students who complete school	14	100

Source: Field Survey (2020)   n=14

Table 8 revealed that all fourteen (14) head teachers claimed that counselling and guidance services enhance academic performance while lowering absenteeism. Thirteen (13) head teachers representing 92.86% reported that guidance and counselling help with indiscipline in the schools. On the other hand, 9 representing 64.29% of the head teachers reported that guidance and counselling help head teachers to adopt appropriate policies in relation to both students' and teachers' welfare. This indicated that majority of the head teachers believed that

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guidance and counselling had some benefits for the school most especially in the areas of academic performance, reducing truancy as well as improving discipline in the schools.

Research Question Five; What are the challenges of guidance and counselling in Senior High Schools in the Upper East Region?

The purpose of this study question was to learn more about the difficulties facing senior high school guidance and counselling. Items from each of the three primary questionnaires were used to collect data for this question, which was then analysed using frequencies and percentages. The analysis of the replies about the difficulties with guidance and counselling in senior high schools is shown in Table 8. From the difficulties mentioned by students, counsellors, and head teachers, the replies were categorized. The obstacles that the pupils experienced in their schools are listed in Table 8 below.

Table 8 - Students' Challenges of Guidance and Counselling Services

Challenges	Frequency	Percentages
1. Few guidance and counselling sessions	138	42.46
2. Inexperienced teacher counsellors	140	43.08
3. Lack of financial and moral support from the school administration	127	39.08
4. No involvement from peer counsellors	116	35.69

Source; Field Survey (2020).   n=325

The results from Table 9 indicated that 140 students representing 43.08% reported that there was the challenge of inexperienced teacher counsellors in the schools. One hundred and sixteen (116) representing 35.69% of the students reported that there was no involvement of peer counsellors. This indicated that prominent of the challenges in the school had to do with inexperienced teacher/counsellors as well as students having few sessions with their counsellors.

Table 9 - Teacher/Counsellors' Challenges in Guidance and Counselling Services

Item	Frequency	Percentages
1. Difficult to organise frequent counselling sessions	13	81.25
2. The ability to get information about their clients	14	87.50
3. Lack of confidentiality in C & G coordinators by students	10	62.5
4. Lack of conducive/convenient environment for Guidance and Counselling	15	93.75
5. Insufficient materials for counselling programme	12	75.00
6. Unawareness of the benefits of G and C by students	13	81.25
7. Lack of adequately trained counsellors	15	93.75
8. Lack of support in the process of implementing the Guidance and Counselling	11	68.75
9. Lack of training of some head teachers in institution management	6	37.5
10. Unwillingness on the part of students and teachers to submit themselves to the unit for counselling	13	81.25

Source; Field Survey (2020)   n=16

On the part of challenges from the teacher/counsellors, it is evident from Table 10 that 15 replies, representing 93.75% of the teacher/counsellors, reported that there was the challenge of lack of conducive/convenient environment for Guidance and counselling as well as lack of adequately trained counsellors in the schools. On the other hand, six (6) representing 37.5% of the teacher/counsellors reported that their lack of training of some head teachers in institution management and therefore could not manage the counselling services in the schools. This indicated that teacher/counsellors were much more concerned about the lack of convenient places for counselling in addition than the lack of qualified trained counsellors in the schools.

Table 10 - Head teachers' Perceptions of Challenges in Guidance and Counselling Services

Item	Frequency	Percentages
1. Lack of in-service training for teacher counsellors	13	92.86
2. Lack of corporation from fellow staff members and teachers	8	57.14
3. Lack of conducive environment and edifices for guidance and counselling services	14	100
4. Students are unwilling to discuss their problems	10	71.42
5. Lack of reading and reference material resources	13	92.86
6. Teacher/Counsellor inadequately skilled	13	92.86
7. Heavy teaching load for the teacher/counsellor	14	100

Source; Field Survey (2020)   n=14

Table 11 showed that all 14 head teachers reported that there was the challenge of lack of conducive environment and edifices for guidance and counselling services as well as heavy teaching load for the teacher/counsellors. On the other hand, eight (8) representing 57.14% of the head teachers reported that there was lack of corporation from fellow staff members and teachers. This implied that there were many problems faced by the head teachers in the schools prominent among them included lack of offices or conducive places for counselling heavy load on the teachers.

Discussion

In relation to the literature and earlier findings, this section interpreted and contrasted the results of the current study. Each finding is assessed, and its ramifications for existing theoretical positions and potential applications are also looked at. According to the research questions, the findings are discussed. First, the findings of students' knowledge of counselling and guidance in senior high schools were examined. Following a discussion of the findings on the duties of Guidance and Counselling coordinators in senior high schools, findings about the Guidance and Counselling services provided in senior high schools were also covered. Findings regarding the advantages of counselling and guiding were also highlighted. The findings about the difficulties in providing guidance and counselling are discussed below.

Students' Awareness of Guidance and Counselling in the Senior High Schools

According to the study's findings, 43.38% of senior high schools said "NO" to having awareness of Guidance and Counselling in their schools. The majority of

students were unaware that Guidance and Counselling services were offered or even present in their schools. This result is congruent with research by Hossain and Faisal (2013) and Nweze and Okolie (2014), who also discovered that there was little to no awareness of guidance and counselling in the schools. However, the findings of Orewere and Ojochogu (2020), Marandu, (2018), and Muema and Kiilu (2013) are at odds with the conclusions of this study.

These studies found high levels of awareness of guidance and counselling in the schools compared to the results of this study where the majority of students were not aware that their schools offered counselling services for students. The reasons for these disparities could be the kind of sensitisation that obtains in these different contexts. The implications for the little or no awareness of guidance and counselling in the schools are that students would not know whom or where to go when they have personal or academic problems. Again, they may try to solve problems on their own or by seeking advice from their friends and peers who might not be in the position to give them professional advice. This would leave the students at a crossroads not knowing what to do and thus leading to depression, stress, and other psychological distresses. As reported by Nweze and Okolie (2014) and Hossain and Faisal (2013), the reasons for little or no awareness could probably be attributed to the fact that there was a lack of formal programmes for guidance and counselling in the schools.

Without any conscious effort to promote guidance and counselling services, these services would not get to the students. It is thus very important that students become more aware of the guidance and counselling services in the school which will also

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help to get the students to patronize and seek guidance and counselling services. In this case, it is very essential that the schools repackage and rebrand the guidance and counselling services to make it more attractive and appealing to students. These may include planning and organising orientation services for fresh students and new teachers to conscientize and make them aware of the existence of the services in the school.

As part of conscientizing the students, the multi attribute attitude theory suggests that the attitude of students towards guidance and counselling has changed or has been modified.

Guidance and Counselling Services Offered in Senior High Schools

According to this study, orientation services, counselling services, information services, and appraisal services were the ones most frequently provided in schools. This study was also confirmed by the results of Gencoglu et al., (2019) and Yüksel-ahin (2016), who also discovered that counselling services were one of the services supplied in the schools. The findings are further reinforced by Chireshe (2017), who discovered that one of the services provided in schools is orientation services. However, Chireshe, (2017) and Yüksel-Şahina (2012) again found career and vocational as well as guidance and counselling which are services that are not offered in the schools in this study. Hossain and Faisal (2013) pointed out that these services were somehow not very organised, planned or holistic. On the contrary, Eliamani, Richard, and Peter, (2014) found that in the services included the schools covered academic, health, moral, and spiritual matters on which this study was silent. These differences in the findings may exist because these studies were

conducted in different contexts with different instruments. Some of these services are not offered in schools because, as indicated by Chireshe (2017) and Yüksel-Şahina (2012), the schools lacked professionally trained counsellors who were trained to offer all services. Thus, the schools would have to rely on teachers who have turned themselves into counsellors.

Counselling, according to Okech and Ngumba (1991), is a professional interaction between a professionally qualified counsellor and a client (counselee) who is looking for assistance in solving a problem. Thus, for counselling to take place in the schools, there would be the need to employ enough professionally trained counsellors in the senior high schools. The lack of professionals could probably be one of the reasons why most students were not aware of guidance and counselling in the schools or why some guidance and counselling services may not exist in some schools. Orientation services and information services were predominant because mostly when fresh students arrive in the schools, there is some form of orientation and information generally given to the students. These services help the students to adapt quickly in their new environment. However, the absence of services such as the vocational and career guidance and counselling in the schools means that these students would write exams and leave the school without any clear direction as to the kind of career or job that suits them.

Roles of guidance and counselling coordinators in Senior High Schools

The study found that organising orientation programmes for fresh students was the predominant role that guidance and counselling coordinators played in the senior high schools. This was followed by implementation of recommendations

from guidance and counselling teams and providing the necessary resources and materials for the sessions. On the other hand, few teachers played a role of inviting guest speakers (experts) to give speeches and talks. These findings are somehow in contradiction with the findings of Stone-Johnson (2015) and Ogunlade and Akeredolu (2012) who found organising vocational and career programmes as the predominant role of guidance and counselling coordinators. Again, the results of this study contradict the findings of Ehiane (2014) and Hines, Moore Mayes, Harris, Vega, Robinson and Jackson (2020) who reported that guidance and counselling coordinators played a critical role in effective school discipline and controlling students' behaviour as well as school effectiveness and improvement. It is worth noting that some of these roles were undertaken by teacher counsellors but may not be recognised as very organised, planned and official. Again, the few who had taken it upon themselves to add counselling to their teaching may not have received in-service training to help boost their capacity to organise programmes. According to one of the guiding concepts, counselling must be given in the context of the whole development of the person. In addition to the learner's academic performance, guidance should also focus on other areas, including social and physical development. It is thus very important that students are guided in all aspect of their life including being disciplined. Teachers should be given enough training to help their students choose careers that best suits their personality.

Benefits of guidance and counselling in Senior High Schools

The study found students, teachers/counsellors and head teachers reported similar benefits. The most predominant benefits reported by all three groups of

respondents included improving academic performance, improving students' behaviour and discipline in the schools, as well as improving school attendance and reducing truancy. These findings corroborate the findings of Carey, Harrington, Martina and Hoffman, (2018); Lapan, Whitcomb and Aleman (2012); Chinedum, Onwuasoanya and Eze (2012) and Oye, Obi, Mohd and Bernice, (2012). Carey et al. (2018) who discovered that counselling and guiding were linked to both improved academic performance and a broader range of student interest in attending college. Students were guided as to what they could do at the tertiary level in accordance with their performance and interests. Lower disciplinary occurrences and suspension rates, which were also reported in this study, as well as greater attendance and graduation rates were among the advantages of guidance and counselling services, according to Lapan et al. (2012). Both Chinedum et al. (2012) and Oye et al. (2012) emphasized the importance of counselling and guidance in eradicating the widespread misunderstanding of youth on job options and personality disorders among schoolchildren. This demonstrated the significance of career counselling and advice in senior high schools.

However, this study's findings suggest that schools in the Upper East region seem to benefit more from academic performance and discipline than other benefits reported by other findings. It is not very surprising that schools did benefit from guidance and counselling in terms of academic performance, discipline and school attendance because as already indicated previously, orientation, counselling and information services were predominant in the schools. This could imply that students might have been given enough information and also subjected to

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counselling when they were failing in academics or breaching disciplinary codes. The schools seem to benefit very much from the services that were available in the schools. The reports from the students seem to suggest that teachers/counsellors and head teachers seemed to be more concerned about just the academic aspect of the students which are not in accord with the principles of guidance and counselling. This is because less than half of the students reported that guidance and counselling helped them to select appropriate courses that would suit their interest in future careers. Though students benefit in diverse ways, they could also be given guidance on course selection that served their interests as well as meeting their potential and capabilities.

A student might be academically very good and much disciplined but might end up messing their future because they ended up doing jobs that they are not interested in, or which does not meet their personality. According to one of the principles of counselling, counselling should be for the holistic development of the individual. This indicates how crucial it is for counsellors/teachers to focus on every aspect of the students and not to focus on academics and discipline alone.

In summary, the findings of this study outlined the many benefits that students, teachers and the entire school would gain. This indicated that guidance and counselling is very important and therefore must be given appropriate attention. There is the need for the promotion of guidance and counselling in the senior high schools.

Challenges of guidance and counselling in Senior High Schools

The study's outcomes demonstrated that some difficulties upset instructors, pupils, and head teachers. The findings found that inexperienced teacher counsellors, lack of materials, financial support and conducive environments as well as lack of cooperation from both students and staff are not uncommon in High Schools in the region studied. These findings are in agreement with the findings of Marandu, (2018) who also found that lack of in-service training for teacher counsellors to implement programmes, shortage of offices and materials as well as lack of commitment from teacher counsellors were the predominant challenges faced by schools. Chireshe, (2017) also supported the findings of this study by reporting that schools did not have career counselling centres, the career advisors were short staffed and under qualified and the guidance and counselling services were not taken seriously. Haastrup (2015) and Nweze and Okolie (2014) also reported challenges with infrastructure and resources. On the contrary, Mapfumo and Nkoma (2013) and Burkard et al (2012) found lack of student career and individual planning, exploration and development, curriculum and training as the major challenges in the schools.

The findings of this study implied that schools were faced with some challenges that needed to be addressed. One general issue raised was the lack of qualified counsellors in the schools. This could probably explain the reasons why most of the guidance and counselling services were not offered in the schools. This might also be due to the lack of cooperation and the fact that students and staff were not always

willing to open up to the counsellors. Some students fear that the counsellors might disclose what they discuss.

Again, there were no offices or designated areas with the necessary materials and resources to conduct the guidance and counselling services. This does not make the services appealing to the students. There is therefore the need for rebranding and proper packaging that could attract the students to the services. One challenge raised by the head teachers was that because they lacked counsellors in the schools, teachers took that upon themselves which increased their workload. This was not very surprising because teachers who took extra counselling duties upon themselves were going to have work overload. This could lead to paying less attention to either teaching or counselling.

It could be realized that these challenges were intertwined and linked to each other which means that solving one challenge could solve many other challenges. Firstly, there is the need to employ more counsellors and also give in-service training to the teacher-counsellors. Both counsellors and head teachers need to use some tactics to encourage more students to use the guidance and counselling services offered in the schools. Additionally, it would be crucial to use the multi attribute attitude theory to improve the participants' attitudes. This theory operates under the premise that an individual's attitude toward a service, is a function of that person's awareness of and trust in the significant characteristics as well as his evaluation of the important features. Thus, it would be imperative that students are guided to modify their perceptions and beliefs about counsellors and guidance and the services. The theory explains that before an individual would patronise

anything, they would assess the benefits of that thing. This could explain why students do not patronise guidance and counselling in the schools because they might perceive and believe that they would not get any benefits from it. Thus, to promote guidance and counselling, counsellors ought to demonstrate the benefits of the services offered in order to convince the students.

Chapter Summary

The majority of senior high school students in the Upper East Region were unaware that guidance and counselling services were available on campuses. To reiterate, orientation, counselling, and information were the services that were primarily provided in schools in terms of advice and services.

The guidance and counselling coordinators predominant roles were to organise orientation programmes for fresh teachers and students, implementing recommendations from guidance and counselling teams as well as providing the necessary materials for the services.

With regard to the benefits, guidance and counselling helped to improve academic performance, reduce indiscipline and improve school attendance and reduce truancy, thus increasing graduation rate. However, the schools faced a challenge of lack of professionally trained counsellors, lack of offices with resources and materials as well as lack of cooperation from the students and staff.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Overview

This study's overview, findings, and recommendations are covered in this chapter. The study's goal was to look at the guidance and counselling services within the senior high schools in Upper East Region and to encourage senior high schools in Ghana's Upper East to offer guidance services. The study employed a descriptive survey design approach. Students, teachers/counsellors, and head teachers were sampled in the various schools using the stratified sample technique and simple random sampling, with 355 participants responding to a structured questionnaire. Frequencies and percentages, as well as bar charts, were the key statistical techniques used in the data analysis.

These research questions were raised for the study.

1. To what extent are students aware of guidance and counselling services in their schools?

2. What guidance and counselling services are provided in Senior High Schools in the Upper East Region?

3. What are the roles of guidance and counselling coordinators in Senior High Schools in the Upper East Region?

4. In what way do students' benefit from guidance and counselling services provided in Senior High Schools in the Upper East Region?

5. What are the challenges encountered in providing guidance and counselling services in Senior High Schools in the Upper East Region?

Key Findings

1. The majority of students were not aware that guidance and counselling were available in their schools, according to the research on students' knowledge of these services.

2. The guidance and counselling services provided to students at the schools revealed that orientation, counselling, and information services were the most common services provided there.

3. On the roles of guidance and counselling coordinators, organising orientation programmes for fresh teachers and students, implementing recommendations as well as providing the necessary materials for the services were the major roles that guidance counselling coordinators played.

4. Regarding the benefits of guidance and counselling, improving academic performance, reducing indiscipline and improving school attendance and reduce truancy thus increasing graduation rate were the benefits reported by teachers, counsellors and head teachers.

5. Finally, lack of professionally trained counsellors, lack of offices with resources and materials as well as lack of cooperation from the students and staff were the major challenges reported.

Implication for Counselling

The findings of the study have implication for the practice of counselling. In the first place academic counselling activities should be made available to all students in the Senior High schools; this will help assist students in selecting the right courses, establishing academic objectives, and honing their study techniques. The services should help students perform better in school and have a better chance of getting into tertiary institution.

Secondly, Senior high school is a critical time for students to explore career options. Guidance services should provide career assessments, information about different professions, and guidance on selecting suitable career paths.

Thirdly, the services should assist students in developing important life skills, such as decision-making, problem-solving, and time management. The service should also offer support for personal issues that may affect a student's well-being and academic performance.

Not all, the implication of counselling regarding to this study is to encourage counsellors to include programmes that will enhance students' social skills, communication abilities, and conflict resolution skills that will help them build healthy relationships.

Finally counsellors should also engage with parents, keeping them informed about their child's progress, addressing concerns, and collaborating on strategies to support their child's success.

Conclusions

The goal of this study was to look at the guidance and counselling services within the senior high schools in Upper East Region and to encourage senior high schools in Ghana's Upper East to offer guidance services. It is expected that schools, more especially the senior high schools, would have guidance and counselling centres offering various services to both students and staff. However, the reality is that majority of the students in the senior high schools are not even aware that there are guidance and counselling services in the schools. Counsellors and the Ministry of Education at large should focus on the promotion of guidance and counselling in the senior high schools.

The lack of awareness of the students about guidance and counselling may not all the be fault. This is because the guidance and counselling services offered in the secondary schools are very few and even the very few offered in the schools seemed to be poorly organised and planned. There are many services that are not attended to in the schools, and the guidance and counselling programmes are no exception here. This leads students to believe that guidance and counselling do not exist in the schools. One service that is rarely given attention is vocational and career counselling. However, this is a very essential service in the lives of students, more especially in the case of the final year students as it would ensure a smooth transition from the senior high schools to the tertiary level. Teachers and head teachers are mostly concerned about academics, less so with the other needs of the students.

Though, the majority of the students might not be aware of guidance and counselling in their schools, they were aware of the benefits they could get from guidance and counselling. The few who were aware and had access to one form of service or the other could point out some benefits of guidance and services.

On a wider scope, guidance and counselling has many benefits for the schools. However, these benefits are rarely achieved because guidance and counselling in the schools are faced with lot of challenges. These challenges are also not from one source, such as students, Counsellors and head teachers reported challenges from their point of view. Chief among these challenges were lack of offices and resources, inexperienced and untrained counsellors as well as lack of cooperation from students and staff. This shows that teachers and the administration are also to blame for the issues with guidance and counselling, in addition to the students. In tackling the problems with and promoting guidance and counselling, all sources should be considered.

Recommendations

In light of the study's findings, the following suggestions are offered.

1. Counsellors in collaboration with head teachers should work assiduously to conscientise and enlighten students to make them aware of the existence and essence of guidance and counselling in the schools. It will increase the students' awareness and also encourange them to seek for help from counsellors. Awareness programmes, such guidance and counselling week celebration and other programmes, can be employed to promote guidance and counselling in the schools. During orientation, flyers and brochures that

list the activities and other information about guidance and counselling can be given out to students to remind them of the presence of guidance and counselling in the schools.

2. The Ghana Psychology Council, which supervises guidance and counselling, should charge all school counsellors to ensure that all services, more especially career and vocation guidance and counselling services, are offered in every school. This recommendation is made because less than half of the students reported benefiting from selecting the appropriate courses that meet their needs. I therefore recommend that, if necessary, vocational guidance should be a compulsory service for all students most especially final year students. This could be done by Ghana Education Service and the Ministry of Education. This will help ensure smooth transition from the senior high schools to the tertiary institutions, thereby helping to set the students on the right path for the future.

3. Counsellors did not seem to have a clear view of what roles they play in the schools. On that note, the counsellors most especially the teacher counsellors, should be given a clear job description with regards to what they are supposed to do. This will give them a clear view of what role they play in the schools and help in any evaluation process.

4. It is recommended that Ghana Education Service and Ministry of Education should provide a clear statement of the benefits of guidance and counselling and ensure that this is made available for students as well as the entire staff. Sharing knowledge of the importance of guidance and counselling with the

students will help them support and promote the guidance and counselling services. Students should be made aware that they cannot always solve their own problems and thus need professional help.

5. With the kind of challenges that the guidance and counselling in the schools face, the onus lies on the Ministry of Education and Ghana Education Service to ensure the smooth running of the programmes. It is recommended that guidance and counselling centres are provided in every school and equipped with the necessary resources and materials.

6. The licensed counsellors' association should ensure that every school has a qualified professional. In situations where teachers act as counsellors, intensive professional advancement in guidance and counselling should be organized for all guidance and counsellors to bring them up to date on new ideas relating to guidance and counselling services. This will increase the confidence of the students and ally any fears they about accessing the services.

7. Head teachers should ensure that both the staff and students make themselves available and cooperate fully with the centre. Parents also have the duty of recommending guidance and counselling for their wards, most especially when it concerns choosing school programs, courses and careers.

Suggestions for Further Research

Given the narrow focus of this study, it is recommended that future research concentrate on the following topics.

1. Future studies ought to concentrate on employing a larger sample from a bigger context and expanding the focus of the study to include other variables.

2. More investigation into student perceptions about guidance and counselling are needed.

3. Since this study only focused on promotion, further studies may examine the moderating and meditating effects of additional factors, as well as additional predicting variables and correlations.

4. This study employed a descriptive survey; however, future research may employ different research designs, such as a longitudinal approach and other exploratory techniques.
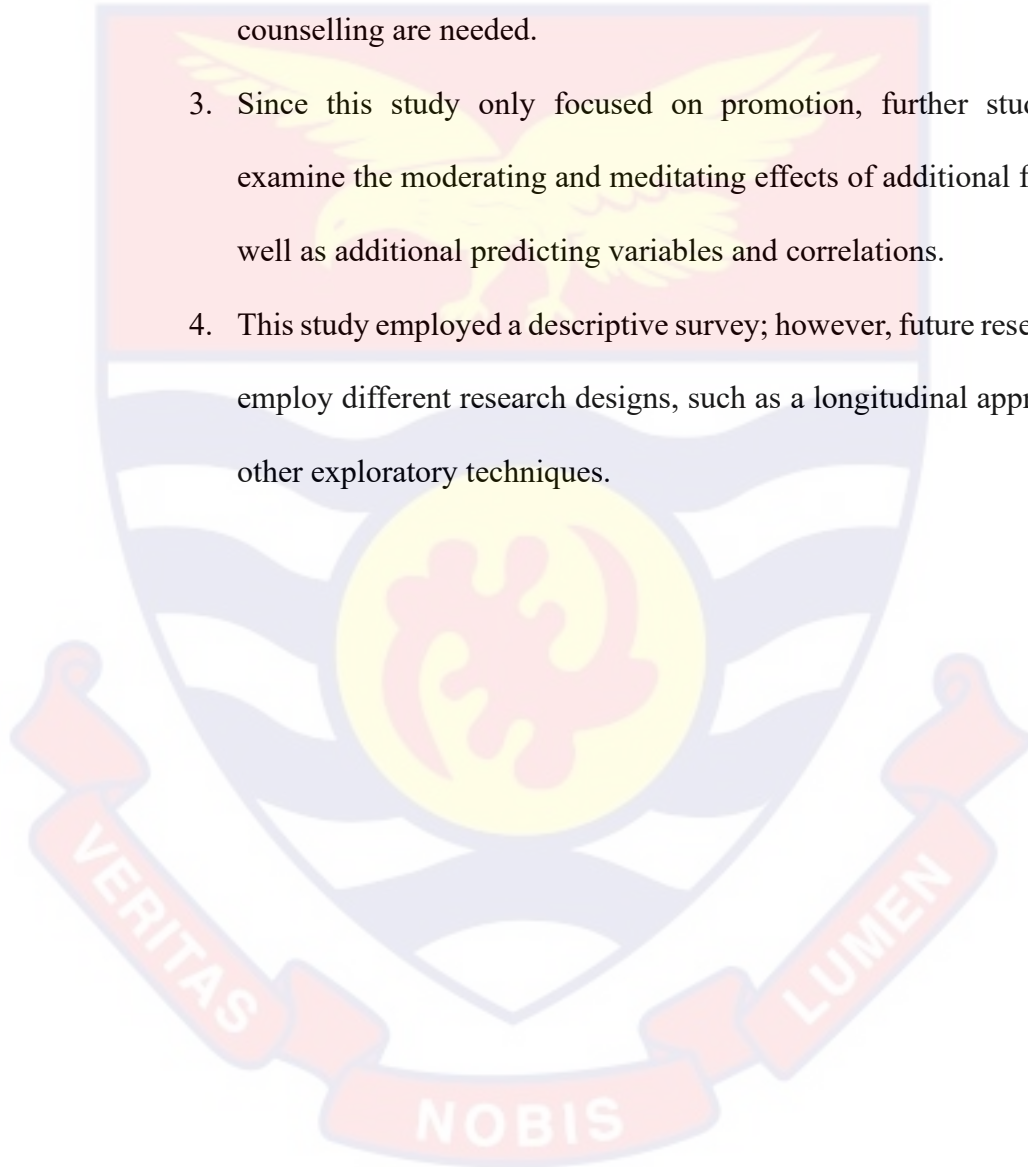
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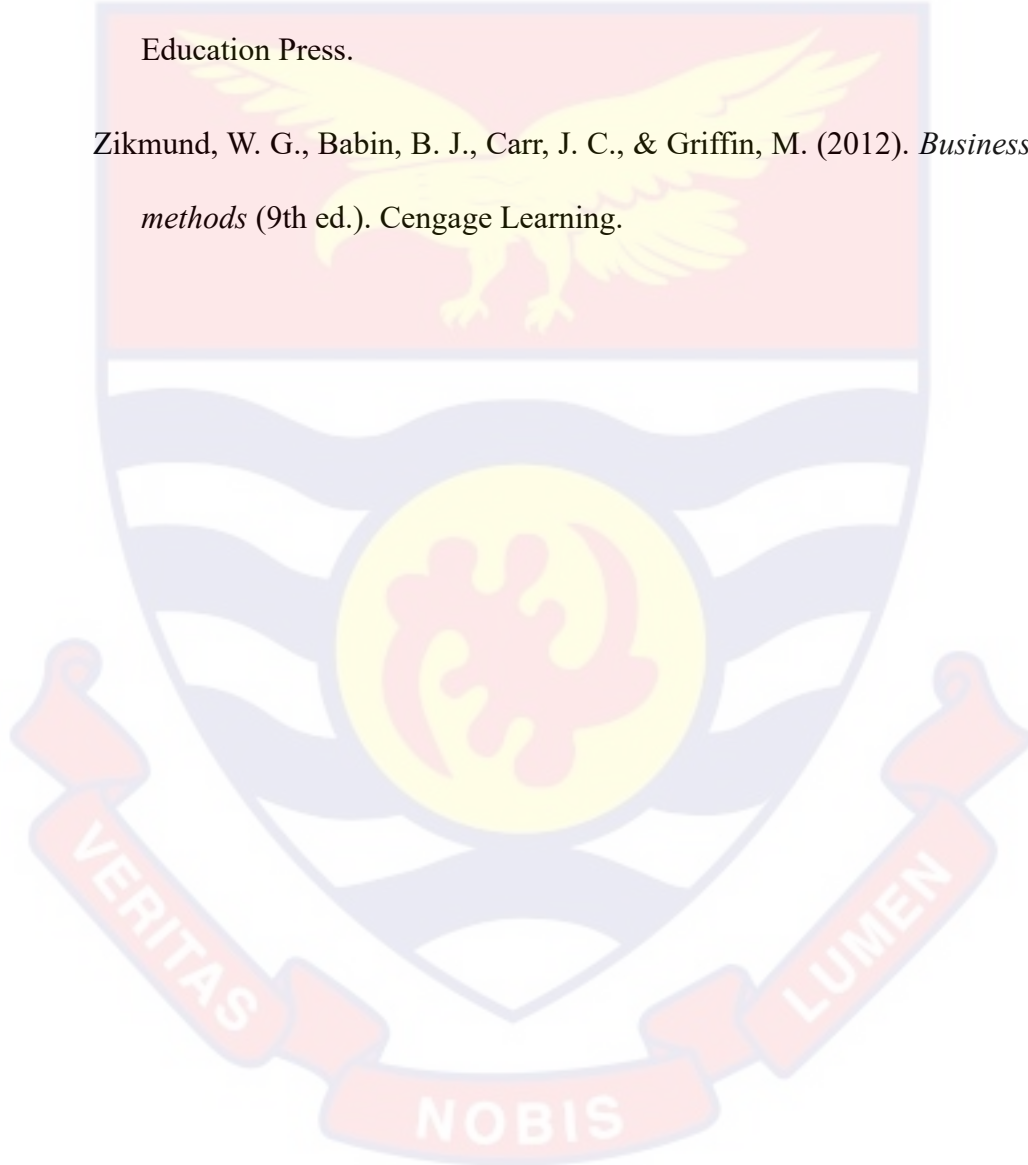
APPENDICES

APPENDIX A: QUESTIONNAIRE

UNIVERSITY OF CAPE COAST

FACULTY OF EDUCATION FOUNDATION

DEPARTMENT OF EDUCATION AND PSYCHOLOGY

This questionnaire seeks to elicit information about promoting guidance and counselling services in Senior High Schools in the Upper East Region. Participation is voluntary and respondents are assured of confidentiality of any information given. Information given is solely for academic purposes. Thank you.

SECTION A

QUESTIONNAIRE FOR STUDENTS

DEMOGRAPHIC INFORMATION

Respondents are required to please tick the appropriate responses.

1. What is your gender?   Male [   ]   Female [   ]

SECTION B

2. Are you aware of guidance and counselling service in your school?

    Yes [ ]   No [ ]

3. Which of the guidance and counselling services is/are mostly practiced in your schools?

    A. Information service [   ]

    B. Orientation service [   ]

    C. Appraisal service [   ]

    D. Counselling service [   ]

    E. Referral service [   ]

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F. Placement service [ ]

G. Follow-up service [ ]

H. Evaluation [ ]

SECTION C

STUDENTS' BENEFITS OF GUIDANCE AND COUNSELLING

Please respond with yes or no to the statements

Students' Benefits	Yes	No
Guidance and counselling enable students to be well disciplined		
Guidance and counselling enable students to improve academic performance		
Guidance and counselling lead to less personal problems among the students in the school		
Guidance and counselling help in building and improving good relationships with students and teachers		
Guidance and counselling guide students to select appropriate courses that will suit their interest for future career.		
Guidance and counselling help in problem solving		
Guidance and counselling makes students to feel relaxed and adjust to their new environment		

SECTION D

CHALLENGES OF GUIDANCE AND COUNSELLING

Please how much you agree with the statements on the scale 1-4, 1= strongly

disagree, 2= disagree, 3=agree and 4= strongly agree

Challenges	1	2	3	4
5. Few guidance and counselling sessions				
6. Inexperienced teacher counsellors				
7. Lack of financial and moral support from the school administration				
8. No involvement from peer counsellors				
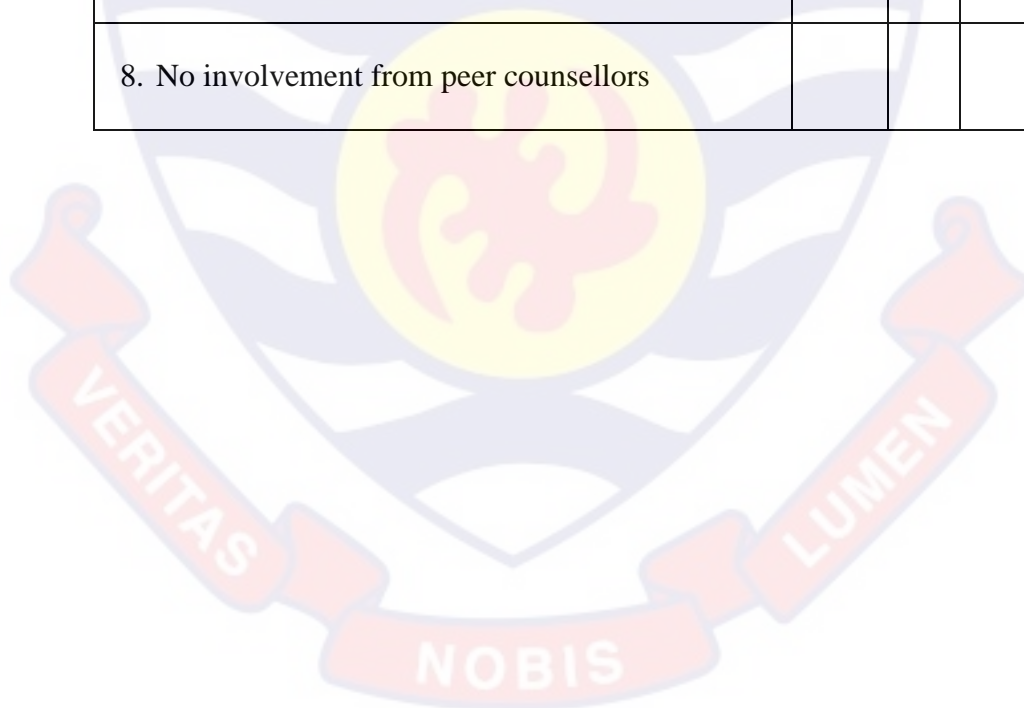
TEACHER-COUNSELLOR QUESTIONNAIRE

Section A; Demographics

1. What is your gender? Male [ ]   Female [ ]

2. How many years have you served as a guidance and counselling coordinator?

…………………………………………………………………………….

SECTION B

ROLES OF GUIDANCE AND COUNSELLING COORDINATORS

Please how much you agree with the statements on the scale 1-4, 1= strongly disagree, 2= disagree, 3=agree and 4= strongly agree

Statements	1	2	3	4
Implementation of recommendations from Guidance and counselling team				
Providing the guidance and counselling unit proper accommodation/ resources				
Providing the unit the necessary resource/tools to work (Providing literature material on G&C)				
Creating of enabling environment for the teacher counsellor				
Recognising the important roles of the unit in education delivery				
Organizing seminars for teachers and students				
Inviting guest speakers to give speeches and talks				

Organising vocational and career programmes				
Organising orientation programmes for fresh students				

SECTION C

TEACHERS' BENEFITS OF GUIDANCE AND COUNSELLING

Please how much you agree with the statements on the scale 1-4, 1= strongly disagree, 2= disagree, 3=agree and 4= strongly agree

Benefits	1	2	3	4
7. Guidance and counselling make teaching to go on smoothly because students are more disciplined and so can relate and cooperate well with teachers.				
8. Guidance and counselling help improve students' academic performance and participation in class				
9. Guidance and counselling reduce student truancy				
10. Guidance and counselling help teachers get to know the students and their individual challenges.				
11. Guidance and counselling help organise orientation for newly posted teachers to help them adjust				
12. Guidance and counselling help teachers to handle all students equally (disability, low learners and fast learners)				

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SECTION D

CHALLENGES OF GUIDANCE AND COUNSELLING

Please how much you agree with the statements on the scale 1-4, 1= strongly disagree, 2= disagree, 3=agree and 4= strongly agree

Challenges	1	2	3	4
11. Difficult to organise frequent counselling sessions				
12. The ability to get information about their clients				
13. Lack of confidentiality in C & G coordinators by students				
14. Lack of conducive/convenient environment for Guidance and counselling				
15. Insufficient materials for counselling programme				
16. Unawareness of the benefits of G and C by students				
17. Lack of adequately trained counsellors				
18. Lack of support in the process of implementing the Guidance and counselling				
19. Lack of training of some head teachers in institution management				
20. Unwillingness on the part of students and teachers to submit themselves to the unit for counselling				

QUESTIONNAIRE FOR HEADTEACHERS

Section A; Demographics

1. What is your gender? Male [ ]   Female [ ]

SECTION B

HEADTEACHERS' BENEFITS OF GUIDANCE AND COUNSELLING

Please how much you agree with the statements on the scale 1-4, 1= strongly

disagree, 2= disagree, 3=agree and 4= strongly agree

Benefits	1	2	3	4
8. Guidance and counselling help administrative work to go on well due to students' cooperation.				
9. Guidance and counselling reduce social vices and promote the smooth running of the school				
10. Orientation services help the entire school community to get used to the school environment				
11. Guidance and counselling help improve general and over all students' academic performance				
12. Guidance and counselling suggestions and inputs help with regards to student's indiscipline.				
13. Guidance and counselling help head teachers to adopt appropriate policies in relation to both students and teachers welfare				

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14.	Guidance and counselling reduce truancy and absenteeism as well as improving the number of students who complete school				

SECTION C

CHALLENGES OF GUIDANCE AND COUNSELLING

Please how much you agree with the statements on the scale 1-4, 1= strongly disagree, 2= disagree, 3=agree and 4= strongly agree

Challenges	1	2	3	4
8. Lack of in-service training for teacher counsellors				
9. Lack of corporation from fellow staff members and teachers				
10. Lack of conducive environment and edifices for guidance and counselling services				
11. Students are unwilling to discuss their problems				
12. Lack of reading and reference material resources				
13. Teacher/Counsellor inadequately skilled				
14. Heavy teaching load for the teacher/counsellor				

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APPENDIX B: LETTER OF INTRODUCTION

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
FACULTY OF EDUCATIONAL FOUNDATIONS
DEPARTMENT OF GUIDANCE AND COUNSELLING

Telephone: 0332091854

E-mail: dgc@ucc.edu.gh

UNIVERSITY POST OFFICE
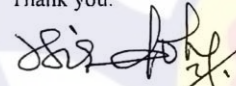CAPE COAST, GHANA

26ᵗʰ May, 2022

Our Ref:

Your Ref:

TO WHOM IT MAY CONCERN

LETTER OF INTRODUCTION

We introduce to you, Valerius Azuure Sandow a student reading an M.Phil Programme in Guidance and Counselling at the Department of Guidance and Counselling in the University of Cape Coast. As a requirement, he is to submit a Thesis on the topic: *"Promoting Guidance and Counselling Services in the Senior High School, in Upper East Region"*. We are by this letter affirming that, the information he will obtain from your Institute will be solely used for academic purposes.

We would be most grateful if you could provide him the necessary assistance.

Thank you.

Dr. Stephen Doh Fia
Head of Department

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APPENDIX C: ETHICAL CLEARANCE

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
ETHICAL REVIEW BOARD

UNIVERSITY POST OFFICE
CAPE COAST, GHANA

Our Ref: CES/ERB/ucc/edu/v6/22-72

Your Ref: ....

Date: 26/August, 202.

Chairman, CES-ERB
Prof. J. A. Omotosho
jomotosho@ucc.edu.gh
0243784739

Vice-Chairman, CES-ERB
Prof. K. Edjah
kedjah@ucc.edu.gh
0244742357

Secretary, CES-ERB
Prof. Linda Dzama Forde
lforde@ucc.edu.gh
0244786680

Dear Sir/Madam,

ETHICAL REQUIREMENTS CLEARANCE FOR RESEARCH STUDY

The bearer, Valentine. A. Sondow, Reg. No. ED/GCP/18/0003 M.Phil. / Ph.D. student in the Department of ....Guidance.... ..and Counselling........... in the College of Education Stud. University of Cape Coast, Cape Coast, Ghana. He / She wishes to undertake a research study on the topic:

Promoting Guidance and Counselling Services on the Senior High schools in Upper East Region.

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

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

Thank you.
Yours faithfully,

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

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