

UNIVERSITY OF CAPE COAST

EXAMINATION OF STUDENTS' VIEWS ON GUIDANCE AND
COUNSELLING SERVICES IN GHANA

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COUNSELLING SERVICES IN GHANA

BY

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

MAY 2010

DECLARATION

Candidate's Declaration

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

Candidate's Signature. Date.

Name: Mary Ahya

Supervisor's Declaration

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

Supervisor's Signature. Date.....

Name: Dr. Emmanuel Kofi Gyimah

ABSTRACT

The study aimed at investigating whether the service schools give on guidance and counselling adequately met students' needs and, if not, what strategies needed to put in place to improve and make guidance and counselling services in the school more beneficial.

Adopting the descriptive research design and mainly questionnaire, the researcher selected 250 respondents from three senior high Schools in the New Juabeng Municipality of the Eastern Region of Ghana using the stratified sampling technique. Data were collected using questionnaire and was analysed using frequencies and percentages.

The main findings were that the type of guidance and counselling services respondents wanted most and preferred to be included in the service is counselling, while the least was evaluation. While some of the respondents were in favour of receiving counselling in the evenings and wanted it at the middle of the school term, other chose early in the morning before the assembly and wanted it at the beginning of the term. A majority of the students did not conceive guidance and counselling as having any good impact on students. Finally, the point of the majority view was that problems concerning students should be kept confidential. Also, counselling should be done in a private place and done by a professional counsellor.

The study therefore recommends that coordinators should explain and specify the type of counselling available for students to take advantage of them. Guidance coordinators should organise regular seminars for their student to enable them to be more familiar with the purpose of other guidance service available.

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DEDICATION

Dedicated to my dear husband Edward Twum – Kwafo, and our beloved children Claudia, Norbert, Edward and Emmanuel Twum – Kwafo.

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CHAPTER ONE

INTRODUCTION

Background to the Study

The proper implementation of the policy on education calls for supportive measures, the most important of which is Guidance and Counselling, which spans the whole spectrum of essentials required by any teacher in the day-to-day situation in a classroom and the school to improve the quality of education. It is therefore not surprising that the present 2007 Education Reform Programme in Ghana whose main objective is to improve the relevance and efficiency of education is feverishly re-introducing and re-awakening the institution of Guidance and Counselling in our schools and colleges. Hence, It is therefore expected that the proper and effective implementation of guidance and counselling services would go a long way to bring about the desired results in our educational policy.

Education seeks to develop the total personality of an individual, and the current trend the in education system is to offer Guidance and Counselling services that will guide direct and lead students in their day-to-day activities. Guidance for an individual student should result in his having as good a chance as the school can give him to become educationally prepared, occupationally competent and socially adjusted for a happy and successful life.

According to Ackumey (1989) in 1973 six Ghanaian experts trained overseas arrived in the country to contribute to the delivering of guidance and counselling services. They were trained in the United Kingdom, United States of America and Canada. Unfortunately, the political conditions in the country did not allow them to work effectively; a military coup had taken place in 1972.

Ghanaian students, however, needed guidance to take advantage of the existing opportunities and facilities. One cannot pretend that the difficulties in guiding students along these paths do not exist in our educational institutions in Ghana. It does seem that the schools have in the past not fulfilled the functions of guidance adequately. This is evident, in the careers 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. That is, decisions based on critical assessment of their own ability and potentials and on a proper knowledge of the world of work. If a guidance programme is to be successful, then the schools must look up to an adequate record that will help guide, direct and lead students to a well-planned and successful life.

The philosophy and objectives of formal education should reflect the values that a given society seeks to uphold, the school, as part of that society, should try to incorporate guidance and counselling in its programmes. Consequently, the girl-child fear of science, mathematics and technology, as pertains in Ghana, could be wiped away if there is proper execution of guidance and counselling programmes in our schools. Students could also be guided to career choice with greater awareness of the possibilities and

challenges for career development. There is apparent ignorance of many young people about career prospects. However, qualified personnel in this category are scarce in most schools in Ghana, including schools like Pope John Senior High, Koforidua secondary Technical and Kingsby Girls Senior High Schools in Koforidua.

Out of guidance and counselling, come a whole lot of services that help to enhance the quality of teaching and learning in educational institution. Teachers can be given in-service training by the Guidance and Counselling Department to help make the desired changes and improvement in their teaching methods as well as in the assessment and evaluation strategies they would employ. It will also help establish the students' assessment and evaluation records in this era where there is strong public outcry by Ghanaians over the falling standards of education in Ghana.

Guidance and Counselling services in educational institutions, if properly practiced, will go a long way to eliminate student indiscipline and other students' problems like dropping out of school, drug abuse, teenage pregnancy and the like. A considerable number of schools fail to carry out sufficient counselling services, fewer workshops, seminars, meetings and career days are conducted, Counselling must emphasize on the affective domain especially for adolescents. The Senior High School students are adolescents who need independence, privacy, security and good education in order to enhance their status in life. If these adolescents are not guided, they may abuse their freedom and this may lead to other problems (Makinde, 1983). Where their needs are not adequately provided, the problems like indecision, uncertainty, ambiguity, conflict, instability and unpredictability,

can set in perhaps leading to delinquency, alcoholism, career muddles and dropping out of school. Counselling prevents frustrations, restores understanding and educates on tasks necessary for good adolescent growth. It is needed by students in schools to clarify their goals and values, strengthen their interests and aspirations and help them adequately adjust to the norms of the society.

The researcher's casual observation over the years has been that there has been a lapse in the guidance and counselling services in schools in Ghana and that guidance services have not been fully effective or implemented. This observation has been proved by studies into guidance and counselling in schools in Ghana by a number of researchers. For instance, it has been documented by Ocansey (1992) and Bondah (1996) that, Ghana education Service's circular in November, 1996, called for the establishment of the guidance and counselling programmes in schools. This caused most schools to establish the programme, but, unfortunately, the programme is poorly run and has become ineffective. In their studies, the researchers have stated that the ineffectiveness of the programme in schools is mostly due to lack of qualified guidance and counselling co-ordinators, lack of funds, lack of office and better logistics and tight teaching schedules of co-ordinators. The researchers have found out that those services which are supposed to be run in schools, only three of them, namely orientation, information and counselling are given attention.

The rest, – placement, consultation appraisal, Evaluation and follow-up are scarcely run. The above findings are true for most of the schools in

Ghana. Schools which are under study by the researcher lack qualified Guidance and Counselling co-ordinators.

The only one co-ordinator available does not meet the minimum requirement for state certification. Also the physical facilities and financial support for the Guidance Department are inadequate. Consequently, the co-ordinator does not have enough time for the guidance and counselling programme in the school. Students in the school have therefore been deprived of guidance and counselling services.

In the absence of adequate counselling, therefore, students' problems are still with them for all these years and little effort has been made to better the lot of these students by way of helping them understand themselves and their world. A view held by Shertzer and Stone (1976), state that, one of the counsellor's responsibilities to the student is to show concern for, and to assist in the planning of students' educational, career, personal and social development.

It is no wonder, therefore, that some of the students in some selected schools are academically weak and seem to have an inclination towards career developments and opportunities. Some of them are easily influenced by negative peer pressure into unproductive moral, academic and social ventures.

When new entrants are admitted into these schools it is common to see majority of them changing programmes or moving from one programme to the other even in a situation up to today where computerized systems have been introduced. This attitude of students is still persist, which this indicates

that, perhaps sufficient career guidance is not offered to them at the time of their admission to the school and also, during the period of orientation.

Again, the researcher's observation is that the Guidance and Counselling Department of these selected schools do not function effectively enough to catch the attention of students in the school. Most students in the school do not seem to feel its presence and therefore do not seem to derive any benefit from the department.

The poor academic results of students who do not have good study habits, skills or inclination towards academic excellence may be evidence of inadequate guidance and counselling. A good number of students break bounds with impunity, do not adhere to the school's dress code, entertain visitors at odd times and are more interested in unrewarding and unfruitful boy girl or homosexual relationships. There is no doubt whatsoever in the mind of any educationist that when for guidance and counselling to operate effectively in a school, most of these unprofitable engagements of these students would be curtailed.

From the above discussion, it is clear that the aims and objectives of Guidance and Counselling, which are, to help students determine their goals and values, strengthen their interests and aspirations and help them adequately adjust to the norms of the society, are essential in any educational institution. In the light of the above, when guidance and counselling ceases to function effectively, it jeopardizes the educational system and this is to the detriment of students and the society at large.

Statement of the Problem

One of the researcher's casual observations in some of the schools in Ghana is that, quite a number of the students exhibit unstable dispositions and are not able to make rational decisions in their academic and social pursuits. These students seem to have no study skills or motivation towards learning in school. Majority of new entrants break school rules and regulations with impunity. They persistently break bounds and do not adhere to the dress code. They also pay little or no attention in the classroom and have no sense of time management. Quite a number of boys abuse their freedom and are prone to drug abuse and gross indiscipline. It makes one wonder whether they receive any guidance and counselling services at all in school. It also appears most of the students are not aware of the types of counselling services available in their institutions of learning, and therefore do not realise their usefulness in their lives.

From the observation made above and from the background to the study, there is enough evidence to show that students are not living up to expectation academically and socially. It appears that the state of affairs of students in Ghana schools may partly be due to the ineffectiveness of the role of the guidance and counselling services in the schools, whose *raison d'être* is to forestall such shortfalls as stated above among the students.(Bampo 2001)

The purpose of the study was to investigate the level of knowledge students have on guidance and counselling services. It also looked at the number of services rendered and its usefulness to the students.

Purpose of the study

The study is aimed at finding out whether the services rendered by schools on guidance and counselling adequately meet their needs and, if not what strategies are needed to be implemented to improve and make guidance and counselling services in the school more beneficial. The study will then make recommendations about students' opinions on guidance and counselling services for the maximum benefit of the students.

Research Questions

Questions that were used to guide the study include the following:

1. What do students understand by guidance and counselling?
2. What do students consider as the purpose of guidance and counselling?
3. What preference do students have with respect to the type of guidance and counselling schools offer to students?
4. How do students expect guidance and counselling services to be organised?
5. How do students regard the impact of guidance and counselling services provided in their school?
6. What strategies do students suggest to improve guidance and counselling services?

Significance of the study

Guidance and counselling enables the student to understand him/herself and his/ her ability, interest and aspiration, motivational factors and decisions making- capabilities. Therefore, when strategies are put in place to improve guidance and counselling services, it will go a long way to motivate

teachers and students thereby increasing their chances of living up to expectation.

The significance of the study lies in the fact that:

Students will recognise and appreciate the importance of guidance and counselling services to their academic and social development in school. The headmasters in the selected schools as well as the staff and other educational authorities of the school will be able to discover the shortfalls of the guidance and counselling programme in their schools plug all loop holes in the programme and strengthen it so as to give of maximum benefit to students in the school.

It is hope that the positive finding of the study will be used by all schools, particularly Senior High Schools for the benefit of students.

Lastly, it would serve as a test case for the Ghana Education Service (GES) to follow-up on the effectiveness of the guidance and counselling programme in schools and help to improve it.

Delimitation of the Study

The researcher was aware that by limiting herself to three schools in Ghana, the finding of the study might have to be generalised with caution. The scope of the study limited the researcher to the guidance services namely orientation, counselling, placement, consultation, information dissemination, Appraisal careers counselling, Evaluation and follow-up. Any other services outside these do not come under the research.

Limitation

In the conduct of the study, the issue of bias cannot be ruled out completely since questionnaires were used in collecting the data. The researcher wished she could have visited all the Senior High Schools in Ghana to collect data with instrument designed for the study. If all the Senior High Schools had been visited, the study would have covered a wider scope and the findings would have been more valid and reliable. Data from all the Senior High Schools could have clarified issues investigated better and that would have made the findings more authentic with no shadow of doubt about them. Unfortunately, this could not be done as a result of lack of time and other resources. Even with three Senior High Schools in New Juaben Municipality, a convenient sample size of approximately 250 respondents was drawn out of about 2179 students in the three Senior High Schools.

Definition of terms

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

Guidance: It is a process of helping individuals to understand themselves and 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: It is an aspect of guidance and a learning process or relationship between the client and counsellor, who is disturbed, anxious and worried, and the more knowing person, the counsellor, who is the helper.

Guidance and Counselling services: Assistance given to students by a specially trained guidance co-ordinator to resolve their educational, vocational and emotional problems.

Organisation of the rest of the study

The study report is organised into five chapters. The first chapter presents the background, purpose and significance of the study. The chapter crystallises the problem studied and formulates research questions which guide the study. It describes the limitations and delimitations of the study and provides operational definitions of some of the terms used in the work.

Conceptual and research literature relevant to the study are reviewed in chapter two. The chapter examines the view of authors on issues like the concept of Guidance and counselling, guidance services, the importance of guidance and counselling in senior high schools, the role of the school's guidance and counselling co-ordinator and effectiveness of guidance services in schools.

Chapter three gives a description of the methodology. The chapter describes the population, the sample and method of sample selection. It discusses the design of instruments, pilot testing and method of collecting data. The chapter ends with a plan for data analysis.

Data analysis and discussion are presented in chapter four. Chapter five consists of summary of the major findings of the study, conclusions drawn from the study, recommendations and areas for further research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

Ghana's Educational Reform Programme of 1987 was obviously an effort to put quality into education and ensure that education responds to the national needs and aspirations. However, 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. This chapter, with reference to theoretical and empirical framework seeks to examine student's views on guidance and counselling services, effectiveness of guidance and counselling in education.

The chapter discusses the following:

- i. The concept of Guidance and Counselling.
- ii. The importance of Guidance and Counselling in Senior High Schools.
- iii. Guidance Services.
- iv. Effectiveness of Guidance Services in schools
- v. The role of the school's Guidance and Counselling Co-ordinator.

The concept of Guidance and Counselling

The question is asked about the meaning of guidance and counselling. Glosop and Koprowicz (1990) state that counselling provides a unique

opportunity for individuals to explore and express their ideas and feelings in a non-evaluative and non-threatening environment.

In the opinion of Ipaye (1990) counselling is a method of helping the individual utilise his or her psychological resources by focussing on that individuals positive strengths for development and by concentrating on the individuals personality, behavioural and emotional assets that could be mobilized. Counselling, on the other hand, is usually viewed as one part of guidance services. The guidance process encompasses the total need of the individual student to be guided whilst in a counselling process; the person to be counselled can come to understand himself so that he can solve his own problems.

Onyejiaku (1987) underscores the importance of guidance by saying that guidance programmes should receive some attention throughout school life. He however, maintains it should be given special attention when a student's motivation is guaranteed.

Guidance and counselling could be seen as two sides of the same coin with one side of the coin (Guidance) helping the student to answer the question "who am I?" and the other (Counselling) "what am I suited for?" These are in deed questions which when addressed by guidance and counselling in educational system, would help the student to realise his or her maximum potentials. Literally, the word "guide" means direct, watch over, know, pilot, manage, steer, aid, lead, inform. According to Durojaiye (1987) counselling involves the development of interaction through the relationship between a trained therapist.(counsellor) and a troubled person (client/counselee) in a perceived temporary state of indecision, confusion,

malfunction, habit disorder, distress or despair. Guidance asserts that schools are not only responsible for the total growth and development of children, but also for their intellectual and character development. It stresses the uniqueness and adds a new dimension to the idea of education as the promotion of self-fulfilment and self-actualisation.

In his definition of guidance, Pecku (1991) states that guidance offers help to people who are unable to rely on their own resources to solve their problems. This view is expressed in the definition of guidance by Jones et al, (1963), that guidance is the assistance given to individuals in making intelligent choices and adjustment in their lives. The ability to make wise choice is not innate; it must be developed. The fundamental purpose of guidance is to develop in each individual up to the limit of his capacity, the ability to solve his own problems and to make his own adjustments.

Guidance services

Guidance services, may be defined as formalised 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 (Shertzer & Stone, 1976). Guidance, from the above definitions can be seen as a programme of activities deliberately planned to facilitate the personal development of pupils, assist them to overcome problems and adjust to their world. Hence, any educational system without guidance as a service for students to operate it would be doing a lot of disservice to them. Guidance programmes should receive some attention throughout school life, however,

it should be given special attention during the period when students' motivation is guaranteed (Onyejiaku, 1987).

“Counselling is the process of helping an individual to accept and use information and advise so that he can either solve his present problems or cope with it successfully” (Biswalo, 1996). The dictionary definition of counselling stresses advice and support given by a counsellor to someone with problems. Thompson and Popen (1972), see counselling as a person to person relationship in which one person helps another to resolve an area conflict that has not been hitherto resolved. Counselling, from the researchers' view is the heart of the guidance programme which provides opportunity for the coordinator and the student to meet in a face-to-face interview so that the coordinator can learn more about the client.

The School Guidance Services

Guidance services may be defined as a professional aid to 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 (Oladele, 1987).

The school's guidance services are broadly grouped into:

1. Orientation
2. Placement
3. Pupil inventory or Appraisal
4. Information
5. Consultation
6. Follow-up
7. Counselling

Orientation

Orientation involves activities in which school counsellor helps students to adjust to the school environment and school experiences. Orientation must try to identify and plan activities to take account of such needs. It is when such needs are catered for that adjustment will be easy. This service is very important for new entrants to school. The purpose of orientation is to help students feel emotionally secure and better adjusted in a new environment as well as understanding better, their role in the school. Thus, the new student gets familiar with the school, its history, its traditions, its rules and policies and its opportunities.

According to Akinade (1994) a fresher in the university, for instance, would need orientation on the history, geography, social and academic matters in this new institution. He would need orientation as to what courses to enrol for and how to register properly. He would need to be familiar with important facilities and personalities. These may include his faculty, library, laboratories, faculty officer, his teachers and other essential supportive staff. The programmes also enable members of staff to become familiar with the individual students so that each may be given the type of academic and social experiences most helpful in an ongoing process. Items on programmes prepared for orientation of new entrants to school may include the following: time management, peer pressure, adolescent sexuality, healthy student relationship, drug use and abuse, academic stress and the importance of guidance and counselling. While these are important considerations, it is hardly known the extent to which these activities are utilised in Senior High

Schools such as Pope John, Koforidua Secondary Technical and Kingsby Girls.

Placement services

Placement is an aspect of the guidance programme that makes students aware of opportunities available in and out of the school. Placement starts with information and ends when students have been able to carry out their plans and have been followed up to find out the progress they are making. According to Buku and Taylor (2006), the purpose of placement is getting appropriate placements for students on a programme of instruction or training scheme that is in line with their plans, aptitudes, attitudes, interests, and abilities. Other aspects of placement are:

- a. Assisting students to get vacation jobs that are in consonance with their school experience or training.
- b. Helping students to take up appropriate appointments at the end of their education pursuit considering their various personal characteristics.
- c. Assisting pupils to find their level of adjustment, educationally, vocationally and socially.

Placement may be educational, social or vocational, placement is used to assign pupils to class, groups or courses of study best suited to their capacities ability and interests. Educational placements assist students in choosing higher institutions of learning whilst vocational placement is concerned with assisting the young person to enter occupational field. Social or personal placement seeks to develop in students who are emotional and unable to make decisions or to function normally, a greater ability to cope with

and solve their problems and to gain an increased competence in making decisions and plans for the future.

Placement service, also keeps in touch with employment agencies to know when vacancies occur and when students should apply for them. It should therefore make available information about employment opportunities. But the researcher's observation is that, placement services appear not to be in full operation at these Senior High Schools namely Pope John, Koforidua Secondary Technical and Kingsby Girls.

The Information Service

The information service is a co-operative effort of teachers, counsellors and librarians. They endeavour to obtain appropriate materials to organise for the pupils' most efficient use and to help pupils understand the significance of materials when they cannot do so by themselves. (Van Til, 1971). In a similar view, Ipaye (1983) explains that the information service is the counsellor's assistance to a student to understand, accept and utilise his ability, attitudes, interests and attitudinal patterns in relation to his aspirations. It makes available to students, pertinent information on data related to education, occupation and their socio-psychological growth. The information may be collected from books, pamphlet, local news papers, government report, employment agencies, internet and various industries.

Information has always been a vital part of guidance and services. Adequate information may help students understand the world better and enable them to act with competence and confidence. Career days, conferences, excursions all fall under this service. The researcher is

interested in finding out the extent to which these activities are carried out in the selected schools.

The Counselling Service

Counselling refers to a professional relationship between a trained counsellor and a client. This relationship is usually person to person, although it may sometimes be more than two people. Pecku (1991) says counselling is a process and a relationship in which an individual in need of help is assisted to solve his problems or to know and understand himself. Generally, one could say counselling is a process that involves a relationship between two people who meet so that one person who is a professional can help the other who needs help to resolve his problem.

The counselling service is the pivot around which the whole guidance services revolve. It is a learning process or relationship between the counsellee who is disturbed, anxious and worried and the more knowing person the counsellor, who is expert or helper. The client is guided to take an honest look at himself, become aware of his strengths and weaknesses, or consider alternatives in the light of existing facts and information, and make his own decisions.

Counselling should be in privacy, warmth, mutual acceptance and confidentiality in which the student gains intellectual and emotional stability. At the three senior high schools, these elements seem to be lacking to a large extent so a thorough study of the programme as it pertains in these schools becomes necessary.

Cappuzzi and Gross (1991), state that the strength of person-to-person communication is that it allows people to adapt their message to each

individual. A person can respond to another's interest and concerns as they are expressed. Cappuzzi and his colleague, add that in the face-to-face communication people are able to exchange information and respond through gestures, facial expressions and postures. Thus, personal interchange is often the crucial stage that helps people to make important decisions.

According to Essuman (1991) counselling practicum deals with the practical aspects of guidance and counselling. He adds that, it is a component of counsellor education programme in which theories, procedures, skills and principles taught theoretically is put into practice by a counselling student under the supervision of an experienced, qualified and professional counsellor educator.

Consultation Service

Counselling 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.

The guidance programme is effective when it is a co-operative enterprise between the teacher, the guidance officer, administrators and the community. 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 school 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 or she should avail him/herself to students, parents and teachers. Consultation must be based on mutual respect if it is to succeed. The guidance co-ordinators are however not always available to be consulted at some schools due to their heavy teaching schedule. The study will bring this to light after examining the students' views in the three Senior High Schools.

Follow-up Services

This is the most effective means by which the guidance officer can assess the success or failure of guidance services rendered to a student. It is only through an organized follow-up programme that data can be gathered and used to evaluate school policies and practices such as marking, instruction, co-curricular activities and counselling guidance services.

In the view of Shertzer and Stone (1976), follow- up services should seek to:

1. Obtain information as to how well students do after completing school.
2. Help students realize the problems that lie ahead.
3. Gain an appraisal of school programmes and services.
4. Obtain ideas for improving school services.

It might therefore be worthwhile for the study to find out what pertains at Pope John Senior High, Koforidua Secondary Technical and Kingsby Girls Senior High Schools.

Evaluation service

The success of the whole guidance system will depend on its effectiveness and this could be assessed only through evaluation. The aim of evaluation is to make an honest appraisal of the programmes so that improvement could be made when desired. 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. There are lots of benefits in evaluation namely:

- Evaluation assesses an ongoing 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.
- Evaluation enables the guidance officer to monitor the programme at all levels and also enable the guidance officer to monitor the programme at all stages and take remedial measures as soon as these become necessary.

Thus, 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.

The Appraisal Service

Shertzer and Stone (1976), explain that an “Appraisal service” is designed to collect, analyze, and use a variety of objective and subjective personal, psychological, social data about each pupil for the purpose of better understanding the pupils as well as assisting them to understand themselves. In support of the above view,

Appraisal, according to Okafor (1991), refers to measurement and evaluation of human attributes and characteristics. The attribute includes intelligence or general ability, aptitudes or specific abilities, interests and other personality characteristics which could be assessed by the use of tests. Okafor also points out that the guidance co-ordinator or the school counselling aid the

school staff in gathering and using various kinds of data through the techniques or method of appraisal. Data from cumulative records, psychological information about pupils and standardized test scores are utilised by the counsellor for interpretative work with pupils, teachers and parents. This aids the teachers to provide greater, individualised assistance to pupils. The pupil gains information about himself that can be used in a meaningful fashion in the decision making process or change of behaviour when these roles are performed by the counsellor. He believes that when parents have access to some appraisal data, they are helped to understand their children and help them.

Two types of techniques used in collecting data for appraisal service are test technique and non-test techniques, and an example of test technique is the psychological test. George and Cristiani (1986) defined psychological test as the method for acquiring a sample of a person's behaviour in a standard situation. Psychological test generally provides appraisal information that is objective, exact, numerical and verifiable. Oladele (1987) says that the psychological test is a standardized test that elicits a sample of the subject's scores and compared with standardise performance. The major non-test techniques used to gather data include observation, interviews, rating scales, anecdotal records, self-report forms, autobiographies and socio grams (Pecku 1991).

Effective guidance services owe a lot to proper maintenance of student records. Student records help a great deal especially when they stock accurate information on individual students. All the necessary information about the student is usually kept in the pupil cumulative record folder (Oladele, 1986;

Pecku, 1991). Certainly, this information can be valuable to the counsellor not only as factual data, but also for predictive purposes. According to Okoye (1990), cumulative record is a data about a pupil providing comprehensive information in a minimum of space. It is in fact, a progressive longitudinal report on an individual which is updated from time to time. From the foregoing it is evident that the appraisal service is a process for obtaining cogent information about a student with the purpose of forming a sound judgement about his or her present or future behaviour. It also helps the student in understanding himself and in making meaningful decision.

The Importance of Guidance and Counselling in Senior High Schools

The aim of Guidance and counselling is to assist students to succeed in their educational endeavours and to attain their educational objectives and goals. Guidance and counselling are tools that assist students to learn well. They help them to overcome problems, which make learning difficult or prevent them from settling down in school.

The teacher and the counsellor need to co-operate to attain the common goals of education in helping the student gain from schooling. Guidance is for all students, and also focuses on the needs of students and it helps teachers and other school authorities to find out the needs of students and help them satisfy those needs. According to Pecku (1991), the school guidance role in respect of needs assumes greater importance because the home is unable to cope with all the problems of children. Each area of concern to children has become a specialist 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 and children.

Guidance as an Educational Service in Senior High Schools.

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 senior high schools. Guidance becomes more critical at the stage of entry to senior high school where a substantial number of junior school leavers will have access to secondary education. Many important problems will arise in the transition from junior high school to Senior High School. Normal children who are at academic risk would have to be identified early enough and preventive measures and strategies planned for them as soon as they enter senior high school.

At the senior high school level, the student is ready for the departmentalised and subject concentrated studies. But 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 right? Is this also the situation in the selected senior high schools under study? A study of the programme in the schools would reveal what prevails in these schools.

Vocational Education and Guidance and Counselling

Students will be required to make important educational decisions. These decisions will affect their future, their choice of programme and the subject they choose to study. Again, it will dictate the work they will do later in life. The choices and decisions are therefore, both educational and vocational. The senior high school is the beginning of specialization and one

needs to choose the right subjects carefully for a future career. The senior high school offers various programmes and these programmes also offer different subject combinations. The student therefore needs to be familiar with these before he or she makes a choice. The student is helped to consider his strengths and weaknesses, his motivations, his likes and dislikes and needs as he decides on a future career.

Almost all the guidance services catalogued above come to play and are utilised in order to achieve the objective of educational guidance and counselling. Without academic and career guidance and counselling in senior high school, students might not be able to make the right decisions therefore the whole purpose cannot be achieved. “And, if our society is not to be plagued by a brood of disgruntled, frustrated and unrealistic individuals, then senior high school students 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 also have such objectives as will help students improve their learning skills. These skills will prepare students for tests and examinations, recreational reading, library usage, study habits and other relevant activities seriously. Schools under study may need to do a lot more in this regard 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 senior high school

The goals of education enjoin the school to shape the character and behaviour of the student to adjust to society. Counselling must emphasise the

affective domain especially for the adolescent. Senior high schools students 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. Counselling prevents frustrations and gross indiscipline in schools, restores self understanding and advocate on tasks necessary for good adolescent growth. Counselling in deed helps to find solutions to the many problems of adolescent students.

From the studies of researchers such as Ocansey (1992), and Bondah (1996), it seems the schools have not in the past, fulfilled the functions of guidance and counselling adequately. This is evident, for example, by the career our students who have passed through the system choose. It can therefore 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; that is, decisions based on critical assessment of their own abilities and potentials and on proper knowledge of the world of work. If guidance and counselling programme is to be successful, then the schools must look to an adequate record system.

The role of the guidance and counselling co-ordinator

The following are what Shertzer and Stone (1976) state as the role of guidance co-ordinator:

1. He helps to plan and develop the guidance programme according to the needs of the pupil in the school.
2. He assists in providing placement services for pupils by helping pupils make appropriate choices of school subjects and develop long-range

plans of study. By helping them make transition from one class to another, from one school to another and from school to employment.

3. He maintains that there should be a liaison and co-operative working relationships with the youth employment services, the social welfare department, the Ministry of Health, local employers and other agencies that can assist in meeting the needs of his pupils.
4. He helps parents by:
 - i. Acting as a consultant to them regarding the growth and development of the children.
 - ii. Providing them with information about their children (with due regard to the children's desire for confidentiality.)
 - iii. Providing them with information about educational opportunities and requirements.
 - iv. Assisting them to develop realistic perceptions of their children's development in relation to their potentialities.
5. He serves as a consultant to members of the school staff in the case of guidance by:
 - i. Sharing appropriate pupil data with them (again with due regard for the children's desire for confidentiality)
 - ii. Helping to identify pupils with special needs and problems.
 - iii. Assisting teachers to secure material and develop procedures for variety of classroom guidance and experiences.

Effectiveness of Guidance Services in Schools

Shertzer and Stone (1976) have indicated the following as some of the characteristics of an effective guidance services or programme:

- Counsellors should be qualified for the position by meeting the minimum requirement for state certification or by holding a degree in counselling.
- Adequate physical facilities should be available for guidance programmes.
- Adequate financial support should be available. With these characteristics absent in the senior high schools, there is bound to be ineffectiveness in the implementation of the programme.

The above characteristics of effective guidance programme, as indicated by Shertzer and Stone (1976), go to confirm Onumah's (1992) assertion that the ineffectiveness of the guidance programme in our schools is due to lack of trained personnel's lack of funds, heavy workload of coordinators, lack of office for coordinators to conduct the counselling, lack of logistics, among others.

In a summary of a research titled "An evaluative study of guidance and counselling programmes in selected senior secondary schools in Assin District of Ghana", Bondah (1996) indicates that most of the senior secondary schools in the Assin District of Ghana have guidance and counselling programmes but they are not very effective. Out of the seven services generally run in senior secondary schools, only three of them, namely, orientation, counselling and information were seriously run in the schools in the district. The rest, placement, follow-up, evaluation, consultation and appraisal were scarcely run. This finding is confirmed by the work of Ocansey (1992), who found out that most of the secondary school services like follow-up and evaluation are hardly provided.

According to Bondah (1996), the absence of the programmes in schools is due to finance, lack of co-ordinators and ignorance. Bondah (1996) also states that the ineffectiveness of the programme in schools is due to lack of guidance and counselling co-ordinators, lack of funds, lack of office accommodation and better logistics for co-ordinators and tight teaching schedules for the co-ordinators . These problems cut across all the schools that the researcher dealt with. Bondah(1996), comments that these have been so because Ghana Education Service has probably not followed up to find out which problems the programme is facing or that the Ministry of Education is not aware of the financial needs of the programme.

Bondah intimated that the Ministry of Education does not consider this area when it comes to budgeting. Bondah (1996), recommended that every effort should be made to mobilize funds to provide adequate facilities to enable coordinators to execute their duties more effectively. All schools should be provided with permanent offices, bulletin boards, cumulative records, cards, table and chairs, etc. This should be tackled through the concerted effort of Ghana Education Service, the government, parents-teachers association and other benevolent organisations.

Ocansey (1992), in his study on “Guidance and counselling as practised in the selected secondary school in Cape Coast”, states that adolescent is a period of turbulence for children, it is a phase marked by problems either physically, socially, intellectually, emotionally or sexually. If these problems and concerns are not fulfilled, conflicts and problems ensue. This tends to retard their educational development and mars their personality as a whole. Proper guidance must be based on the needs and concerns of the

students during their senior high 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) recommends:

- i. The need to form guidance committee in all senior high schools in Cape Coast to support the guidance co-ordinator in his work.
- ii. The need for school authorities to organise lectures for tutors and student on guidance services in senior high school to stimulate their interest in the programme.
- iii. That the guidance co-ordinator should conduct need surveys at least once a year in their schools, to detect the problems of students. The findings will help them to determine the requirements and set objectives of the programme for the year. Also, the result can be used to redirect the programme for the better.
- iv. The authorities of the schools must try to implement the Ghana Education Service's directive on the number of teaching periods for guidance and counselling co-ordinators. This will allow the counsellor enough time to do his/her work in the guidance programme well.
- v. More guidance programmes like vocational counselling, career conference and others must be organized for the student. When this is effectively done, students will know what subject to choose and what career to pursue.

Summary of Literature

The reviewed literature above reveals that effective guidance and counselling contribute to the attainment of self- insight, motivation, inspiration and wise decision-making and this forms part of the most important services that help the school to achieve its aims and objectives. However, the researcher does not know the extent to which this is carried out in the selected schools. With regard to the statement of the problem the researcher will find out from the student, the extent to which the concept of the above literature is carried out in their schools. The services and ideas in the content of the literature review would also help in putting the right strategies in place and views from students will help popularise guidance and counselling services in school

CHAPTER THREE

METHODOLOGY

Introduction

This chapter presents an overview of the method and procedures used for the study. The following are discussed: research design, population, sample and sampling techniques, instruments used in the data collection, administration of instruments and the procedure for data analysis are also discussed.

Research design

The study involved an examination of students' views on guidance services in the Senior High School in some selected schools in the New Juaben District. The researcher selected a number of schools within the District, and used the descriptive research design. Descriptive research is a research which specifies the nature of a given phenomena. It determines and reports the way things are. It involves collecting data in order to test hypothesis or answer research questions concerning the current status of the subject of the study (Gay1992). It is basically concerned with the present although it often considers past events and influences as they relate to current conditions. The researcher adopted the descriptive design because it is one of the most convenient and reliable research designs for the study.

Population

The population of the study involved all students in the Senior High School. However, the target population were students in Pope John , Kingsby Senior High Schools and Koforidua Secondary Technical all in the New Juaben District of the Eastern Region of Ghana. As at the year 2008, the population of the three schools were as follows: Pope John Senior High 1,022, Koforidua Secondary Technical 1,037 and Kingsby Senior High School 120. The total number of students' population of 2,179 consisting of 2,059 males and 120 females

The choice for the three schools was basically on proximity and accessibility. The researcher hails from the New Juabeng District and more important a teacher at Pope John Senior High School. Her familiarity with the environment and relationship with the Headmasters and some teachers in the three Senior High Schools could help her to easily collect research data from the schools.

The researcher used only students in the second and final year classes. The reason for this was that having been in the schools for at least one year, it placed them in a better position to comment on the Guidance and Counselling services offered to them.

Sample and Sampling procedure

As was indicated, the population was 2,179 students. Krejcie and Morgan (1970) cited in Cohen, Manion and Morrison (2004) state that of such a given population, the sample size should be between 322 and 357. However, since the researcher did not have the expertise to handle this size of the sample, she deliberately chose 250. The data of the study came from a

stratified random sample of 250 students selected from all the three senior high schools from two and three classes in each of the three schools were purposively selected because they had been in the school for quite some time. From one student was deemed not very much used to that experience, and had to be left out of the sample. The stratification considered the students' gender status.

Research Instrument

The research instrument used was a questionnaire (See Appendix A). The reason for using the questionnaire was that it is a quick way of collecting data. It is also known to be quite valid and reliable if well constructed. It is also economical in terms of money and time. The research literature (Robson, 2002; Ary et al, 1985) indicate that the use of the questionnaire has the advantage of helping the researcher to within the shortest possible time reach out to many respondents especially where the geographical area is wide. It is also generally considered as cost effective. However, the questionnaire is usually associated with low return rate.

The researcher used closed-ended as well as open-ended questions to elicit the information needed. Both types of items were included in order to obtain frank and reliable information on the programme as practised in the schools. They were also to help respondents to air their views on the issues. Questionnaire items were formulated to reveal the nature and extent of the problem to be solved. Since the researcher assumed that respondents might not know what some of the guidance services were, the services were fully explained or defined in all the questions for respondents to be able to attempt answering them with understanding.

The questionnaire contained (24) items organized into seven sections. The first section (1) contained background information. Section (2) contained information related to what students understood by guidance and counselling while the third section (3) contained information related to what students regard as the purpose of guidance and counselling. The section (4) was about types of services available and which students had preference for and wanted included in guidance and counselling. The section (5) asked students' views on how guidance and counselling services should be organised. Section (6) was about the impact of guidance and counselling on students and the final section (7) asked of the strategies for improving guidance and counselling.

Pre-testing of Instrument

The research was preceded by a pre-testing of the research instrument designed for the main study. Oyoko Methodist Senior High School was selected for the pre-testing using 20 students. There was the need for such a preliminary study to test the validity and reliability of the instrument and more important to remove ambiguities from the items to find out whether items covered all the information needed.

Data Collection Procedure

The researcher again contacted the headmaster of the schools and sought their consent. Teachers from the selected schools were also contacted for their support and co-operation.

The questionnaires were administered to respondents during their form meetings which covered a period of 45 minutes and presided over by form masters/mistresses in charge of various classes. The purpose of the research

was clearly explained to the Form masters/mistresses and selected respondents.

Form masters/mistresses were detailed to ensure that respondents answered the questionnaire independently. The researcher made personal contacts in the collection of the data by going round all the classrooms to monitor and ensure that everything was on course. This helped to keep the response rate high. Two hundred and thirty six (236) out of two hundred and fifty (250) student respondents returned their questionnaire to the researcher. The return rate was therefore 94.4%. The whole procedure for data collection saved a lot of time and did not disrupt the instructional hours in the schools.

Procedure for data analysis

The responses collected from the respondents were edited, coded and scored before feeding them into the computer for Statistical Product and Services Solution (SPSS) analysis. In order to make the analysis clear and quick to enhance the discussion and interpretation of the data collected, without having to read long sentences, visual impression on values are depicted on tables with frequencies and simple percentages to support the analysis. The analysis is in two parts namely: The Background and Main research questions.

CHAPTER FOUR
RUSULTS AND DISCUSSION

Introduction

This chapter is on the analysis and discussion of the data collected. It represents the views of students on guidance and counselling services in some selected senior high schools in the New Juaben Municipality of the Eastern Region of Ghana.

Analysis of Background information

Respondents were requested to indicate their gender. The gender distribution is shown in Table 1.

Table 1
Gender of Students (N-236)

Gender	Number	Percentage
Male	200	84.7
Female	36	15.3
Total	236	100.0

Source: Field data March, 2009.

Table 1 indicates that there were more males of 200 (84.7%) respondents than their female counterparts. The females were 36 (15.3%).

This came about because two boys' Senior High schools and a Girls Senior High School were selected for the study. That is why more male students' views were expressed than the females.

Age of respondents

The students were also asked to indicate their ages. The age distribution is shown in Table 2.

Table 2

Age Distribution of Students (N-236)

Age range	Number	Percentage
13-15	7	3.0
16-18 years	198	83.7
19 years +	31	13.3
Total	236	100

Source: Field data March, 2009

Table 2 indicates that the lowest number of respondents 7 (3.0%) were aged between 13-15yrs. probably; these were students who entered into preparatory school early and got admission into senior high school. The greatest number of the respondents, 198 (83.7%) were aged between 16 and 18 years. Also, 31 (13.3%) fell between the ages of 19yrs and above.

Research Question 1

What do students understand by Guidance and Counselling?

Guidance and counselling has been given various definitions in literature (Shertzer and Stone, 1976). The researcher was interested in finding out from the respondents if they knew what guidance and counselling was. Such knowledge was considered crucial since it could help the students to see the need to seek for counselling. The question posed was: Do you know the meaning of guidance and counselling? The results are depicted in Table 3.

Table 3

Respondents' knowledge on meaning of guidance and counselling

(N-236)

Response	Frequency	Percentage
Yes	158	66.9
No	78	33.1
Total	236	100

Source: Field data March, 2009

There were 158 (66.9%) of the respondents who responded positively with a 'Yes' response. However, 78 (33.1%) said 'No' indicating they did not know what guidance and counselling meant. Without understanding the meaning of guidance and counselling, students were likely not to take the service seriously. This would also mean some were likely to look elsewhere instead of consulting with professional counsellors for solution to their problems. Pietrofesa, Hoffman and Splete (1984) sees counselling as a relationship between a professionally trained and competent counsellor and an individual seeking help in gaining greater self-understanding, improved

decision-making, behaviour change skills for problem solution and / or developmental growth.

Some of the meanings respondents gave to guidance and counselling were as follows: “Guidance and counselling is a way in which an individual is directed and advised in taking certain decision”. “It is the advice given to a someone when he or she faces difficulties in life”ie It is a guidance given to a person who deviates from whatever he or she does”

Research Question 2

What do students considered as the purpose of Guidance and Counselling?

The next research question was on what students regarded as the purpose of guidance and counselling. Table 4 provides information on the number of students who knew about the purpose of guidance and counselling.

Table 4

Knowledge of the Purpose of Counselling (N-236)

Response	Frequency	Percentage
Yes	187	79.0
No	21	9.0
I don't know	28	12.0
Total	236	100.0

Source: Field data March, 2009

The data indicates that majority of the respondents 187 (79.0%) knew about the purpose of guidance and counselling. However, 21 (9.0%) of the respondents indicated ‘No’, while 28 (12.0%) indicated ‘I don't know’

implying they had no idea about the purpose of guidance and counselling. It is imperative for students to have information about the purpose of guidance and counselling. This is important for Onanuga (1983) wrote that individuals need guidance and counselling so that they can cope adequately with socio-economic and educational expansion. If they do not have any knowledge about the purpose, how will they avail themselves to the service? “guidance is given to a person who needs help by a professional counsellor”. The answers also included:

“It prevents us from going wrong”. “It makes us responsible and self-reliant”. “Guidance and counselling prevents bad behaviour in a society”. “It also helps students to relate well with others”. “It helps us to be examination conscious”.

Research Question 3

What preference do students have with respect to the type of guidance and counselling schools offer to students?

The researcher was interested in having some information about whether the selected schools offered any type of guidance and counselling and the type students preferred. The notion was that the existence of the service could help the students to at least gain some knowledge about the purpose of guidance and counselling. One of the items was: Does your school offer any specific type(s) of counselling? The answers are found in table 5.

Table 5**School offering any type of Guidance and Counselling (N-236)**

Response	Frequency	Percentage
Yes	88	37.9
No	74	31.9
I don't know	74	30.2
Total	236	100.0

Source: Field data March, 2009

From Table 5, it can be seen that majority of the students either had no knowledge about the existence of the guidance and counselling service or simply thought it never existed. Even though, 88 (37.9%) of the respondents answered 'yes' meaning their school offered a type of counselling, it can also be seen that the number that responded 'no', 74 (31.9%) and those who said they did not know 74 (30.2%) was on a higher side, that is when the two are put together {144 (62.1%)}. It therefore implies that a greater number of respondents did not know whether their schools offered any specific type of guidance and counselling.

Students should be told at the beginning of their enrolment about the existence of the guidance and counselling facility. According to Oladele (1987) guidance services is a professional aid to individuals and small groups in dealing with commonly recurring personal, educational and vocational needs and problems. If the students are told early enough they could be better helped in their academic and social life in and outside their schools. Prior to identifying the type of service students want to be included, there was an item on whether respondents wanted any service included at all. The results are in Table 6.

Table 6

Respondents' Desire for Inclusion of other Guidance and Counselling

Service(s) (N-236)

Response	Frequency	Percentage
Yes	101	42.8
No	64	27.1
I am yet to know	71	30.1
Total	236	100.0

Source: Field data, March 2009

In Table 6, there were 101 (42.8%) respondents who said 'Yes', 64 (27.1%) respondents who indicated 'No', while 71 (30.1%) were yet to know. It is unclear why less than 50% of the respondents said they wanted other guidance and counselling services included in what is available. Perhaps, they did not really understand the importance of the service or they were not aware of other services that could be added. Makinde (1983) points out that counselling is needed by student to clarify their goals and values and to strengthen their interests and aspiration.

In terms of students' preferences of the type of guidance and counselling services their schools should offer, Table 7 provides information on the results.

Table 7

Type of Guidance and Counselling Services schools offered and respondents' preference

Services	Number of respondents
Counselling	147
Follow-up	50
Orientation	9
Information	9
Career	8
Consultation	7
Pupil inventory / appraisal	5
Placement	1
Evaluation	0
Total	236

Source: Field data, March 2009

Judging from the results obtained from respondents about the type of services available and which they would prefer, majority (147) out of (236) of the students' point of view showed that they preferred counselling. The researcher is in agreement with the respondents because counselling is an important service of the guidance programme. It is the heart of whole programme (Shertzer and Stone, 1976; Miller et al, 1978).

In the same development 50 respondents which were the second highest after the counselling chose follow-up. They may think teachers, administrators and parents should know what is happening to them while they are in school, and after they have left school. Omotosho (1995) stated that

follow-up studies of former students are efficient ways which educational institutions can use for measuring the effects of school.

There were 9 each of the 236 respondents who indicated they wanted orientation and information services, respectively. This could mean that they were not satisfied with orientation and information services rendered to them in their schools. For the information service, Zunker (1993) points out that information service provides appropriate and relevant data to students on their educational, vocational, personal and social opportunities and growth and experiences that effective decisions are usually taken. This could be done by the use of notice boards, brochures of universities, newsletters, educational magazines, journals, radio, television, internet and many more. The researcher was therefore surprised to see 9 of the respondents selecting it because vital information on the selection of subjects, planning for further studies and careers should be adequately provided by the outfit of the guidance coordinators through the information they give to students.

The result indicated that 8 out of 236 said career counselling should be added to the other services being offered in the schools. The implication is that respondents think they can engage in or choose any career without guidance or counselling. Apart from that they probably did not think of the havoc some careers could bring to their health throughout their life or that they were still not mature enough to regard career counselling as important.

Their opinion may give credence to what Pickering and Vace (1984) as cited in Buku and Taylor say about career counselling. According to them short-term intervals may be designed to facilitate career maturity and the individual's readiness to cope with the developmental tasks with which he or

she is confronted with. Pickering and Vace developments as well as society's expectations may interplay to affect career decisions. They therefore suggest decisions-making skills through a behavioural orientation.

Seven respondents indicated that they should include consultation. This may imply that the respondents did not understand what consultation service was all about or their parents were not consulting the guidance co-ordinator on problem affecting them (that is the students). Consultation can be initiated by the guidance co-ordinator, Students, tutors, parents or any significant others who has something to contribute towards the resolution of students' problem (Pecku, 1991).

The results further indicate that 5 out of 236 needed the appraisal service in their school. It may be understandable why many students did not select appraisal services. This is because information about each student is essentially confidential and used confidentially for each student (Ipaye, 1983). If students do not discuss with their friends what type of information is shared with them by school authorities especially the guidance co-ordinator, there is the likelihood that students may not know much about what other students experience. Another reason might be because the cumulative record card which contains the pieces of personal information was not being used in their schools.

However, in the result only one person showed interest in placement service. The findings in respect to placement service are inconsistent with that of Zunker (1993) as cited by Buku and Taylor (2006) that placement service provides the link between academic and the working world. Since some of the students will enter the world of work after the senior high school, it is

important that they are acquainted with the various work places in the immediate community and the country at large.

In the case of evaluation, nobody suggested to include it in addition to the services they already offered in the school. The researcher is doubtful if the students understood what “evaluation” is all about. Evaluation is meant to find out if objectives of a programme are being achieved or not (Miller, et al, 1978; Pecku, 1991). In spite of the problems that the Ghanaian guidance co-ordinator faces, it cannot be accepted that a school programme should not be evaluated. It is only through evaluation that educational practitioners can know that the objectives set by the Ghana Education Service are being achieved or not. Furtherance to this, the researcher found out whether the type of service(s) the school offered met respondents’ personal needs. The results are reported in table 8.

Table 8
Guidance and counselling service meeting individual students’ personal needs (N-236)

Response	Frequency	Percentage
Yes	182	81.2
No	24	6.3
I don’t know	30	12.5
Total	236	100.0

Source: Field data March, 2009

The results of Table 8 indicate that there were 182 (81.2%) respondents who indicated Yes, meaning that the type of services(s) met their

personal needs. This is heartening for as Jones et al (1951) opined guidance assists individuals to make intelligent choice and to adjust in their lives. However, 24 (6.3%) stated No and 30 (12.5%) respondents said they are yet to know.

Research Question 4

How do student expect guidance and counselling services to be organised?

The researcher was of the view that if guidance and counselling services can be meaningful to those who receive it, how it is organised becomes critical. Hence, research question four dealt with how students expected guidance and counselling services to be organised.

In investigating the answers, various issues were raised such as how, when, who and where should the service be provided? In responding to how guidance and counselling should be organised, the results of Table 9 provide information on how.

Table 9

Personal preference of how to run guidance and counselling (N-236)

How to give guidance and counselling service	Frequency	Percentage
Individually	145	61.7
Small groups	46	19.6
Large groups	45	18.7
Total	236	100.0

Source: Field data March, 2009

Table 9 gives an indication that majority of 145 respondents which is(61.7%) preferred guidance and counselling services to be provided on individual basis to ‘small’ 46 (19.6%) or ‘large’ 45 (18.7%) groups. The response given corroborates what Thompson and Popen (1972) and Gibson and Mitchel (1995) (cited in Buku and Taylor, 2006) drew attention to. According to them, counselling should be regarded as a person to person relationship. In this relationship, there is focus on a person’s growth and adjustment, problem-solving and decision-making needs.

On when the services should be provided, the results of Table 10 give the answers.

Table 10

When to Give Guidance and Counselling Services (N-236)

When to give guidance and counselling	Frequency	Percentage
Early in the morning	60	25.6
During break time	59	24.4
In the evening	88	37.6
Any other	29	12.4
Total	236	100.0

Source: Field data March, 2009

The results on Table 10 depict lack of clarity as to the exact period or time of the day guidance and counselling services should be held. While 88 (37.6%) had preference for evening, it is seen that 60 (25.6%) and 59 (24.4%), selected ‘early in the morning’ and ‘during break time’ respectively. Since majority of respondents selected the evening, it may mean that students want classes to be ended or have supper before seeing the counsellor.

Additionally, the researcher found out the term period of time guidance and counselling should be organised. The results are in Table 11.

Table 11

Term period to give guidance and counselling services (N-236)

When to give guidance and counselling	Frequency	Percentage
End of the term	35	14.1
Beginning of the term	100	42.7
Middle of the term	101	43.2
Total	236	100.0

Source: Field data March, 2009

The summary of the results on Table 11 indicates that students were torn between the beginning of term {100 (42.7%)} and middle of the term {101 (43.2%)}. There were 35 (14.1%) who preferred the end of the term. It is uncertain why this number wanted the end of the term. Perhaps, those students did not want any interference during the term time and wanted to have concentration when preparing for their examination.

It was deemed expedient to investigate who students would prefer to give guidance and counselling services. The question was: Who do you think should be responsible for the organisation of guidance and counselling? The results are depicted in Table 12.

Table 12**Who should give guidance and counselling service (N-236)**

Who should give guidance and counselling service	Frequency	Percentage
Teachers	31	14.0
Headmasters/mistress.	24	10.3
Guidance co-ordinator	178	75.7
Total	236	100.0

Source: Field data March, 2009

The results of Table 12 show that majority of the respondents 178 (75.7%) suggested guidance co-ordinator. In spite of this number, 31 (14.0%) of the respondents indicated teachers, while 24 (10.3%) felt Headmasters/mistress. The importance of the role of the guidance co-ordinator cannot be over-emphasised. According to Shertzer and Stone (1976) the guidance co-ordinator is the one who helps to plan and develop the guidance programme according to the needs of the pupils in the school. He helps to plan and develop the guidance programme according to the needs of the pupils in the school. He also assists them to develop realistic perceptions of their children's development in relation to their potentialities.

On the issue of who guidance and counselling should be organised for, the result of Table 13 provide a summary.

Table 13**Who to Receive Guidance and Counselling (N-236)**

Who to receive guidance and counselling	Frequency	Percentage
Only those who need it	54	21.5
Every student	168	71.5
Any other	14	6.0
Total	236	100.0

Source: Field data: March, 2009

In Table 13, the number and percentage of those who responded to only those who need it were 54 (22.6%). Those who responded every student were 168 representing 71.5%. This supports Buku and Taylor's (2006) assertion that one of the principles of guidance is that guidance is for all students. By this, guidance should touch the lives of all students in the level of development. This implies that counselling is meant for every student. Those who supported any other were 14 (6%).

Taking cognizance of the fact that counselling is entirely private and may not be done openly, the researcher found out from students what they thought about where guidance and counselling should be held. The results are reported in Table 14.

Table 14

Where Guidance and Counselling should be held (N-236)

Where guidance and counselling should be given	Frequency	Percentage
In the open	37	15.0
In private place	199	85.0
Total	236	100.0

Source: Field data March, 2009

Data in Table 14 shows that out of 234 respondents, 199 (85%) expressed the need for privacy in the whole guidance process in their schools. This is in contrast to the 37 (15%) respondents who presumably were unsatisfied with privacy but wanted the setting to be held in the open place.

On the contrary, 35 (15%) respondents indicated it should be done in the open. Perhaps, this group had difficulty differentiating between guidance and counselling. Thus, they might have mistaken guidance for counselling. Guidance is more public while counselling is always personal, private and confidential (Buku and Taylor, 2006).

Research Question 5

How do students regard the impact of guidance and counselling services provided in their school?

In order to investigate the impact guidance and counselling had had on students, the researcher first of all found out about whether students have been offered guidance and counselling services in their schools. The answers are shown in Table 15.

Table 15

Respondents having been offered Guidance and Counselling (N-236)

Response	Frequency	Percentage
Yes	112	47.0
No	124	53.0
Total	236	100.0

Source: Field data March, 2009

From the results of Table 15, those who had had the chance to be offered guidance and counselling were 112 (47%). Those who had not been offered guidance and counselling services were 124 (53%). It is not clear to the researcher why majority of the respondents selected no because the researcher knew that in the first year of every senior high school students are offered orientation before classes begin. This probably means that majority of the students did not know that orientation is an aspect of guidance and counselling services. Counsellors should make the parents and students aware that meeting them before or at the beginning of the school year to acquaint them with what is expected of them and their wards and what the school offers as an institution is an orientation which is one of the services of guidance and counselling.

It 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, and each participates in an ongoing process which will help the new student to become an effective functioning part of the institution and help the institution to become responsive to the needs of a changing body (Bennet, 1963, cited in Buku & Taylor, 2006).

Following this, the researcher ascertained if those who had had guidance and counselling saw it as beneficial to them. The results are summarised in Table 16.

Table 16

Respondents' reaction to the impact of Guidance and Counselling (N-236)

Response	Frequency	Percentage
Yes	139	55.3
No	97	44.7
Total	236	100.0

Source: Field data March, 2009

A closer examination of the results of Table 16 reveals an interesting pattern where the number and percentage of those benefiting from guidance and counselling service failed to correspond with the number that purportedly had guidance and counselling (see the results of Table 12). It is not clear why in Table 12, respondents who said they had had guidance and counselling service was 110, but in Table 13 the number soars up to 197 where 139 (55.3%) say they benefited against 97 (44.7%) who did not benefit.

This probably might have been a weakness in the questionnaire. There should have been an instruction that only those who had had guidance and counselling should respond to the item on benefits.

It was further ascertained whether other students than themselves benefited from guidance and counselling. In doing this, the researcher included an item on whether the respondent knows of any student who had been offered guidance and counselling services. The results are summarised in Table 17.

Table 17

Respondents' knowledge of others benefiting from Guidance and Counselling (N-236)

Response	Frequency	Percentage
Yes	129	55.1
No	107	44.9
Total	236	100.0

Source: Field data March, 2009

The results of Table 17 show that 129 (55.1%) of the respondents indicated 'Yes' while, 107 (44.9%) stated 'No' meaning they did not know any student.

On whether the service was beneficial to them, the answers are summarised in Table 18.

Table 18

Guidance and counselling services benefiting others (N-236)

Response	Frequency	Percentage
Yes	95	44.0
No	61	20.6
There was no feedback	80	35.4
Total	236	100.0

Source: Field data, March 2009

Data in Table 18 shows that 95 (44.0%) of respondents indicated that guidance and counselling was beneficial to them. There were 61 (20.6%) reported that it was not, while 80 (35.4%) of the respondents stated there was no feedback from the students.

The researcher wondered about why about 35% of the respondents could not tell whether it was positive or negative. Probably, most of the students did not communicate to their friends the outcomes of guidance and counselling. This may be understandable since the service is largely private and confidential.

They might be agreed with Ackumey (2003) who says counselling is a process of giving assistance to a person in need to enable him or her take decisions as well as make choices, plans, or adjustment with regard to his or her situation. Because is an ongoing helping process that are confidential students are not willing to disclose the feedback to their friends.

Research Question 6

What strategies do students suggest to improve guidance and counselling services in their schools?

The following suggestions were given by respondents to improve guidance and counselling services in their schools:

“There should not be disclosing of secrets to teachers or anybody by the co-ordinator and it should not be used against the individual who brought the case”. This suggestions is of view of (Akinade,Sokan and Osareren(1996) who stated that the nature of counselling is such that it requires client to reveal intimate feeling and thought that could be embarrassing or ruinous to them if revealed or made available to parties outside the counselling relationship. The need for confidentiality is viewed as cornerstone of several professional psychology code of ethics.

“I suggest that counselling should not be done in an open place because students cannot speak their mind” Buku and Taylor (2006) point out

that counselling is more personal, private and confidential in nature than guidance. The counsellor-client relationship should be very intimate so that any information which the client would otherwise have liked to withhold can be disclosed to the counsellor.

Respondents also suggested the following “I think guidance and counselling can be improved in my school nicely” “My suggestion is that guidance co-ordinator is free and friendly with students. These suggestions align with the opinion of (Akinade, Sokan and Osareren, 1996) assert that establishing rapport counsellor’s door is so tense that they may need to summon courage to enter the office. It is therefore important that we note this so that the reception we give to them will be reassuring enough so that they know that they are not in the wrong place.

CHAPTER FIVE

SUMMARY, CONCLUSIONS ANDRECOMMENDATIONS

Summary

The study aimed at finding out whether the services rendered by schools on guidance and counselling adequately met students' needs and, if not, what strategies needed to be implemented to improve and make guidance and counselling services in the school more beneficial. Adopting the descriptive research design and mainly questionnaire, the researcher selected 250 respondents using the stratified random sampling technique. Respondents provided answers to six research questions namely:

1. What do students understand by guidance and counselling?
2. What do students regard as the purpose of guidance and counselling?
3. What preference do students have with respect to the type of guidance and counselling schools offer to students?
4. How do students expect guidance and counselling service to be organised?
5. How do students regard the impact of guidance and counselling service provided in their school?
6. What strategies do students suggest to improve guidance and counselling Services in their schools?

Major findings

The responses revealed that a greater number of the students knew what guidance and counselling was about. Majority of the respondents were able to write the meaning of guidance and counselling as to generally mean that guidance is a service given to a person who needs help by a professional counsellor.

On the second research question respondents responded on what students regarded as the purpose of guidance and counselling. The main findings were that the majority of the respondents confirmed that guidance and counselling has usefulness or purpose and that it helps in facilitating decision making.

It also came out that the schools had a number of guidance and counselling services. However, the one the students preferred most and want included in the service is counselling, while the least was evaluation.

The findings of the fourth research question were that while some of the respondents were in favour of receiving counselling in the evenings and wanted it at the middle of the term, others chose early in the morning before the assembly and wanted it at the beginning of the term.

In research question five the results show that the majority of the students did not conceive guidance and counselling as having any good impact on students.

In research question six, the majority point of view was that problems concerning students should be kept confidential. Also counselling should be done in a private place and guidance and counselling should be done by a professional counsellor.

Conclusions

Looking at the analysis in respect of students' responses and the invaluable roles counsellors play in schools, it follows that there is the need for counsellors in schools to help students out of their many problems. Counsellors are needed in schools to help students' understand themselves so as to enable them make better decision about life.

No educational system can succeed without proper introduction of guidance and counselling in the schools. The child needs the attention of the counsellor from primary to the university to develop fully in all facets of life – physical, social, emotional, psychological and vocational.

Recommendations

School authorities as well as educational authorities within the Municipal Education Office should ensure that guidance coordinators are encouraged to organise seminars for the students frequently so as to make them know the purpose and meaning of guidance and counselling.

Coordinators should explain and specify the type of counselling offered to students whenever they meet them in groups.

Most guidance coordinators did not have an office where they could meet students to address their concerns. For this reason, school authorities must make an efforts must to provide co-ordinators with well-furnished decorated office, which are attractive enough for students to go and relax and talk about their problems.

The Ministry of Education in conjunction with the Ghana Education Service should post and attach the qualified counsellors to the various senior high schools in the country.

For any guidance programme in the senior high schools to be effective, it must be supported by the heads and the teachers of the school. Students with some deviant behaviour may be suspended or sacked from the school without the concern of the counsellor. It is therefore necessary for all stakeholders to help maintain the good work of the counsellors in senior high schools.

Coordinators should be encouraged to plan and evaluate their activities. It is hoped that if these recommendations are implemented, there will be marked improvement in guidance and counselling activities.

Area for further study

It must be admitted that the present study is limited in scope because of the constraints of time and finance. It is only a first step in examining students' views on guidance and counselling in the New Juaben Municipality. In view of this, it is recommended that there should be a nation-wide research in reaction to the findings of this study.

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APPENDIX
EXAMINATION OF STUDENTS' VIEWS ON GUIDANCE AND
COUNSELLING SERVICES IN GHANA.

STUDENTS' QUESTIONNAIRE

Dear Research Participant,

I am M.Ed Sandwich student of the University of Cape Coast examining the views of students on guidance and counselling services in Ghana. The aim is to improve guidance and counselling services rendered to students in the Senior High Schools and to enable the students to make good decisions in life. You are kindly requested to answer all questions as accurately and honestly as possible. This is very important since the research intends to obtain as accurately as possible what exists in the school.

You are assured that any information given is solely for academic purposes and will be kept confidential. You are therefore not expected to write your name anywhere on the questionnaire.

Thanks for your co-operation.

Yours faithfully,

Ahyia Mary.

SECTION A

BACKGROUND INFORMATION

(Please, you are to tick (√) the response that applies to you)

1. Gender: Male () Female ()

2. Age range: 13-15 yrs () 16-18 yrs () 19 yrs + ()

SECTION B

MEANING OF GUIDANCE AND COUNSELLING

3. Do you know the meaning of guidance and counselling?

Yes () No ()

3b. If the answer is yes, what is guidance and counselling?

.....
.....

SECTION C

**WHAT STUDENTS REGARD AS THE PURPOSE OF GUIDANCE
AND COUNSELLING**

5. Do you think guidance and counselling has any usefulness or purpose?

Yes () No () I don't know ()

4b. If your answer is yes, give any two usefulness or purposes of guidance
and counselling.

.....
.....

..

SECTION D
TYPES OF SERVICES STUDENTS WANT INCLUDED IN
GUIDANCE AND COUNSELLING.

5a. Does your school offer any specific type(s) of counselling?

Yes () No () I don't know ()

5b. If yes, what type of counselling does your school offer?

.....
.....

5c. Does this type of service(s) meet your personal needs?

Yes () No () I am yet to know ()

Give reasons for your answers.

.....
.....

5d. Would you want the school to give any other guidance and counselling services?

Yes () No () I am yet to know ()

5e. If the school is ready to offer additional services, what type of services would you prefer? {Please, tick (√) the applicable ones}.

() Orientation (i.e. the type of services that make students aware of practices, rules and regulations in the school).

() Information service (the type of services that helps a student to understand, accept and utilise his/her ability, attitudes, interest and attitudinal patterns in relation to his/her aspirations).

() Pupil inventory or Appraisal (i.e. the type of service that helps you to know yourself with regard to your abilities and interest).

- () Consultation service (i.e. the type of service that helps you to go for information, opinion or advice from teachers, parents and others).
- () Information service (i.e. the type of service that makes opportunities available to you, useful knowledge on education and occupations from books, pamphlets and government reports).
- () Follow-up (i.e. the type of service that helps you to find out how well an individual is doing after counselled).
- () Placement (i.e. the type of service that helps a student to take up appropriate appointments at the end of his/her education pursuit considering his/her various personal characteristics)
- () Counselling service (i.e. the type of service that assists a student to solve his/her problems or to know and understand him/herself).
- () Evaluation service (i.e. the type of service that uses of scientific methods to find out whether a programme is working well and whether it is effectively achieving its goals).

SECTION E
HOW GUIDANCE AND COUNSELLING SERVICES SHOULD BE
ORGANISED

6. How do you personally prefer guidance and counselling services to be organised in your school?

Individually

Small groups

Large groups

6b. At what time of the day should it be organised?

Early in the morning before the morning assembly

During break time

In the evenings

Any other? (Please, state)

.....

6c. How many times should it be organised?

End of the term

Beginning of the term.

Middle of the term.

6d. Who do you think should be responsible for the organisation?

Teachers

Headmaster/mistress

Guidance co-ordinator

6e. Who should it be organised for?

Only those who need it.

Every student.

Any other? (Please, state)

.....

6f. Where in your view should guidance and counselling be held?

In the open

In private place

SECTION F

IMPACT OF GUIDANCE AND COUNSELLING ON STUDENTS.

7a. Have you ever been offered guidance and counselling services?

Yes No

7b. Was it beneficial to you?

Yes No

7c. Do you know of any student who has been offered guidance and counselling services?

Yes No

7d. Did he or she say it was beneficial to him or her?

Yes No There was no feedback

7e. In what way has guidance and counselling been helpful to you as a student?

.....

.....

SECTION G

STRATEGIES OF IMPROVING GUIDANCE AND COUNSELLING.

7. What suggestion(s) would you give to improve guidance and counselling services in your school?

Thank you for your co-operation