

UNIVERSITY OF CAPE COAST

FACTORS AFFECTING THE IMPLEMENTATION OF
GUIDANCE AND COUNSELLING SERVICES IN SELECTED
COLLEGES OF EDUCATION IN GHANA

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COLLEGES OF EDUCATION IN GHANA

BY

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DECLARATION

CANDIDATE'S DECLARATION

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

Signature..... Date.

Candidate's Name: Fred Effa Frempong

SUPERVISOR'S DECLARATION

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

Signature..... Date.....

Supervisor's Name: Dr. Emmanuel Kofi Gyimah

ABSTRACT

The purpose of the study was to examine factors that affected implementation of Guidance and Counselling services in three of the Colleges in Ghana. This was necessitated since it appeared that Colleges were not effectively fulfilling their mandate in guiding and counselling students in the colleges in decision making.

The study adopted an Action Research design with a sample size of 250 students selected from three colleges of education in the Eastern Region of Ghana using a simple random sampling, stratified sampling and proportional sampling techniques. A self-developed and structured questionnaire was used to collect research data which was subjected to the descriptive statistics of frequency and simple percentages.

The findings of the study showed the need for appropriate physical facilities to be established and adequate and professional human resource capacity develop for guidance and counselling services in Colleges of Education in the country. This should be geared towards a total transformation of students and should encompass the entire range of services in the areas of orientation, information, appraisal, placement, consultation, follow-up, evaluation, career guidance.

On the basis of the findings, some recommendations were made towards sensitizing and motivating students to avail themselves with the services provided by the Guidance and Counselling Units set up in the Colleges of Education in the country.

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DEDICATION

To the Effa Frempong family, my father I. N. Frempong (Catechist) and my mother, Mrs. Hannah Frempong for their support and encouragement.

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CHAPTER ONE

INTRODUCTION

Background of the Study

The current trend in education systems is to offer guidance and counselling services that will guide, guard, direct and lead students in their everyday life activities. The individual has the chance as a result of the appropriate guidance he/she receives from college to be prepared educationally and for life. He/she will be able to adjust to the society and be competent, occupationally result to a joyous and a successful life. Thus, through true education, the individual could develop the head, the heart and the hand. The philosophy and objectives of formal education should therefore reflect the values that a given society seeks to uphold of which the Colleges of Education in Ghana are no exception.

Guidance and Counselling provide many services such as Orientation, Placement, Counselling, Career conference, Pupil (student) Inventory or Appraisal, Information and Consultation, that help to develop adequately the quality of teaching and learning in educational institutions. Through these services, teachers, including tutors and lecturers, and trainees can be assisted to make the desired changes, in their teaching pedagogies, including assessments and evaluation of records to improve standard of education in Ghana.

From the researcher's observation of the behaviour of some students in some Colleges of Education in Ghana, quite a number of the students are unable to make rational decisions in their academic and social pursuits. These trainees seem not to have study skills or motivation towards learning in college. Majority of them take a long time to make a choice on their elective programmes and subjects to study. Some students flout the school rules and regulation with impunity. They persistently break bounds and do not adhere to prescribed dress code. They pay little attention in the classroom and have no sense of time management. Quite a number particularly men, abuse their freedom and are prone to drug abuse and gross indiscipline. In most of these Colleges of Education, it is common knowledge that these views and concerns are freely expressed in the Staff Common Room, during staff and class meetings, meetings of the Board of Governors. Minutes of class meetings of the trainees as well as those of the Students' Representative Council (S.R.C.) have confirmed the same observation stated above from the point of view of students.

Realizing the importance of guidance and counselling in institutions of learning in the country, the Anamuah Mensah Committee that was set up to review and make recommendations for improvement in educational provision made the following suggestions or recommendations in the area of guidance and counselling including the following:

- That University College of Education, Winneba (UCEW) (now University of Education, Winneba) and University of Cape Coast, in collaboration with the GES,

should expand access to the training of guidance and counselling coordinators and special needs educators for all levels of education;

- Ghana Education Service should sponsor staff to pursue guidance and counselling studies in tertiary institutions. Those in the field should be given in-service training;
- The Ministry of Education should provide adequate funding and logistic support for Regional and District Education Directorates to enable Guidance and Counselling personnel carry out their activities effectively.
- The Ghana Education Service should ensure that guidance and counselling is taken as a full-time job for professional counsellors. Guidance and Counselling units should be restructured to make them effective.

Moreover, the Anamuah-Mensah's Committee (2002) observed that Guidance and Counselling services in schools have not been effectively implemented due to insufficient professional personnel and lack of public awareness about the need for guidance and counselling services. At the moment, University of Cape Coast (UCC) and University College of Education, Winneba, (UCEW) train Guidance and Counselling personnel for Ghana Education Service. The number of trained personnel from these institutions is inadequate. For example, available figures indicated by the Anamuah-Mensah Committee was that, only a total of 230 guidance and counselling graduates were turned out at UCEW between 1999 and 2002 academic years.

Previously, the subject guidance and counselling forms only a small part of the Psychology of Education course, this made colleges of education to have little

knowledge and experience in guidance and counselling. At the tertiary level, not much attention has been given to guidance and counselling activities, due mainly to the conception that “students at that level are mature enough to reason for themselves” (Report of the Presidential Committee on Review of Education Reforms in Ghana, September, 2002, pp. 221-223). This observation has not only been proved by the Anamuah-Mensah Committee, but also a number of other researches into guidance and counselling in schools in Ghana like Ocansey, S. M.(1992) and Affum G. K. (1992) have also discovered same.

Statement of the Problem

The need for Guidance and Counselling in the education system cannot be overemphasised. This is because, through Guidance and Counselling, individuals are enabled to better understand themselves, their potential and their relationship to the world in which they live. Guidance and counselling assists individuals in making prudent choices in life, formulating plans and decisions and adjusting to situations, which result in a positive direction in their behaviour.

If guidance and counselling programmes were properly managed in Colleges of Education in Ghana, they would enable students to do well in all facets of life including success in examinations and to discard the fear of such subjects such as English, Technology, Science and Mathematics, from some trainees. However, it appears that many trainees are ignorant about guidance and counselling and do not avail themselves of the services, in spite of their prospective role in teaching and shaping the characters of pupils in the Basic

Schools. It also seems there are insufficient qualified personnel in Colleges of Education in Ghana to provide Guidance and Counselling Services.

Anamuah-Mensah's Committee (2002) has shown that 'lack of or inadequate Guidance and Counselling is one of the major causes of the rising wave of crime in the country, increased indiscipline in schools, drug abuse, increasing HIV/AIDS cases, increasing number of street children and high school drop-out rates. "An effective Guidance and Counselling service is, therefore, needed at all levels of the education system" Anamuah Mensah Committee Report, 2002, pp. 221-223). Affum-Gyan (1992), Ocansey (1992) and Bondah (1996) found that the Ghana Education Service circular in November, 1976 calling for the establishment of the Guidance and Counselling programmes in schools have caused most schools (colleges) to establish the programme. However, it appears the programme is poorly planned and run and has become ineffective. In their research, they have indicated that the ineffectiveness of the programme in schools (colleges) is mostly due to lack of qualified guidance and counselling co-ordinators. The researchers have also revealed that most of the schools concentrate on information, counselling and orientation. The others, career conference, student inventory/appraisal, the placement, information dissemination, consultation and follow-up are seldom operated.

While many schools do not have Guidance and Counselling personnel, it appears the few in the system are over-burdened with classroom teaching resulting in inadequate counselling services. At the moment the Colleges are operating on two systems. That is the regular students of Diploma in Basic Education (DBC)

from level hundred (100) to level three hundred (300). The second group is the Untrained Teachers in Diploma in Basic Education (UTDBE). This also comprises levels one hundred and two hundred. These UTDBE students come to school any time DBE students are on vacation. The UTDBE students are more than the DBE students.

Consequently, the staff appears not to have enough time for the guidance and counselling programmes in the colleges.

Further, some of the Colleges of Education in the country seemingly reveals a lack of qualified guidance and counselling co-ordinators. The Guidance and Counselling Units also appear to exist on paper. The Units appear not to have physical facilities and financial support. Students of the colleges have therefore been deprived of guidance and counselling services. In the absence of adequate counselling, therefore, trainees' problems remain and they are unable to adequately fully understand themselves and their world.

In the opinion of Shetzer and Stone (1986), one of the counsellor's responsibilities to the student is to show concern for and to assist in the planning of student's educational, personal, social and career development. One would have expected Guidance and Counselling Co-ordinators attached to the District Education Directorates to perform creditably; however, they are unable to perform effectively due to inadequate logistic support. The researcher thinks the situation is partly to the non function and ineffectiveness of the role of the Guidance and Counselling Units in the Colleges, which are to forestall such shortfalls. This calls for an investigation to identify factors impeding effective implementation of

Guidance and Counselling services in the Colleges of Education. If these are found and steps are taken to overcome them, they will assist greatly to reduce or eliminate students' low grades, indiscipline, school dropout, drug abuse, teenage pregnancy, unwanted/unprepared pregnancy and others.

Counselling is needed by trainees (students) in the colleges to clarify their goals and values, strengthen their interests and aspirations and to help them adequately adjust to the norms of the society. It appears that, over the years there have been lapses in the guidance programmes in Colleges of Education in Ghana as far as their implementation is concerned. The question therefore is: What are the undergirding factors that hinder effective implementation of guidance and counselling programmes in Colleges of Education in Ghana?

Purpose of the Study

This study is to examine why Guidance and Counselling Units in Colleges of Education in Ghana are unable to effectively perform their roles in helping students in decision making. It examines the following:

- The type of physical facilities that exist for guidance and counselling in Colleges of Education in Ghana.
- The human resource capacity in handling guidance and counselling services in Colleges of Education in Ghana
- The type(s) of services that are rendered to students by the Guidance and Counselling Unit

- The extent to which students avail themselves of the services provided by the Guidance and Counselling Unit.
- The view students hold with regard to the impact of guidance and counselling services provided in the Colleges of Education in Ghana.
- The strategies the students recommend for the effective implementation of guidance and counselling services in the Colleges of Education in Ghana?

Research Questions

In order to find answers to problem, the following questions are formulated for the study:

1. What type of physical facilities exists for guidance and counselling in Colleges of Education in Ghana?
2. What is the human resource capacity in handling guidance and counselling services in Colleges of Education in Ghana?
3. What type(s) of services are rendered to students by the Guidance and Counselling Unit?
4. What view do students hold with regard to the impact of guidance and counselling services provided in the Colleges of Education in Ghana?
5. What strategies would one recommend for the effective implementation of guidance and counselling services in the Colleges of Education in Ghana?

Significance of the Study

The study is expected to reveal a number of findings which will help not only the student, but also stakeholders in helping students make informed choices.

For trainees in the Colleges of Education, it is anticipated that they will recognise and appreciate the importance of guidance and counselling services to their academic and social development. The study will help the student to understand him/herself, his/her abilities, his/her interest, his/her aspiration, his/her motivational factors and decision-making capability.

The study will be useful in many aspects of guidance and counselling, on the quality and the effectiveness of teaching and learning in the educational institutions. Hence, when strategies are put in place to effectively implement guidance and counselling services, they will go a long way to motivate teachers and to facilitate their interactions with students.

The study is expected to bring out issues concerning the physical facilities available for guidance and counselling services, the type of human resource of staff calibre, type of services rendered by the guidance and counselling unit, as well as how students avail themselves for the guidance services and teacher's workload. With this knowledge, the Principals of the Colleges of Education would be enabled to institute measures to effectively implement and improve guidance and counselling services in these Colleges of Educations.

Most important, the staff of the Guidance and Counselling Units in the Colleges of Education and other Educational Units will be able to discover the shortfalls of the guidance and counselling programmes to strengthen them so as to be of maximum benefit to students. It will serve as a test case for the Ghana Education Service (G.E.S), Teachers, Education Department to begin to follow-up

the effectiveness of programmes in the colleges and help to effectively implement them.

Delimitation of the Study

In examining the Guidance and Counselling services offered the scope of the study will limit the researcher to the eight (8) services namely: Orientation, Counselling, Placement, Appraisal, Consultation, Information Dissemination, Career Guidance and Follow-Up. Any other services outside these do not come under the research.

Limitation

There were at the time of the study thirty-eight Colleges of Education in Ghana spread across the length and breadth of the country. However, owing to inadequate of time and money, the researcher only concentrated the study on three of them which were selected from the Eastern Region.

Definition of Terms

Within the context of this research, the following terms are defined:

Guidance: According to Taylor and Buku (2006) Guidance is the process of helping individuals to understand themselves to direct their efforts in a way that will enable them to use their potentials so as to achieve personal satisfaction and thereby make themselves useful to society.

Counselling Service: Taylor and Buku (2006) opined that Counselling Service is concerned with helping students to solve educational and vocational problems, gain self-understanding and facilitate decision making.

Career Conference: According to Hall (1990) Career Conference is a meeting for discussion or exchange of views on pattern of work and work related activity, that is, the job or series of jobs a person has until retirement or that people develop throughout a life time.

Information Service: Zunker (1993) asserts that, Information Service is the type of service that helps students to understand themselves and their environment to meet the challenges of today and tomorrow.

Consultation Service: Taylor and Buku (2006) opined that Consultation Service is the aspect of guidance in which the counselor works together with teachers, parents and other agencies to resolve the problems of students.

Follow-up Services: According to Omotosho (1995) Follow-up Services are efficient ways which educational institutions use for measuring the effects of Schools or Colleges, evaluate both the instructional programme and the guidance services in terms of the effort they have on the lives of students. They are also services for gathering and evaluating the effectiveness of school (college) policies and practices.

Educational Reform: The Anamuah-Mensah Committee (2002) asserted that Educational Reform is the changes that become or make better by removing or putting right faults and errors in education to enhance the quality of teaching and

learning, improve efficiency of management and to increase access and participation.

Organisation of the study

In the next chapter, there is information on review of related literature. In doing this, both theoretical and empirical evidence supporting and giving credence to the issues raised in the statement are discussed. Chapter Three focuses on the methodology. Information is provided on the various methods used in developing research instrument and collecting research data. The fourth chapter is concerned with the results and discussion. In the last chapter, there is summary, conclusions and recommendations, as well as areas for further research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

This chapter, with reference to the theoretical and empirical frame work, seeks to examine the concept and the effectiveness of guidance and counselling in education. The following are what the chapter seeks to explore:

- Meaning of the concept of Guidance and Counselling
- Educational guidance
- The School Guidance Services
- Guidance as an Education Service in Schools

Meaning of the Concept of Guidance and Counselling

What is guidance?

According to Makinde (1990, pp. 41-42), the face value of the meaning of guidance is derived from its root word “guide” which means: ‘direct, pilot, manage, steer, assist, lead, inform and interact’. Thus, parents and other lay persons view the counsellor as one who directs or steers children into or away from certain occupations or educational endeavours. “Guidance is a programme or service to individuals based upon the need of each individual and understanding of his/her immediate environment, the influence of environment factor on the individual and the unique features of each school”.(UNESCO,1998 as cited by

Taylor & Buku, 2006 p. 10) . It is an integral part of the school environment designed to promote the development of students and to assist them toward a realization of sound wholesome adjustment and maximum accomplishment commensurate with their potentialities (UNESCO, 1998).

Guidance, from the above definitions, can be seen as an umbrella term, which refers to all that is done to protect and guide the development of students. Hence, any educational system without guidance as a service for students to operate in would be doing a lot of disservice to them. According to Obadofin (1997), Guidance is the assistance given to the individuals in making intelligent choices and adjustments. It is based on the democratic principle that it is the duty and the right of every individual to choose his or her own way in life in so far as his choice does not interfere with the right of others.

Taylor and Buku (2006) defined guidance as, the systematic professional process of helping the individual through educative and interpretive procedure to gain the better understanding of his /her own characteristics and potentialities and to relate himself or herself to more satisfactorily to social requirements and opportunities. Taylor and Buku (2006, p. 15) further pointed out that “Guidance is for all students.” Guidance focuses on the needs of students and it helps teachers and other school authorities to fine out the needs of students and help them satisfy those needs. According to Pecku (1991), the school’s guidance role in respect of needs assumed greater importance because the home is unable to cope with all the problems of children. Each area of concern to children is a special area which

requires special skills which many parents do not have. Guidance, therefore, is very essential in the school to make facilities available to help students.

Neukrug (1999, as cited by Taylor & Buku, 2006 p.10), opined that, “guidance, is the act of “guiding” an individual with a profession and offering suggestions for life skills.” Guidance can therefore be seen as a programme designed to help the individual to make diligent and useful decisions of life and to relate well with people.

The programme of services is provided by teachers, administrators as well as guidance specialists for the individual to make these decisions is based upon the needs of each individual and the understanding of himself and his immediate environment. This helps the individual to adjust satisfactorily to his environment, set realistic goals for him or herself and realize his or her potential in obtaining these goals. This view is also expressed in the definition of Guidance by United Nation Educational Scientific and Cultural Organization (UNESCO, 1998) Regional Training Seminar on Guidance held in Botswana, that Guidance is a process, developmental in nature, by which an individual is assisted to understand, accept and use his/her abilities, aptitudes and interest and attitudinal patterns in relation to his/her aspirations.

Meaning of Counselling

Counselling is viewed by Makinde (1990, p. 44) as, “a service designed to help an individual analyze himself by relating his capabilities, achievements and interests and mode of adjustments to what new decision he has made or has to

make.” He continued that, this service is the heart of the work of guidance counsellors. While other aspects of guidance may be concerned with the provision and interpretation of information, counselling is concerned with feelings, attitudes, and emotional dispositions of an individual about himself/herself and situation facing him/her. That is, Counselling is designed to provide an interacting relationship where the counsellor is attempting to help a student to better understand himself/herself in relating to his/her present and future decision or problems.

Gibson and Mitchel (1995) point out that counselling is a one-to-one relationship that focuses on a person’s growth and adjustment, problem solving and decision-making needs. It is a client-centred process that demands confidentiality. Counselling is seen as a relationship bringing together the counsellor who needs to be professionally trained and educated to give this help. The purpose is to help the client to learn and be able to deal more effectively with his situation. The client by understanding himself will make the best decision in dealing with the reality of his environment. This involves learning new ways of obtaining information, retaining information, making decision, communicating, interacting and responding to be environment. Biswalo (1996) also disclosed that, Counselling is the process of helping an individual to accept and use information and advice so that he can either solve his present problem or cope with it successfully.

Nayak and Rao (2004) opined that students face so many awkward situations at home, college/universities or in their peer groups. They find it

difficult to get out of them. They tell lies; try to dodge and indulge in so many undesirable practices. Some guidance needs to be provided to such students to keep them on track to lead noble lives. Anamuah-Mensah (2002) emphasised on effective implementation of guidance and counselling in the education system. This is because, through guidance and counselling, individuals are enabled to better understand themselves, their potentials and their relationship to the world in which they live.

From the fore-going, it can be seen that Guidance activities permeate all educational activity. The school's guidance role in respect of students' guidance role respect of students' needs assume greater importance in the New Educational Reform Programme (N.E.R.P). In Ghana each area of concern of the N.E.R.P such as cognitive, affective and psychomotor domains has become so complex that both teachers and students require special direction and skills to handle. Guidance and counselling are tools that assist students to learn well. They help them to overcome all problems which make learning difficult or prevent them from settling down in college. The teacher and the counsellor need to cooperate to attain the common goals of education in helping the student gain from schooling.

Educational Guidance

Educational guidance aims at assisting students to succeed in their educational endeavours and to attain their educational objectives and goals. It helps the individual to understand his/her educational problems and to seek realistic ways and plans for resolving them. Educational guidance helps pupils to

know and act in terms of their present and future educational needs and opportunities. It includes assistance given to pupils in adjusting to the school, selecting curricular and extracurricular offerings of the school, and planning, preparing and carrying through an appropriate plan of development (Taylor & Buku 2000).

According to (Taylor & Buku 2006, p. 19), “Educational guidance is a process of helping individuals in planning a suitable education programme and making progress in it. It is a process of helping learners to identify which subject choices are most suitable for them having considered their particular abilities and interests.” Educational guidance helps students to pursue the right type of education, make meaningful decisions about their educational pursuits, facilitates the smooth transition of children from home to the school, from primary to secondary school, secondary to tertiary institution and finality to the world of work. Also, it offers students meaningful educational experiences, helps students to cope with examination anxiety which includes the craving for high grades and the fear of failure.

Educational guidance helps students to develop and adopt good study habits. Finally, it assists students to realize their academic potentials, That is, students come to realize what they can do and how best they can do them, Considering their interest and abilities.

Importance of guidance and counselling

There are various benefits in guidance and counselling. According to Anamuah-Mensah's Report (2002): the need for guidance and counselling in the education system cannot be overemphasized this is because, through guidance and counselling, individuals are enabled to better understand themselves, their potential and their relationship to the world in which they live. Guidance and counselling assists individuals to make choices, plans and decisions or adjust to situations, which result in a positive direction in their behavior.

Making reference to available research, the Anamuah-Mensah (2002) Committee found that "lack of or inadequate guidance and counselling is one of the major causes of the rising wave of crime in the country, increased indiscipline in schools, drug abuse, increasing HIV/AIDS cases, increasing number of street children and high school drop – out rates. It was for this reason that the Anamuah-Mensah Committee recognised that "An effective guidance and counselling services is, therefore, needed at all levels of the education system" (Report of the President's Committee on Review of Educational Reforms in Ghana, pp. 221-222).

The Educational Reform programme of Ghana, in 1987 was clearly an effort to put quality into education and to ensure that education responds to the national needs and aspirations. It must however be stated that, no matter how good and well structured the new educational policy may be, if guidance and counselling services are not given priority and made an integral part of the educational system, the reform programme cannot succeed.

Anamuah Mensah Committee (2002) has shown that lack of or inadequate guidance and counselling is one of the major causes of the rising wave of crime in the country. Issues related to increased indiscipline in schools, drug abuse, HIV/AIDS cases, street children and high school drop-out rates are the consequences of lack of guidance and counselling.

Guidance in Education

According to the World Book Encyclopedia (2001, p. 422), Guidance in Education is “the process of helping students make the best possible decisions about their lives. It is used at all educational levels from grade schools through college. Guidance helps students understand themselves by focusing attention on their interest, abilities and needs in relation to their home, school and community.”

The School’s Guidance Services

Guidance services

Oladele (1987, p. 29) defined guidance services as, “a professional aid to the individuals and small groups in dealing with commonly recurring personal, educational and vocational needs and problems.” They are often classified according to the area of life in which the problems occur. Also, Shertzer and Stone (1980) indicated that, guidance services are formalized actions undertaken by the school to make guidance operational and available to students. These services have been delineated by common agreement to provide unique actions which overlap,

minimally with other familiar school functions. The services are offered by professionally trained guidance counsellors to students.

The school's (college) guidance services are broadly grouped into:

- Orientation
- Placement
- Counselling
- Career conference
- Pupil (student) inventory or appraisal
- Information
- Consultation
- Follow-up

Orientation Service

Orientation service involves activities embarked upon by the school (counsellor) to help students adjust to the school environment and school experiences. Bennet (1963) cited in Taylor and Buku (2006) indicates that orientation is a mutual process of learning on the part of new students, the faculty, the student body of an institution, whereby each group becomes better acquainted with the other. In this relationship, each participates in an on-going process which will help the new students to become an effective functioning part of institution and help the institution to become responsive to the needs of the changing student body.

Broadly, the orientation service helps the students to become adjusted and established in the school, socially, psychologically, morally and academically (Taylor & Buku, 2006). Items on programmes prepared for orientation of new entrants to school may include the following: time management, open forum, peer pressure, adolescent sexuality, healthy student relationship, drug use and abuse, academic stress and the importance of guidance and counselling. It is not certain the extent to which such orientation activities are carried out in Colleges of Education in Ghana.

Placement Service

Placement is a selective assignment of a person to a position. It is a method that is designed to help students be in positions for which their plans, interest, skills, aptitudes and physical activities are suited. Placement service makes students aware of opportunities that are available in schools or outside the school. The awareness helps the students to take advantage of these opportunities and to help them to function effectively (Shertzer & Stone, 1981).

According to Taylor and Buku (2006) there are three types (or aspects) of placement service, namely: Educational placement, vocational placement, and social placement. Educational placement is basically concerned with in-school placement. Vocational placement focuses on out-of-school placement. Social placement is a service concerned with placing students (pupils) in social groups. Taylor and Buku assert that the national policy on education necessarily calls for placement service as an integral part of our school guidance practice. Zunker

(1993) disclosed that placement service provides the link between academic and the working world.

Counselling Service

The counselling service is concerned with helping students to solve all types of problems which could hinder their school work. The service provides students with opportunities to resolve these problems and at the same time plan their educational and vocational goals. Counselling service helps students in self-understanding and decision making, and the major focus is personal growth or development. It is therefore the major engine of growth of the guidance service. The service can be offered to individuals and to groups. The activities in counselling service are aimed at helping students to effect changes in their behaviour or process thereby acquiring the ability to enhance their functioning and live a more productive and self-satisfying life (Taylor & Buku, 2006).

The counselling service is the pivot around which the whole guidance service revolves. It is a leading process or relationship between the counsellee, who is disturbed, anxious and worried, and the more knowing person, the counsellor, who is the expert or helper. The client is guided to take an honest look at himself, becomes aware of his strength and weaknesses or consider alternatives in the light of existing facts and information, and makes his own decisions (Taylor & Buku, 2006).

Counselling should be in a setting of privacy, warmth, mutual acceptance and confidentiality in which the student gains intellectual and emotional stability. In

Colleges of Education in Ghana, it appears these elements seem to be lacking to a large extent so a thorough study of the programme as it pertains in the colleges becomes necessary.

One of the bench marks that depicts that the guidance programme is effectively implemented is when it is a co-operative enterprise between the teacher (lecturer), the guidance officer, administrators and the community (Taylor & Buku, 2006). This is because the total education of the pupil is only possible in a co-operative enterprise where all stakeholders of education contribute their quota. These people exchange ideas about the child, collect as much information as they can about him, and plan what could be done with or for the child.

The college guidance officer has to initiate consultation and should not wait to be consulted. He must serve as a rounding base, bringing information to all those concerned. He should avail himself to students, parents and teachers. Consultation must be based on mutual respect if it is to succeed. While this is essential, it is not known whether the heavy schedule placed on tutors in the Colleges of Education particularly in the areas of internal and external marking of examination scripts makes it possible for the members of the Counselling Units to be always available to be consulted. It is expected that the study will bring this to light.

The Career Conference

In discussing career conference, a look will first be given to what 'career' and 'conference' are. According to the World Book Encyclopaedia (2001) (vol. 3) career is the pattern of work and work related activity that people develop

throughout a life time. A career includes the job or series of jobs a person has until retirement. Career varies greatly in type of work involved and in the ways they influence a person's life. Almost every adult has a career of some kind. Most people build a career to help them satisfy certain goals. The kind of career one has can affect one's life in many ways. For example, it can determine where one lives, the friends one makes, and the amount of money one earns. One's career can also affect how one feels about himself/herself and the way other people act toward him/her. By making wise decisions concerning one's career, one can help himself/herself build the life one wants.

There is, however, a debate on the definition of career. Onyejiaku (2001) hinted that the word "career" is a term with different disciplines. Even in psychology, vocational psychologists tend to disagree on the precise definition of the term. Some confine the term to a single vocation such as sequence of occupations or jobs and positions one holds during his life time. Others equate career with life itself.

In its general meaning, however, career should be conceived as a general course of action or progress of a person through life often expressed in some professions. It is used to refer to a person's total life pattern including both work and non-work factors. Hall (1990) posited that career is a job or profession for which one is trained and which one intends to follow for the whole of one's life. It is the sequence of work-related experiences and attitudes that occur over the span of the person's working life. Taking into consideration the different views on the meaning and definition of career, the term could be understood in terms of all

work-related factors and positions that an individual engages in from the cradle to the grave.

Conference, according to the Oxford Advanced Learner's Dictionary (1989), refers to a meeting for discussion or exchange of views. Therefore, career conference is a programme of instruction on skills usually in formal settings designed for individuals who are preparing to enter the labour market or people who are currently working but need some retraining or a refresher course in the technicalities of their job.

The major objectives of career conference include helping the worker with necessary educational, personal technical and other requirements of his occupation so that he would not only be effective on the job but also derive satisfaction from it. Also, career conference (education) in its broader sense, is a life-long process with several dimensions of which vocational guidance forms one of its essential arms. It is a grand plan from which several parts grow which in their totality form a functioning whole. Career conference should be a systematic and goal-oriented approach. It should aim at helping individuals to gain understanding of themselves in relation to their abilities, aptitudes, capacities, interest, and limitations. This is an essential requirement that would help them to make realistic occupational choice and thus live a worthwhile, satisfying and productive life.

Student (pupil) Inventory or Appraisal

Taylor and Buku (2006) disclosed that the total development of the individual in the cognitive, affective and psychomotor domains demands the appraisal of students. The appraisal which is in a form of assessment by way of

data collection will enable the counsellor to help students or pupils to make meaningful decisions on their lives. The appraisal service is sometimes referred to as the individual inventory. It is a major activity engaged in by the school counsellor mainly to collect data that will highlight the individuality and uniqueness of each student or pupil. The information collected is recorded in a cumulative record book.

There are two types of techniques by which information may be collected, namely:

- Test techniques, and
- Non test techniques.

The test techniques are teacher-made test and standardized test. The non test techniques are ways of gathering data that do not involve the use of test items. Nworgu (1992) maintains that, a test connotes a structured comprising a standard set of questions to which an individual is expected to respond. There are preferred answers to the questions on the basis of an individual's response and his behaviour is quantified. The non test data are collected mainly through observations, case studies, autobiographies, and interviews. Information gathered through the two types of data is recorded on cumulative cards. According to Shertzer and Stone (1986) the record must be comprehensive, covering information on the child's background, health, interest, traits, and personality development goals, aspirations and any information that will help teachers to understand the student (child) to develop into a responsible adult. A study of guidance programme in the school

would reveal whether the pupil (students) inventory or appraisal service is given full recognition in school.

Information Service

Zunker (1993) asserts that, the information service provides appropriate and relevant data to students on their educational, vocational, personal and social opportunities and growth. With the advances in science, technology, politics and industry the world is becoming more complex and highly competitive. Against the background of their interests, students find it difficult to understand themselves, to plan, make appropriate choices and decision. The availability of information enables students to make better and well-informed choices and decisions. Also, the information service aims at stimulating thinking. In this way, students are helped to make critical appraisals of ideas, conditions and other trends in order to derive relevant answers and meanings to their decisions.

The information service is a co-operative effort of teachers, counsellors and librarians. They endeavour to obtain appropriate materials to organize for the pupils' (students') understand the significance of materials when they cannot do so by themselves. By the information service, students are helped to understand themselves and their environment to meet the challenges of today and tomorrow. (Taylor & Buku, 2006). Information has always been a vital part of guidance services. Adequate information will help students understand the world better and enable them to act with competence and confidence. Career days, conferences and excursions all fall under this service. They are some of the means of

disseminating information to students. It is expected that the research will seek to bring these out.

Consultation Service

According to Taylor and Buku (2006), consultation service is the aspect of guidance in which the counsellor works together with teachers, parents and other agencies to resolve the problems of students. It means seeking the help of an individual or a small group to gather useful information and suggestions to aid decision making. Nayak and Rao (2004) asserted that, today, curricula offered by colleges and universities have increased tremendously. Vocations of many forms are penetrating colleges and universities. Competitive examinations for entry into institutions and services have become a normal phenomenon in our country as elsewhere. Expert help is required by the students in making wise choices and be successful in competitive examinations. Expert assistance is also required for enabling the students in making proper adjustment in relation to general academic life at college or university to effect maximum intellectual, emotional and physical development.

Follow-Up Services

Follow-up services of former students are efficient ways which educational institutions can use for measuring the effects of school (Omotosho, 1995). Teachers, administrators and parents are concerned with what is happening to pupils (students) while they are in school, and after they have left school.

Without such knowledge about pupils (students), neither the instructional programme nor the guidance services can be evaluated in terms of the effort they have on the lives of pupils (students). It is through an organised follow-up programme that data can be gathered and used to evaluate the effectiveness of school policies and practices. Young people, who leave school, either by graduation or by dropping out, are followed up for the purpose of:

- Gathering data to evaluate the effectiveness of school policies and practices.
- Desiring to help the individuals (graduates and dropouts) with problems of vocational, educational and social adjustments after they go out from the school and while they are getting themselves established elsewhere.
- Gathering data for use in evaluating the instructional and guidance programmes of the school (for curricular revision and improvement of the guidance programme).
- Gathering information of general interest concerning those who have left school.
- Helping social agencies, including schools, to deal with the problems of youth more intelligently (Taylor & Buku, 2006, pp. 123-124).

It might therefore be worthwhile for the study to find out what pertains in the Colleges of Education in the country.

Evaluation Service

The success of the whole guidance system will depend on its effectiveness and this could be assessed only through evaluation. The purpose of evaluation is to make an honest appraisal of the programmes so that improvements could be made when desired. According to Taylor and Buku (2006) the evaluation service is a

process which aims at appraising the guidance programme in the school, and suggesting ways of improving the guidance services. In the process of evaluation, data or evidences are collected and used to judge the effectiveness of the guidance programme and for decision making. Evaluation will ascertain the current status for the counselling service and ensure the improvement of the professional and programme performance. It also helps to avoid decisions being made on the basis of prejudice, tradition, rationalization or assumption. Moreover, it helps to obtain reliable results for decision making on the guidance programme.

Pecku (1991) opines that evaluation is the use of scientific methods to find out whether a programme is working well and whether it is effectively achieving its goals. Evaluation assesses an on-going programme stage by stage, and the guidance programme will benefit from a systematic process of outcome evaluation. Evaluation will provide data about the effectiveness of a programme and also show its benefits. It will also enable the guidance officer to monitor the programme at all stages, and take remedial measures as soon as these become necessary. To get good evaluation results the objective of the guidance programme at each stage must be specifically defined and the criteria for success must also be established.

Guidance as an Educational Service in Colleges

According to Biswalo (1996), guidance as an educational service helps students to make decisions and choices. The problem of choice is more pertinent than ever in the colleges. Guidance becomes more critical at the stage of entry to the colleges by Senior High School (S.H.S) students. Students (individuals) at

academic risk would have to be identified early enough and preventive measures and strategies planned for them as soon as they enter colleges.

At the Colleges' level, the student is ready for the departmentalized and subject concentrated studies of the colleges. However, the question one may ask is "How ready is the student at this stage, taking into consideration, the fact that most of them do not know their left from their right?" they are still in their adolescent stage, taken care by their parents. It is uncertain whether students in the Colleges of Education in the country are offered such services and if they are regular enough to help students make decisions.

Vocational Education and Guidance and Counselling

The colleges offer various programmes (electives) and the student, needs to be familiar with these programmes before he makes a choice. The student is helped to consider his likes and dislikes and needs as he/she decides on the teaching career or future career. In making decision, it must be stressed that almost all the guidance services catalogued above come to play and are utilized in order to achieve the objective of educational guidance and counselling. Hence, without academic and career guidance and counselling in colleges the whole purpose cannot be achieved. Also, "if our society is not to be plagued by frustrated and unrealistic individuals then students in colleges of education should be exposed to available opportunities and social expectations in the country through career guidance and counselling" (Oladele, 1987, p. 29). Such a programme should have such objective as well as students to improve their learning skills such as note

taking, preparing for tests and examinations, recreational reading, library usage, study habits and other relevant skills. In this regard, the Colleges of Education may need to do a lot more if the students are to gain the full benefits of the vocational education aspect of guidance and counselling.

Assessing the extent of Counselling Services in Schools (Colleges)

The goals of education enjoin the school (college) to shape the character and behaviour of the student to adjust to society. Counselling must emphasise the affective domain especially for adolescents. Most students of colleges are adolescents, who need independence, privacy, security, and good education to enhance their status. If these adolescents are not guided, they may abuse their freedom and this may lead them to other problems, as observed by Makinde (1990). Counselling is needed by students in schools (colleges) to clarify their goals and values and to strengthen their interests and aspirations. Counselling indeed helps to find solutions to the many problems of adolescent students.

One cannot pretend that the difficulties in guiding students to career choice, for instance, do not exist in our educational institutions in Ghana. However, with greater awareness of the possibilities and challenges for career development on the part of guidance officer, counsellors, teachers, lecturers parents and students, there is a chance of helping successfully. Also, according to Bampo,(2001) the studies of researchers such as Ocansey (1992), Affum- Gyan (1992), and Bondah (1996), it seems the schools have not in the past fulfilled the functions for guidance and counselling adequately.

Ocansey (1992), asserted that this is evidenced, for example by the career our students who have passed through the system, choose. It may be said that their careers are determined by chance because the students are not given systematic guidance to enable them to make considered decisions on careers and in most secondary schools services like follow-up and evaluation are hardly provided.

A review of Evaluation Studies Form, done (by university students) in the 1980s in general, indicated that, guidance programmes in the secondary schools were not run effectively. Problems responsible for the ineffective running of the programmes included:

- Inadequate facilities like lack of offices, tape recorders, furniture,
- Lack of qualified co-ordinators.
- Lack of funds for running guidance programmes,
- Tight teaching schedules for the co-ordinators and
- Negative attitudes of students, headmasters, and headmistresses towards the programme.

The review found further that with basic schools, some junior secondary schools studied had guidance programmes while others did not have (Essuman, 2007). According to Bondah (1996) the absence of the guidance and counselling programmes in schools is due to finance, lack of co-ordinators and ignorance. Bondah (1996) also stated that the ineffectiveness of the programmes in schools (colleges) is due to lack of professional guidance counselling co-ordinators. He also observed that students are not ready to avail themselves of counselling services, lack of funds, lack of office accommodation (units) and better logistics

for co-ordinators. Also, co-ordinators have tight teaching schedules. These problems cut across all the schools that the researcher dealt with.

Bondah (1996) commented that these have been so because Ghana Education Service has perhaps not followed up to find out which problems the curriculum is facing or that the Ministry of Education is not aware of the financial needs of the programme. The Ministry of Education therefore, does not think about these areas when it comes to budgeting.

Bondah (1996) recommended that every effort should be made to mobilize funds to provide adequate facilities to enable co-ordinators execute their duties more effectively. All schools should be provided with permanent furnished offices, bulletin board, cumulative record cards, tables, and chairs, and so on. This should be tackled through the concerted effort of Ghana Education Service, the government, parent teacher associations and other benevolent organizations.

Ocansey (1992) in his study on “Guidance and Counselling as practiced in selected secondary schools in Cape Coast,” stated that adolescence is a period of turbulence for students. It is a phase marked by physical, social, intellectual, emotional and sexual difficulties. If these problems persist, they have effects on the individual’s educational development in particular and personality development as a whole. Hence, proper guidance must be based on the needs and concerns of the students during their secondary school period or even earlier. Ocansey’s study revealed that though not as effective as it should be, the guidance and counselling programme has and is still helping students escape several adolescent problems. Ocansey (1992) recommended:

- The need to form guidance committee in all schools in Cape Coast to support the guidance co-ordinator(s) in his (their) work.
- There is the need for school authorities to organise lectures for teachers and students on guidance service in schools to stimulate their interest in the programmes.
- That the guidance co-ordinators should conduct need surveys, at least once a year in their schools, to identify the problems of students to help them to determine the requirements and set objectives of the programme for the year. The result could be used to redirect the programme for the better.
- The authorities of the schools must try and implement the Ghana Education Service directive on the number of teaching periods for guidance co-ordinators. This will allow the counsellor(s) enough time to do his (their) work in the guidance programme well.
- More guidance programmes like vocational counselling, career conference and others must be organized for the students. When this is effectively done, students will know what subject to choose and what careers to pursue.

Shertzer and Stone (1986) have indicated the following as some of the characteristics of an effective implementation of guidance and counselling programme(s) in schools:

- Counsellor should be qualified for the position by meeting the minimum requirements for state certification or by holding a degree in counselling,
- Adequate physical facilities should be available for guidance programmes, and

- Adequate financial support should be available.

With these characteristics absent in the schools, there is bound to be ineffectiveness in the implementation of the programme. The above characteristics of effective guidance programme, confirm Shertzer and Stone (1986) assertion that the ineffectiveness of the guidance programme in our schools is due to lack of trained personnel, lack of funds, heavy workload of co-ordinator(s), lack of office for the co-ordinator(s) to conduct the counselling in privacy and many others.

Conclusion

In the review, the researcher looked at various issues involving what Guidance and Counselling is, Educational guidance, the school guidance services , and, the Factors affecting effective implementation of guidance and counselling services in Colleges of Education as well as Guidance and Counselling services in the schools. It was pointed out that, trainees in the Colleges of Education will recognise and appreciate the importance of Guidance and Counselling services to their academic and social development. It will also help the student to understand himself/herself, his/her abilities, his/her interest, his/her aspiration, his/her motivational factors and decision making capability. Also, teachers will be motivated to facilitate their interactions with students. If these guidance services are properly implemented in the Colleges of Education, the students will be helped to know how they can adjust to their problems.

In the third chapter, the researcher will be looking at the various methods he used to collect and analyse research data.

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

In this chapter, the researcher focused on the various methods he employed in developing the research instrument and collecting data for the study. In doing so, the following were considered: The research design, population, sample and sampling technique, research instrument, procedure for data collection and finally, data analysis.

Research Design

There are a number of research designs that would have been appropriate in a study that investigates factors affecting the implementation of guidance and counselling. For instance, the case study design will have delved in-depth into particular cases in any one of the Colleges of Education in Ghana. However, the researcher was interested in more than one College, hence opted for Action Research. The Action Research design is a form of practitioner research that is intended to help the practitioner improve professional practices in his or her work place. It is a study concerned with immediate solution to local problems. It is a type of applied research. Action Research helps the researcher to solve:

- 1) Classroom problems and

2) Local school problems,

through the application of scientific method.

However, it is not aim at contributing to:

- i) Science
- ii) General Knowledge.

The researcher, therefore, investigated the problem in order to make findings about what factors affect the implementation of guidance and counselling and to suggest strategies to solve the problem or improve the situation.

Population

Eastern Region has six Colleges of Education and these are: Seventh Day Adventist (S.D.A.) College of Education, Asokore; Akropong Presbyterian College of Education, Akropong, Akwapim; and Kibi College of Education, Kibi, Mount Mary College of Education, Somanya, Presbyterian Women's College of Education, Aburi and Abetifi College of Education, Abetifi.

The population for the study included all Level 200 students in three of the Colleges of Education in the Eastern Region of Ghana. The Colleges are: Seventh Day Adventist (S.D.A.) College of Education, Asokore; Akropong Presbyterian College of Education, Akropong, Akwapim; and Kibi College of Education, Kibi. The researcher chose the level 200 students because they had spent at least one year in their respective Colleges of Education and their familiarity with the way guidance and counselling services were run in their respective Colleges could help them supply credible information to answer the research questions. The level 300

students could not be included due to the fact that they were on their out-of-college programme. The out-of-college programme is a Ghana Education Service policy that ensured that students in the third year spent a year outside College for field experience to enable them to become more effective when in service. The total number of students in the three Colleges was 765.

Sample and Sampling Techniques

As a result of the difficulty the researcher felt he could experience in dealing with large data, it became necessary for him to select a sample to describe a larger population. The sample size, that is, the total number of research participants involved in the study was 250 students. These were to be proportionately selected based on the proportions of student populations in the Colleges. The researcher employed three main sampling techniques in selecting research participants. These were simple random sampling, stratified sampling and proportional sampling techniques.

In the simple random sampling, each member of the population under study has an equal chance of being selected and the probability of a member of the population being selected is unaffected by the selection of other numbers of the population. That is, each selection is entirely independent of the next. The method involves selecting at random from a list of the population (a sampling frame) the required number of subjects for the sample. This can be done by drawing names out of a hat until the required number is reached; or by using a table of random set out in matrix form (These are reproduced in many books on quantitative

research methods and statistics) and allocating these random numbers to participants or cases (Cohen, Manion & Morrison, 2004, pp. 148-149). Hence, the researcher used the Hat method which is an aspect of the simple random sampling to select respondents.

The researcher used the stratified sampling to get the total number for men and women. The stratified sampling technique involves dividing the population into homogenous groups, each group containing subjects with similar characteristics for example; group "A" might contain males and group "B", females. In order to obtain a sample representative of the whole population in terms of sex, a random selection of subjects from group "A" and group "B" must be taken. If needed, the exact proportion of males to females in the whole population can be reflected in the sample. The researcher will have to identify those characteristics of the wider population which must be included in the sample. That is, to identify the parameters of the wider population. This is the essence of establishing the sampling frame (Cohen, Manion & Morrison, 2004, p. 101)

The proportional sampling technique was also used in order to obtain equal number of women and men, in order for it to be representative. The three Colleges of Education which were selected for the study, the researcher used simple random sampling that is, each college in the Eastern Region had the equal chance of being selected. That is each selection is entirely independent of the next. The method involved selecting at random from a list of the population (a sampling frame) the required number of subjects for the sample. This was done by drawing names out of a hat until the required number was reached. (Cohen, Manion &

Morison, 2004 pp. 148-149) Using the three techniques, 88 students were selected from the Seventh-Day Adventist College of Education, Asokore, Koforidua, 61 from Kibi College of Education and 101 from Presbyterian College of Education, Akropong (see summary on Table 1).

Considering the fact that the population for the study was too large to cover within the stipulated time for study, the researcher used simple random procedure to determine the sample size of the population. According to Cohen, et al (2004) a sample consist of a carefully selected subset of the unit that comprise the population descriptive design, that is, concerned with the present status of a phenomenon, 250 students were selected to serve as respondents in the study by the researcher. Out of the 38 Colleges of Education in Ghana, the researcher chose 3 Colleges of Education all in the Eastern Region. Initially, 88 students were selected out of the 250 students from the selected Colleges of Education to represent respondents for SDA College of Education by simple random technique using the lottery method. The students were listed and numbers were assigned to each of them. These numbers were written on pieces of paper and put into a box. Numbers corresponding to students were picked until the required sample size was obtained. This technique gave all students an equal chance of being selected.

Furthermore, in order to obtain a respondent for Kibi College of Education, a list of students in form two was provided by the Vice Principal Academic. The listed names were assigned numbers on pieces of paper. These pieces of paper were folded and put into a box and dynamically mixed up. A slip of paper was picked from the box and the left over slips were then picked until the

61 students representing the school were selected. The procedure was repeated for the remaining College of Education that is Presbyterian College of Education until the represented 101 number of students were also selected. Therefore, in all a total of 250 students were selected as respondents for the study.

Table 1: Distribution of sample

College	Population		Sample	
	Male	Female	Male	Female
SDA College of Education	188	82	61	27
Kibi College of Education	135	50	45	16
Presby College of Education	207	103	67	34
Total	530	235	173	77

Areas of Study

The study was conducted at three of the Colleges of Education in Ghana. Specifically, the Presbyterian College of Education, Akropong-Akuapim, Seventh-Day Adventist College of Education, Asokore, Koforidua, and Kibi College of Education, Kibi all in the Eastern Region of Ghana.

The Presbyterian College of Education (P.C.E) formerly the Presbyterian Training College (P.T.C), Akropong Akuapem was established on 3rd July, 1848 by the Basel Evangelical Society. It is the first and oldest institution of higher learning in Ghana and second only to the Furay Bay College in Sierra Leone. This great initiative was taken after the death of seven earlier missionaries, leaving

alone, Andrews Riis, who later returned to Basel in 1840. Riis's second coming with some Jamaicans was successful and the first preparatory school was established in Akropong-Akuapim in 1844. With the increase in the number of pupils at the preparatory schools, the number for specially trained teachers was highly sought for in 1847. As a means of obtaining these teachers, a seminar was established in 1848 with five pioneer students and Reverend Johann Dieterie as the first principal.

The main aim of the seminary was to give teachers a sound, generally and basic education as well as attitudes and skills to live shining and exemplary lives. To those teachers, discipline was the key and that reflected even in the style of their haircuts and dressing. Of course, those teachers carried with them the Basel Missionary training, which was then flowing in their blood.

Among the unique features of P. C. E. is the training of persons with disability. The College was the first to start training visually-impaired in 1947. The training started when the principal of the College from 1937 to 1947, Mr. Douglas Benzies, assembled a number of blind children and started teaching them how to read and write with the Braille. It was that effort which was to mark the beginning of Special Education Unit at the College in 1945. For now, PCE remains the only College of Education which trains both the visually and hearing-impaired. Some of the founding fathers of PCE, the Basel missionaries included Johannes Chrystaller, Zimmerman and Dr. Rapp. A new direction of P.C.E. is that the College has been granted accreditation by the National Accreditation Board to run degree programmes and this will begin soon.

The Seventh-Day Adventist College of Education was established on Friday, 26th October, 1962. It is in the New Juaben Municipality. It started with Post Middle four year Certificate 'A' Teacher Training College programme. In 1974, a two- year specialist's programme was added. In 1975 as a result of the National Education Reform it was turned into a three-year Post Secondary Institution. The subjects taught were: Vocational Skill, Commercial, Home Science, and Arts. Under the government of the New Patriotic Party, it aim at training quality teachers for the Basic Schools, therefore, in October, 2004, a three-year Diploma in Basic Education was started. The first principal was Mr C. Y. Kyereme followed by Mr I. T. Agboka, Mr J. A. Manu, Mr M. E. Duodu, Rector C. Kuma-Korante and Rector A. Akumfi-Ameyaw. As at 2009, the student enrolment was 972 of which 627 were males and 345 females.

Kibi College of Education was also established in 1963, as Kibi Presbyterian Women's Training College. The establishment of the College was the result of a three-fold partnership among the government, the Presbyterian Church of Ghana and the Akyem Abuakwa state. In 1963, the government invited the Presbyterian Church of Ghana to take up the responsibility for the management of a Teacher Training College for women at Kibi. This was at a time when the government wanted to open many new Colleges to train teachers for the expanding basic educational system of the immediate post independence era. The church had earlier played a pioneering role in Teacher Education and established Teacher Training College at Akropong in 1848, Aburi in 1928, Agogo in 1931, Krobo Odumasi in 1944, Mampong Ashanti in 1946 and Abetifi in 1952. Two other

Colleges were established at the same time under the management of Presbyterian Church at Agona Nsaba and Anum.

In 1964, the Akyem Abuakwa Traditional Council granted 60 acres of land to the College for its infrastructural development. In 1976, the College became co-educational and was renamed Kibi Presbyterian Training College. The “Fathers” of the college are: Honourable A. K. J. Dowuona-Hammond, Minister of Education from 1960 to 1964, Reverend L. S. G. Agyemfra, General Manager of Schools, Presbyterian Educational Unit, from 1962 to 1971, Nana Amoako Atta IV, Okyehene from 1958 to 1966.

Kibi Presbyterian was certificated from 1963 to 1994. From 1963 to 1994, the enrolment was 74 women. It became mixed in 1980. The number of males was 15 and females was 58 total 73. It became three-year Post Secondary in 1988 to 1991. The enrolment was 40 males and 5 females.

In October, 2004, a three-year Diploma in Basic Education was started with 187 students, 147 males and 40 females. However, in 2008, the enrolment had become 171, 92 males and 79 females. Also, the Untrained Teacher Diploma in Basic Education Programme started in 2006 and it will be completed in 2010. This UTDBE programme started with enrolment of 271 males and 305 females, total 576.

Instrument

The researcher used the questionnaire as his main research instrument. This was regarded as important since the targeted research participants were literate and

could easily read, comprehend and complete questionnaire items. In using the questionnaire as data collection instrument, the researcher was not oblivious of the problems associated with its use. For instance, it has been reported that questionnaire more often than not yields low return rate since some respondents may lose the instrument or simply not respond to it. In spite of this major weakness, it is seen to be one of the most efficient and cost effective data collection instrument when dealing with several participants (Robson, 2004).

In order to elicit the impressions of students regarding the nature of normal services provided by the Guidance and Counselling Unit in the College(s), questionnaire items composed of closed- and open-ended were formulated to reveal the nature and extent of the problem to be solved. The instrument was shown to the researcher's supervisor and a couple of senior members in the Counselling Centre to face validate the instrument.

There were six sections which were numbered as Section A to F. The Section A was concerned with the background information of respondents. Items included gender and age range. Section B was about the physical facilities for guidance and counselling services. There were three items consisting of availability of physical facility and the type(s). If a room or unit was available for the service, an item solicited information on whether it assured privacy and confidentiality to the counsellee. The Section C was about human resource capacity and was made up of three items involving availability of guidance and counselling co-ordinator(s), and the level of their dedication to duty. Section D: was concerned with the type(s) of service(s). Nine different types of Guidance and

Counselling services were listed and respondents were expected to indicate if they were provided and personally benefited from them. Also, they were to indicate whether they were effectively organised. Section E ascertained the impact of guidance and counselling services, while the last Section, Section F solicited information on the strategies for effective implementation of guidance and counselling services.

Pilot-Test

The researcher with assistance from his supervisor conducted a pilot-test for 20 students at Abetifi College of Education in the Eastern Region of the country. The pilot-test was to help detect and forestall any difficulties respondents were likely to face in the process of completing the main questionnaire instrument. It was to ensure clarity and to improve the validity of the instrument. The pilot exercise went on well since the respondents had no difficulty responding to the items. The reliability co-efficient was 0.63.

Data collection procedure

Prior to administering the questionnaires, the researcher had informal visits to the three sampled Colleges of Education, namely Presbyterian, SDA and Kibi Colleges of Education. The researcher later obtained a letter from the Department of Educational Foundations to the heads of the colleges seeking permission from them to collect data from the students. (See Appendix A)

After permission had been obtained from the heads, the researcher was introduced to the second year students who were the target research participants. The researcher introduced himself to the students and briefed them about the purpose of the study and to solicit for their participation. Using the hat method as was earlier described and with assistance from the Vice Principal Academic and some form two tutors, some students were selected to complete the questionnaire instrument.

Research data were collected from students on the following dates: 25th of March, 2009 - at Presbyterian College of Education; 1st April, 2009 - at S.D.A. College of Education; and 9th April, 2009 - Kibi College of Education. The researcher made personal contacts in the collection of the data by going round all the classrooms with the help of the form tutors to monitor and ensure that everything was on course. Respondents showed much interest in the instrument. This really helped to minimise any form of impropriety and also to keep the response rate high. As a result, there was a hundred percent return rate. All two hundred and fifty student respondents returned their questionnaires to the researcher. The whole procedure for data collection saved a lot of time and did not disrupt the instructional hours in the school.

Data Analysis

In order not to mix up the research instruments, the researcher provided identification numbers to each of the instruments. The items were coded, scored and analyzed by the researcher using basically descriptive statistics and where

necessary chi-square analysis. In opting for descriptive statistics the researcher used frequencies and percentages to analyze the main research questions and where necessary illustrate with tables. This was done to clarify meaning and the enhancement of understanding. In the next chapter, the researcher's focus is based on the analysis of the research data.

CHAPTER FOUR
RESULTS AND DISCUSSION

Introduction

The chapter is concerned with the presentation and discussion of the research data collected from the three Colleges of Education in the Eastern Region of Ghana. The first part of the analysis covers the background data of the research participants and the second part is the main research questions. The analysis and the discussion are presented in relation to the main research questions.

Section A: Analysis of Background Information

a. Gender distribution of respondents

According to Table 2 most of the student respondents were males. That is, out of the 250 respondents, 175 (70%) were males and 75 (30%) were females. The male students were 100 more than the female students. It is not clear why there were more male respondents than their female counterparts. The researcher is of the view that perhaps more male nowadays apply to Colleges of Education in Ghana than females, or the females do not qualify to be able to further their education in the Colleges of Education in Ghana.

Table 2: Distribution of gender (N=247).

Gender	Frequency	Percent
Male	175	70
Female	75	30
Total	250	100.0

b. Respondents' Age Range

Table 3 presents information given by respondents on their age range. Out of the 250 questionnaires answered by the students, 19 (7.7%) were in the 18 – 20 years of age range and they formed the least group, 170 (68.5%) were in the 21 – 23 years range. This group formed the majority. Those in the 24 and above years age range were 59 (23.8%).

It is heartening to find a majority of the trainees aged between 21 and 23 years. It means that the basic schools in Ghana would be manned by young and energetic teachers who will be able to impart quality and wholistic training to our children in the basic schools. It is not clear why the 18 to 20 years age group is few. It may be hypothesised that a majority of the group enter into the Universities and Polytechnics and make the Colleges of Education their last resort.

Table 3: Distribution of respondents' age range (N=248).

Age range	Frequency	Percent
18-20 years	19	7.7
21-23 years	170	68.5
24 years +	59	23.8
Total	248	100.0

B. Analysis of Research Questions

a. Research Question 1: What type of physical facilities exists for Guidance and Counselling in Colleges of Education in Ghana?

The researcher was interested in the availability and type of physical facilities for Guidance and Counselling service. There was an item that sought information on the availability of physical facilities available for guidance and counselling services. Table 4 indicates that out of the 248 students who responded to the item, 89 (35.9%) answered “Yes, it has”; 53 students (21.4%) said, “I don’t know” and 106 students (42.7%) said, “No, it does not”.

The results give a clear indication that most of the Colleges of Education in Ghana lack the necessary physical facilities for guidance and counselling services. There are lots of issues here. For example, it means the government has neglected putting in place appropriate physical facilities for effective implementation of Guidance and Counselling services in the Colleges of Education. It also means that counselling services in the Colleges of Education are not being effectively organised or functioning.

The researcher is of the view that if these Colleges of Education have physical facilities for Guidance and Counselling services, it will help students a lot in their decision-making as the students face so many awkward situations at home, college/universities or in their peer groups (Nayak and Rao, 2004). Counselling is a one-to-one relationship and client-centred process that demands confidentiality (Gibson and Mitchel, 1995). Therefore, some guidance needs to be provided to students to keep them on track to lead noble lives. Through guidance and counselling, individuals are enabled to better understand themselves, their potentials and their relationship to the world in which they live.

Table 4: Does the college you attend have physical facilities for Guidance and Counselling services? (N=248)

Response	Frequency	Percent
Yes, it has.	89	35.9
I don't know	53	21.4
No, it does not.	106	42.7
Total	248	100.0

Subsequently, another item sought for information on the type of physical facilities available for guidance and counselling in Colleges of Education in Ghana.

According to Table 5, 29.7% respondents said that Room/Units were available for Guidance and Counselling services. This implies that most of the Colleges of Education were not having Rooms/Units for effective Guidance and Counselling implementation. Anamuah-Mensah Committee recognised how effective guidance and counselling services is (Report of the President Committee on Review of Educational Reforms in Ghana, pp. 221-222) and not having rooms or units for guidance and counselling is not the best.

It is also found from the results that only 10.0% of the respondents indicated that their Colleges of Education have computers. The others show the following: Tapes 3.4%, Compact Disks (CDs) 3.7%; Video CDs 2.6%; Printers 3.7%, and Digital Versatile Disks (DVDs) 2.3%.

By implication, guidance co-ordinators in the various Colleges of Education are burdened with manual recording, storage of information, statistical reports and illustrations. In this technological age, how can Guidance Counselling services in Colleges of Education be effectively managed and implemented without such important and useful gadgets like computer? It may therefore mean that Guidance and Counselling will not be effective to assist students to succeed to attain their educational objectives and goals (Taylor and Buku, 2000). The individual may find it difficult to understand his/her educational problems and to seek realistic ways and plans for resolving them.

Table 5 further reveals that only 8.4% respondents indicated that projector is available and 3.7% of the respondents reported that screen is available in their Colleges of Education. Again, 8.0% respondents indicated that their schools have

pictures for Guidance and Counselling programmes, while 2.9% respondents said their colleges have posters for Guidance and Counselling programmes. There were 13.7% respondents who said that books are available for Guidance and Counselling services, 3.7% respondents indicated their colleges have magazines for Guidance and Counselling programmes, 3.2% respondents said their colleges have tracts for Guidance and Counselling programmes.

By implication, Guidance and Counselling co-ordinators in most Colleges are unable to use some or all of these gadgets to enhance Guidance and Counselling services. Since, the school's guidance role in respect of students' guidance role has assumed greater importance in the New Educational Reform Programme (N.E.R.P) in Ghana, both teachers and students require special facilities to handle each area of life such as cognitive, affective and psychomotor domains effectively. They can do this if the gadgets are available and accessible.

Table 5: What type of physical facilities are available for guidance and counselling services? (N=343)

Physical facility	Number	Percentage
Room/Unit	102	30.7
Computer	35	10.0
Projector	29	8.4
Screen	13	3.7
Pictures	28	8.0
Books	47	13.7

Continuation of Table 5

Tapes	12	3.4
Posters	10	2.9
Magazines	13	3.7
CDs	13	3.7
VCDs	9	2.6
Tracts	11	3.2
Printers	13	3.7
DVDs	8	2.3
Total	343	100.0

In terms of the colleges' guaranteeing privacy and confidentiality to the counsellee, Taylor and Buku (2006) opined that counselling should be in a setting of privacy, warmth, mutual acceptance and confidentiality in which the students gain intellectual and emotional stability. The researcher was interested in finding out if these attributes given by Taylor and Buku were experienced by students during counselling sessions, hence the inclusion of the item by the researcher.

The summary of the results of Table 6 indicates that out of the 217 students, 97 (44.7%) said, Yes, there is full confidentiality, 37 (17.1%) said, there is partial confidentiality, 58 (26.7%) said, I don't know, if there is confidentiality or not, 25 (11.5%) also said, No, confidentiality is poor.

The results clearly show that 44.7% of the respondents indicated they enjoyed full confidentiality during counselling sessions. On a more serious note, 26.7% of the respondents had no idea whether there was even any confidentiality. This may mean that they might not have attended the counselling session or avail themselves for counselling services or on the more serious note they do not understand confidentiality. The importance of confidentiality cannot be over-emphasised since as Gibson and Mitchel (1995) pointed out a person's growth and adjustment, problem solving and decision-making needs are at stake. The individual needs the assurance of confidentiality to be able to disclose self and find alternative means of overcoming his or her concerns. The client by understanding himself or herself will make the best decision in dealing with the reality of his or her environment. This involves learning new ways of obtaining information, retaining information, making decision, communicating, interacting and responding to the environment. Confidentiality is therefore absolutely important and should not be taken for granted.

Table 6: If there is a room/unit for Guidance and Counselling services, will you say it guarantees privacy and confidentiality to the counsellee? (N=217)

Response	Frequency	Percent
Yes, there is full confidentiality	97	44.7
Yes, there is partial confidentiality	37	17.1

Continuation of Table 6

I don't know if there is or not.	58	26.7
No, confidentiality is poor.	25	11.5
Total	217	100.0

Research Question 2: What is the human resource capacity in handling guidance and counselling services in Colleges of Education in Ghana?

Research question 2 was to find out whether the colleges had guidance and counselling co-ordinators. This was an open-ended question. The inclusion of the item was necessitated by the recommendations of the Anamuah Mensah Committee for the training of guidance and counselling co-ordinators in schools and colleges. The Committee charged the University College of Education, Winneba (UCEW) (now University of Education, Winneba) and University of Cape Coast to collaborate with the Ghana Education Service to expand access to the training of Guidance and Counselling coordinators for all levels of education.

Table 7 below indicates that out of 250 student respondents, 194 (77.6%) said Yes, 32 (12.8%) said, I don't know and 24 (9.6%) also said, No. Though a majority of the student respondents said yes, an interaction with some of the tutors in the colleges indicated that the Guidance and Counselling co-ordinators were few and unable to meet the needs of the increasing numbers of students.

Table 7: Do you have Guidance and Counselling co-ordinator(s)? (N=250)

Response	Frequency	Percent
Yes	194	77.6
I don't know	32	12.8
No	24	9.6
Total	250	100.0

Subsequently, an item investigated the number of co-ordinators the Colleges of Education had. The purpose was to determine the adequacy or inadequacy of guidance and counselling co-ordinators in the Colleges of Education and make appropriate recommendations to the government and stakeholders to come to the aid of Colleges of Education.

The results of Table 8 reveal that a majority of the colleges had only 1 co-ordinator. There is indication that out of the 196 student respondents, 137 (69.9%) said their school had only one co-ordinator, while 39 (19.9%) said their school had 2 coordinators. The rest were: 8(4.1%) said 3 co-ordinators, 3(1.5%) 4 co-ordinators, and 9 (4.6%) said their school had more than 4 co-ordinators.

Thus, a majority of the Colleges of Education had only one guidance and counselling coordinator. How can one co-ordinator take charge over the affairs of guidance and counselling in a college with a student population of over seven hundred? This calls for the need for special attention by the government and other stakeholders of the Colleges of Education in Ghana.

**Table 8: How many are the Guidance and Counselling co-ordinators, if any?
(N=196)**

Response	Frequency	Percent
1 co-ordinator	137	69.9
2 co-ordinators	39	19.9
3 co-ordinators	8	4.1
4 co-ordinators	3	1.5
More than 4 co-ordinators	9	4.6
Total	196	100.0

In terms of the competency level of the co-ordinators, out of the 240 students respondents, 100 (41.7%) were of the view that the guidance and counselling co-ordinators were competent enough to meet the counselling needs of the students assigned to them. However, 83 (34.6%) said they do not know whether the coordinators were competent or not and 57 (23.8%) said emphatically “No” to the question.

It is not clear why nearly a quarter of the respondents indicated they did not know. It is hypothesised that since the students were non professionals it was difficult for them to assess who a competent guidance and counselling co-ordinator was. Therefore, to be able to assess the co-ordinators effectively, the students can be given assessment or appraisal forms to fill. Alternatively, it may appear these students never benefited from the counselling they might have received from these co-ordinators. Nonetheless, this provides sufficient ground to strengthen the

competency level of the co-ordinators. One way to achieve this is to deepen the practicum component of guidance and counselling.

Table 9: Will you say that the co-ordinator(s) are competent enough to meet the counselling needs of the students assigned to them? (N=240)

Response	Frequency	Percent
Yes	100	41.7
I don't know	83	34.6
No	57	23.8
Total	240	100.0

Research question 3: What Type(s) of services are rendered to students by the Guidance and Counselling Unit?

Counselling services do a lot for students, hence it was found out whether or not these services were available in the colleges and students had benefited and found them effectively organised. Table 10 reveals that out of 204 students who responded to the item, 83 (40.7%) said counselling services were available and 70 (34.3%) said they had personally benefited. It was 51 (25.0%) who revealed that counselling service had been effectively organised.

This implies that although 40.7% of the respondents were aware of the availability of counselling services, only 25% of the respondents knew about how the counselling services were effectively organised in the Colleges of Education. Without enough of such knowledge, how can we expect the students to seek for the

services? When students are aware that counselling services exist and are effectively organised, they may avail themselves of the services and probably benefit. Such service could help the students not to engage in any form of crime or indisciplined behaviour in schools, drug abuse, sexual promiscuity that lead to HIV/AIDS cases, increasing number of street children and high school drop-out rates. It was for this reason that the Anamuah-Mensah Committee recognised that “An effective guidance and counselling services is, therefore, needed at all levels of the education system” (Report of the President Committee on Review of Educational Reforms in Ghana, pp. 221-222).

Table 10: Is there any Counselling service available or provided by your college Guidance and Counselling Unit? (N=204)

Response	Frequency	Percent
Available	83	40.7
Personally benefited	70	34.3
Effectively organized	51	25.0
Total	204	100.0

Subsequently, it was investigated if orientation services were available and whether or not students personally benefited from orientation and how effective it was organised. The results of Table 11 indicate that out of the 212 students who responded to the item, 82 (38.7%) said orientation was provided. However, only 52 (24.5%) said they had personally benefited and 78 (36.8%) said the orientation service had been effectively organised. This may indicate that about 75.5% of the

student population in the Colleges of Education might not have had the chance to be taken through orientation services. Also, it can be said that about 63.2% could not say that orientation service was effectively organised. By implication, a majority of the students were not familiar with their environment and this could be a detriment to effective teaching and learning and interaction.

Bennet (1963) cited in Taylor and Buku (2006) indicates that orientation helps students to become better acquainted with each other. Orientation service helps students to become adjusted and established in the school, socially, psychologically, morally and academically (Taylor & Buku, 2006).

Table 11: Is Orientation Service available or provided by college’s Guidance and Counselling Unit? (N=212)

Orientation Service	Frequency	Percent
Available	82	38.7
Personally benefited	52	24.5
Effectively organized	78	36.8
Total	212	100.0

On placement services available, Taylor and Buku assert that the national policy on education necessarily calls for placement service as an integral part of our school guidance practice. It came out of the results of Table 12 that out of the 167 respondents, 74 (44.3%) said placement services were available. However, 41

(24.6%) said they had personally benefited, and 52 (31.1%) said it had been effectively organized.

In Colleges of Education in Ghana, during the final year of studies, students are attached to schools for a year's mentorship and for respondents to say placement service was unavailable beats researcher's imagination. Probably, the respondents did not understand what placement service is, hence the manner of response. It is imperative for the Colleges to seriously consider developing and/or strengthening their placement services. Zunker (1993) disclosed that placement service provides the link between academic and the working world.

Table 12: Placement Service available or provided by guidance and Counselling Unit? (N=167)

Response	Frequency	Percent
Available	74	44.3
Personally benefited	41	24.6
Effectively benefited	52	31.1
Total	167	100.0

On appraisal services, Table 13 portrays that out of 166 student respondents 69 (41.6%) said appraisals were available or provided by the colleges' guidance and counselling unit, 38 (22.9%) said they had personally benefited and 59 (35.5%) of them said that the appraisal services were effectively organized. It

can be seen from the table that those who have personally benefited from the appraisal services in the Colleges of Education are of the minority.

Taylor and Buku (2006) disclosed that the total development of the individual in the cognitive, affective and psychomotor domains demands the appraisal of students. The nagging question is: how will the Ministry of Education and especially the Ghana Education Service and the Special Education Division be expecting trainees to be successful in assessing students effectively without appraisal? The appraisal which is in a form of assessment by way of data collection will enable the counsellor to help students or pupils to make meaningful decisions on their lives. The appraisal service is sometimes referred to as the individual inventory. It is a major activity engaged in by the school counsellor mainly to collect data that will highlight the individuality and uniqueness of each student or pupil. The information collected is recorded in a cumulative record book.

Table 13: Appraisal Services available or provided by college’s Guidance and Counselling Unit? (N=166)

Response	Frequency	Percent
Available	69	41.6
Personally benefited	38	22.9
Effectively organised	59	35.5
Total	166	100.0

Another item found out whether a follow up service was available or not to the students. Table 14 shows that out of the 164 student respondents, 79 (48.2%) said follow up services were available, 35 (21.3%) said they had personally benefited from the follow up services and 50 (30.5%) said the services were effectively organised. From the results, it appears follow-up services were not a priority in the Colleges of Education.

According to Omotosho (1995), follow-up services of former students are efficient ways which educational institutions can use for measuring the effects of school. Teachers, administrators and parents should therefore be interested in what happens to students when they leave school. Without such knowledge about graduates of the institutions, neither the instructional programme nor the guidance services can be evaluated in terms of the effects they have on the lives of their students. Through an organised follow-up programme, data can be gathered and used to evaluate the effectiveness of school policies and practices. For instance, it can be assessed the difficulties young people encounter in vocational, educational and social adjustments after they go out from the school and while they are getting themselves established elsewhere. It again helps social agencies, including schools, to deal with the problems of the youth more intelligently (Taylor & Buku, 2006).

Table 14: Follow-up Services available or provided by college’s Guidance and Counselling Unit (N=164)

Response	Frequency	Percent
Available	79	48.2

Continuation of Table 14

Personally benefited	35	21.3
Effectively organised	50	30.5
Total	164	100.0

On whether Consultation Services were available and the extent of their usefulness, Table 15 indicates that out of the 163 students respondents 68 (41.7%) said consultation services were available, 57 (35.0%) said they had personally benefited and 38 (23.3%) said they were effectively organised in the colleges of education. The results reveal that consultation was not fully practiced.

In the view of Taylor and Buku (2006), consultation service is the aspect of guidance in which the counsellor works together with teachers, parents and other agencies to resolve the problems of students. Teachers have to seek useful information and suggestions to aid decision making. This becomes essential given the background that curricula offered by colleges and universities in recent times, have increased tremendously (Nayak & Rao, 2004). Vocations of many forms are penetrating colleges and universities. Teachers require expert help to help students in making wise choices and be successful in competitive examinations.

Table 15: Are Consultation Services available or provided by your college's Guidance and Counselling Unit? (N=163)

Response	Frequency	Percent
Available	68	41.7
Personally benefited	57	35.0
Effectively organised	38	23.3
Total	163	100.0

In terms of Information Services, Table 16 shows that out of the 173 respondents, 69 (39.9%) said information services were available, 55 (31.8%) said they had personally benefited and 49 (28.3%) also said the information services were effectively organised.

Zunker (1993) asserts that the information service provides appropriate and relevant data to students on their educational, vocational, personal and social opportunities and growth. With the advances in science, technology, politics and industry the world is becoming more complex and highly competitive. Against the background, students find it difficult to understand themselves, to plan, make appropriate choices and decision. The availability of information will enable students to make better and well-informed choices and decisions. Also, the information service aims at stimulating thinking. In this way, students are helped to make critical appraisals of ideas, conditions and other trends in order to derive relevant answers and meanings to their decisions.

Table 16: Are Information Services available provided in your college’s guidance and counselling unit? (N=173)

Response	Frequency	Percent
Available	69	39.9
Personally benefited	55	31.8
Effectively organized	49	28.3
Total	173	100.0

Concerning Career, Table 17 indicates that out of the 176 student respondents, 76 (43.2%) said career guidance was available, 52 (29.5%) said they personally benefited and 48 (27.3%) said it was effectively organized by the college’s Guidance and Counselling Unit.

Students should be assisted to make decisions on prudent career choices in order not to be frustrated in life. Hall (1990) viewed career as a job or profession for which one is trained and which one intends to follow for the whole of one’s life. The individual should be guided throughout his pre-occupational, and post occupational life; including work-related roles such as those of a student employee, and pensioner, familial, and civic roles, career exist only as people pursue them; they are person-centered (Super, 1976).

Table 17: Is Career Guidance available or provided in your college's Guidance and Counselling Unit? (N=176)

Response	Frequency	Percent
Available	76	43.2
Personally benefited	52	29.5
Effectively organised	48	27.3
Total	176	100.0

On Evaluation Services, out of 177 students who responded, 82 (46.3%) said evaluation was available and 38 (21.5%) said they had personally benefited and 57 (32.2%) said the evaluation services were effectively organized by the college's Guidance and Counselling Unit (see summary on Table 18).

According to Pecku (1991), evaluation is the use of scientific methods to find out whether a programme is working well and whether it is effectively achieving its goals. Evaluation assesses an on-going programme stage by stage, and the guidance programme will benefit from a systematic process of outcome evaluation. Evaluation will provide data about the effectiveness of a programme and also show its benefits. It will also enable the guidance officer to monitor the programme at all stages, and take remedial measures as soon as these become necessary. It is therefore important for the government and other stakeholders to take pragmatic steps to ensure that the Colleges of Education effectively evaluate the Guidance and Counselling services they provide.

Table 18: Are Evaluation Services available by your college’s guidance and counselling unit? (N=177)

Response	Frequency	Percent
Available	82	46.3
Personally benefited	38	21.5
Effectively organised	57	32.2
Total	177	100.0

Research Question 4: What view do students hold with regard to the Impact of Guidance and Counselling Services provided in the Colleges of Education in Ghana?

In research question four, the researcher further investigated the view students hold with regard to the impact of guidance and counselling services provided in the Colleges of Education in Ghana. Table 19 shows that out of 239 respondents, 108 (45.2%) said ‘Yes’, 66 (27.6%) “Said I don’t know and 65 (27.2%) “No”. Thus, for 27.2% to say “No” is a serious issue since the effective impact of guidance and counselling will help students to become morally upright in the school and community at large.

Essentially for this reason, Ocansey (1992) recommended the need to form guidance committees in all schools in Ghana to support the guidance co-ordinators in their work.

Table 19: Do you think the Guidance and Counselling services have had any impact on the lives of students in the College? (N=239)

Response	Frequency	Percent
Yes	108	45.2
I don't know	66	27.6
No	65	27.2
Total	239	100.0

According to Shertzer B. & Stone (1986) guidance and counselling services have improved students' behaviour in the Colleges of Education for example:

- “It has helped students not to forge any documents which do not belong to them”.
- “It has also helped to curb down indiscipline”.
- “It helps student to put up good behaviours”.
- “Students become famililised with environment”.
- “It has helped some people to change from their bad ways”.

There were some who felt the guidance and counselling services have not improved students' behaviour. These were some of what they said:

- ‘I don't see any impact on them’
- “I don't know”
- “The guidance and counselling service has not improved the students' behavior in any way”.

- We even not know where the unit is located in the College so I don't see any impact on the students' behavior
- I don't know“
- In fact as at now I have not seen any guidance and counselling

Research Question 5: What strategies would one recommend for the effective implementation of guidance and counselling services in the Colleges of Education in Ghana?

As was indicated in chapter two of the review of literature, counselling service is concerned with helping students to solve all types of problems which could hinder their school work, hence any measure to adopt to improve it is a step in the right direction. Further, Taylor and Buku (2006) suggested that the activities in counselling service are aimed at helping students to effect changes in their behaviour or process thereby acquiring the ability to enhance their functioning and live a more productive and self-satisfying life.

Counselling should be in a setting of privacy, warmth, mutual acceptance and confidentiality in which the student gains intellectual and emotional stability. In Colleges of Education in Ghana, it appears these elements seem to be lacking to a large extent so a thorough study of the programme as it pertains in the colleges become necessary.

One of the bench marks that depicts that the guidance programme is effectively implemented is when it is a co-operative enterprise between the teacher (lecturer), the guidance officer, administrators and the community (Taylor & Buku, 2006).

These were some of the suggestions most the respondents gave:

- The co-ordinators who are responsible for the service should have good relationship with students (90% respondents).
- Computers, magazines, tapes, pictures, posters, books, CD'S, DVD's and other physical facilities should be made readily available and if possible not sold so that students can get and read (95% respondents)
- By placing guidance and counselling on school time table (85% respondents).
- There should be more people trained for the services (75% respondents).
- Students should be encouraged to go for guidance and counselling (70% respondents).

These suggestions affirm the fact that improvements are needed in the Colleges of Education as far as guidance and counselling services are concerned. They also provide evidence that if guidance and counselling services are not given priority and made an integral part of the educational system, the Educational Reform programme cannot succeed. Issues related to increased indiscipline in schools, drug abuse, HIV/AIDS cases, street children and high school drop-out rates are the consequences of lack of guidance and counselling.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

In this chapter, the summary of the study and the conclusion made from the research findings are presented.

Summary

The study looked at why guidance and counselling units in colleges of education in Ghana are unable to effectively perform their role in helping students in decision making. The research of other writers in the same area of study on published and unpublished literature were also reviewed. The researcher designed a six section twelve item questionnaire to make it possible for him to be able to gather information on the study. The following questions were answered:

1. What type of physical facilities exists for guidance and counselling in Colleges of Education in Ghana?
2. What is the human resource capacity in handling guidance and counselling services in Colleges of Education in Ghana?
3. What type(s) of services are rendered to students by the Guidance and Counselling Unit?
4. What view do students hold with regard to the impact of guidance and counselling services provided in the Colleges of Education in Ghana?

5. What strategies would one recommend for the effective implementation of guidance and counselling services in the Colleges of Education in Ghana?

The following were the findings:

1. It was seen from the study that almost all the Colleges of Education did not have physical facilities such as: Room/Unit, Computer, Projector, Screen, Pictures, Books, Tapes, Posters, Magazines, CDs, VCDs, Tracts, Printer, DVDs.

The few colleges that had, they were not in sufficient quantities for Guidance and Counseling Services. It came out strongly that confidentiality was not guaranteed as a result of the lack of the facilities.

2. It was revealed that the guidance and counselling co-ordinators were not competent enough to meet the counselling needs of the students assigned to them. The study further revealed that most of the colleges of education had only one guidance and counselling co-ordinator, how can one person could satisfy all the needs of all the students in a particular college.

3. It was revealed that various type(s) of services including orientation, counseling, follow-up services, consultation, information, career guidance and evaluation, placement and appraisal services were rendered to students by the Guidance and Counselling Unit. However, these were not fully implemented and patronised by the students. As a result, students appeared never to have personally benefited from them.

4. Furthermore, the study revealed that guidance and counselling impacted lesson on the lives of the students in the colleges of education, however it was revealed that only 108 (45.2%)

respondents said “yes”.

Conclusions

It was realized from the research study, that only few of the Colleges of Education in Ghana had physical facilities for guidance counselling services. Those which had, they were not adequately resourced to encourage and ensure privacy, confidentiality and openness. Also, it was manifested that only a few Colleges of Education had one Guidance and Counselling co-ordinator. However, these too, most were unqualified and incompetent. Therefore, there was the need for effective implementation of Guidance and Counselling Services in Colleges of Education in Ghana.

Recommendations

The following recommendations are made, based on the findings and conclusion drawn from the study for the effective implementation and improvement of Guidance and Counselling programmes in Colleges of Education.

The government should provide enough physical facilities for Guidance and Counselling Services in all Colleges of Education.

The government should provide qualified and competent guidance co-ordinators by granting scholarship to qualified personnel to further their education on Guidance and Counselling so that after they have completed, they would be posted to various colleges of educations in Ghana. Also, the government should make

adequate provision for monitoring and supervision of Guidance and Counselling co-ordinators in the various Colleges of Education.

The government should help train the guidance and counselling co-ordinators in various Colleges of Education. Also, Ghana Education Service should sponsor staff to pursue guidance and counselling studies in tertiary institutions. Those in the field should be given in service training.

Authorities of Colleges of Education should help provide room/unit for Guidance and Counselling that guarantees privacy and confidentiality.

Students in Colleges of Education should be sensitized to avail themselves with the Guidance and Counselling Services.

It is also recommended that, if possible guidance and counselling should be made an integral part of co-curricular activities and given a place on the school time table.

Parents are to motivate their children for Guidance and Counselling Services in the colleges by providing them with their needs, giving them words of encouragement and teaching them to see the need to pursue such courses.

It is recommended that in implementing effective Guidance and Counselling programme in Colleges of Education it should be geared towards the total transformation of students and should encompass the entire range of services and these are: orientation, information, counselling appraisal, placement consultation, career guidance, and follow-up, referral services.

There is the need for school authorities to organise lectures for teachers and students on guidance service in schools to stimulate their interest in the

programme. The guidance co-ordinators should conduct need surveys, at least once a year in their schools, to identify the problems of students to help them to determine the requirements and set objectives of the programme for the year. Again, the authorities of the schools must try to reduce the number of teaching periods for guidance co-ordinators as suggested by the Ghana Education Service to allow the counsellors enough time to do their work. Additionally, there should be trained personnel and adequate funding to make guidance and counselling viable (Shertzer & Stone, 1986),

Shertzer and Stone (1986) opined that, one of the counsellor's responsibilities to the students is to show concern for and to assist in the planning of student's educational career, and personal or social development. It is true that the above mentioned statement constitute the attributes of an effective guidance programme. In view of this, it is hoped that any college that makes good use of these strategies is likely to come out with some tremendous implementations in Guidance and Counselling.

Recommendations For Further Studies

The following suggestions are made for further research:

The scope of this study was limited to Presbyterian College of Education, Seventh-day Adventist College of Education and Kibi College of Education, all in the Eastern Region of Ghana; of which the response of students in these colleges were used to generalize its findings to cover the entire country. It would therefore be very interesting and worthwhile to repeat the study in at least one college in every

region. In order to confirm or disprove the findings in this study, the same basic instruments should be used to conduct the research. This will make it possible for data to be available for the government, schools and colleges, and their Guidance and Counselling units as well as the Ghana Education Services, to make further policies that would make the implementation of Guidance and Counselling programmes in Colleges of Education very effective.

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APPENDIX A

**STUDENTS' QUESTIONNAIRE ON FACTORS AFFECTING EFFECTIVE
IMPLEMENTATION OF GUIDANCE AND COUNSELLING SERVICES
IN SOME SELECTED COLLEGES OF EDUCATION IN GHANA: THE
ROLE OF THE GUIDANCE AND COUNSELLING CO-ORDINATOR**

Dear Research Participant,

I am M. Ed. Sandwich student of the University of Cape Coast researching into 'Factors affecting implementation of guidance and counselling services in some selected Colleges of Education in Ghana'. The aim is to improve guidance and counselling services rendered in the Colleges and to enable students to make good decisions in life. I know how busy you are, but strongly think you can supply some information for this purpose. It is not a test so feel free to provide honest responses. You are therefore not expected to write your name anywhere in the questionnaire. Thanks for your co-operation.

Yours faithfully,

Pastor Fred Effa Frempong

Section A: Background Information

1. Gender: Male Female
2. Age range: 18-20 21-23 24 +

Section B: Physical facilities for guidance and counselling services

By physical facility it is meant availability of any of the following items for guidance and counselling services: Room/Unit, Computer, Printer, Projector, Screen, Posters, Pictures, Books, Magazines, Tracts, CDs, DVDs, VCDs, Tapes etc to facilitate guidance and counselling services.

3. Does the College you attend have physical facilities for guidance and counselling services?

Yes, it has I don't know No, it does not

4. If your answer to question 3 is yes, which of the following physical facilities are available for guidance and counselling services (Please, tick (√) all that apply to your College).

Room /Unit Computer Projector Screen Pictures

Books Tapes Posters Magazines

CDs DVDs VCDs Tracts Printer

5. If there is a room/unit for guidance and counselling services, will you say it guarantees privacy and confidentiality to the counsellee?

- Yes, there is full confidentiality
- Yes, there is partial confidentiality
- I don't know, if there is or not
- No, the confidentiality is poor

Section C: Human resource capacity

6. Do you have Guidance and counselling co-ordinator(s)?

- Yes I don't know No

7. If your answer to question 6 is yes, how many are the co-ordinators?

- 1 2 3 4 More than 4

8. Will you say that the co-ordinators are competent enough to meet the counselling needs of the students assigned to them?

- Yes I don't know No

Give reason for your answer:

.....

Section D: Type(s) of services

9. Please, you are to indicate by ticking (√) the following guidance services available or provided by your college’s guidance and counselling unit?

Also, tick (√) the one(s) you have personally benefited from and considered effectively organised.

(The various services need to be briefly and simply explained for easy understanding)

GUIDANCE&COUNSELLING SERVICE	Available; / Provided	Personally Benefited from	Effectively organised
Orientation (Familiarising one to an environment)			
Counselling (Help given to a person to solve Problem or make a decision)			
Placement (putting a person in a class or job)			
Appraisal (Assessing the value of an activity)			
Follow-up (Finding out if one is doing well in			

a job)			
Consultation (Contacting others for assistance)			
Information services (Helping a person to have an idea about a school or a job)			
Career guidance (Help given to a person to select an appropriate job or profession)			
Evaluation (Judging the effectiveness of an activity or a programme)			

10. In your own opinion give reason(s) why some of the Guidance and Counselling Services are not efficiently run in your school.

.....

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.....

Section E: Impact of Guidance and Counselling Services

Do you think the guidance and counselling services have had any impact on the life of the students in the College?

Yes I don't know No

11. State briefly two ways the guidance and counselling services in your College have improved students' behaviour.

a.
.....

b.
.....

**Section F: Strategies for effective implementation of Guidance
and Counselling Services**

Suggest any two strategies you think could be adopted to improve guidance and counselling services in Colleges of Education in Ghana

a.
.....

b.
.....

Thank you for supplying the information.