

**UNIVERSITY OF CAPE COAST**

**ASSESSING THE EFFECTIVENESS OF GUIDANCE AND  
COUNSELLING IN ST. JOSEPH'S COLLEGE OF EDUCATION –  
BECHEM**

**HENRY ATTA-FRIMPONG**

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IN ST. JOSEPH'S COLLEGE OF EDUCATION – BECHEM

HENRY ATTA-FRIMPONG

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.

MARCH 2013

## 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' Signature.....Date.....

Name: Henry Atta-Frimpong

### **Supervisors' Declaration**

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

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

Name: Rev. Prof. J. K. Essuman

## **ABSTRACT**

The main aim of the study was to find out whether St. Joseph's College of Education's Guidance and Counselling programme is effectively run and based on the findings make the necessary recommendations to improve the programme. Descriptive research design was used for the study, in which questionnaires were used to collect data. Frequencies and percentages were used to organise the data in tables. These helped in answering the six research questions posed.

The target population for the study was made up of students of all the three year groups (DBE1, DBE2 and DBE3) of St. Joseph's College of Education, all the tutors of the college and the guidance and counselling co-ordinator of the college. The sample size was made up of the guidance and counselling co-ordinator (1), 20 tutors and 20 students from each of the year groups (DBE 1, DBE 2 and DBE 3) giving a total of 60 students. The total sample size for the study therefore was 81.

The findings from the study revealed that there were certain constraints like, lack of office accommodation insufficient logistics, improper awareness creation among others which rendered the guidance and counselling programme of the college in question not as effective as expected. In this regard, recommendations made were, reduction of the counsellor's work schedule to enable him have much attention for the guidance and counselling programme, provision of counselling office and logistics, in-service training for the tutors, awareness creation and others.

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I accept full responsibility for the content and any shortcomings in this work.

## **DEDICATION**

To my wife and children.

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## **CHAPTER ONE**

### **INTRODUCTION**

#### **Background to the Study**

Guidance and counselling is an indispensable aspect of any school curriculum in this modern complex world. A society or school system that ignores this reality faces an unprecedented wave of educational wastage and chaos in her educational system and society.

Human beings are always beset with problems. Some of these problems are minor and others are grave. Human beings react to such problems in different ways, some with satisfaction to themselves and the society and others with dissatisfaction to themselves and the society. In the case of the latter, the reactions constitute a threat to them and to the society. In such situations people require help to resolve their problems. Guidance and counselling therefore offers help to people who are unable to rely on their own resources to solve their own problems. A definition that expresses this succinctly is that by Jones, Steffle and Steward (as cited in Pecku, 1991, p.14) that states that “Guidance is the assistance given to individuals in making intelligent choices and adjustment in their lives”. The ability to make wise choices 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 can involve all types of life situations – personal, social, religious and occupational. Bennet (as cited in Pecku,1991, p.14) writes, “Guidance whether on individual or group basis, includes all those services that contribute to the individual’s understanding of himself, his attitudes, interests, abilities, his physical, mental and social maturity and his personal and social needs for optimum development, achievement, and life adjustment”. This definition calls our attention to the services which guidance uses to achieve its aims. It employs different services to help the individual.

The above definitions make it clear that guidance could be a set of service or a programme which aids people to know themselves and use that knowledge to act independently in adjusting to life’s problems and in making choices. The purpose of guidance and counselling programmes in schools and colleges therefore is to provide an array of services that facilitate the total development (educational, career and personal-social) of all students. Meeks (as cited in Schmidt, 1999), argued that if the purpose of counselling is to facilitate development, then the educational process must be part of the counselling programme from kindergarten through the secondary, to the tertiary level.”

According to Schmidt (1999) counselling is used to define ongoing helping processes that are confidential in nature and assist people to focus on concerns and planned strategies to address specific issues and evaluate their success in carrying these plans. The counselling service takes the form of individual or small group counselling. In the school situation the service is primarily used to help students to resolve their problems. This requires a high

level of knowledge about human development and behaviour as well as effective facilitative communication skills.

Schmidt (1999) refers to the term counselling as a wide range of service and activities that counsellors choose to help people prevent disabling events, focus on their overall development, and remedy existing concerns. The common ground for these three areas (preventive, developmental and remediation) is that, in each the counsellor provides direct services to students, parents and teachers. Thus the term school counselling accurately describes a broad programme of services provided by professionally trained counsellors who practise at the various levels of education.

In spite of the numerous importance of guidance and counselling to the individual and the society as a whole, guidance and counselling happens to be one of the new developments in the field of education in Ghana. Initially, guidance in Ghana was the traditional type that took the form of advice-giving. This was a kind of voluntary service administered in schools by school heads, housemasters and mistresses, teachers, chaplains and in some instances, school prefects (Dankwa, as cited in Taylor & Buku, 2006).

The first attempt to establish formalized guidance in Ghana was in 1955 when the Ministries of Labour, Social Welfare, and Education came together to establish a Youth Employment Department. This was in response to the outcry of Ghanaians for meaningful education for their children which reflected the manpower needs of the country. The Youth Employment Department was created to cater for the unemployed middle school leavers less than thirty years of age,

with the intention of placing them into suitable jobs after giving them vocational guidance. By 1961, about thirty (30) such youth employment centres had been established in the country (Ackumey, as cited in Taylor & Buku, 2006).

Serious work on establishing guidance and counselling in schools however began in the late 1960's when the Curriculum Research Development Unit (CRDU) was instituted to cater for programmes in school welfare services, education for the handicapped and guidance and counselling. Professionals in guidance and counselling experimented with introducing cumulative record cards in Ghanaian schools. The earlier attempts failed because of their inability to determine which educational level they should concentrate on and work on. In 1971, the cumulative record cards were launched in elementary schools in some districts of five (5) regions in the country, namely; Eastern, Volta, Western, Greater Accra and Central. The cards were also introduced to students in teacher training colleges, where students were taught how to use them (Dankwa, as cited in Taylor & Buku, 2006).

In 1975, some teachers from the rank of Assistant Superintendent and above who were in the Ghana Education Service (G.E.S.) were trained to serve as welfare officers in the elementary schools. They were to help pupils, teachers and parents in problem resolution. In 1976, a great stride in the establishment of guidance and counselling occurred. The Ghana government came out with a policy, through a directive issued by Ghana Education Service (GES), for the establishment of guidance and counselling in the second cycle institutions: that is secondary, Technical, Commercial, Vocational Schools and Teacher Training



Colleges. The directive also made the University of Cape Coast responsible for training of counselling personnel to serve in the second cycle institutions as guidance co-coordinators (teacher counsellors). In 1982, another directive from Ghana Education Service (GES) stated the desire of the government to begin or to introduce guidance and counselling in the first cycle institutions (Ackumey, as cited in Essuman, 1999).

In addition to the above, the New Structure and Content of Education in Ghana which was introduced in 1974 by the government was one of the factors which contributed to the establishment of guidance and counselling in schools. Within the new structure, the 10 years primary and middle school and five years secondary education were changed to; 6 years primary school, three 3 years Junior Secondary School and 3 years Senior Secondary School. Vocational, Business and Technical subjects were introduced in the curriculum at the Junior Secondary School and the Senior Secondary Schools levels of education. These changes made guidance and counselling very important for course selection and placement purposes. Students were to be guided toward an awareness of their vocational interests, aptitudes and personalities for educational and vocational development and for placement into senior secondary schools and beyond (Taylor & Buku, 2006)

With the highlighted changes in the nation's educational system, the need for guidance and counselling services became an integral and essential component of the educational system. For students to be properly informed they needed assistance of trained guidance and counselling personnel – hence the government

made it a policy that guidance and counselling should feature in teacher education programmes because teachers are closer to the students or pupils.

Today, guidance and counselling has gained prominence in the Ghanaian educational system, and many people are getting interested in the guidance of the youth to enable them make wise educational, vocational and personal – social decisions. To facilitate efficient management of guidance and counselling services in Ghanaian schools, guidance and counselling personnel are being trained in the tertiary institutions (especially University of Cape Coast) and sent to schools to deliver these services. By 1981, about 200 guidance and counselling co-ordinators had been trained and were working in second cycle schools or in regional and district offices of the Ghana Education Service (G.E.S). Currently, basic courses in guidance and counselling feature in all teacher – education programmes. Prominent among these services rendered by guidance and counselling personnel in Ghanaian schools and colleges are; information, appraisal, counselling, orientation and follow-up services for the proper guidance of students (Taylor & Buku, 2006).

### **Statement of the Problem**

In Ghana, getting adequate information about educational, vocational and personal – social issues constitutes a problem for students at all levels of education. This is complicated by most of the College of Education students, (especially St Joseph’s College of Education) about to further their education and to enter the world of work without accurate information. Obviously, training students in the techniques of acquiring educational, vocational and personal –

social information would be of immense help to them while they are in their various institutions than to expose them to it in future. This goes to buttress the point made by Onyejiaku (2003) that educational, vocational and personal – social issues if made visible to the young person at the tender stage (age) would help him or her make realistic choice (s) in the future. Against this background the question one may ask is that in spite of the numerous attempts to make guidance and counselling functional at all levels of schooling, has guidance and counselling been able to meet the purpose for which it was instituted? This question has prompted the researcher to assess the effectiveness of guidance and counselling services at St Joseph’s College of Education Bechem.

### **Purpose of the Study**

The purpose of the study was to assess the effectiveness of the guidance and counselling programme of St Joseph’s College of Education. In other words the study found out how effective the college’s guidance and counselling programme is meeting the needs of students and put in place the necessary intervention for smooth running of the programme. The study was to reveal the problems or challenges militating against the effective functioning of the guidance and counselling programme in the college. This enabled me to recommend appropriate strategies to deal with the situation.

### **Research Questions**

The study seeks to address the following questions:

1. How do students become aware of the existence of guidance and counselling programme in the college?

2. How often does the college's guidance coordinator organize in-service training for the tutors serving on the guidance and counselling programme?
3. To what extent have the students benefited from the college's guidance and counselling programme?
4. What facilities are available to the guidance and counselling co-ordinator at St. Joseph's College of Education?
5. How is the performance of the college's guidance and counselling programme rated?

### **Significance of the Study**

As an action research, it is my aim to use the research findings to improve upon guidance and counselling services at St. Joseph's College of Education.

The following are the specific benefits which will be derived from the study;

- a. The results of the study will help both tutors and students to realize and appreciate the importance of guidance and counselling at the college.
- b. The findings will make the college administrators realize their responsibilities in providing facilities for the guidance and counselling programme.
- c. The findings and recommendations of the study will enlighten tutors (teachers) in the college on the part they are to play in the guidance and counselling programme.
- d. The findings and recommendations of the study will enlighten the counsellor on his professional roles to become more resourceful, acquire much

knowledge and proper organization of the college's guidance and counselling programme.

- e. Lastly, the results from the study will throw more light on how guidance and counselling is operating in the college so that the necessary recommendations will be made for effective delivery.

### **Delimitation of the Study**

Guidance and counselling being universal and indispensable is found in all sectors of the nation's economy, namely, Education, Health, Agriculture, etc. Today, guidance and counselling has gained much prominence in the Ghanaian Education system especially with the introduction of the "New Educational Reforms" in which students are to make choices academically, vocationally and on personal-social issues. The study was however, delimited to find out how effective guidance and counselling was being implemented to meet the needs of the students of St. Joseph's College of Education in Brong Ahafo region of Ghana.

### **Limitations of the Study**

Although this piece of work will be of benefit to whoever will read or use it, I encountered some constraints which made me unable to completely achieve the goals set for the work;

- a. Firstly due to financial constraints and limited period to complete the study compelled me to restrict the Study to only St. Joseph's College of Education.

The restriction made it impossible for me to generalise the findings of the study to cover other colleges of education in the Brong Ahafo region

- b. Inadequate library facilities, specifically not obtaining more literature for the study also limited me of using contribution of many authors in guidance and counselling to buttress the finding of the study.

### **Organisation of the Rest of the Study**

Chapter two focuses on review of related literature. It examines what other authorities have said on the importance of the aspects of the topic under study. Chapter three is titled methodology. It deals with the research design, population, sampling and sample procedure used for the study. In addition, it deals with the instruments used, data collection procedure and instruments used to analyse the data collected.

Chapter four discusses the results of the study. It contains the analyzed data and the findings. Chapter five gives the summary of the findings of the study, conclusions made and the recommendations made. It also gives suggestions for future researchers who may show interest in similar topics.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **Introduction**

This chapter is devoted to the review of related literature available on the topic of study “Assessing the effectiveness of guidance and counselling programme at St. Joseph’s College of Education – Bechem, Brong Ahafo Region”.

The current educational system of Ghana has 3 main transitional stages: (i) Basic Education (ii) Senior High School and (iii) Tertiary. The basic stage is made up of 9 years Primary and 3 years Junior High School. The Second Stage (Senior High School) is made up of three years Secondary, Technical and Vocational courses. The tertiary stage is made up of different categories with respect to the courses they offer. They are:

- a Colleges of Education currently offering Diploma in Basic Education (DBE) courses.
- b Polytechnics which offer Diploma, Higher National Diploma and other courses.
- c Universities offering Diploma, Post Diploma, Bachelor, Masters, PhD etc courses.

The main intention of guidance and counselling at the various stages of education is to guide and counsel students to identify their needs, aspirations, capabilities and weaknesses to be able to excel in their various fields of study. In this regard, parents, educationists and the government as well as the entire public are concerned about the role of guidance and counselling services and how to make such services operationally effective at all the stages of the educational ladder. In order to ascertain whether the services of guidance and counselling programme in an institution are operationally effective, there must be regular assessment of the programme in those institutions so that the necessary amendments could be made to improve the quality of services rendered.

In relation to the above, Awabil (2007) states that the effective development and functioning of any counselling programme regardless of the setting, is dependent on accurate and continuous assessment of the programme to find whether it is meeting the needs and aspirations of the target population it is supposed to serve. On this note, it is not out of place to assess how effective the guidance and counselling programme of St. Joseph's College of Education is meeting the needs and aspirations of the people in that institution. This has called for the need to review related literature on how effective guidance and counselling had been since it emerged from early civilization to-date to support the study. This chapter therefore deals with:

- a. guidance and counselling during the era of early civilization
- b. the development of guidance and counselling in the United States of America
- c. the development of guidance and counselling in Africa



- d. the development of guidance and counselling in Ghana
- e. the meaning, components and services of guidance
- f. the need for guidance and counselling in our institutions especially Colleges of education
- g. empirical evidence of guidance and counselling in our institutions (especially Colleges of Education) and
- h. how effective guidance and counselling programmes function in tertiary institutions (Colleges of Education).

### **Guidance and Counselling During Early Civilization**

Every human being born into this troubled world is beset with a formidable barrage of problems which he or she has to struggle with in order to try to solve and get the best out of life. Man's early survival for years is dependent solely upon the attention, care and affection of others but the degree to which it is provided becomes a critical basis for the lifelong adjustment or lack of it for the individual (Taylor & Buku, 2006).

In line with the above stated point one can agree with Gibson and Mitchell (1990) that there is abundance evidence that persons throughout the ages have sought the advice and counsel from others believed to possess superior knowledge, insights or experiences. Perhaps, the first counterparts of the present day counsellors were the chiefs and elders of ancient tribal societies to whom youth turned or were sent for advice and guidance. This indicates that guidance which is a service or a programme of activities employed to assist someone understand oneself, make decisions in the light of knowledge and adjustment to

one's world started in the ancient days. In the early civilization the philosophers, priests or other representatives of gods and religions assumed the functions of advising and offering counselling. The historical origins of "developing one's potentials" may be identified in the early Grecian Societies with their emphasis on developing and strengthening individuals through education so that each could fulfil a role reflecting their greatest potential for themselves and their society. It was believed that within the individual, there were some forces that could be stimulated and guided towards goals beneficial to both the individual and the community. Of these early Greek counsellors, Plato more than any other, was generally recognized as one of the first to organize psychological insights into a systematic theory (Gibson & Mitchell, 1990).

Later, in ancient Hebrew Society, individuality and the right of self-determination were assumed. The early Christian societies emphasized at least in theory if not always in practice, many of the humanistic ideas that later became basic to democratic societies and in this century to the counselling movement. Philosophers who were also educators, such as Luis Vives (1492-1540), recognized the need to guide persons according to their attitudes and aptitudes. Foreshowing the more recent women's equity movement and the early women's liberation movement, Vives in his "De Subvention Pauperum" Bruges, (1526) even demanded that girls should be prepared for useful occupations" (cited in Gibson & Mitchell, 1990).

In the Middle Ages, attempts at counselling increasingly came under the control of the church. By the early Middle Ages the duty of advising and

directing youth had become centred in the parish priest. At the time education was largely under church jurisdiction, sporadic efforts at placement of youth in appropriate vocations occurred during the rise of European Kingdoms and the subsequent expansion of the colonial empires. Books stating that placement was to be used to help the youth in the choice of an occupation began to appear in the seventeenth century. One notable effort by the Italian, Tomasco Garzoni was nearly thousand (1,000) pages and treated various professions and occupations in great details. His publication “La Piazza Universale ai Tutti Le Professioni del Munda” (The Universal Piazza of all Professions of the World) had twenty-four (24) Italian editions and was also translated into Latin, German and Spanish. Zytowski labeled it as “Occupational Outlook Handbook of the sixteenth and seventeenth centuries (Zytowski, cited in Gibson & Mitchell, 1990).

Furthermore, it was also known that parents in ancient Rome served as role models to their children and encouraged occupational exploration. They guided their children to know which occupation to follow considering their potentials as individuals with different special capabilities (Taylor & Buku, 2006).

### **Development of Guidance and Counselling in the United States of America**

Gibson and Mitchell (1990) state that as America entered the twentieth century, its society was growing more complex, and finding one’s appropriate place within it and adjusting to it was becoming increasingly complicated. Many adults were turning to such traditional sources of advice, and guidance and counselling. However, it would appear that the twentieth century was ripe for a considered and genuinely scientific approach to meeting many human needs. The

time was now for the development of counselling and other psychologically oriented programmes to meet those needs.

Examination of guidance and counselling in the United States reveals that it was emerged in schools and institutions and agency settings as vocational assistance given to young adults ready to enter into occupations. The guidance movement started with an emphasis on vocational information, planning and guidance. Vocational education was believed to be that part of both organized and unorganized methods of securing occupational confidence and experiences by individuals for achieving occupational proficiency. Vocational planning was regarded as a process of helping students or other persons develop and accept an integrated and adequate picture of themselves and of their roles in the world of work, to test this concept against reality and accept its benefits with satisfaction. The concept emanated from the fact that:

1. both human personalities and economic order are in the process of continuous change and development.
2. people differ in their patterns of potentialities and capabilities for work but can qualify for a number of occupations.
3. each occupation requires a characteristic pattern of abilities, interests and other personal qualities.
4. there are variations among individuals with respect to the nature and tempo of development through various stages.

5. the career pattern of an individual is influenced by parental and socio-economic factors as well as unique patterns of abilities, interests and other personality characteristics.

To recognize the essential facts and principles involved in the case, group them according to their true relations, and draw the conclusions they justify, Parsons pioneer efforts and publications were popular and succeeded in identifying launching a new helping profession-the guidance counsellor. Today, Parsons is generally referred to as the” father” of guidance movement in American education (Parsons, as cited in Gibson & Mitchell 1990).

### **The Progressive Movement**

The 1920s was a lively decade in many ways. The Progressive Movement was launched. The brain behind this were, Al Capone and “Baby Face” Nelson. This movement, thought of which would influence the further development of a people-oriented philosophy, stressed the uniqueness and dignity of the individual student, emphasized the importance of humanistic classroom environment, and suggested that learning occurred in many ways. Many of today’s counsellors would have embraced the progressive education suggestions that the students and teachers should plan together, that the developmental needs and purposes of the students should be considered. Also, the psychological environment of the classroom should be a positive, and encouraging one. In this vein, a counsellor of the mid-1920s could converse easily with his present day counterparts- at least to the point of their concerns and involvement in vocational or career counselling, the use of standardized testing instruments, assistance to students with their

educational planning, the need for a more humanistic school's environment, and their roles as disciplinarians and quasi administrators. It is important to note that the word "counselling" was rarely used during these early years as the label "guidance" was broadly applied to those activities utilized to "guide" students and other clients into appropriate educational choices and career decisions. Perhaps the first delineation of counselling as a psychological process was expressed with the publication of "Workbook in vocations" by Proctor, Benefited and Wrenn, (as cited in Gibson & Mitchell, 1990). During the 1930s and early 1940s, the Trait-Factor Approach to counselling became increasingly popular. This often labelled "directive" theory, received stimulus from the writings of E.G.E. Williamson (How to Counsel students: A manual of Techniques for clinical counsellors, McGraw – Hill Books, "company, 1939) Carl Rogers (as cited in Gibson & Michell, 1990) criticized the trait – factor approach to counselling as rigid and dehumanizing. Rogers (1951) set forth a new counselling theory in two significant books, "Counselling and Psychotherapy and refined his "Client Centred Therapy", Rogers offered non directive counselling as an alternative to the older, more traditional methods. He also stressed the client's responsibility in his or her problem and enhancing the "self". This "self theory" soon was labelled nondirective because it appeared to be the opposite of the traditional counsellor – centred approach. Rogers' suggestion that the client assume the major responsibility for solving his or her own problem rather than the therapist solving the client's problem has placed increased emphasis on the growth – producing,

possibilities of the client – hence Rogers has influenced the way in which American counsellors interact with clients.

### **The Development of Guidance and Counselling in Africa**

The development of guidance and counselling in Africa can be viewed from two broad perspectives, that is the informal (traditional) guidance and formal or organized and scientific guidance. Long before the advent of formal organized and scientific guidance in our schools, the Traditional African Practitioners functioned basically as advisers. While some functioned as sages who advised on various aspects of social life such as work, marriage, moral and other societal conducts and sanctions, others operated through such media as forces of nature and other agencies, poetry, music, dance, traditional medicine, religious beliefs and psychological checks (Taylor & Buku, 2006, p.6).

### **Informal (Indigenous) Guidance and Counselling in Africa and its Effectiveness**

A typical African, like his western counterpart, believes that counselling is an art as well as science. It is much knowledge based and full of activities in search of life. The Traditional African counsellor believes in the worth of an individual and in the awareness of the concepts of growth and development, physical, mental moral and social. In addition, the traditional African counsellor believes in helping others to develop philosophical and questioning minds through the provision of a favourable or conducive climate. All these boil down to the all pervading objective of guidance and counselling to bring change in behaviour that is self – initiated when alternatives are provided by the professional (Makinde,

1988, p.87). On the practice of guidance and counselling in Africa, one may ask “is it effective”? The answer is simply yes since all the core conditions of counselling prevail in the counselling, session (acceptance, genuines and empathic understanding). These are all ensured among Traditional African practioners. Makinde (1973) writes, the indigenou African undergoes a long period of training usually not less than seven (7) years. Bepo, (as cited in Makinde,1990, p.91) stated that the trainee receives instructions in trado–medicalism, psychotherapy, counselling and human relations at the end of which he submits himself to an oral examination called “a defence of his dissertation”. He reads a number of verses necessary for his function. The trainee has to observe the code of conduct and ethics of the profession; and most of all he has to be utterly honest.

### **Formal (Modern) Guidance and Counselling in Africa**

On formal guidance in Africa not much literature is available. However, there were some humble beginnings in some of the African countries. Some of these countries are; Nigeria, Ghana, Botswana, Tanzania, Kenya, Zambia, Mali, Swaziland, Egypt, Togo and Liberia.

It was and still a common phenomenon in African schools that a teacher is appointed and that teacher is referred to as the “career masters or mistress”. Mostly, such designated career masters and mistresses have no professional training in the discipline and they have no insight into the functions of guidance.

Formal guidance in Nigeria dates back to 1959. This was the year in which a group of Roman Catholic Sisters at St Theresa’s College, Ibadan, organized



formal career guidance services for their final year students shortly before their school certificate examination (Makinde, 1983). In other countries guidance services did not formally exist till the late sixties, and since its introduction, the emphasis has been on vocational information, awareness of the world of work, location of employment and reduction of examination anxiety (Taylor & Buku, 2006, p.6).

### **The Development of Guidance and Counselling in Ghana**

Initial guidance in Ghana was the traditional type that took the form of advice – giving. This was a voluntary and non formalised service that took place in the schools administered by heads of institutions, house masters and housemistresses, teachers, chaplains, and school prefects. In the community, parents, guardians and family elders guided their children, wards and relatives. In the churches, pastors and Sunday school teachers were significant guidance personnel (Dankwa, cited in Essuman, 1999, p.23)

According to Dankwa (1981), guidance during this era was voluntary and was administered in the school system (second cycle educational institutions) especially in the boarding schools. Such voluntary services were in the form of;

- a providing place and opportunities for the youth to socialise and recreate.
- b consulting and advising the youth with their financial problems and issues.
- c organizing orientation programmes for new pupils or students.
- d assisting the youth to solve their personal problems and
- e guiding the youth through Sunday school lessons and discussion to develop morally and spiritually.

This seems to be the situation before attempts were made to begin guidance and counselling formally in the country. These voluntary services still exist and are found even where guidance and counselling has taken root (Dankwa, 1981).

The first formalised guidance in Ghana was in 1951 when the Ministry of Labour, Social Welfare and Education came together to establish a youth Employment Department due to the outcry of Ghanaians for meaningful education which reflects the manpower needs of the country for their children. The Youth Employment Department was mainly to cater for the unemployed middle school leavers less than twenty years of age, with the intention of placing them in suitable jobs after going through vocational guidance. By 1961, about thirty such youth employment centres had been established in the country (Ackumey, cited in Taylor & Buku, 2006, p.7).

In the late 1960s serious work in establishing guidance and counselling in schools began, when the Curriculum Research Development Unit (CRDU) was instituted to cater for programmes in school welfare services, education for the handicapped and guidance and counselling. In this direction, in 1971 the cumulative record cards were launched in elementary schools in some districts of five (5) regions in the country namely, Eastern, Volta Western, Greater Accra and Central. These cards were also introduced to students in Teacher Training Colleges where teacher trainees were taught how to use them (Dankwa, cited in Taylor & Buku, 2006, p.7)

## **Pioneers on the Establishment of Guidance and Counselling in Ghana**

During the 1960s and the 1970s, a number of individuals and institutions in Ghana contributed greatly towards the establishment of guidance and counselling in the country. According to Essuman (1999), “History of guidance and counselling in Ghana”, The following individuals and institutions are known to have contributed greatly. Dankwa (1981) contributed through;

1. agitating seriously for the establishment of guidance and counselling in second cycle institutions in the country.
2. initiating the suggestion that guidance and counselling courses or programmes be mounted at the University of Cape Coast.
3. drawing up programmes for vocational courses and “term – time attachments” for secondary school teachers at the University of Cape Coast.
4. participating in the training of selected teachers to act as guidance and counselling co-ordinator (teacher counsellor) in their schools at the Institute of Educational Planning and Administration in University of Cape Coast.
5. in addition, helping to mount the graduate programme in guidance and counselling and to introduce counselling courses in the undergraduate education programme.

Pecku as a lecturer at the University of Cape Coast from the (1970s – 1990s) contributed greatly through:

- a delivering lectures to conference of heads of secondary schools and teacher training colleges to support the public lectures of D. O. K. Dankwa.

- b participating in the training programmes of the Institute of Educational Planning and Administration at the University of Cape Coast.
- c helping to mount the graduate programme in guidance and counselling to introduce counselling courses in the undergraduate education programme.

Joseph Kpakpoe - Allotey and E. T. Akwettey (1976 – 1975) worked as civil servants in the Curriculum Research Development Unit (CRDU) as national co-ordinators of guidance and counselling. Their contributions are found in their experimenting on the use of cumulative record cards on elementary schools and teacher training colleges. In addition to the above individuals, other people whose names and participation, because of time and space could not be mentioned also worked to develop guidance and counselling in Ghana.

In 1976 a great stride in the establishment of guidance and counselling occurred. The Ghana government came out with a policy through a directive issued by the Ghana Education service (GES) for the establishment of guidance and counselling programmes in the nation's second cycle institutions (Secondary, Technical, Commercial, Vocational and Teacher Training Colleges). The same directive also made the University of Cape Coast responsible for the training of guidance personnel to serve in the second cycle institutions as guidance co-ordinators. That result was that in 1981, about 200 guidance co-ordinators were trained and were working in second cycle schools or in regional and district offices of the Ghana Education Service (G. E. S.) (Taylor & Buku, 2006).

## **Meaning of Guidance and Counselling**

Guidance has been defined in several ways by different authors. In 1976, Sherzter and Stone (1976) simply defined it as “a process of helping an individual to understand himself and his world”. Denga (1983) defined guidance as “a cluster of formalised educational service aimed at assisting individual children to attain the fullest development and self - actualisation of their potentials. Pecku (1991) also described guidance as being a set of service or a programme aimed at helping people to have self – awareness, adjust to life situations, make useful decisions and be able to solve their problems and in this way develop.

Apart from Sherzter and Stone’s definition which is all encompassing and not necessarily formalised, the other two definitions make guidance formalised and bring out its professional status. The difference between the other two and that of Denga is that, Denga places guidance in the educational system while the others do not necessarily place guidance in the school system.

For the purpose of this research work, guidance may be define as the sum total of formal educational services deliberately planned and executed to help students develop themselves to the optimum. Guidance in this sense is deliberately and systematically planned and implemented to achieve a set of objectives to help students develop their potentials. This implies that trained personnel are needed to execute the services in the guidance programme (Essuman, 2007).

Sherzter and Stone, (as cited in Makinde, 1988, p.42) see guidance as a process of helping the individual to understand himself and his environment or world so that he can utilize his potentials.

Ipaye (1983) says guidance is a generic term that covers all the means whereby an institution identifies and responds to the individual needs of people (students) no matter the nature of the need and its source and help the individual to develop his maximum potential.

From the definitions given, it could be said that guidance consists of those services which have for their specific objectives, the provision for the needs of clients (students). The extent of these services shall be determined by the assistance needed for the client (student) to deal with the situation facing him. In school or college situation, guidance as a service provides opportunity to give information about Schools, Colleges, Universities and the world of work to assess and evaluate students especially where tests are available to collect data about students and finally use this information to assist the individual on the aspect of his life where he needs help.

The purpose of the school or college guidance programme is to provide an array of services that facilitate the total development of all students. In the college, the guidance programme therefore should assist students' needs in three main areas – educational, vocational and personal – social components. This implies that the school or college guidance is made up of three components.

## **Components of Guidance**

Guidance consists of three major areas or aspects in which it acts. These are;

- a Educational guidance
- b Vocational guidance
- c Personal and social guidance

### **Educational guidance**

The term “education guidance” was first coined by Kelly. He used it to describe the help given to students who had questions about choice of courses and studies, decisions on interests and abilities, choice of college and school adjustment (cited in Makinde, 1988)

Peters and Hansen (cited in Pietorfesa, 1980) are of the view that educational guidance is often the major part of the school’s total guidance function. It is most directly concerned and charged with the student’s scholastic success or failure and his adaptation to conditions and policies that must be maintained if the school (college) is to function as a social unit. In addition Pecku (1988) says, educational guidance is important in that, guiding young people to pursue the right type of education in which the right balance is met for accommodating the manpower needs of the economy helps to build a more prosperous and advanced nation. Deducing from the above viewpoints one could therefore conclude that educational guidance is a process of helping an individual in planning a suitable educational programme and making progress in it.

## **Vocational guidance**

Vocational guidance is a design to aid the individual in choosing and adapting to a vocation. It assists students to choose an occupation, prepare for it, enter into it and progress in it. It provides the student with comprehension of the world of work and essential human needs thus familiarising individuals with such terms as “dignity of labour” and work value (Sherzter & Stone, as cited in Makinde,1988 p.65)

Taylor and Buku, (2006,) define vocational guidance as the assistance offered the individual to make, rational, intelligent and suitable occupational choice and adjustment, are based on the individual potentialities, interest, capabilities and achievement .Oladele (as cited in Taylor & Buku, 2006,) states that, vocational guidance is concerned with problems of selection, training for, and adjustment to occupations.

Deducing from the definition above, vocational guidance could be seen as a service in helping people to find better jobs. That is the assistance given to the student in making wise choice among the several occupations available to him and appreciating the worth of all types of honest Labour.

## **Personal and social guidance**

According to Makinde (1998) personal and social guidance is the process of providing services for a person who shows signs of personality maladjustments, unhappiness, annoyance, and anger, inability to meet needs, inability to get aspirations into fruition, anxiety, neurosis, excessive frustration, lack of knowledge and partial or total failure. Society is complex and fast



changing. When young people find themselves in such complex environment, they often encounter problems as to how to cope with issues such as; stress, anxiety, sexuality, alcohol and drug abuse, issues on decision making, problem solving and interpersonal relationship. Sherzter and Stone (1976) summarised it by stating that personal and social guidance deals with information about human beings which will help a student to understand himself and to improve his relations with others.

### **The Guidance Services**

Guidance services mostly found in our educational institutions include: orientation (adaptive) service, appraisal service, information service, placement service, counselling service, consultation service, follow-up and evaluation service.

### **Orientation Service**

Orientation service is provided to help students adjust better in any new environment (Makinde, 1990). At the beginning of each academic year, new students are admitted into Primary, Senior High Schools and Colleges of Education (Training Colleges) and other tertiary institutions. Many of these students feel psychologically and socially lost in their new environment. This is because they no longer enjoy the psychological support of parents, teachers and former friends. In addition to these, is the new environment with its rules, regulations and administrative set up, appears completely different. Orientation service therefore is designed to help students make adjustments during such

critical transition periods. The school or college draws up a programme to familiarize the students with the overall school/College situation.

### **Appraisal Services**

Shertzer and stone (1976), defines appraisal service as services designed to collect, analyse and use variety of objective and subjective personal, psychological and social data about each student. The purpose, for which is to understand the students better in order to assist them to understand themselves. Makinde (1983) also defines appraisal service as when we collect, analyse and use a variety of objective data for the purpose of better understanding the student or client. With this adequate and reliable information on the students, makes it easy to help the student to acquire and organise useful information about himself. This will help him make reasonable choices from all alternatives at his disposal.

Systematic analysis of student's information from appraisal service permits teachers and counsellors, parents and school authorities to help students.

### **Information (Distributive) service**

Information service provides appropriate and relevant data to students on their educational, vocational, personal and social opportunities and growth (Zunke, cited in Taylor & Buku, 2006,). With the advances in science, technology, politics and industry, the world is becoming more complex and highly competitive. Against this background, students find it difficult to understand themselves, to plan, make appropriate choices and decisions. The

availability of data enables students to make better and well informed choices and decisions (Taylor & Buku, 2006).

The main objective of information service is to stimulate individual students to evaluate themselves and their opportunities. According to Pecku (1991) information helps student's to find out about available vocational fields, the relationship between them and the qualifications one needs to enter the different fields of occupation.

Furthermore, Sherzter and Stone (1976) stated there are three reasons why information service is important. Firstly, it equips students with the basic knowledge needed to think through important issues such as extent of education, choice of occupation and maintenance of individuality. Secondly the service is important if students are to become self regulatory because matured behaviour is based on accurate information. Thirdly, information is basic if students are to explore and be aware of contingencies of stability and changes that mark their development.

### **Counselling Service**

Counselling has been defined in several ways. For instance, Makinde (1990) defines counselling as a service designed to help an individual analyse his capabilities, achievements, interests and mode of adjustment in relation to new decisions he has to make. In addition to the above, Patterson (1971) maintains that "counselling involves an interview, in which the counsellor listens and attempts to understand the client in private and with an understanding that, what the client says will be held in confidence"

Pietrofesa, Hoffman and Splete (1984) see 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 problems solving and development growth.

Deducing from the definitions above, certain characteristics emerge. Firstly, counselling is a relationship between a client and a counsellor. This relationship is characterized by a professionally trained and competent personnel (counsellor) who assists the client (helpee) to analyse his capabilities, achievements, interests, etc in relation to new decision(s) he has to make. Again, counselling is geared towards acceptance and respect for others, understanding, mutual confidence and trust, genuineness, sincerity, openness, honesty and integrity.

With regard to the views and discussions above counselling therefore can be said to be a service which helps students in self- understanding and decision making, and the major focus is personal growth and development. It is therefore the major engine of growth of the guidance services.

In conclusion, counselling service is concerned with helping and leading individual students to understand more about themselves in terms of their normal, educational, vocational and personal needs and plans through the medium of private interviews in reassuring situations. Counselling therefore seeks to change behaviour but it depends upon active participation of the client. There is always an element of choice in counselling but the will to choose or change must come from the client.

## **Placement service**

Placement service is an aspect of guidance which helps students to find existing opportunities to proceed from one field of educational opportunity to the other and select appropriate courses which will be in line with their ambitions (Sherzter & Stone, 1976).

Placement, a selective assignment of a person to a position, is a method that is designed to help students be in a position for which their plans, interests, skills, aptitudes and physical activities are suited. Placement service makes students aware of opportunities that are available in school or outside. The awareness helps the students to take advantage of these opportunities by having themselves well placed within the opportunities so that they can function effectively (Sherzter & Stone, as cited in Taylor & Buku, 2006,).

Pecku (1991,), categorized placement into three phases:

- a Pre – placement: This phase deals with making information about available opportunities to students.
- b Placement: This phase deals with helping the students to develop and implement plans.
- c Post Placement: This phase is used to help concerns the student to adapt and adjust to placement setting.

Again, Pecku (1991) categorized placement into three components namely; educational, vocational and social placement.

- a Education placement according to Pecku, involves assigning students to specific groups or courses best suited to their abilities, capabilities and

interests. Students are also helped to enter appropriate higher institutions of learning.

- b Vocational placement is concerned with helping students to know and accept themselves, to choose jobs, to prepare for it, to enter and to adjust to it.
- c Social placement deals with social issues such as placing students in social groups that will help develop their positive self-concept and also develop appropriate social skills.

### **Consultation Service**

Consultation service is an aspect of guidance which involves exchange of ideas among teachers, parents, agencies and other guidance functionaries to help students resolve their personal challenges and other issues. Consultation therefore is a process where an individual seeks information, advice or help from another person or from a source which renders such help (Taylor and Buku, 2006). This therefore suggests that the total education of the child is only possible when the school co-operates and works closely with the home in particular and the community as a whole.

### **Follow – Up Service**

Follow – up is a systematic method of finding out how individuals are getting on in places where they have been put (Pecku, 1991).

Similarly Essuman, Forde, Asamoah, (2006), are of the view that follow – up service involves procedures which counsellors use to find out how individuals are progressing after they go through some other guidance services. The other

guidance services can be counselling, placement, orientation or referral. Feedback from follow-up studies and other research activities may lead to new approaches in teaching or in counselling. It paves way for counsellors to work on strengths and weaknesses of students both in and outside school (college).

### **Need (Reasons) for Follow – Up**

1. Helps to obtain information as to how students are doing after completing school.
2. Helps students to realize the problems that lie ahead.
3. Helps the school to appraise its programme and activities and thereby be able to improve upon what is being done.

Techniques used in follow-up include, mail survey (questionnaire), interviews (personal and telephone) and personal observations.

### **Evaluation Service**

Evaluation has been viewed as a process which aims at appraising the guidance programme. It is not a direct service to students as the other services. The purpose of evaluation as a service in guidance and counselling is to assess how the guidance programme is meeting the objectives set for effective functioning. Peters and Hansen (as cited in Ipaye, 1983) noted that guidance practices cannot consistently grow in effectiveness if they are not evaluated by counsellors using a variety of kinds of procedures. They identified four ways of evaluating the guidance programme; observation, survey, empirical and case study.

In this regard, one can conclude that, evaluation service is conducted periodically to discover any lapses in various aspects of the programme or find out whether the goals of the programme are being achieved.

### **Characteristics of Effective Guidance Programme**

According to Sherzter and Stone (1976) all guidance programmes must have the following characteristics to make it more effective:

- a Counsellors are qualified for the positions by meeting the minimum requirements for the state certification or by holding degree in counselling.
- b Appropriate records are maintained that reflect a body of information about each student enabling teachers and counsellors to understand and help students.
- c Information materials are present and accessible.
- d Appraisal data are accessible and used by school personnel to help students with individual concern relating to adjustment, planning and development.
- e Personnel are self evaluative and experimentally oriented.
- f Adequate physical facilities are available for guidance.
- g Existence of adequate financial support.

Regarding the above points, lapses in any of the above characteristics renders the guidance programme in our schools and colleges less effective.



## **The Need for Guidance and Counselling In Teacher Training Colleges (Colleges of Education)**

Concerning the need for guidance and counselling in Colleges of Education (Teacher Training Colleges), Pecku (1991) states that the college is made up of students who hail from different backgrounds and have different abilities, interests and ambitions. These students need help to settle down. Guidance and counselling is therefore needed to help new students adjust to school or college through orientation service.

Secondly, the society is becoming more complex as a result of proper adjustment to these challenges and subsequently social problems of robbery, drug abuse, sexual misconduct, alcoholism and unconditional means of recreation among the youth. Guidance services will therefore assist students to make intelligent decisions about responsible life management in and outside college.

In addition to the above, Taylor and Buku (2000) are of the view that vocational choices are made possible through guidance. Many students have no definite vocational plans. Some have wrong notions while some are ignorant about the world of work. Guidance services help these students at this level of institution (Colleges of Education) in their career opportunities, job openings and life styles associated with various occupations.

In the same vein, Essuman (2007) states that, 'In the Teacher Training Colleges, students are exposed to courses in guidance and counselling in their teacher education programmes. Such exposure helps them to have positive

attitude towards guidance programmes in the schools (basic education) they may teach or head.

To this end, for the college guidance programme to function as discussed above, then it could be concluded that there is the need to assess how effectively the college's guidance and counselling programme is meeting the students and staff needs of the college in question.

### **Contemporary Issues about Guidance and Counselling in Ghanaian Education System (Second Cycle and Tertiary)**

A new speciality is emerging at all school levels. While the teacher has played a major role in guidance at this level, the need for additional and specialized personnel seems generally accepted the world over. The teacher's many responsibilities in the guidance and counselling process are recognized and respected. Again the teacher's complementary role of guidance and counselling personnel in addition to the teaching is also acknowledged (American School Counsellors' Association (ASCA) Committee, (cited in Tolbert, 1972).

According to Egbochuku (2008), the aims of school (College) guidance and counselling services which are based on developmental hierarchy, are to provide students with:

- a opportunities to develop knowledge and appreciation of themselves.
- b opportunities to develop relationship skills, ethical standards and a sense of responsibility.
- c opportunities to acquire skills and attitudes necessary to develop educational goals which are suited to their needs, interests and abilities.

d information that would enable them to make decisions about life and career opportunities.

According to Essuman (1999) today guidance and counselling has gained prominence in the Ghanaian educational system and many people are getting interested in the guidance of youth in making wise educational, vocational and personal-social decisions. Essuman (cited in Journal of Counselling, Education and Psychology vol. 1 issue 2, December, 2007 pp. 143-145) writes academic programmes aimed at training professional counsellors or exposing student teachers to the concept and practice of guidance and counselling are found in all the Universities and the Teacher Training Colleges (Colleges of Education). He continued further by stating that, University of Cape Coast was the first tertiary institution to begin academic programmes in guidance and counselling courses in undergraduate and post graduate certificate of education programmes for training teachers. University of Ghana also runs masters programme in Counselling Psychology in addition to Clinical, Developmental, Industrial and Organizational Psychology and many other programmes in Psychology. In the Teacher Training Colleges and even Diploma in Basic Education by Distance students are exposed to courses in guidance and counselling in their Teacher Education Programmes. In addition to the above, he stated that University of Ghana, Kwame Nkrumah University of Science and Technology, University of Cape Coast and University of Education, Winneba have established centres for counselling services mainly for students.

With the highlighted changes in the nation's educational system, the need for guidance and counselling services in Ghanaian second cycle and tertiary institutions especially colleges of education has become more glaring. Consequently, guidance and counselling services have become an integral and essential component of the educational process for all students as they progress through the educational system.

A review done by University students in the 1980s and 1990s in guidance and counselling programmes in Ghanaian school and collage indicated that the programmes were not effectively done due to the following problems;

- a inadequate facilities like offices, tape, recorders, furniture, telephone, etc.
- b lack/Insufficient funds for running guidance programmes.
- c lack of qualified guidance and counselling co-ordinators.
- d tight teaching schedules for co-ordinators, and
- e negative attitude of students, headmasters and mistresses towards the programme (Essuman, cited in the Journal of Counselling, Education and Psychology, vol.1 issue 2 December 2007.)

In the similar situation, Essuman, (2007), write although all the Universities (Tertiary) have Counselling Centres and render various kinds of services to the students, staff and others, in the Training Colleges (Colleges of Education) not much is heard about their guidance and counselling programmes and services rendered. One may wonder what may be happening at the Training Colleges (Colleges of Education) and Polytechnics. The trend now seems to be

that the Training Colleges have not realized the need for establishing offices let alone counselling centres.

All the findings above reveal that there is ineffectiveness of the running of guidance and counselling programmes in the Teacher Training Colleges (Colleges of Education) in Ghana. This has prompted me to work tirelessly to find out whether guidance and counselling is effectively run at St. Joseph's College of Education and make the necessary recommendations and suggestions which can help improve upon the existing guidance and counselling programme to provide effective services to the students and staff in the college.

### **Summary of Related Literature Review**

The review of related literature has so far described guidance and counselling during the early civilization, development of guidance and counselling in the United States of America (USA), Africa and that of Ghana. In addition to the above, it also touched on the meaning of guidance and counselling, guidance services, characteristics of guidance and counselling and the need for guidance and counselling in Ghanaian schools and colleges. Finally contemporary issues and research findings about guidance and counselling in Ghanaian educational system (Second Cycle and Tertiary) were touched.

### **Conclusion of Related Literature Review**

Deducing from all the authors whose works have been reviewed, points out that, it could not be overemphasized to say that they all aim at the client (student) receiving effective helping services to achieve success. This could be

achieved only through effective assessment of the schools' (college's) guidance and counselling programme from time to time. This goes to buttress the points raised by the authors in the literature review. Some examples are as follows; Awabil (cited in the Journal of counselling, Education and psychology volume 1 issue 1, 2007) that effective guidance and counselling depends on accurate and continuous assessment of the programme to find whether it is meeting its target. Also Essuman (cited in the Journal of Counselling, Education and Psychology volume 1 issue 2, 2007) writes that guidance is the sum total of formal educational services deliberately planned and executed to help students develop themselves to the optimum. Based on this, it is therefore not out of place to assess the guidance programme of the school (college) to realize whether it is in line with what problems it was intended to solve.

In another development, a review done by University students in the 1980s and 1990s in general indicated that guidance and counselling programmes in the institutions (schools and colleges) were not properly run. Knowledge of this nature will prompt the researcher to delve deep into this problem and help find solution to it to make guidance and counselling in our institutions function effectively.

The literature review pointed out that every human being born into this troubled world is beset with a formidable barrage of problems which he or she has to struggle to try to solve in order to get the best out of life, there is therefore the need to always assess the effectiveness of every guidance and counselling

programme to make the necessary corrections in order to effectively meet the numerous needs or problems of people it is intended to serve.

In this regard, one could therefore conclude that the contributions of the various authors whose work has been reviewed are in line with the research problem “Assessing the effectiveness of Guidance and Counselling Programme of St Joseph’s College of Education”.

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter discussed the methodology used for the study. It involved the research approach (design), the target population, sample and sampling procedure, instruments used to collect data, how data was collected and statistical method used in analyzing the data.

#### **Research Design**

The descriptive research design was used in the study. Descriptive research design is that design which specifies the nature of a given phenomenon. That is it is generally concerned with the present status of a given phenomenon. It is usually in the form of statistics such as percentages, frequencies, averages and sometime variabilities. In this way, a clear picture of a situation or population is given. It also makes use of logical methods of inductive-deductive reasoning to arrive at generalizations.

The reasons for using descriptive research design were that it;

- a) determines and reports the way things are,
- b) involves the collection of data in order to test research questions concerning the current status of the subjects of the study.
- c) makes it possible to observe, describe and document aspects of a given situation as it naturally occurs.



The descriptive research design therefore enabled me to collect data and discussed the views of the respondents on the topic "Assessing the Effectiveness of Guidance and Counselling Programme of St. Joseph's College of Education".

### **Population of the Study**

The target population for the study was made up of students of all the three year groups (DBE1, DBE2 and DBE3) of St. Joseph's College of Education, all the 48 tutors of the college and the guidance and counselling co-ordinator of the college.

### **Sample and Sampling Procedure**

The sample size was made up of the guidance and counselling co-ordinator, 20 tutors and 20 students from each of the 3 year groups (DBE 1, DBE 2 and DBE 3) giving a total of 60 students. The total sample size for the study therefore was 81.

With the exception of the guidance and counselling co-ordinator who was purposively selected due to the fact that he is a single counsellor for the college., "Simple Random Sampling" which is one of the probability sampling methods was used for the selection of the tutors and the students of each year group respectively. This was used to ensure equity to all the four categories of subjects (DBE 1 students, DBE 2 students DBE 3 students and the she tutors). The lottery method was used to construct sampling frame for each of the four subject (Tutors, DBE 1 students, DBE 2 students and DBE 3 students) used for the study.

On the part of the tutors, their staff identity (ID) numbers were used while students' registered numbers were used. Each of the four (4) unit members'

numbers were written on slips of papers and put in four different containers with each of the containers representing a unit.

After putting the slip of papers in the containers, the slips of papers were mixed by shaking all the 4 containers to avoid bias. Twenty slips were picked from each of the 4 containers and recorded. By the end of this random exercise 20 tutors and 60 students were selected.

Finally, the sampling gave a sample size of 81 which comprised one guidance co-ordinator, 20 tutors and 60 students.

### **Instrument**

Questionnaire was used in the collection of data for the study due to the fact that the entire population for the study were literates. The reasons for using questionnaire was that, it consists of questions and statements relating to the aims or research questions of the study which makes it possible for verification to take place. Again, the use of questionnaire ensured consistency, uniformity and stability in response. Its usage made respondents complete answering the questionnaire at their own convenience and also ensured the respondents greater anonymity.

The two forms of questionnaires (closed-ended and open-ended) were used. The open-ended questions allowed respondents to express their views freely on issues raised. The closed-ended questions were used when the researcher needed specific answers which did not require explanation.

There were 3 sets of questionnaires; set 'A' was answered by the guidance co-ordinator, set 'B' was answered by the tutors and set 'C' answered by the students. In all eighty-one 81 questionnaire were distributed.

### **Validity and Reliability of Instruments**

Validity, according to the American educational Research, American Psychological Association and National Council on Measurement in Education, (as cited in Amedahe and Asamoah-Gyimah 2008) "refers to the soundness or appropriateness of the interpretation and use of students' assessment results". With regard to this research work, validity may be referred to as the soundness or appropriateness of the interpretation and use of results obtained from the subjects' responses to the questionnaire which was used to collect the data.

To determine the content validity of the questionnaire (i.e. relating the questions to the topic and making sure that the overall topic is adequately covered by the questionnaire), the researcher submitted a draft questionnaire to his supervisor who is an expert in guidance and counselling at the Counselling Centre of University of Cape Coast (UCC) for review. The useful comments given were used to improve the items on the questionnaire.

Reliability, according to Amedahe and Asamoah-Gyimah (2008) refers to the consistency of assessment scores overtime on a population of individuals or groups. Generally, it refers to the degree to which assessment results are the same when the population completes the same task(s) on two or more different occasions.

In this regard, the test re-test reliability technique was used to estimate reliability of responses to the questionnaire from one occasion to another. As the name implies, in using this technique to establish reliability, the same set of questionnaire was administered to the same group of respondents two times with a given interval of two weeks between the two administrations of the questionnaire.

The researcher randomly selected ten (10) students from each of the three year groups, and ten (10) of the tutors constituting forty (40) respondents. They were made to answer the same set of questionnaire. The researcher waited for one and half ( $1\frac{1}{2}$ ) weeks and then administered the questionnaire the second time to the same group of respondents.

The responses to the questionnaire on the two occasions were correlated using Pearson's Product Moment Correlation Coefficient to estimate the reliability. The result showed reliability coefficient of 0.74 which was adjudged quite adequate.

### **Data Collection Procedure**

I personally delivered the questionnaire to the following respondents, year one and year two students, the tutors and the guidance co-ordinator since they were all resident at the college in which the study was being carried out. Conversely, questionnaires for the year three students were sent to them through the mail since they were out of campus undergoing their final teaching practice. One week was used by the respondents to complete answering the questionnaire.

### **Data Analysis Procedure**

The completed questionnaires were edited to remove the uncompleted questions. Frequencies and percentages were used to organise the data in tables, these helped in answering the six research questions posed.

## **CHAPTER FOUR**

### **RESULTS AND DISCUSSION**

This chapter deals with analysis and discussion of data collected from the three groups of respondents: (i) the guidance and counselling coordinator, (ii) the tutors and (iii) the students on the topic. “Assessing the effectiveness of Guidance and Counselling Programme of St. Joseph’s College of Education”.

The data gathered from the respondents were used to answer the research questions of the study. The data for the analysis has been classified under the following sections, “A” and “B” for each of the three groups of respondents.

Section “A” deals with demographic data showing percentages of distribution of participants according to their status/position and qualifications at College. This is in the form of academic and professional qualifications on the part of the guidance coordinator, that of the tutors and the levels of the various year groups of the students. Section “B” deals with the actual questionnaire ((i) guidance and counselling co-ordinator’s questionnaire. (ii) tutors’ questionnaire and (iii) students questionnaire ) where were used to answer the research questions for the study.

**SECTION A**

**DEMOGRAPHIC DATA OF RESPONDENTS**

Item 1 of the guidance and counselling coordinator’s questionnaire dealt with his academic and professional background, as well as other position(s) held in the college.

**Table 1: Demographic Data on the College’s Guidance and Counselling Coordinator**

<b>Respondent</b>	<b>Academic Qualification</b>	<b>Professional Qualification</b>	<b>Position at College</b>
Guidance and Counselling Coordinator	MSc (Science)	Trained Counsellor	Guidance and Counselling coordinator
	Dip (Theology)	Chaplain	College Chaplain
		Tutor	Chemistry Tutor

Table 1 indicates that academically, the guidance and counselling coordinator has MSc (Science) degree. Professionally, he is a guidance and counselling coordinator. He is also a tutor of chemistry in the science department of the college. These confirm Shertzer and Stone’s (1976) assertion that, counsellors are qualified for the position by meeting the minimum requirements for the “state certification” or by holding degree in counselling. Irrespective of his qualification, how effective he could discharge his duties as a guidance and counselling coordinator could be less. This is due to his heavy schedule as a guidance and counselling coordinator, the college chaplain, and at the same time a

classroom teacher. This makes his ability to perform creditably as a guidance and counselling coordinator questionable.

Item 1 of the tutor questionnaire dealt with the academic qualifications of the tutors who formed part of the sample of study.

**Table 2: Demographic Data of Tutors' Academic Qualification for the Study**

<b>Responses</b>	<b>Number of Tutors</b>	<b>Percentage (%)</b>
First Degree	05	25
Second Degree	15	75
PhD	00	00
<b>Total</b>	<b>20</b>	<b>100</b>

From the demographic data on Table 2, one would realize that 5 tutors forming 25% had their first university degree (Bachelor) by the time of the study, While 15 tutors constituting 75% had their Masters degree (Second University degree). None of the tutors had PhD by the time of the study. This also goes to buttress the point made by Shertzer and Stone (1967), that counsellors and for that matter guidance teachers are qualified for the positions by meeting the minimum requirements for the state certification or by holding degree in counselling.

The high percentage of the tutors with their masters degree gives a positive sign in that, all things being equal, when given in-service training and the opportunity to attend workshops, such tutors could understand and support the guidance and counselling programme better than tutors at the lower levels of education.



Item 1 of the students' (teacher trainees) questionnaire described the various year groups (levels) for study

**Table 3: Demographic Data of Students and their Year Groups**

<b>Students' Year Group</b>	<b>Number of Students</b>	<b>Percentage (%)</b>
Year One	20	33 <sup>1</sup> / <sub>3</sub>
Year Two	20	33 <sup>1</sup> / <sub>3</sub>
Year Three	20	33 <sup>1</sup> / <sub>3</sub>
<b>Total</b>	<b>60</b>	<b>100</b>

Table 3 indicates that the three year groups (Yr 1, Yr 2, Yr 3) were equally represented with 20 students each, totalling 60 students who constituted 100%.

In a nutshell, it was realized that the total sample size was made up of a guidance and counselling coordinator, 20 tutors, and 60 students. That gave a total sample size of 81 for the study.

## **SECTION B**

This section dealt with analysis of the various responses to the other items in the various questionnaires.

### **Research Question 1**

**How do students become aware of the existence of the guidance and counselling programme in the college?**

Item 2, 3, 4 of the counsellor’s tutors’ and students? Questionnaire were used to answer this research question (See Appendices B, C, and D)

**Guidance coordinator’s response**

The item solicited for how the coordinator creates awareness of the guidance and counselling programme in the College.

In answering item 1, the coordinator indicated that mostly, he creates awareness during orientation organised for “fresh students” every year, and sometimes during morning assemblies.

**How Tutors Create Awareness of the College’s Guidance and Counselling Programme.**

**Table 4: Tutors Awareness Creation of the College’s Guidance Programme to the Students**

<b>Responses</b>	<b>Number of Tutors</b>	<b>Percentages (%)</b>
During orientation for fresh students	00	00
Through teaching	12	60
At College gatherings	8	40
A day set aside to discuss only guidance and counselling issues	00	00
<b>Total</b>	<b>20</b>	<b>100</b>

Table 4 shows that twelve tutors constituting 60% make the students aware of the programme through teaching, whilst eight 8 tutors forming 40%

make the students aware of the programme through college gatherings. No mention was made on “orientation for fresh students” and a “day set aside for guidance issues.”

**Table 5: How Students Become Aware of Guidance and Counselling Programme at the College**

<b>Response</b>	<b>Number of Students</b>	<b>Percentages (%)</b>
Announcements at morning assemblies.	27	35
Orientation of “fresh” students.	33	65
A day set aside to explain guidance and counselling issues	00	00
<b>Total</b>	<b>60</b>	<b>100</b>

Table 5 gives indications that, 27 students forming 35% said that they became aware of the guidance and counselling programme of the college through announcements at morning assemblies. The remaining 33 students representing 65% indicated that their awareness of the programme was through orientation programme organized for the newly admitted students.

Deducing from responses of the three categories of respondents (the counsellor, tutors and the students), it could be realized that awareness has not been created professionally since the programme started. The reason being that for the counsellor and tutors to use just “fresh students’ orientation and part of instructional hours respectively could not have ample time to do detail work with students on guidance issues. Hence such occasions cannot be used as platform to

create awareness of guidance and counselling. This contradicts the professionalism nature of counselling as (Pietrofessa has cited in Taylor & Buku, 2006) that, counselling is a relationship between a professionally trained counsellor and a client. In this regard, at least a day could be set aside on the college's calendar for each semester to sensitize students on guidance and counselling issues.

### **Research Question 2**

How often does the guidance coordinator organize in-service training for the tutors on the college's guidance and counselling programme?

Item 5 of the counsellor's questionnaire and item 4 of the tutors' questionnaire were pooled to answer research question 3. (See Appendices B and C)

### **Guidance and counselling coordinator's response**

On item 5, to solicit for how often the counsellor organizes in-service training for the tutors on the programme, he answered "not at all." This indicates that he had never given in-service training to the tutors apart from the initial orientation given to them on how to function as a guidance teacher. Lack of in-service training might have deprived the tutors of up-to-date reliable information and skills needed to function effectively on the programme.

**Table 6: Tutors’ Responses on How Often they Receive In-Service Training  
from the Guidance Officer**

<b>Responses</b>	<b>Number of tutors</b>	<b>Percentages (%)</b>
Very often	0	0
Often	0	0
Sometimes	0	0
Not at all	20	100
<b>Total</b>	<b>20</b>	<b>100</b>

Deducing from Table 6, one could conclude that all the 20 tutors who formed part of the sample indicated “Not at all” giving 100% affirmation that the guidance coordinator did not give in-service training to them. Their responses confirm the response of the college’s guidance and counselling coordinator. The responses from the two categories of respondents (the counsellor and the tutors) go contrary to what (Zunke, cited in Taylor & Buku, 2006) stated that guidance information provides appropriate and relevant up-to-date data to students on educational, vocational and personal-social opportunities and growth. In this wise, the tutors have been denied of the vital current skills, knowledge and issues about guidance and counselling which could have been used to guide their students. Hence, it could be deduced from the responses that the college’s guidance and counselling programme is not effectively carried out.

### Research Question 3

To what extent have the college's guidance and counselling programme have benefited the students?

Items 3, 5, 6 of the guidance coordinator's questionnaire, tutors' questionnaire and students' questionnaire respectively were pulled to answer research question 3 (See Appendices BCD)

#### Guidance coordinator's response

When asked how beneficial the guidance programme was to the students, the coordinator indicated "somehow". When asked to give reason(s), he stated that, awareness creation was low i.e. most students were not aware of the programme at the college. Again, he admitted the fact that most of them might not know the need for guidance and counselling in the college.

**Table 7: Tutors Responses to How the College's Guidance and Counselling Programme have Benefited the Students**

Response	No. of tutors	Percentage (%)
Beneficial	0	0
Somehow beneficial	07	35
Not beneficial	13	65
<b>Total</b>	<b>20</b>	<b>100</b>

Table 7 shows that, the extent to which students have benefited from the college's guidance and counselling programme is not encouraging. On the table, none of the tutors indicated that the programme has been "beneficial" to the students.

On the table, 7 tutors, representing 35% responded that the students “somehow, have benefited from the guidance and counselling programme. As many as 13 tutors representing 65 indicated “not beneficial”, meaning the students have not benefited from the guidance and counselling programme. Those who indicated not beneficial stated further that the students might not have been sensitized on the importance of guidance and counselling at the college. Also some of the students might not want to take advantage of the programme in that their “confidentiality” would not be assured since counselling takes place in classrooms and staff common rooms.

This has gone contrary to the aims of guidance and counselling in schools/Colleges stated by Egbochuku (2008) that guidance and counselling provides students with:

- a opportunities to develop knowledge and appreciation of themselves,
- b opportunities to develop relationship skills, ethical standards and a sense of responsibility,
- c opportunities to acquire skills and attitudes necessary to develop educational goals which are suited to their needs, interests and abilities and
- d information that would enable them to make decisions about life and career opportunities.

In this regard, the students are not benefiting much from the college’s guidance and programme since all these aims of guidance and counselling are not met.

**Table 8: Students' Responses on the Benefits they get from the College's Guidance and Counselling Programme**

<b>Responses</b>	<b>Number of students</b>	<b>Percentages (%)</b>
Beneficial	0	0
Somehow beneficial	20	33
Not beneficial	40	67
<b>Total</b>	<b>60</b>	<b>100</b>

On Table 8, deducing from the responses given, 20 students who formed 33% indicated that they had “somehow benefited” from the programme. As many as 40 students forming 67% indicated that the programme was “not beneficial.” Inferring from the table, if 67% and 33% of the students could rate the college's guidance and counselling programme as “not beneficial and “somehow beneficial” respectively, with no student indicating it as “beneficial” then the programme had not made any significant impact in the students' lives. The greater number of students responding “not beneficial” indicates that, they did not know much about the importance of the programme. In this regard, the students had been deprived of guidance as being a services aimed at helping people to have self-awareness, adjust to life situations, make useful decisions and be able to solve their problems (Pecku, 1991).



## **Research Question 4**

### **What facilities are available to the guidance and counselling co-ordinator at St. Joseph's College of Education?**

Items 4,6,7,8 of the guidance coordinator's questionnaire, tutors' questionnaire and students' questionnaire respectively were used to answer research question 4. (See appendices B, C, D).

#### **Guidance coordinator's response**

Item 7 of the counsellor's questionnaire sought to find out where he meets his students (clients) during counselling sessions. The counsellor indicated that he meets the students (client) in his house and classroom. Using the classroom and "the counsellor's house as a place for an office accommodation presupposes that, there is no proper place to keep counselling records. In addition the client's confidentiality cannot be assured during counselling.

Item 8 of the counsellor's questionnaire was to find out whether the college's guidance and counselling programme had enough materials and equipment needed to make the programme effective. On this item, the guidance coordinator responded that the programme had not enough materials and equipment for effective delivery. Hence data collection, recording and storage of data was a big challenge facing the programme. This is opposite to what Taylor and Buku (2006) have stated that, the availability of data enables students to make better and well informed choices and decisions.

**Table 9: Place Where Tutors Meet their Students for Guidance and Counselling Discussions**

<b>Response</b>	<b>Tutors</b>	<b>Percentage %</b>
Staff common room	8	40
Guidance and counselling office	0	0
Classroom	12	60
<b>Total</b>	<b>20</b>	<b>100</b>

Table 9 clearly shows that 8 tutors constituting 40% met their students in the “staff common room.” Twelve tutors forming 60% indicated that they met their students in the classroom. None of the tutors said that they met their students in the guidance and counselling office (i.e.0%). The responses of the tutors therefore confirm the response given by the guidance and counselling coordinator that the college’s guidance and counselling programme had no office accommodation.

**Table 10: Places Where Students Meet their Counsellor and Tutors to Discuss their Problems**

<b>Responses</b>	<b>Students</b>	<b>Percentage %</b>
Guidance and counselling office	0	0
Counsellor’s house	20	33
Classroom	30	50
Staff common room	10	17
<b>Total</b>	<b>60</b>	<b>100</b>

In Table 10, it was realized that 30 of the students constituting 50% indicated the classroom as their meeting place. Twenty students representing 33% responded that they met their counsellor at his house. The remaining 10 students constituting 17% indicated the staff common room as their meeting place with their tutor and the counsellor.

The responses from the Table give a clear indication that, there was no guidance and counselling office accommodation in the college. This affirms the responses given by both the guidance coordinator and the tutors on the same research question 4. This makes the students unable to get a conducive environmental setting, privacy and confidentiality which are very necessary for effective counselling. This confirms the findings of Essuman (2007) about the lack of office accommodation for counselling in second cycle schools and training colleges.

### **Research Question 5**

#### **How is the College's Guidance and Counselling Programme rated?**

Items 5, 7, and 8 of the counsellor's questionnaire, tutors' questionnaire and students' questionnaire respectively were used to answer research question 5.

(See Appendices B,C,D)

#### **Guidance Coordinator's Response**

Item 9 of the guidance co-ordinator's response was used to find out how he rates the level of effectiveness of the college's guidance and counselling programme. Options were given, ranging from "above average, average, and below average." On this item, the college's guidance coordinator rated the

performance of the programme as “average.” This gives an idea that the level of performance of the programme was low, and therefore more needed to be done.

When further asked in item “8b” to suggest what could be done to improve upon the guidance programme, he suggested the following;

- a there must be an office accommodation where activities for the programme should be carried out.
- b there must be enough materials like files and cumulative record books; and equipments like computers, tape recorders and telephones to access and store information.
- c there must be proper awareness creation.

**Table 11: Tutors Rating of the Performance of the College’s Guidance and Counselling Programme**

<b>Response</b>	<b>Tutor</b>	<b>Percentage %</b>
Above average	0	0
Average	8	40
Below average	12	60
<b>Total</b>	<b>20</b>	<b>100</b>

It can be deduced from Table 11 that “none” of the tutors rated the guidance and counselling programme as above average 0%. Four 4 tutors constituting 20% rated the performance of the programme as “average.” As many as sixteen 16 tutors constituting 80% rated the performance of the guidance programme as “below average.” Deducing from responses of Table 11, it could be

said that, the performance of the college’s guidance and counselling programme was low. Hence the college authorities should find out what is amiss and improve upon it. When the tutors were asked in item “7b” to suggest what could be done, to improve upon the guidance programme, they suggested the following:

- a There should be regular in-service training on the programme for tutors to acquire skills and knowledge to work effectively.
- b More awareness must be created for students to see the need for guidance and counselling at the college.
- c Workload of the counsellor must be reduced to enable him concentrate only on the guidance and counselling programme since the size of the college population is very large.
- d There must also be the provision of office accommodation where confidential issues will be discussed and equipment and materials stored.

**Table 12: Students’ Rating of the Performance of the College’s Guidance and Counselling Programme**

<b>Responses</b>	<b>No. of students</b>	<b>Percentage %</b>
Above average	2	03
Average	25	42
Below average	33	55
<b>Total</b>	<b>60</b>	<b>100</b>

Table 12 shows that only 2 students constituting 3% rated the college's guidance and counselling programme as "above average." Twenty-five students constituting 42%, rated the programme as "average." As much as 33 students making 55% rated the programme as "below average." Their responses indicated that the college's guidance and counselling programme was not effectively functioning.

When asked in item "7b", about their suggestions to improve upon the programme, they suggested the following: (i) there must be much awareness creation on the part of the students, (ii) there must be the provision of an office accommodation and (iii) the counsellor should put in place schedule for counselling sessions and paste it on the student notice board.

To this end, responses to item '7a and 7b' confirm responses given by the tutors and the guidance and counselling coordinator on similar items that, the college's guidance and counselling programme was operating below the average level. The guidance coordinator rated the performance of the programme as "average", while the tutors and students rated the programme's performance as "below average."

The evaluation or assessment of the college's guidance and counselling programme has revealed that, the programme is not effectively operated. Assessment of guidance and counselling programme therefore is necessary due to the fact that it helps to ascertain the current status of the profession and the programme's performance. This buttresses the points made by the following authors:

Awabil (as cited in Journal of Counselling, Education and Psychology, vol 1 issue 1, may, 2007) stated that, the effective development of any guidance and counselling programme, regardless of the setting is dependent on an accurate and continuous assessment to find whether it meets the needs of the target population. Additionally Pecku, (1991, p.77) is of the view that assessment (evaluation) of a guidance and counselling programme will provide data about the effectiveness and also show its benefits to the people it is meant for. Finally, Taylor and Buku, (2007, p.130) states that, assessment (evaluation) of the guidance programme provides data or evidence that are used to judge its effectiveness.

Based on the findings and views of these authorities, it could be conclude that assessing the performance (effectiveness) of guidance and counselling programme of St. Joseph's College of Education is a step in the right direction.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

This chapter dealt with summarising, drawing conclusions from the findings and recommendations made to address the challenges facing the programme.

#### **Summary**

The study dealt with the topic, “Assessing the effectiveness of guidance and counselling in St. Joseph’s College of Education”. The research questions which the study sought to answer were concerned with; (i) the requisite qualifications (academic and professional) of the guidance and counselling coordinator, and the tutor’s academic background, (ii) the students awareness of the guidance and counselling programme of the college, (iii) whether the tutors receive in-service training on the programme (iv) benefit students get from the programme, (v) whether the college’s guidance and counselling programme had an office accommodation with well equipped materials and equipment and (vi) how the college guidance and counselling programme’s performance was rated.

Relevant literature was reviewed to give direction to the study and also enabled me to relate the findings to theories, principles and facts that have been established by some authorities. Descriptive research design was used to enable me to collect data to test the research questions concerning the current status of



the effectiveness of guidance and counselling programme of St. Joseph's College of education. The sample size for the study was made up of the guidance and counselling coordinator 20 and 60 students. The sample size for the study was 81.

Questionnaires were used to collect data and frequencies organised in tables, were used to analyse the data.

### **Key Findings**

The study revealed that in terms of status, the college's guidance and counselling coordinator was the college's chaplain as well as chemistry tutor.

Findings from the analysis of the guidance and counselling coordinator's response, tutors and students responses indicated that awareness of the guidance and counselling programme of the college was created during orientation programme organised for fresh students and also during instructional hours. Hence guidance and counselling awareness creation was insignificant.

Findings from the guidance and counselling coordinator's response and tutors' responses gave 100% affirmation that no in-service training had been given to the tutors by the coordinator to equip them with up-to-date knowledge and skills since the guidance and counselling programme started in the college.

Findings from the analysis and discussions indicated that a greater number of students had not benefited from the college's guidance and counselling programme. The evidence was that as much as 65% of the tutors and 67% of the students indicated that the college's guidance and counselling programme had not benefited the students.

Again the study revealed that, the three categories of respondents (the counsellor, the tutors and the students) gave 100% affirmation that the college's guidance and counselling programme had no office accommodation. They further stated that guidance and counselling activities were carried out in classrooms, staff common room and the counsellor's house.

Finally, none of the respondents rated the college's guidance and counselling programme as above average. Findings from the analysis indicated that apart from the counsellor who rated the programme as average, as much as 80% of the tutors rated the programme as below average. Similarly 75% of the students rated the programme as 'below average'.

### **Conclusions**

To conclude, the results of the study indicated that generally the guidance and counselling programme of St. Joseph's College of Education had not been effectively run. The following specific conclusions were drawn from the findings:

Firstly, one can conclude that the guidance and counselling coordinator's work schedule was heavy. Apart from being the college's guidance and counselling coordinator he was also the college chaplain as well as chemistry tutor, hence his performance in the guidance programme was not up to expectation.

Secondly, there was not much awareness creation to enable most of the students to know about the guidance and counselling activities in the college.

It can also be concluded from the findings that the tutors had not been given any in-service training to equip them with the needed up-to-date knowledge and skills to deal with guidance and counselling issues.

Again one can conclude from the findings that the guidance and counselling programme of the college had no office accommodation and other logistics to make the programme function effectively

All the conclusions drawn from the findings of the study point to the fact that student of the college in question have not benefited much from the guidance and counselling programme. It can therefore be concluded that St. Joseph's College of Education's guidance and counselling programme had not been effectively run.

### **Recommendations**

Based on the findings of the study the researcher made the following recommendations:

1. In the first place, the college authorities should limit the work load of the guidance and counselling coordinator to only the guidance and counselling programme (i.e. detached) instead of performing the chaplaincy job as well as teaching in addition.
2. Secondly, since awareness level of the existence and importance of guidance and counselling programme in the college is low, some days (at least two days) can be set aside on the college calendar every semester to sensitise students on the activities and need for guidance and counselling at the college.

3. Enough in-service training must be organised both at college and district levels for tutors to avail themselves of such opportunities.
4. The guidance coordinator must draw good guidance programmes to be carried out in the college to benefit the students.
5. The college can make provision for the facilities needed by appealing to Non Governmental Organizations (N.G.Os), Philanthropists, District Assemblies, Parent Teachers Association (P.T.As) etc for support.
6. The effectiveness (performance) of the programme must be evaluated at the end of every semester to identify problems facing it and make amendments

### **Suggestions for Future Research**

Important areas (problems) where I entreat researchers to investigate:

1. Problems facing guidance and counselling programmes in the basic schools in Ghana.
2. Investigating into the challenges in the use of the cumulative record in the basic schools in Ghana.

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**APPENDICES**

**Appendix A**

**Introductory Letter**

## **Appendix B**

### **Guidance and Counselling Coordinator's Questionnaire**

This research work aims at “Assessing the effectiveness of guidance and counselling programme of St. Joseph’s College of Education-Bechem.” You are to react to the items below as honestly and frankly as possible. The information provided will be treated with strict confidentiality. You need not disclose your identity. Counting on your usual co-operation.

Please candidly tick (√) where appropriate and supply information where necessary.

#### **SECTION A**

##### **PERSONAL DATA**

1. Position at College-----
2. Academic qualification(s)-----
3. Other qualification(s)-----

#### **SECTION B**

4. How do you make the students aware of the existence of guidance and counselling programme in the College?
  - ( ) During orientation programmes for “fresh students” at the College.
  - ( ) During College gatherings like morning assemblies.
  - ( ) During teaching.
  - ( ) A day set aside in every semester to sensitize students on guidance and counselling issues.



5. How often do you give in-service training to equip the tutors with the needed skills for the programme?

Very often.

Often.

sometimes.

Not at all.

6.a. How beneficial is the College's guidance and counselling programme to the students?

Beneficial.

Somehow beneficial.

Not beneficial.

b. Assign reason(s) to your answer to item "6a" if any-----

7. Where do you meet your clients (students) for counselling sessions?

counsellor's house.

Staff common room.

Guidance and counselling office.

Classroom.

8. To what extent are the equipment and materials at your disposal enough to make your guidance programme successful?

Enough materials.

Not enough materials.

No materials.

9. Which of the following ways would you suggest will improve the effectiveness of the work of the guidance and counselling co-ordinator.

( ) Organising regular in-service programmes for the tutors.

( ) Creating proper awareness on the part of the students.

( ) He will become more knowledgeable and plan well for the counselling  
Job.

( ) He will become more resourceful in his counselling work.

## Appendix C

### Tutor's Questionnaire

Questionnaire on “Assessing the effectiveness of guidance and counselling programme of St. Joseph’s College of Education.”

You have been selected to react to the items below as honestly and frankly as possible. Information supplied will be treated confidentially. Moreover, you need not disclose your identity. Counting on your co-operation.

Please candidly tick (√) where appropriate and supply information when and where necessary.

#### SECTION A

- 1 Position at College-----
- 2 Academic qualification(s)-----

#### SECTION B

3. How do you make your students aware of the existence of guidance and counselling programme in the college?

- ( ) During orientation for newly admitted students.
- ( ) A day set aside to sensitize students on the guidance programme.
- ( ) Through teaching.
- ( ) During College gatherings like morning assemblies.
- ( ) Specify, if any other information-----

4. How often do you receive in-service training on guidance and counselling from your college guidance coordinator?

Very often

Often

Sometimes

Not at all

5. a How beneficial is the college's guidance and counselling programme to your students?  Beneficial.

Somehow beneficial.

Not beneficial.

b. Assign reason(s) for your answer to item "5a"

6. Where do you meet your students for guidance and counselling discussions?

The guidance and counselling office.

Staff common room.

Classroom.

7a How do you rate the performance of the college's guidance and counselling programme?  Above average.

Average.

Below Average.

b. Which of the following ways and any other way(s) would you suggest to the college authorities and the college counsellor to put in place to enhance effective implementation of the college's guidance and counselling programme?

Organizing in-service training for the tutors.

- ( ) Awareness creation on the part of the students.
- ( ) Putting up office accommodation, and provision of materials and equipments needed for the programme.
- ( ) supply any other information-----

## **Appendix D**

### **Students (Teacher trainees) Questionnaire**

Questionnaire on the topic “Assessing the effectiveness of guidance and counselling programme of St. Joseph’s College of Education.”

You are requested to answer the items below as honestly and frankly as possible. Confidentiality is strictly assured. Do not disclose your identity.

Please candidly tick (√) where appropriate and supply information when and where necessary.

#### **SECTION A**

##### **PERSONAL DATA**

1. Year group of students (Teacher Trainees) -----

First year.

Second year.

Third year.

#### **SECTION B**

2. How did you become aware of the existence of guidance and counselling programme at your college?

Through orientation programme for fresh students.

During morning assemblies.

A day set aside to sensitize students on the guidance and counselling programme.

3. a. How beneficial is the college’s guidance and counselling programme to the students?

- Beneficial.
- Somehow beneficial.
- Not beneficial.

b. give reason(s) for your response to item “3a”-----

4. Where do you meet your counsellor and tutors for counselling discussions?

- The guidance and counselling office.
- The counsellor’s house.
- The classroom.
- The staff common room.

5. How do you rate the guidance and counselling programme of your college?

- Above average.
- Average.
- Below average.

6. Which of the following would you suggest to the college’s guidance co-ordinator and the college authorities to put in place to enhance effective implementation of the college’s guidance and counselling programme? ( )

Provision of an office accommodation, materials and equipments needed.

- Creating sufficient awareness of the college’s guidance and counselling programme.
- Putting time Table in place for students to know when to meet their counsellor.
- Any other suggestion(s) -----