

UNIVERSITY OF CAPE COAST

GUIDANCE NEEDS OF SENIOR SECONDARY SCHOOL
STUDENTS IN THE BULSA AND KASSENA-NANKANA DISTRICTS OF THE
UPPER EAST REGION OF GHANA

BY
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CANDIDATE'S DECLARATION

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

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Signature:  Date: 29th June, 2003

SUPERVISORS' DECLARATION

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

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ABSTRACT

The major purpose of the study was to delineate the priority guidance needs of Senior Secondary School students in the Balsa and Kassena-Nankana Districts of the Upper East Region of Ghana.

The study adopted the descriptive survey design. The population of the study comprised Form 2 and Form 3 students, teachers and guidance co-ordinators in the eight Senior Secondary Schools in the Balsa and Kassena-Nankana Districts. Three hundred (300) students were used in the study. The number of guidance co-ordinators and teachers used in the study was 8 and 50 respectively.

Questionnaire was the instrument used for the study. Proportional stratified sampling and simple random sampling were used in selecting both students and teachers. Frequencies, percentages, means and standard deviations as well as t-test were employed in analyzing the data.

The study revealed that study habit, employment, self-understanding, interpersonal relationship and drug information were the greatest needs of students.

The study further outlined the major reasons that explain why students' guidance needs are not adequately met. The reasons included lack of qualified guidance co-ordinators, lack of funds and lack of offices.

It was therefore recommended that in the planning and implementation of guidance programmes, students' priority needs should be considered and adequately catered for. It was also recommended that the Ministry of Education should put in place the necessary material resources required for addressing the guidance needs of senior secondary school students.

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DEDICATION

This thesis is dedicated to my dear wife, Millicent and our child, Alfred Akan-nue.

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CHAPTER 1

INTRODUCTION

Background to the Study

Before the introduction of formalized guidance and counselling in Ghana, there existed forms of guiding young people through voluntary and non-formalized means. This took the form of pastoral care by senior persons in the school, church, home and community (Essuman, 1999). In second cycle institutions, heads of institutions, housemasters and mistresses, teachers, chaplains and even school prefects administered guidance. Darkwa (as cited in Essuman, 1999) stated that such voluntary and non-formalized services were in the form of:

- providing places and opportunities for the youth to socialize and recreate;
- consulting and advising the youth on moral issues;
- organizing orientation programmes for new pupils or students;
- assisting and advising the youth with their financial problems and issues;
- assisting the youth to solve their personal problems; and
- guiding the youth through Sunday school lessons and discussions to develop morally and spiritually.

However, this form of guidance was unsystematic and unorganized and did not adequately meet the needs of young people. Hence, the need for formalized guidance and counselling in the country.

The evolutionary roots of formalized guidance and counselling in Ghana can be dated as far back as 1955. It was in this year that the Ministry of Labour and the Ministry of Social Welfare and Education came together to establish a Youth Employment Department. This department was to cater for the unemployed middle school leavers under 20 years of age with regard to placing them into suitable jobs after giving them vocational guidance (Essuman, 1999). Ackumey (as cited in Essuman, 1999) indicated that by 1961 about 30 Youth Employment Centres had been established in the country. According to her (Ackumey) the need for Vocational Guidance had become so strong by 1962 that the Ministry of Labour and the Chief Education Officer agreed to establish a national system of Vocational Guidance with the underlisted aims:

- to introduce occupational literature into the schools through the Ministry of Education
- to develop lines of communication between the various ministries and the Employment Service Centre;
- to incorporate clerical manpower so as to ensure more efficient selection and placement procedures; and
- to improve contact between the Ministry of Labour and the Ministry of Education which together constituted the Youth Employment Committee and took charge of it.

It was, however, in 1976 that 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 in the nation's second cycle institutions (Essuman, 1999). The GES (as cited in Essuman, 1999) wrote to all second cycle institutions stating "The Ghana Education Service has decided to establish a systematic Guidance and Counselling

Programme in all second cycle institutions including Secondary/Technical/Vocational Schools and Training Colleges...” (p. 31). The functions of the school guidance co-ordinator as stipulated by the GES (as cited in Akom, 1992) included:

- Planning and development of the guidance programme according to the needs of students.
- Offering counselling to students so as to help each student to understand himself/herself in relation to the world in which he/she lives, develop personal decision-making competencies, resolve social and personal problems.
- Providing appraisal service by co-ordinating the accumulation and use of meaningful information about each pupil, interpreting information about pupils to their parents and to teachers.
- Offering information service by collecting and disseminating to pupils and their parents information concerning school offerings and opportunities for further education.
- Providing placement service for pupils by helping pupils make appropriate choices of school subjects and develop long-range plans of study, as well as helping them make the transition from one class to another, from one school to another.
- Maintaining liaison and co-operative working relationships with the Youth Employment Service, the Social Welfare Department, the Ministry of Health, Local Employers and other agencies that can assist in meeting the needs of his/her pupils.

To ensure that formalized guidance and counselling became operational the GES made arrangement for selected teachers to be trained as guidance co-ordinators at the Institute for Educational Planning and Administration of the University of Cape Coast.

By 1981, about 200 guidance co-ordinators had been trained and were working in second cycle institutions or regional or district offices of the GES (Essuman, 1999).

It is important to note that, prior to the institutionalisation of formalized guidance and counselling in schools, the University of Cape Coast had introduced guidance and counselling as an academic discipline. According to Ackumey, (as cited in Essuman, 1999), courses in guidance and counselling were included in the undergraduate and the Post Graduate Certificate of Education Programmes for training teachers in 1971. In 1976, a graduate programme in guidance and counselling was initiated so as to produce counsellors at the master's level. Since 1971, the University of Cape Coast has continued to run these programmes up to date (Essuman, 1999). Apart from the University of Cape Coast, the University of Education, Winneba, offers a post-diploma degree programme in guidance and counselling. Guidance and Counselling is also a core-professional course for all students graduating from the University.

Following the establishment of formalized guidance and counselling in second cycle institutions, evaluative studies have been carried out to find out the extent to which guidance programmes are effectively offered. For instance, Sowah (1984), Nii-Aponsah (1990), Afum-Gyan (1992), Ocansey (1992), Awabil (1996), and Amenyedzi, (1997) found that some of the guidance services are ineffectively offered in some of the senior secondary schools in Ghana. It was also found that guidance programmes are non-existent in some of the senior secondary schools in the country (Anyimah, 1983 and Awabil, 1996).

However, needs assessment, which is an important element of programme evaluation has not been given any serious attention. Needs assessment refers to that

component of programme evaluation planned to identify students' needs (Pietrofesa, Bernstein, Minor, and Standford, 1980). The importance of needs assessment in guidance and counselling requires no gainsaying. Gibson and Mitchell (1990) posit that:

The effective development of any counseling program, regardless of the setting, is dependent first on an accurate and continuous assessment of the needs of the target population to be served. Such needs assessment is the key to the successful planning for goals and objectives. The accurate assessment of potential client needs is critical in establishing and maintaining program relevance and as a basis for program accountability and evaluation (p. 414).

Similarly, Eshun (2000), states that before effective counselling services can be offered in secondary schools, students needs must be identified and assessed. This will enable the counsellor to plan, organize and evaluate programmes for students based on the relevant needs of the students. Finally, Ahia and Bradley (as cited in Euvrard, 1996) indicated that researchers in African countries like Nigeria have embarked on needs assessment studies in the belief that if the educational, vocational and personal counselling needs of students are delineated and adequately addressed there may be a reduction in student drop-out rate and unemployment.

Statement of the Problem

Since the emergence of guidance and counselling in Ghanaian schools, very little research has been done on needs assessment. The few needs assessment studies done in

Ghana were conducted by Opoku (1975) and Forde (1997). Opoku carried out a nationwide survey of the concerns of secondary school students in the then 9 regions in Ghana and found that students' needs centred on 4 categories of needs, viz, life at school, vocational and economic, personality development and health. Forde on the other hand conducted her study in selected senior secondary schools in the Greater Accra Region of Ghana. She studied 11 categories of student needs. The categories included health, finance, moral and religious, self-esteem, and sexual issues.

Although Opoku's study covered the whole country, his findings may not apply today since students' needs have changed over the last 20 years owing to the political, social and economic changes in the country. Consequently, there is the need to have a fresh assessment of the needs of students. This equally applies to the Balsa and Kassena-Nankana Districts in the Upper East Region of Ghana. Besides, Opoku's study did not assess students' need for educational information, career information, self-understanding, drug information, interpersonal relationship and sexual information. The current study seeks to assess students' need for educational information, career information, self-understanding, drug information, interpersonal relationship, sexual information, employment and study habits. These guidance needs are to be assessed because of the significant role they play in the personal-social, educational and career development of senior secondary school students.

Unlike Opoku's survey, Forde's study was limited to the Greater Accra Region and therefore did not cover any of the districts in the Upper East Region. Moreover, Forde's study did not cover students' need for educational information, employment, career information, self-understanding, study habits and drug information. Hence, the

need to do a survey of students' needs in the Balsa and Kassena-Nankana Districts because these two districts were not studied thoroughly by Opoku. Forde's study definitely did not cover that area. With this background therefore, the study was designed to find the most prevalent guidance needs of students' in Balsa and Kassena-Nankana Districts of Ghana.

Purpose of the Study

The purpose of the study was to delineate the priority guidance needs of senior secondary school students in the Balsa and Kassena-Nankana Districts of the Upper East Region of Ghana. Another purpose of the study was to find out the extent to which students' guidance needs are met. It also sought to identify the reasons that explain why students' guidance needs are not adequately met. Finally, the study aimed at finding out whether the guidance needs of students depended on variables such as sex, grade level and age.

Research Questions

The following research questions were formulated to enable the researcher to carry out the study.

1. What are the most prevalent guidance needs of senior secondary school students?
2. To what extent are students' guidance needs met?
3. What reasons are given for students not having their guidance needs adequately met?

Hypotheses

The following hypotheses were formulated to guide the study. H_0 represents null hypothesis, whilst H_A stands for alternate hypothesis.

1. H_{01} : There is no significant difference between the guidance needs of male and female students.
 H_{A1} : There is significant difference between the guidance needs of male and female students.
2. H_{02} : There is no significant difference between the guidance needs of mid and late adolescent students.
 H_{A2} : There is significant difference between the guidance needs of mid and late adolescent students.
3. H_{03} : The guidance needs of students do not depend on grade level.
 H_{A3} : The guidance needs of students depend on grade level.
4. H_{04} : The guidance needs of students do not depend on school type.
 H_{A4} : The guidance needs of students depend on school type.
5. H_{05} : The guidance needs of students do not depend on school location.
 H_{A5} : The guidance needs of students depend on school location.
6. H_{06} : There is no significant difference between student and adult perceptions of the guidance needs of students.
 H_{A6} : There is significant difference between student and adult perceptions of the guidance needs of students.

Significance of the Study

The study is intended to bring to light the guidance needs of senior secondary school students in the Balsa and Kassena-Nankana Districts of Northern Ghana. It is hoped that the findings would enable counsellors, guidance co-ordinators and teachers to institute programmes that will address the priority needs of students.

Again, it is anticipated that the Curriculum, Research and Development Division of the Ghana Education Service will take keen interest in the findings of the survey.

Furthermore, the findings will inform policy makers especially the Ministry of Education and its agency, Ghana Education Service of the priority needs of students as well as the reasons why students' guidance needs are not adequately addressed. Consequently, the Ministry will put in place the necessary policies and resources that will adequately cater for the needs of students.

In addition, the study would be useful to churches and other Non-governmental organisations that are engaged in youth work. It is hoped that they will include more activities in their programmes so as to address the guidance needs of young people.

Finally, it is hoped that the findings of this study would stimulate research into the guidance needs of students in other parts of the country.

Delimitation of the Study

An investigation into the guidance needs of students is invaluable to guidance and counselling in Ghanaian schools. However, it is very difficult if not impossible for one study to assess all the guidance needs of students. The current study is therefore concerned with eight guidance needs of students. These are study habit, employment,

sexual information, drug information, educational information, self-understanding, career information and interpersonal relationship. Other guidance needs of students such as health, spiritual and moral are not investigated in this study.

Limitations

The total sample size used for the study was 358. This was relatively small. This is because the population of the study was 2,258. Consequently, the small sample size might impede the generalizability of the findings to the population. Again, the issue of bias cannot be ruled out completely since questionnaires were used in collecting the data.

Definition of Terms

<u>Mid Adolescent:</u>	One whose age lies between 15 and 17 years.
<u>Late Adolescent:</u>	One whose age lies between 18 and 23 years.
<u>School type:</u>	Referred to whether a particular senior secondary school is a day or boarding institution.
<u>School location:</u>	Referred to whether a particular school is located in a rural or urban area.
<u>Rural School:</u>	School located in area characterised by one major primary occupation. In addition such a school is characterised by the absence of a well-equipped school library.
<u>Urban School:</u>	School located in area characterised by a wide diversity of occupations primary, secondary and tertiary. Additionally, such a

school is characterised by the presence of a well-equipped school library.

Organisation of the rest of the Thesis

Chapter two discusses the theoretical and empirical literature as well as the views of writers related to the study. The chapter is divided into two sections. The first section focuses on the review of theoretical literature on the concept of need and need theory. It also examines the guidance needs of adolescent students. The final part of this section concerns itself with the literature on the extent to which adolescents' needs are being met. The second section of this chapter deals with the empirical related literature and the views of writers on the guidance needs of adolescent students and the factors which militate against the effective running of guidance and counselling programmes in Ghanaian schools. Finally, a comparison of student guidance needs in terms of variables such as age, sex, school location and school type is made.

Chapter three describes the methodology used in the study. Specifically, the research design, population and sampling procedure, the research instruments, pilot testing, the data collection procedure and data analysis are examined.

In chapter four, the researcher presents the results of the study. The analysis of data is followed by the testing of hypotheses. The researcher also discusses the findings of the study. The chapter ends with the implications of the findings.

Finally, chapter five is devoted to the summary, conclusion and recommendations. The chapter ends with suggestions for further research.

CHAPTER 2

REVIEW OF RELATED LITERATURE

This chapter reviews the theoretical and empirical literature related to the study. It has been divided into two sections: The first section deals with the theoretical literature, whilst the second section is devoted to the review of empirical literature and the views of writers.

Theoretical Review:

Concept of Need

Various definitions have been given to the concept of need. According to Oladele (1989) "A need is the lack of something that if present would further the welfare of the organism" (p. 98). He went further to distinguish between two types of needs. These are primary and secondary needs. Primary needs include food, water and oxygen. Secondary needs on the other hand include affection, status and security.

According to Murray, (as cited in Chauhan, 1988):

A need is a construct (hypothetical force) which stands for a force (the physico-chemical nature of which is unknown) in the brain region, a force which organizes perception, apperception, intellection, conation and action in such a way as to transform in a certain direction an existing, unsatisfying situation (p. 217).

Murray Classified human needs into two broad categories. These are vicerogenic and psychogenic needs. Vicerogenic needs are called primary needs which are essential for the survival of the organism. They include water, food, oxygen, sex, secretion, defecation, urination and warmth. Psychogenic needs on other hand are secondary which emerge out of primary needs. They include affiliation (to form friendship and associations, to greet and join with other), superiority (desire for accomplishment and prestige) and acquisition (to gain possession and property).

Cook (1989) on his part defined need as "a relative concept that can be viewed as a discrepancy from some recognized standard or as the gap between an individual's desired and actual situation" (p. 462).

In addition, Kirkpatrick (as cited in Pietrofesa et al. 1984) posit that "a need exists when a desire to attain or acquire something motivates a person to act or feel in certain ways. The satisfaction or lack of satisfaction of needs determines if people grow or stagnate" (p. 170).

Finally, Hall, Lindzey and Campbell (1998) are of the view that
an increase of tension or the release of energy in an inner-
personal region is caused by the arousal of a need. A need
may be a physiological condition such as hunger, thirst, or
sex; it may be a desire for something such as a job ... " (p. 405).

They concluded that a need is a motivational concept and is equivalent to such terms as motive, wish, drive and urge.

Need Theory

Several need theories have been propounded by psychologists. Examples of need theories are Murray's theory of need, Kurt Lewin theory of need, Alderfer's theory of need and Maslow's theory of needs. However, Maslow's theory of needs is reviewed since it is more applicable to the current study.

Maslow's Theory of Needs

Abraham Maslow (1908-1970) was a humanistic psychologist. In the late 1960's Maslow posited a hierarchical theory of human needs based on two groupings: deficiency needs and growth needs (Huitt, 2002). Within the deficiency needs, each lower need must be met before moving to the next higher level. The first four levels are:

1. Physiological: These include the need for food, water, oxygen and sleep.
2. Safety/security: The need to be out of danger or to be safe.
3. Belongingness level: The need to affiliate with others, the need to be accepted and
4. Esteem: The need to achieve, the need to be competent, the need to gain approval and to have recognition.

According to Maslow, an individual would be ready to satisfy his/her growth needs if and only if the deficiency needs are met. Maslow's initial conceptualization included only one growth need-self-actualization. He later differentiated the growth need of self-actualization, specifically naming two lower-level growth needs prior to general level of self-actualization and one beyond that level (Huitt, 2002).

They are:

5. Cognitive: The need to know and understand;

6. Aesthetic: The need for symmetry, order and beauty;
7. Self-actualization: The need to find self-fulfilment and realize one's potential; and
8. Transcendence: The need to help others find self-fulfilment and realize their potential.

Maslow's basic position is that as one becomes more self-actualized and transcendent, one becomes more wise (develops wisdom) and automatically knows what to do in a wider variety of situations (Huitt, 2002).

The figure below provides an overview of Maslow's hierarchy of needs.

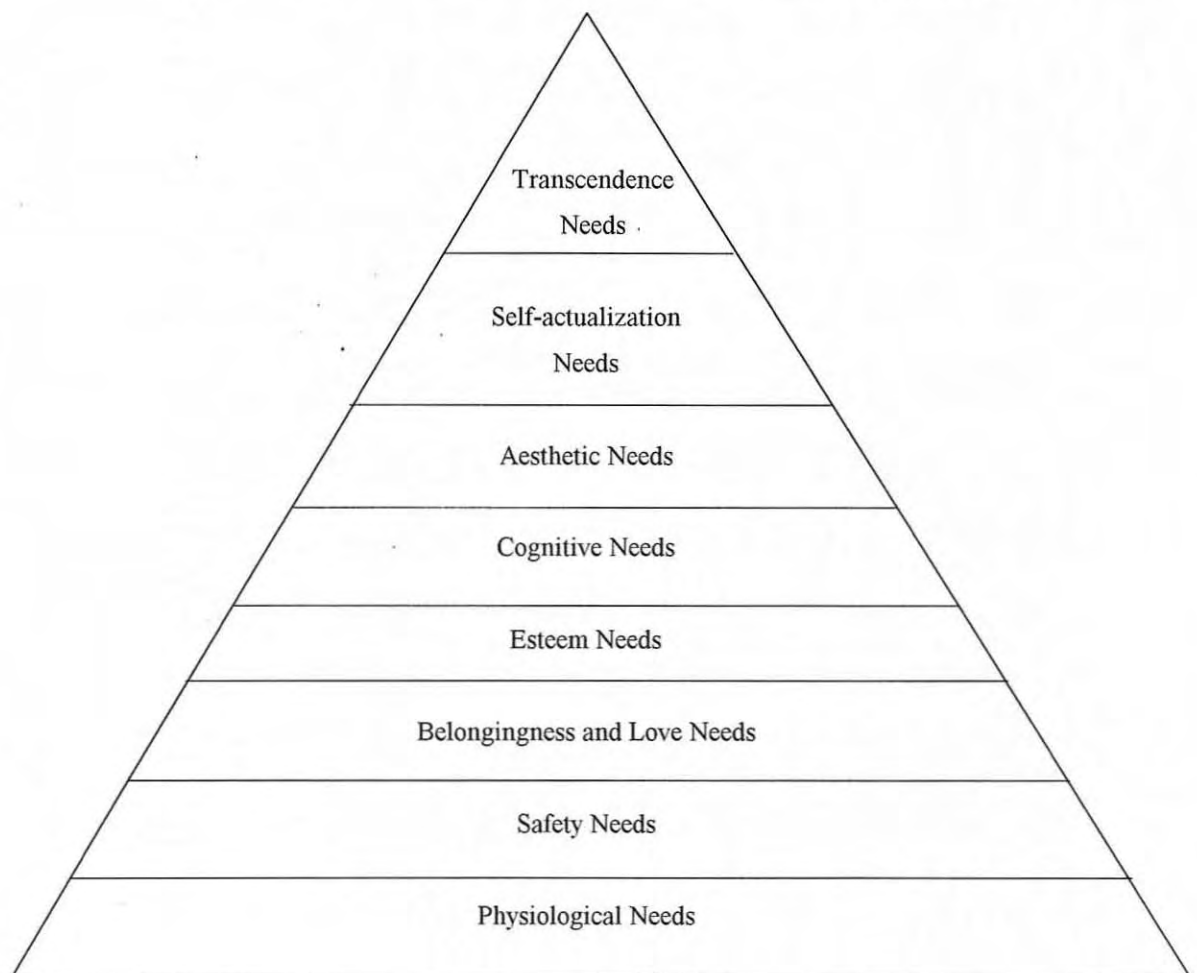


Figure 1: Maslow's Hierarchy of Needs.

Source: Huitt (2002, p. 1)

Going beyond what Maslow said, Norwood (2002) proposes that Maslow's hierarchy can be used to describe the kinds of information that individuals seek at different levels.

1. Physiological level: Individuals seek coping information in order to meet their basic needs. For instance, information on food and medicine.
2. Safety level: Individuals need helping information. For instance, individual seek information on safety planning, food supplies, and emergency supplies.
3. Belongingness level: Individuals seek enlightening information. For example, information on how to have a happier marriage and more friends. Quite often this can be found in books or other materials on relationship development.
4. Esteem level: People need empowering information to help the ego. Information required by people include how to find healthy pride, direction and empowerment in business.

5. Cognitive, Aesthetic and Self-actualization Levels: People seek edifying information such as knowledge, self-understanding and self-direction.
6. Transcendence level: People seek information on how others could be edified. For instance, exposing people to some knowledge. (Huitt, 2002 and Norwood, 2002).

In reviewing Maslow's theory of needs, Ipaye (1986) indicated that workers in general first need employment to satisfy their physiological and safety needs. That after achieving these needs workers would express through trade unionism or individually the need for regard, esteem and finally to reach the top of their profession. Inability to achieve a particular need or move up the ladder of needs is known to have caused frustration and lack of job satisfaction in many workers.

Guidance Needs of Students

Writers and researchers have highlighted the following guidance needs of students.

Employment

According to Oladele (1989), Eshun (2000) and Okoye, Adejumo and Achebe (1990) students need help in finding suitable and gainful employment. Studies have also shown that students need employment. For instance, Cherry and Gear (1987) conducted a

study into the vocational guidance needs of 1,712 pupils in 20 secondary schools in England and found that the pupils ranked employment as the first guidance need. Besides, Chuenyane (1983) assessed the career guidance needs of 600 Black secondary school students in South Africa and discovered that Form 5 and Form 3 students ranked employment first and second respectively. Similarly, Poole and Evans, Gillies and Porteous (as cited in Gallagher et al. 1992) found that employment was a major concern of adolescent students. In addition, Gallagher et al. (1992) studied the personal and social worries of 446 adolescent students in Northern Ireland and discovered that students rated employment as one of their greatest needs. Again, Omar (1983) assessed the guidance needs of 520 secondary school students in Kuwait and found that employment was one of their greatest concerns. Finally, Opoku (1975) investigated the concerns of 4,793 secondary school students in Ghana and the results showed that job was one of the priority needs of students.

Study Habit

Several writers have shown that secondary school students have study habit concerns. For example, Okoye et al. (1990) have stated that pupils have study habit concerns. Some of these concerns are associated with time given to study, concentration during study, take-home assignments, reading, consulting teachers, note-taking and examinations. Again, Eshun (2000), Egblewogbe (1993), Unachukwu and Igborgbor (1991) and Pietrofesa et al. (1984) have indicated that students need to develop proper study habits or study skills so as to study effectively. Research findings have also shown that students have study habit needs. For instance, Ahia and Bradley (1984) investigated

secondary school students' needs and found that study habit was a dominant concern of students. Furthermore, Porteous and Tabberer (as cited in Gallagher et al. 1992) revealed that study habit was a high priority need of adolescent students. Similarly, Opoku (1975) found that secondary school students in Ghana ranked study habits as the third guidance need. Moreover, Okon (as cited in Okon, 1984) studied the concerns and problems of 411 secondary school students in Nigeria and discovered that study habit was one of the biggest concerns of students.

Career Information

According to Okoye et al. (1990), Pietrofesa, Hoffman and Splete (1984) and the Ghana National Population Council (2000) young people need to have adequate information on careers to enable them to make the right decisions and choices. Research has also revealed that students greatly need career information. Ahia and Bradley (1984) found that students ranked career information as the first guidance need. Similarly, Oweini and Abdo (2000) studied 116 secondary school students in Lebanon and discovered that 90% of them needed more information on careers. In addition, Cherry and Gear (1987) found that secondary school students in England ranked career information as the third guidance need. Also, Gama (as cited in Euvrard, 1996) studied the vocational guidance needs of youths in South Africa and discovered that pupils considered career information as one of their greatest needs. Finally, France et al. (1991) investigated the career needs of 224 middle school students in China and found that students ranked career information as the first guidance need.

Educational Information

Some writers have indicated that students need educational information. According to Pietrofesa et al. (1980), high school years create an overwhelming need for educational information as students make choices about post-secondary education. With regard to research, Oweini and Abdo (2000) found that 89% of secondary school students in Lebanon indicated that they needed to know more about educational information. Similarly, Okon (as cited in Okon, 1984) discovered that 77% of final year students in secondary schools in Nigeria needed more educational information.

Interpersonal Relationship

Several writers have stated that students need to know how to establish interpersonal relationship with their peers, parents, teachers and siblings (Oladele, 1989; Ghana National Population Council, 2000; Okoye et al. 1990 and Pietrofesa et al. 1984). Empirical evidence has also shown that students need to know how to relate with other people. For example, Chuenyane (1983) revealed that 75% and 72% of Form 3 and Form 5 students respectively, expressed the need to relate with other people. Again, Porteous, Fisher and Smith (as cited in Gallagher et al. 1992), Makinde (1987) and Omar (1983) found that interpersonal relationship was a dominant concern of adolescent students.

Self-Understanding

Chuenyane (1983); Okoye et al. (1990); Holland (1973); Pietrofesa et al. (1984) and Eshun (2000) have highlighted the relevance of self-understanding in school guidance programmes. According to them, students need to understand their aptitudes,

interests, values and limitations in order to make rational educational and vocational plans. Similarly, McDaniel and Shaftel (as cited in Chuenyane, 1983) maintained that every individual should be helped to study and understand himself or herself as a unique person and to respond to the pressures and stimuli of the time and place in which he or she lives. Moreover, Super (as cited in Chuenyane, 1983) observed that along this road to self-knowledge every young person needs assistance and that success in understanding oneself is a sine qua non for the development of independence and decision-making skills. Research has also shown that self-understanding is a priority concern of adolescent students. For instance, France et al. (1991) discovered that Chinese middle school students ranked self-understanding as the second guidance need. Besides, Chuenyane (1983) found that 72% of Black secondary school students in South Africa needed to understand themselves.

Sexual Information

According to the Ghana National Population Council (2000), Pietrofesa et al. (1980), and Pietrofesa et al. (1984) adolescents greatly need sexual information. However, research has revealed that sexual information was not a major concern of students. For example, Forde (1997) conducted a study into the personal and social concerns of 403 Ghanaian adolescent students and discovered that sexual information was not a high priority need of students. Sexual information was ranked fifth and eight by boys and girls respectively.

Drug Information

Pietrofesa et al. (1984) stated that drug information was a major guidance need of adolescents. In contrast, research findings have shown that drug information was not a major concern of Nigerian adolescent students (Makinde, 1987).

Relationship of Students' Guidance Needs with Sex, Age, School Type,

School Location, Adult and Student Perceptions

With regard to sex, Forde (1997) and Chuenyane (1983) discovered that sex was not a factor in students' perception of their needs. In contrast, Gallagher et al. (1992) revealed that significant differences existed between the problems or concerns of male and female students.

In terms of age, research has revealed that significant differences existed between the concerns of mid and late adolescents (Forde, 1997).

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

In respect of school location, Chuenyane (1983) found that geographical location was not a factor in students' perception of their needs. In a recent study, Forde (1997), however, discovered that significant differences existed between the concerns of adolescents in rural schools and their counterparts in urban schools.

Finally, most often, school administrators and teachers think they know best what adolescents need and design programmes around that assumption (Hiebert, Kemeny and Kurchak, 1998). However, noteworthy differences have been found between adult

perceptions of adolescent needs and student reports of their own needs (Collins; Collins and Hiebert; Hiebert, Collins and Cairns; Isralowitz and Singer, as cited in Hiebert, Kemeny and Kurchak, 1998). In view of this, Hiebert, et al. opined that for a guidance and counselling programme to be connected to the spirit of a comprehensive guidance and counselling model, student perceptions of their own needs have to be the starting point for programme planning.

Extent of Needs Being Met

According to Lawrence, Jones and Smith (1999), researchers have written about adolescents concerning needs and ways of coping with those needs. Yet when one listens to the daily news, reads the newspapers, watches television, or visits different schools, the message one gets is that the guidance needs of young people are not being adequately met. Therefore, they contend that, the issue of better meeting youths' needs should become an issue of great concern for parents, educators, politicians, citizens, the schools, and the community.

In addition, Chuenyane (1983) revealed that students' career guidance needs were not adequately met. For instance, 60% of the students expressed a need for additional help with finding jobs and careers.

Factors that Militate against the Effective Running of Guidance Programmes

Onumah (1992), Ocansey (1992) and Awabil (1996), revealed that lack of funds, lack of qualified guidance personnel, lack of offices and heavy workload on co-ordinators were the main factors hindering the effective delivery of guidance

services in schools. Awabil (1996) also found that negative attitude of students militated against the effective delivery of guidance services in schools.

Some writers (Oladele 1987; Okoye et al. 1990) have also indicated that accommodation or guidance office, adequate time for guidance work, sufficient funds and counselling personnel are necessary for the effective delivery of guidance programmes in schools.

Summary of the Related Literature

The review of the literature focused on the concept of need, Abraham Maslow's theory of needs and the guidance needs of students namely career information, employment, self-understanding, study habits, educational information, interpersonal relationship, drug information and sexual information. Again, the extent to which students' needs are met was discussed. Besides, the factors that militate against effective guidance and counselling in schools in Ghana such as lack of office, lack of qualified guidance co-ordinators, lack of funds, heavy workload on co-ordinators and negative attitude of students towards guidance and counselling were highlighted. Finally, a comparison of students' guidance needs in terms of variables such as age, gender, school type and school location was made.

From the theoretical review, it can be observed that Maslow's hierarchical theory of human needs is relevant to the current study. This is due to the fact that the study focuses on the cognitive needs of students. Again, the empirical review and the opinions or views of writers indicate that students have need for study habits, career information,

employment, interpersonal relationship, sexual information, educational information, drug information and self-understanding.

CHAPTER 3

METHODOLOGY

This chapter focuses on the research design, population and sampling procedure, characteristics of student respondents, research instruments, administration or data collection procedure and the method of data analysis.

Research Design

The descriptive sample survey design was used for the study. According to Gay (1992), the descriptive sample survey design involves the collection of data in order to test hypotheses or to answer questions concerning the current status of the subject of the study. A descriptive study determines and reports existing conditions. This design was considered the most appropriate because the study is primarily descriptive.

The survey design has a number of advantages. According to Hackett (1981), the descriptive survey design can be used to gather data on client needs and attitudes, to aid programme decisions and the provision of counselling services. Hackett further states that survey research makes possible the collection of data on large numbers of people. Finally, survey research is relatively easy to conduct.

It should, however, be noted that the survey design is not devoid of limitations. The limitations of survey research include the difficulty in obtaining a truly random

sample of the population and the problem of low response rates that plague all surveys (Hackett, 1981).

Despite its shortcomings, the survey design was the most appropriate, since it could lead the researcher to draw meaningful conclusions from the data obtained.

Population and Sampling

The population of the study comprised senior secondary school 2 and 3 students, teachers and guidance co-ordinators in the eight Senior Secondary School in the Balsa and Kassena-Nankana Districts. The schools are listed below:

1. Sandema Secondary/Technical School, Sandema – Mixed
2. Sandema Senior Secondary School, Sandema – Mixed
3. Fumbisi Senior Secondary School, Fumbisi – Mixed
4. Notre Dame Seminary/Secondary School, Navrongo– Males
5. Navrongo Secondary School, Navrongo – Mixed
6. Our Lady of Lourdes Secondary School, Navrongo – Mixed
7. Awie Senior Secondary School, Navrongo – Mixed
8. Chiana Senior Secondary School, Chiana- Navrongo – Mixed

During the time that the study was conducted, senior secondary school 1 students had not been admitted to the schools yet. Consequently, senior secondary school 2 and 3 students were used for the study.

The population of students, teachers and guidance co-ordinators was 2100, 150 and 8 respectively. The investigator used a total sample size of 358 for the study. This comprised 300 students, 50 teachers and 8 guidance co-ordinators. The

researcher considered the sample size of 358 representative of the population studied.

The researcher used the table developed by Kreicie and Morgan (1970) to determine the sample size for the study.

Two sampling procedures were used in selecting students and teachers respectively. These were proportional stratified sampling and simple random sampling. The former guarantees proportional representation of the subjects, whilst the later gives equal chance to all the subjects. Students were stratified in terms of school, form and sex, whilst teachers were stratified according to school and sex. This would enable the researcher to generalize the findings to the population of the study. Table 1 illustrates the distribution of students, whilst Table 2 shows the distribution of teachers.

Table 1

Distribution of students by school and sex

School	Population		Sex				Sample			
	Form 2	Form 3	Form 2		Form 3		Form 2		Form 3	
			M	F	M	F	M	F	M	F
Sandema Sec/Tech	204	168	146	58	99	69	21	8	14	10
Sandema Sen. Sec.	90	119	48	42	64	55	7	6	9	8
Fumbisi Sen. Sec.	57	68	34	23	48	20	5	3	7	3
Notre Dame Sem. Sec.	84	84	84	-	84	-	12	-	12	-
Navrongo Sec. Sch.	267	434	190	77	230	204	27	11	33	29
Our Lady of Lourdes	132	114	36	96	36	78	5	14	5	11
Awie Sen. Sec.	62	91	29	33	35	56	4	5	5	8
Chiana Sen. Sec.	70	56	28	42	20	36	4	6	3	5
Total	966	1134	595	371	616	518	85	53	88	74

Table 2

Distribution of teachers by school and sex

School	Population	Sex		Sample	
		M	F	M	F
Sandema Sec/Tech	22	12	10	4	3
Sandema Sen. Sec.	14	5	9	2	3
Fumbisi Sen. Sec.	13	4	9	1	3
Notre Dame Sem. Sec.	14	9	5	3	2
Navrongo Sec. Sch.	47	35	12	12	4
Our Lady of Lourdes	19	13	6	4	2
Awie Sen. Sec.	11	6	5	2	2
Chiana Sen. Sec	10	6	4	2	1
Total	150	90	60	30	20

The table below shows the distribution of guidance co-ordinators' population and sample.

Table 3

Distribution of guidance co-ordinators

School	Population		Sample
	Male	Female	
Sandema Sec/Technical	1	-	1
Sandema Senior Secondary	-	1	1
Fumbisi Senior Secondary	1	-	1
Notre Dame Seminary/Sec	1	-	1
Our Lady of Lourde Sec.	-	1	1
Awie Senior Secondary	-	1	1
Navrongo Secondary	1	-	1
Chiana Senior Secondary	-	1	1
Total	4	4	8

Characteristics of Student Respondents

The characteristics of student respondents are presented in Tables 4, 5 and 6.

Table 4

Distribution of student respondents by sex and school type

School	Sex				School Type			
	Male		Female		Day		Boarding	
	No.	%	No.	%	No.	%	No.	%
Sandema Sec/Tech.	35	11.7	18	6.0	-	-	53	17.7
Sandema Senior Sec.	16	5.3	14	4.7	30	10.0	-	-
Fumbisi Senior Sec.	12	4.0	6	2.0	18	6.0	-	-
Notre Dame Sem./Sec.	24	8.0	-	-	-	-	24	8.0
Navrongo Sec. Sch.	60	20.0	40	13.3	-	-	100	33.3
Our Lady of Lourdes Sec.	10	3.3	25	8.3	35	11.7	-	-
Awie Senior Sec.	9	3.0	13	4.3	22	7.3	-	-
Chiana Senior Sec.	7	2.3	11	3.7	18	6.0	-	-
Total	173	57.7	127	42.3	123	41.0	177	59.0

Table 4 above shows that 57.7% of student respondents were males, whilst 42.3% were females. It further shows that 41% and 59% of student respondents were in day schools and boarding schools respectively.

Table 5

Distribution of student respondents by mid and late adolescents

School	Mid Adolescents		Late Adolescents	
	No.	%	No.	%
Sandema Sec/Tech.	18	6.0	35	11.7
Sandema Senior Sec.	13	4.3	17	5.7
Fumbisi Senior Sec.	10	3.3	8	2.7
Notre Dame Sem./Sec.	9	3.0	15	5.0
Navrongo Sec. Sch.	36	12.0	64	21.3
Our Lady of Lourdes Sec.	13	4.3	22	7.3
Awie Senior Sec.	8	2.7	14	4.7
Chiana Senior Sec.	7	2.3	11	3.7
Total	114	38.0	186	62.0

From Table 5, thirty eight percent of student respondents were mid adolescents, whilst 62% were late adolescents. Late adolescents outnumbered their mid adolescent counterparts by 24%.

Table 6

Distribution of student respondents by grade level and school location

School	Grade Level				School Location			
	Form 2		Form 3		Rural		Urban	
	No.	%	No.	%	No.	%	No.	%
Sandema Sec/Tech.	29	9.7	24	8	-	-	53	17.7
Sandema Senior Sec.	13	4.3	17	5.7	30	10.0	-	-
Fumbisi Senior Sec.	8	2.7	10	3.3	18	6.0	-	-
Notre Dame Sem./Sec.	12	4	12	4	-	-	24	8.0
Navrongo Sec. Sch.	38	12.7	62	20.7	-	-	100	33.3
Our Lady of Lourdes Sec.	19	6.3	16	5.3	-	-	35	11.7
Awie Senior Sec.	9	3.0	13	4.3	22	7.3	-	-
Chiana Senior Sec.	10	3.3	8	2.7	18	6.0	-	-
Total	138	46	162	54	88	29.3	212	70.7

Table 6 above indicates that 46% of student respondents were in Form 2, whilst 54% were in Form 3. Besides, 29.3% of student respondents were from rural schools, whilst as many as 70.7% were from urban schools. The basis for the classification of schools into rural and urban is stated in pages 10 and 11.

Research Instruments

A guidance needs assessment questionnaire was developed and used for the data collection. There were two sets of questionnaire. One set for students and another set for

teachers and guidance co-ordinators. From the literature review, the researcher with the help of the supervisors carefully developed the items on both questionnaires.

The students' questionnaire covered the 8 categories of student needs, viz, study habits, employment, career information, self-understanding, educational information, interpersonal relationship, sexual information and drug information. The questionnaire for teachers also focused on the 8 categories of student needs. In addition, the questionnaire covered the reasons that explain why students' needs are not adequately met.

Face and content validities were established by submitting the instruments to the researcher's supervisors for review. With regard to the reliability of the instrument, the split-half method was used. The results of the pilot testing were used for the split-half correlation (see Appendix C). Thus, the responses to the items were divided into odd and even items and the scores were correlated using the Spearman- Brown formula. The reliability co-efficient was calculated to be 0.98 (see Appendix D).

Pilot Testing

The instruments were pilot tested among students and teachers/guidance co-ordinators of Adisadel College and the Academy of Christ the King in Cape Coast. The choice of these schools was based on the premise that they shared similar characteristics of the target population. For example, students had similar ages and were pursuing the same senior secondary school curriculum. Besides, teachers and guidance co-ordinators had similar training and qualification. The students and teachers/guidance co-ordinators' questionnaires were administered to 20 students (10 males and 10 females) and 10

teachers (5 males and 5 females) respectively. The pilot test afforded the researcher the opportunity to refine the instruments for the main study. Thus, difficult items which were pointed out by the subjects were modified. For example, students did not understand most of the items under career information (scale 3). Consequently, they were modified to enable students to understand them better. It also enabled him to estimate the extent of reliability of the instruments.

Data Collection Procedure

Before undertaking the study, the researcher obtained a letter of introduction from the Department of Educational Foundations of the University of Cape Coast. Copies of this letter were delivered to the District Directors of Education in the Balsa and Kassena – Nankana Districts. Each of the Directors gave their consent by giving the investigator a letter to be sent to the Headmasters in their respective districts so as to facilitate the data collection. Upon reading the letter, the Headmasters permitted the researcher to carry out the study. After receiving approval from the Headmaster, the researcher obtained lists of teachers and students for each school. He fixed a convenient time for the administration of the questionnaires.

During the administration, the researcher put all the selected students in classrooms. The total number was 300. After that he briefed the students on the objectives of the study and the need to respond frankly to the items. Then he with the help of the guidance co-ordinator distributed copies of the students' questionnaire personally. The researcher was around to answer questions raised by students. Ample

time was given to the respondents to answer the questionnaire. The completed questionnaire was retrieved the same day. The return rate was hundred percent.

Finally, the selected teachers and the guidance co-ordinators were given copies of the teachers/guidance co-ordinators' questionnaire to answer within 14 days. After the 14th day the researcher visited the school and retrieved the completed questionnaire. The total number was 58.

Method of Data Analysis

The items in column 'A' of the students, teachers and guidance co-ordinators' questionnaire were assigned the weights of 4, 3, 2 and 1 for very important, important, slightly important and not important respectively. The items in column 'B' were scored on a 3-point scale, viz, need effectively met 3, need not effectively met 2 and need not met at all 1. The items in columns 'A' and 'B' were scored separately. The sum of the raw scores for each scale was obtained and the mean and standard deviation derived from the total raw scores. Besides, frequencies and percentages were obtained from the multiple response items in part 2 of the teachers and guidance co-ordinators' questionnaire.

The analysis of data was based on the information collected. Means and standard deviations were used in analyzing Research Questions 1 and 2, whilst frequencies and percentages were employed in analyzing Research Question 3. With regard to the analysis of the 6 hypotheses, t-test was used. T-test was used to check the existence of significant difference, if any, between the means of two samples. For example, male and female.

CHAPTER 4

RESULTS AND DISCUSSION

In this chapter, the researcher presents and discusses the results of the study. The chapter is broken into the following sub-topics.

1. Analysis of data
2. Testing of hypotheses
3. Discussion of findings and
4. Implications of findings

Analysis of Data

The researcher formulated three research questions concerning guidance needs of Senior Secondary School Students in the Bulsa and Kassena- Nankana Districts of the Upper East Region of Ghana. These research questions are answered in this section. The questions are taken one at a time with appropriate data to answer them.

Research Question 1

What are the most prevalent guidance needs of senior secondary school students?

The detailed results are shown in appendix E. Table 7 is used to answer the above research question.

Table 7

Ranking, means and standard deviation of students' guidance needs (N = 300)

Rank	Guidance Needs	Students	
		Mean	Standard Deviation
1	Study Habits	22.9	2.0
2	Employment	22.6	2.3
3	Interpersonal Relationship	21.8	2.9
4	Self-understanding	21.8	3.0
5	Drug Information	21.8	3.5
6	Educational Information	21.4	3.6
7	Career Information	21.3	3.4
8	Sexual Information	20.9	3.7

Table 7 above indicates the prioritized guidance needs of students. The results revealed that study habit was ranked first by students. This was followed by employment, self-understanding, interpersonal relationship, drug information and educational information. Finally, students ranked 7th and 8th career information and sexual information respectively.

It can be observed from Table 7 that study habits, employment, self-understanding, interpersonal relationship and drug information are more relevant to students than career information, educational information and sexual information.

Research Question 2

To what extent are students' guidance needs met?

The detailed result can be seen in appendix E. Data in Table 8 are used to answer research question two.

Table 8

Ranking, means and standard deviations of extent of needs being met

Rank	Guidance Needs of Students	Students	Rank	Guidance Needs of Students	Adults		
		Mean	SD		Mean	SD	
1	Interpersonal Relationship	11.9	3.6	1	Study Habits	13.5	2.7
2	Drug Information	11.6	3.7	2	Interp. Rela.	12.6	2.7
3	Study Habits	11.6	3.5	3	Drug Infor.	12.3	3.1
4	Sexual Information	11.2	3.3	4	Sexual Infor.	12.2	2.4
5	Self-understanding	11.0	3.6	5	Self-Under.	11.9	2.6
6	Career Information	9.5	3.3	6	Edu. Infor.	10.5	3.0
7	Employment	9.4	3.6	7	Career Infor.	9.5	2.8
8	Educational Information	9.1	3.3	8	Employment	8.9	3.1

Table 8 above indicates the extent to which student guidance needs are met. The results show that students ranked first interpersonal relationship. This was followed by drug information, study habits, and sexual information. Again, self-understanding, career information, employment and educational information were rated 5th, 6th, 7th, and 8th

respectively. Adults on the other hand ranked first study habits. Interpersonal relationship was rated 2nd, whilst drug information was rated 3rd. These were followed by sexual information, self-understanding and educational information. Career information and employment were ranked 7th and 8th respectively.

The results presented in Table 8 indicate that students perceived interpersonal relationship, drug information, study habits, sexual information and self-understanding to be adequately met, whilst career information, employment and educational information were not adequately met. Similarly, adults regarded study habits interpersonal relationship, sexual information, drug information and self-understanding to be adequately met. Both students and adults considered educational information, career information and employment as not being met to a great extent.

Research Question 3

What reasons are given for students not having their guidance needs adequately met?

Table 9 is used to answer the above research question.

Table 9

Reasons why students' guidance needs are not adequately met (N=58)

Item	Respondents: Teachers and Guidance Co-ordinators	
	Frequency	Percentage
Lack of qualified guidance co-ordinators	47	81
Heavy workload on guidance co-ordinators	32	55
Lack of office	51	87.9
Negative attitude of students towards guidance and counselling	21	36.2
Lack of funds	43	74.1
Negative attitude of headmasters towards guidance and counselling	19	32.8
Inadequate knowledge of students' guidance needs	39	67.2

Table 9 above shows that 81% of the teachers and guidance co-ordinators responded that lack of qualified guidance co-ordinators was one of the reasons why students' guidance needs are not adequately met. Again, 55% of them said heavy workload on guidance co-ordinators explain why students' needs are not adequately met.

Furthermore, whereas 87.9% of the teachers including guidance co-ordinators said lack of office was a reason for students not having their guidance needs adequately met, 36.2% said it was negative attitude of students. The table further indicates that 74.1% of the teachers and guidance co-ordinators responded that lack of funds explain why students' needs are not adequately met, whilst 32.8% said it was negative attitudes of headmasters. Finally, 67.2% of them said inadequate knowledge of students' guidance was one of the reasons why students' needs are not adequately met.

From Table 9, it can be observed that lack of qualified guidance co-ordinators, heavy workload on guidance co-ordinators, lack of office, lack of funds and inadequate knowledge of students' guidance needs are the major reasons why students' guidance needs are not adequately met. The minor reasons for students not having their guidance needs adequately met are negative attitude of students and negative attitude of headmasters toward guidance and counselling.

Testing of Hypotheses

Six hypotheses were formulated to guide the study. For each hypothesis, the null (H_0) and the alternate (H_A) are stated. These hypotheses are tested in this section at 0.05 alpha level of significance. The detailed results can be seen in appendix E.

Hypothesis 1

H_{01} : There is no significant difference between the guidance needs of male and female students.

H_{A1} : There is significant difference between the guidance needs of male and female students.

The data in Table 10 are used to test the above hypothesis.

Table 10

Comparison of needs by sex

	Guidance Needs of students	Means		Standard Deviation		Calc. t at 0.05	df
		Boys	Girls	Boys	Girls		
1	Study Habits	22.8	23.7	2.0	1.9	-0.72	298
2	Educational Information	21.9	21.3	2.8	3.7	1.45	298
3	Career Information	21.4	21.2	3.3	3.2	0.52	298
4	Employment	22.7	22.7	2.0	2.2	0.08	298
5	Self-understanding	21.8	22.0	2.9	2.8	-0.53	298
6	Drug Information	21.9	21.8	3.7	3.1	0.29	298
7	Interpersonal Relations	21.8	21.8	3.8	2.7	0.08	298
8	Sexual Information	21.1	20.8	3.7	3.4	0.54	298

The Decision rule:

Reject H_{01} , but accept H_{A1} if calculated $|t| > 1.96$

Accept H_{01} , but reject H_{A1} if calculated $|t| < 1.96$

From Table 10, it can be observed that the calculated $|t|$ in each case was less than 1.96. Consequently, the H_{01} for each of the eight categories of student needs is supported. The conclusion drawn is that there were no significant differences between the guidance needs of male and female students for each of the eight categories of students' guidance needs.

Hypothesis 2

H_{02} : There is no significant difference between the guidance needs of mid and late adolescent students.

H_{A2} : There is significant difference between the guidance needs of mid and late adolescent students.

Data in Table 11 below are used to test the above hypothesis

Table 11

Comparison of needs by mid and late adolescents

	Guidance Needs of students	Means		Standard Deviation		Calc. t at 0.05	df
		Mid	Late	Mid	Late		
1	Study Habits	23.0	22.8	1.6	2.3	0.73	298
2	Educational Information	21.3	21.5	3.5	3.4	-0.52	298
3	Career Information	21.4	21.3	3.0	3.7	0.27	298
4	Employment	22.6	22.6	2.2	2.4	0.00	298
5	Self-understanding	21.9	21.8	2.8	3.1	0.21	298
6	Drug Information	21.9	21.7	3.0	3.7	0.39	298
7	Interpersonal Relations	21.9	21.7	2.5	3.1	0.62	298
8	Sexual Information	20.8	20.9	3.4	3.8	-0.34	298

The Decision rule:

Reject H_{02} , but accept H_{A2} if calculated $|t| > 1.96$

Accept H_{02} , but reject H_{A2} if calculated $|t| < 1.96$

The data in Table 11 above show that the calculated $|t|$ in each instance was less than 1.96. The conclusion then is that there is no significant difference between the

guidance needs of mid and late adolescent students as far as the eight categories of student needs are concerned.

Hypothesis 3

H₀₃: The guidance needs of students do not depend on grade level.

H_{A3}: The guidance needs of students depend on grade level.

The data in Table 12 are used to test hypothesis 3.

Table 12

Comparison of needs by grade level

	Guidance Needs of students	Means		Standard Deviation		Calc. t at 0.05	df
		Form 2	Form 3	Form 2	Form 3		
		1	Study Habits	23.0	22.7		
2	Educational Information	21.3	21.5	3.7	3.3	-0.58	298
3	Career Information	21.3	21.4	3.5	3.4	-0.21	298
4	Employment	22.5	22.7	2.5	2.2	-0.60	298
5	Self-understanding	22.1	21.6	2.8	3.1	1.35	298
6	Drug Information	21.8	21.8	3.7	3.3	-0.09	298
7	Interpersonal Relations.	21.9	21.7	2.7	3.0	0.71	298
8	Sexual Information	20.8	21.0	3.8	3.6	-0.38	298

The Decision rule:

Reject H_{03} , but accept H_{A3} if calculated $|t| > 1.96$

Accept H_{03} , but reject H_{A3} if calculated $|t| < 1.96$

It can be observed from Table 13 that the calculated $|t|$ in each case was less than 1.96. Thus, the H_{03} for each of the eight categories of student needs is supported. The conclusion drawn is that the eight categories of students' needs do not depend on grade level.

Hypothesis 4

H_{04} : The guidance needs of students do not depend on school type.

H_{A4} : The guidance needs of students depend on school type

The data in Table 13 below is used to test hypothesis 4.

Table 13

Comparison of needs by school type

Guidance Needs of Students	Means		Standard Deviation		Calc. t at 0.05	df
	Boarding	Day	Boarding	Day		
1 Study Habits	23.0	22.7	1.9	2.3	1.39	298
2 Educational Information	21.5	21.4	3.2	3.9	0.25	298
3 Career Information	21.4	21.3	3.4	3.4	0.33	298
4 Employment	22.5	22.7	2.5	2.1	-0.89	298
5 Self-understanding	21.8	21.8	3.0	3.1	-0.04	298
6 Drug Information	21.8	21.8	3.7	3.2	0.10	298
7 Interpersonal Relationship	21.8	21.8	2.9	2.8	-0.11	298
8 Sexual Information	20.6	21.3	3.9	3.4	-1.51	298

The Decision rule:

Reject H_{04} , but accept H_{A4} if calculated $|t| > 1.96$

Accept H_{04} , but reject H_{A4} if calculated $|t| < 1.96$

From Table 13, the computed value of $|t|$ in each of the eight cases was less than the critical value of 1.96. Thus, the null hypothesis was accepted in each case. The conclusion is that the eight guidance needs of students do not depend on school type.

Hypothesis 5

H_{05} : The guidance needs of students do not depend on school location.

H_{A5} : The guidance needs of students depend on school location.

The data in Table 14 below are used to test hypothesis 5

Table 14

Comparison of needs by school location

	Guidance Needs of Students	Means		Standard Deviation		Calc. t at 0.05	df
		Rural	Urban	Rural	Urban		
1	Study Habits	23.1	22.8	1.6	2.2	1.24	298
2	Educational Information	22.3	21.1	3.1	3.5	2.71	298
3	Career Information	22.1	21.1	2.7	3.6	2.48	298
4	Employment	23.2	22.4	1.3	2.5	3.54	298
5	Self-understanding	22.7	21.6	1.9	3.2	3.59	298
6	Drug Information	22.5	21.6	2.5	3.7	2.28	298
7	Interpersonal Relationship	22.3	21.7	2.4	3.0	1.89	298
8	Sexual Information	21.8	20.6	3.0	3.8	2.58	298

The Decision rule:

Reject H_{05} , but accept H_{A5} if calculated $|t| > 1.96$

Accept H_{05} , but reject H_{A5} if calculated $|t| < 1.96$

The data in Table 14 indicate that the computed values of $|t|$ in six out of the eight cases exceeded the critical value of 1.96. These areas are educational information, career information, employment, self-understanding, drug information, and sexual information. The null hypothesis was thus rejected in each of these six categories, whilst the alternate hypothesis was accepted. However, in the areas of study habit and interpersonal relationship calculated $|t|$ was less than the critical value of 1.96. Consequently, the null hypothesis was accepted, whilst the alternate hypothesis was rejected.

The conclusion is that significant differences exist between the guidance needs of students in rural and urban schools in six categories, whilst no significance differences exist in two categories of student needs. Table 14 further shows that students in rural schools consistently expressed a greater need than their counterparts in urban schools.

Hypothesis 6

H_{06} : There is no significant difference between student and adult perceptions of the guidance needs of students.

H_{A6} : There is significant difference between student and adult perceptions of the guidance needs of students

The data in Table 15 below are used to test hypothesis six.

Table 15

Comparison of needs by the perceptions of students and adults

Guidance Needs of Students	Means		Standard Deviation		Calc. t at 0.05	df
	Student	Adult	Student	Adult		
1 Study Habits	22.9	22.1	2.0	2.3	2.48	356
2 Educational Information	21.4	19.5	3.5	2.9	4.42	356
3 Career Information	21.3	19.5	3.4	3.1	4.16	356
3 Employment	22.6	18.5	2.3	4.7	6.51	356
4 Self-understanding	21.8	20.8	3.0	3.0	2.38	356
5 Drug Information	21.8	21.0	3.5	2.5	1.96	356
6 Interpersonal Relationship	21.8	17.5	2.9	4.6	6.89	356
7 Sexual Information	20.9	20.2	3.7	2.4	1.71	356

The Decision rule:

Reject H_{06} , but accept H_{A6} if calculated $|t| \geq 1.96$

Accept H_{06} , but reject H_{A6} if calculated $|t| \leq 1.96$

From Table 15, $|t| \geq 1.96$ in the categories of study habit, educational information, career information, employment, self-understanding and interpersonal relationship. The null hypothesis was thus rejected in each of these seven categories, whilst the alternate

hypothesis was accepted. However, in the area of sexual information calculated $|t|$ was less than the critical value of 1.96. In this respect, the null hypothesis was accepted, whilst the alternate hypothesis was rejected. The conclusion is that significant differences exist between student and adult perceptions of student needs in seven categories, whilst there was no significant difference in the category of sexual information.

Discussion of Findings

Guidance Needs of Students

Study Habit

It was found that study habit was a major concern of adolescent students. This finding tallies with the views of Okoye et al. (1990), Eshun (2000), Egblewogbe (1993), Unachukwu and Igborgbor (1991) and Pietrofesa et al. (1984) who indicated that students desire to acquire effective study skills. The finding also confirms the findings of Porteous and Tabberer (as cited in Gallagher et al. 1992), Gallagher et al. (1992), Opoku (1975), Okon (as cited in Okon, 1984) and Ahia and Bradley (1984) who discovered that study habit was one of the chief concerns of adolescent students.

The students' greater desire for study habit could be due to the fact that they want to improve upon their academic performance and to pass their final examinations well. Several factors influence students' academic performance. These include good teachers and good textbooks. However, the importance of good study habits in students' academic performance cannot be overemphasized. Sometimes brilliant students fail their examinations due to the fact that they do not know how to study effectively.

Employment

The survey revealed that employment was a dominant guidance need of adolescent students. This finding is consistent with the findings of Porteous, Poole and Evans, (as cited in Gallagher et al. 1992), Cherry and Gear (1987), Gallagher et al. (1992), Opoku (1975), Okon (as cited in Okon, 1984), Omar (1983) and Chuenyane (1983). The finding also supports the assertions of Oladele (1989), Eshun (2000) and Okoye et al. (1990) who stated that adolescent students desire employment.

The finding is not surprising for two main reasons. First, adolescents desire to get employment after school in order to earn some income to meet their material needs and to pay for their post-secondary education as well as support their families financially. Secondly, the students in this survey came from the Upper East Region of Ghana where levels of unemployment among the youth are particularly high.

Self-Understanding

It was also revealed that self-understanding was one of the priority needs of adolescent students. The result supports the finding of Chuenyane (1983), and France et al. (1991) who discovered that self-understanding was one of the major concerns of adolescent students. The present finding is also in line with the assertions of Chuenyane (1983), Holland (1973), Eshun (2000), Pietrofesa et al. (1984), Okoye et al. (1990), McDaniel, Shaftel and Super (as cited in Chuenyane, 1983).

The students' expression of their need for self-understanding could be attributed to the fact that they want to become more aware of their potentialities, interests, aptitudes, values and limitations.

Self-understanding is of paramount importance in guidance and counselling. Through self-understanding, students are able to make realistic career and educational decisions and choices. It is not uncommon to find students pursuing academic programmes or careers that are not in line with their abilities, interests, values and limitations.

Interpersonal Relationship

The study revealed that interpersonal relationship was a priority need of adolescent students. This finding is consistent with the finding of Porteous and Fisher, Smith, Gillies (as cited in Gallagher et al. 1992), Chuenyane (1997), and Omar (1983). Besides, the finding tallies with the views of Oladele (1989), Okoye et al. (1990), Pietrofesa et al. (1984) and the Ghana National Population Council (2000).

The reason for this finding could be that adolescent students desire to acquire better interpersonal skills to be able to get on well with friends, teachers and parents.

Drug Information

Drug information was identified as a priority need of adolescent students. This result is in line with the views of Pietrofesa et al. (1984) who indicated that drug information was a major concern of students. The present finding is, however, contrary to the finding of Makinde (1987) who discovered that drug issues were the least concerns of Nigerian secondary school students. The reason for this finding could be that students want to live a drug-free life. It is not uncommon to find adolescent students abusing drugs, including alcohol.

Educational Information

It was found that educational information was not a top priority need of students. The finding is contrary to the views of Pietrofesa et al. (1984) and Pietrofesa et al. (1980) who stated that educational information was of great relevance to secondary school students. Again, the current finding does not tally with the finding of Okon (as cited in Okon, 1984), and Oweini and Abdo (2000) who discovered that secondary school students greatly needed educational information.

The finding is surprising. One would have thought that students would be highly interested in furthering their education and would therefore perceive educational information as of great relevance to them. Perhaps students in the Balsa and Kassena-Nankana Districts are unaware of the relevance of educational information and this might have made them to regard it as not very necessary in their educational and career development.

Career Information

The result showed that career information was not a major concern of students. The present finding contradicts the finding of Ahia and Bradley (1984), Cherry and Gear (1987), Gama, (as cited in Euvrard, 1996), France et al. (1991) and Oweini and Abdo (2000) who found that career information was a top priority need of adolescent students. The current finding is also inconsistent with the assertions of Pietrofesa et al. (1984), the Ghana National Population Council, (2000) and Okoye et al. (1990) who opined that career information is one of the greatest needs of adolescent students.

The reason for the current finding could be that, students in the Balsa and Kassena-Nanakana Districts are not aware of the significance of career information in their career development. The provision of career information in schools will enable students to choose careers that are in line with their interests, aptitudes and aspirations. Besides, career information assists students to have adequate understanding of the nature of work, prospects and limitations of various careers as well as the steps to take in order to prepare for and enter various careers.

Sexual Information

It was discovered that sexual information was the least need of adolescent students. The current result supports the finding of Forde (1997) who found that sexual issues were not a priority concern of Ghanaian adolescents. However, the finding is contrary to the views of Pietrofesa et al. (1984), Pietrofesa et al. (1980) and the Ghana National Population Council (2000) who indicated that adolescent need adequate and accurate information about their sexuality. Perhaps students' sexual information needs have been adequately met and this could explain why they rated it as the least guidance need.

The Reasons why Students Guidance Need Are not Adequately Met.

The study revealed that lack of qualified guidance co-ordinators, heavy workload on guidance co-ordinators, lack of office, lack of funds and inadequate knowledge of students guidance needs were the main reasons why students guidance needs are not adequately met. The results are consistent with the views of Onumah (1992) and findings

of Ocansey (1992) and Awabil (1996). The reason for these findings could be that the Ministry of Education and its agency, Ghana Education Service have not put in place the necessary resources for effective guidance and counselling in schools.

The Extent to which Needs Are Met

The survey revealed that both students and teachers, including guidance co-ordinators perceived interpersonal relationship, self-understanding, drug information, study habits and sexual information needs to be met more than career information, employment and educational information. The current findings are consistent with the findings of Chuenyane (1983) who revealed that students' employment and career concerns were not adequately met. The results are contrary to the assertions of Lawrence, Jones and Smith (1999) who opined that the guidance needs of young people are not adequately met. Perhaps career information, employment and educational information are not adequately met because of limited time, inadequate funds, lack of trained guidance co-ordinators and lack of office.

Career information, employment and educational information should receive greater attention in senior secondary schools in order to promote students' educational and career development. Students who intend to work after school need to be provided with adequate career information and employment opportunities, whilst those who wish to continue their education need educational information so as to choose the right post-secondary institution or programme.

Relationship of Students' Guidance Needs with Sex, Age, School Type,
School Location, Adult and Student Perceptions

The study revealed that there were no significant differences between the guidance needs of male and female students. The result is consistent with the findings of Forde (1997) and Chuenyane (1983) who studied Ghanaian and South African adolescents respectively. The finding, however, fails to confirm the finding of Gallagher et al. (1992) who found that significant differences existed between the concerns of male and female students in Northern Ireland.

The reason for the current finding could be that both sexes had similar degrees of need. In other words, none of the sexes expressed a greater frequency of its needs as far as the 8 categories of needs are concerned.

Probably, in the study of Gallagher et al. (1992), both sexes had similar level of needs, but one was more willing to disclose its needs than the other. Hence, the significant differences in the findings.

With regard to age, it was discovered that no significant differences exist between the needs of mid adolescents and late adolescents. The result is contrary to the finding of Forde (1997). In Forde's study, older adolescents expressed higher frequency of their needs than younger adolescents. This may explain why the current finding contradicts Forde's finding. The explanation for the current finding could be that late adolescents had greater level of needs than mid adolescents, but were reluctant to disclose them.

With reference to form or grade level, the survey revealed that no significant differences exist between the guidance needs of Form 2 and Form 3 students. This finding tallies with the finding of Chuenyane (1983). The current finding is surprising.

One would have thought that final year students (Form 3) would need more guidance in the areas of employment, career information, post-secondary educational information and study habits than Form 2 students, for example. Perhaps form 3 students had a higher level of needs, but failed to adequately express them.

In respect of school type, it was found that no significant differences exist between the guidance needs of students in boarding schools and their counterparts in day schools. The finding fails to confirm the finding of Forde (1997) who revealed that significant differences existed between the concerns of adolescents in boarding and day schools in Ghana. The current result is amazing. It is often thought that there would be remarkable differences between the needs of day students and their counterparts in boarding schools. This is due to the fact that day students would express a higher frequency of their needs. The reason for the current finding could be that day students might have failed to adequately disclose their needs.

In terms of school location, the study revealed that significant differences existed between the guidance needs of students in rural schools and their counterparts in urban schools in 6 out of the 8 categories of needs. The result supports the finding of Forde (1997) who discovered that significant differences existed between the concerns of students in rural schools and their counterparts in urban schools. The current finding, however, fails to confirm the finding of Chuenyane (1983) who discovered that geographical location was not a factor in students' perception of their needs. The reason for the current finding may be due to the fact that students in rural schools had reported higher frequency of their needs than students in boarding schools. Probably, in the study of Chuenyane (1993), students in rural schools had a higher level of needs, but failed to

adequately express them. This may explain why the current finding contradicts Chuenyane's finding.

With regard to the perceptions of students and adults, it was found that significant differences exist between student perception of their own needs and adult perception of student needs in 7 out of the 8 categories of needs. These were study habit, educational information, career information, employment, self-understanding, interpersonal relationship and drug information. The result is consistent with the findings of Collins, Collins and Hiebert, Hiebert, Collins and Cairns, Isralowitz and Singer (as cited in Hiebert, Kemeny and Kurchak, 1998) who found that noteworthy differences existed between adult perceptions of adolescent needs and student reports of their own needs. The current finding may be attributed to the fact that adolescent students had reported greater frequency of their own needs than adults had reported concerning student needs.

Implications of Findings

The finding that students desired greatly study habits implies that school counsellors and guidance co-ordinators need to introduce study skills programmes in their schools so as to assist students acquire adequate study habits. Study skills programmes for students may focus on areas such as time allocation, note-taking, library skills, concentration, and examination techniques. Another implication is that study habit surveys or inventories can be used in schools to ascertain the study habit problems of students so that they can be effectively addressed.

Employment was one of the greatest needs of students. This finding has several implications for guidance and counselling in senior secondary schools. First, the

Ministry of Manpower Development and Employment need to set up job placement centres in the country to assist students find employment after school. Secondly, guidance co-ordinators need to provide students with abundant and relevant information on job opportunities or openings in Ghana in order to facilitate the transition from school to work. A third implication is that school counsellors need to teach students how to write application letters and résumés as well as how to prepare for job interview.

The finding that students needed self-understanding implies that guidance co-ordinators should administer to students occupational interest inventories, study habit inventories, students' problem inventories, self-concept scales, aptitude and achievement tests so as to help them have adequate knowledge about their interests, abilities, values, limitations, needs and problems. Again, non-test methods like anecdotal records, sociometric devices and rating scales can provide useful information to students. Another implication is that cumulative records folders need to be used in senior secondary so that information from both test and non-test devices about each student can be recorded.

Interpersonal relationship was a priority need of adolescent students. This finding has several implications. First, regular talks on human relation skills can be organized for students to equip them with interpersonal skills required for relating with their parents and teachers. Secondly, the schools should organise games, group discussions, debates and dramas for students. These avenues offer students the opportunity to develop good interpersonal skills. A third implication is that students should be encouraged to join school clubs or societies such as Red Cross, Boys' Scout, Girls' Guide, Boys' Brigade and Young Farmers' Club. These social groupings provide avenues for students to acquire

good interpersonal skills. For instance, mutual respect, tolerance and friendliness are inculcated in students who are members of these societies or clubs.

The finding that drug information was greatly needed by students implies that seminars on drug issues in secondary schools are likely to be patronized by many students. Guidance co-ordinators in conjunction with personnel from the Ghana Police Service and the Narcotic Control Board as well as the Ministry of Health can disseminate drug information to students.

It was revealed that educational information was not regarded by students as one of their greatest needs. It implies that guidance co-ordinators and school counsellors need to motivate students to regard educational information as a top priority need. A second implication of the finding is that guidance co-ordinators need to provide students with accurate and adequate educational information to enable them to perceive educational information as very vital to their educational and career development. The information to be disseminated to students should include programmes or courses offered by post-secondary educational institutions, admission requirements as well as loans and scholarships open to tertiary students.

The finding that career information was not one of the most prevalent needs of students implies that guidance co-ordinators need to motivate students to see the relevance of career information in their career development. It further implies that school counsellors and guidance co-ordinators need to expose students to the world of work by organizing career conferences, fieldtrips to work places and by providing books and magazines on various careers. Consequently, students will perceive career information as very important to their career development.

It was also found that sexual information was the least concern of students. This implies that sexual information should be given the least attention in the school guidance programme. Guidance co-ordinators should therefore give priority attention to the most prevalent needs of students.

The finding that lack of qualified guidance co-ordinators, heavy workload on guidance co-ordinators, lack of office and inadequate knowledge of students' needs are the major reasons why students' guidance needs are not adequately met has serious implications for the delivery of guidance services in schools. First, it implies that the Ministry of Education has not posted enough trained counsellors to secondary schools to address the guidance needs of students. It also implies that the Ministry of Education has not allocated sufficient funds for the running of guidance programmes in schools. A third implication is that heads of schools have not complied with the Ghana Education Service directive of 1976 that guidance co-ordinators be given adequate time for guidance and counselling activities.

In view of the fact that both male and female students have similar level of needs, guidance programmes can be drawn for students irrespective of sex.

Although it was revealed that the guidance needs of students do not depend on grade level, age and school type, school counsellors need to exercise caution since late adolescents, form 3 students and day students might have failed to disclose the actual level of their needs. In view of this, guidance co-ordinators should motivate students to be genuine when expressing their needs.

The finding that significant differences exist between the needs of students in rural and urban schools implies that the guidance needs of students in rural schools and

their counterparts in urban schools may not be met by a common guidance programme. Guidance co-ordinators should therefore take into consideration the location of a school before designing a guidance programme for students.

Finally, the finding that significant differences exist between student perception of their own needs and adult perception of student needs implies that adults may not accurately perceive the guidance needs of students. In view of this, students' views about their own needs should be taken into consideration when designing a guidance programme.

CHAPTER 5

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

A needs assessment survey was carried out in the 8 Senior Secondary Schools in the Balsa and Kassena-Nankana Districts of the Upper East Region of Ghana so as to delineate the priority guidance needs of students. Another purpose of the study was to find out the extent to which students' guidance needs are met. The study also sought to identify the reasons that explain why students' guidance needs are not adequately met. Furthermore, the study was intended to find out whether variables such as age, grade level and gender were significant determinants of students' perception of their guidance needs.

The population of the study comprised Form 2 and Form 3 students, teachers and guidance co-ordinators. Three hundred (300) students were used in the study. The number of teachers and guidance co-ordinators used in the study was 50 and 8 respectively.

The research instrument used in the study was questionnaire. There were two types of questionnaire, one type for students and another set for teachers and guidance co-ordinators. Proportional stratified random sampling and simple random sampling

were used in selecting both students and teachers. Frequencies, percentages, means standard deviation and t-test were used in analyzing the data.

The study revealed that Study Habits, Employment, Self-Understanding, Interpersonal Relationship and Drug Information were of greater concern to students than Career Information, Educational Information and Sexual Information.

It was also found that both students and adults (teachers and co-ordinators) perceived 5 guidance needs of students to be adequately met. These are Study Habits, Interpersonal Relationship, Drug Information, Self-Understanding and Sexual Information. Again, they both indicated that Educational Information, Career Information and Employment are not adequately met.

The study further revealed that lack of qualified guidance co-ordinators, heavy workload on guidance co-ordinators, lack of office, lack of funds and inadequate knowledge of students' guidance needs were the major reasons for students not having their guidance needs adequately met. Negative attitudes of students and headmasters towards guidance and counselling were considered minor reasons.

Finally, it was found that:

1. There were no significant differences between the guidance needs of male and female students as far as the eight categories of student needs were concerned.
2. There were no significant differences between the guidance needs of mid and late adolescent students in all the eight categories of student needs.
3. All the eight categories of students' guidance needs did not depend on grade level of the students.

4. The guidance needs of students did not depend on school type as far as the eight categories of student needs were concerned.
5. There were significant differences between the guidance needs of students in rural and urban schools in six categories namely educational information, career information, employment, self-understanding, drug information and sexual information. But there were no significant differences in the areas of study habit and interpersonal relationship.
6. Significant differences existed between the perceptions of students and those of adults on student needs in seven categories, viz, study habit, educational information, career information, employment, drug information self-understanding, and interpersonal relationship. However, there was no significant difference in the category of the need for sexual information.

Conclusion

The following conclusions can be drawn from the study. Firstly, the priority guidance needs of senior secondary school students are study habits, employment, self understanding, interpersonal relationship and drug information.

Secondly, gender, age, grade level and school type are not significant determinants of students' perception of their guidance needs. On the other hand, school location is a significant determinant of students' perception of their guidance needs. Finally, adults and students differ significantly in their perceptions of students' guidance needs.

Recommendations

In the light of the findings and the conclusions outlined above, the following recommendations are made.

1. In the planning and implementation of guidance and counselling programmes, students' priority needs should be considered and adequately catered for.
2. It is also recommended that study skills programmes should be mounted in senior secondary schools to enable students to acquire adequate study habits.
3. The Ministry of Education and the Ghana Education Service should provide secondary schools with funds and offices so that students' guidance needs can be adequately met. The funds can be obtained from the Ghana Education Trust Fund (GETFUND) to run guidance programmes.
4. Intensive in-service training should be offered to the current guidance co-ordinators to equip them with the necessary skills for guidance and counselling work.
5. It is recommended that student perceptions of their own needs should be taken into consideration when planning school guidance and counselling programmes.

Areas for further Research

Needs assessment survey should be conducted in the primary, junior secondary, senior secondary, technical/vocational/commercial, college, polytechnic and university levels in the country so as to enable counsellors and guidance co-ordinators to plan and implement guidance programmes based on the priority needs of pupils and students. The categories of needs to be assessed should include the moral, spiritual, financial and health concerns of pupils and students.

Since study habit was the most prevalent need of students, further research should be conducted in this area to isolate the specific study habit needs of students so that they can be adequately addressed. A study habit survey or inventory can be used to assess the study habit needs of students.

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APPENDIX A

NEEDS ASSESSMENT QUESTIONNAIRE FOR STUDENTS

This questionnaire seeks information on the guidance needs of students at the senior secondary school level. You are assured that any information given is solely for academic purposes and would be kept confidential.

DIRECTIONS: Please fill in the following:

- i. Name of School:.....
- ii. Age: 15 - 17 [] 18 – 23 []
- iii. Sex: Male [] Female []
- iv. Form: 2 [] 3 []
- v. Boarding School [] Day School []
- vi. Rural School [] Urban School []

The questionnaire has two columns. These are column 'A' and Column 'B'. In column 'A' on your immediate right tick the box that best describes how important the need is to you. The boxes have the following labels.

- Very important
- Important
- Slightly important.
- Not important

In column 'B' on your extreme right tick the box that best describes how well that need is being met. The boxes in this column have been labeled as follows:

- Need effectively met
- Need not effectively met
- Need not met at all

	<u>COLUMN A</u>				<u>COLUMN B</u>		
	<i>How important is this need?</i>				<i>How well is it being met?</i>		
	<i>Please tick one</i>						
GUIDANCE NEEDS	<i>Very Important</i>	<i>Important</i>	<i>Slightly Important</i>	<i>Not Important</i>	<i>Need effectively met</i>	<i>Need not effectively met</i>	<i>Need not met at all</i>
SCALE 1: STUDY HABITS							
1. I need to know how to use my study time effectively							
2. I need to know how to take notes well							
3. I need to learn how to concentrate very well when I am studying.							
4. I need to know how to write good essays							
5. I need to know how to prepare for tests and examinations. .							
6. I need to know how to use the library effectively							

	<u>COLUMN A</u>				<u>COLUMN B</u>		
	<i>How important is this need?</i>				<i>How well is it being met?</i>		
	<i>Please tick one</i>				<i>Please tick one</i>		
GUIDANCE NEEDS	<i>Very Important</i>	<i>Important</i>	<i>Slightly Important</i>	<i>Not Important</i>	<i>Need effectively met</i>	<i>Need not effectively met</i>	<i>Need not met at all</i>
SCALE 2: EDUCATIONAL INFORMATION							
7. I need to know more about existing universities, polytechnics, colleges or any other post-secondary educational institution.							
8 I need to have information on courses or programmes offered at the universities, polytechnics, colleges or any other post-secondary educational institutions.							
9. I need to know the admission requirements for universities, polytechnics, colleges or any other post-secondary educational institution.							
10. I need to become aware of courses or programmes that meet his interests and abilities.							

	<u>COLUMN A</u>				<u>COLUMN B</u>		
	<i>How important is this need?</i>				<i>How well is it being met?</i>		
	<i>Please tick one</i>						
GUIDANCE NEEDS	<i>Very Important</i>	<i>Important</i>	<i>Slightly Important</i>	<i>Not Important</i>	<i>Need effectively met</i>	<i>Need not effectively met</i>	<i>Need not met at all</i>
11. I need to become aware of ways of financing or paying for University, polytechnic or college education.							
12. I need to make trips to universities, polytechnics, colleges or any other post-secondary educational institutions and know more about them.							
SCALE 3: CAREER INFORMATION							
13. I need to have adequate information on types of work, career or job.							
14. I need to understand the relationship between education and careers.							
15. I need to know the prospects and limitations of various types of work or job.							

	<u>COLUMN A</u>				<u>COLUMN B</u>		
	<i>How important is this need?</i>				<i>How well is it being met?</i>		
	<i>Please tick one</i>				<i>Please tick one</i>		
GUIDANCE NEEDS	<i>Very Important</i>	<i>Important</i>	<i>Slightly Important</i>	<i>Not Important</i>	<i>Need effectively met</i>	<i>Need not effectively met</i>	<i>Need not met at all</i>
16. I need to know the requirements for different jobs or work.							
17. I need to make trips to industries, hospitals or any other place of work and know more about work or jobs							
18. I need to understand the importance of work							
SCALE 4: EMPLOYMENT							
19. I need to know how to apply for jobs after school.							
20. I need to know how to find a job after school.							
21. I need to learn how to write an effective resume in order to get a good job.							
22. I need to know how to prepare for job interviews.							
23. I need to know more about job vacancies or opportunities in Ghana.							

	<u>COLUMN A</u> <i>How important is this need?</i> <i>Please tick one</i>				<u>COLUMN B</u> <i>How well is it being met?</i> <i>Please tick one</i>		
	<i>Very Important</i>	<i>Important</i>	<i>Slightly Important</i>	<i>Not Important</i>	<i>Need effectively met</i>	<i>Need not effectively met</i>	<i>Need not met at all</i>
GUIDANCE NEEDS							
24. I need to know how to start my own business after school.							
SCALE 5: SELF-UNDERSTANDING							
25 I need to know and understand my interests and abilities.							
26. I need to become aware of my strengths and weaknesses.							
27. I need to understand that I am different from other students; I am unique.							
28. I need to know more about my likes and dislikes.							
29. I need to become fully aware of my goals in life							
30. I need to know to know and understand my needs.							

	<u>COLUMN A</u> <i>How important is this need?</i> <i>Please tick one</i>				<u>COLUMN B</u> <i>How well is it being met?</i> <i>Please tick one</i>		
	<i>Very Important</i>	<i>Important</i>	<i>Slightly Important</i>	<i>Not Important</i>	<i>Need effectively met</i>	<i>Need not effectively met</i>	<i>Need not met at all</i>
GUIDANCE NEEDS							
SCALE 6: DRUG INFORMATION							
31. I need to understand more about drug abuse							
32. I need to know the different kinds of drugs.							
33. I need to understand more about the effects of marijuana (wee) and alcohol.							
34. I need to know the drugs that are prohibited by law in Ghana.							
35. I need to know the punishment that is given to people who use drugs that are prohibited.							
36. I need to know more about drug addiction							
SCALE 7: INTERPERSONAL RELATIONSHIPS							
37. I need to know how to relate maturely with boys and girls of my age.							

	<u>COLUMN A</u> <i>How important is this need?</i> <i>Please tick one</i>				<u>COLUMN B</u> <i>How well is it being met?</i> <i>Please tick one</i>		
	<i>Very Important</i>	<i>Important</i>	<i>Slightly Important</i>	<i>Not Important</i>	<i>Need effectively met</i>	<i>Need not effectively met</i>	<i>Need not met at all</i>
GUIDANCE NEEDS							
38. I need to know how to relate maturely with my parents.							
39. I need to know how to relate maturely with my teachers							
40. I need to know how to initiate friendship with both boys and girls of my age.							
41 I need to become fully aware of the dangers of boy-girl relationship							
42. I need to learn how to resolve interpersonal conflicts.							
SCALE 8:SEXUAL INFORMATION							
43. I need to know more about sex and love matters.							
44. I need to understand more about the dangers of premarital sex (i.e. sex before marriage).							

	<u>COLUMN A</u>				<u>COLUMN B</u>		
	<i>How important is this need?</i>				<i>How well is it being met?</i>		
	<i>Please tick one</i>				<i>Please tick one</i>		
GUIDANCE NEEDS	<i>Very Important</i>	<i>Important</i>	<i>Slightly Important</i>	<i>Not Important</i>	<i>Need effectively met</i>	<i>Need not effectively met</i>	<i>Need not met at all</i>
45. I need to understand more about sexually transmitted diseases, including HIV/AIDS.							
46. I need to become fully aware of the male and female reproductive systems.							
47. I need to know more about the dangers of watching pornography (sex films)							
48. I need to know how to enjoy friendship with the opposite sex without having sex.							

APPENDIX B

NEEDS ASSESSMENT QUESTIONNAIRE FOR TEACHERS AND GUIDANCE CO-
ORDINATORS

This questionnaire seeks information on the guidance needs of students at the senior secondary school level. You are assured that any information given is solely for academic purposes and would be kept confidential

PART I

DIRECTIONS: Please fill in the following.

Name of School:.....

The questionnaire has two columns. These are column 'A' and Column 'B'. In column 'A' on your immediate right tick the box that best describes how important the need is to students. The boxes have the following labels.

- Very important
- Important
- Slightly important
- Not important

In column 'B' on your extreme right tick the box that best describes how well that need is being met for students. The boxes in this column have been labeled as follows:

- Need effectively met
- Need not effectively met
- Need not met at all

	<u>COLUMN A</u>				<u>COLUMN B</u>		
	<i>How important is this need?</i>				<i>How well is it being met?</i>		
	<i>Please tick one</i>						
GUIDANCE NEEDS	<i>Very Important</i>	<i>Important</i>	<i>Slightly Important</i>	<i>Not Important</i>	<i>Need effectively met</i>	<i>Need not effectively met</i>	<i>Need not met at all</i>
SCALE 1: STUDY HABITS							
1. Each student needs to know how to use his/her study time effectively							
2. Each student needs to know how to take notes well							
3. Each student needs to learn how to concentrate very well when he/she is studying.							
4. Each student needs to know how to write good essays							
5. Each student needs to know how to prepare for tests and examinations. .							
6. Each student needs to know how to use the library effectively							

	<u>COLUMN A</u> <i>How important is this need?</i> <i>Please tick one</i>				<u>COLUMN B</u> <i>How well is it being met?</i> <i>Please tick one</i>		
	<i>Very Important</i>	<i>Important</i>	<i>Slightly Important</i>	<i>Not Important</i>	<i>Need effectively met</i>	<i>Need not effectively met</i>	<i>Need not met at all</i>
GUIDANCE NEEDS							
SCALE 2: EDUCATIONAL INFORMATION 7. Each student needs to know more about existing universities, polytechnics, colleges or any other post-secondary educational institution.							
8 Each student needs to have information on courses or programmes offered at the universities, polytechnics, colleges or any other post-secondary educational institutions.							
9. Each student needs to know the admission requirements for universities, polytechnics, colleges or any other post-secondary educational institution.							

	<u>COLUMN A</u> <i>How important is this need?</i> <i>Please tick one</i>				<u>COLUMN B</u> <i>How well is it being met?</i> <i>Please tick one</i>		
	<i>Very Important</i>	<i>Important</i>	<i>Slightly Important</i>	<i>Not Important</i>	<i>Need effectively met</i>	<i>Need not effectively met</i>	<i>Need not met at all</i>
GUIDANCE NEEDS							
10. Each student needs to become aware of courses or programmes that meet his interests and abilities.							
11. Each student needs to become aware of ways of financing or paying for University, polytechnic or college education.							
12. Each student needs to make trips to universities, polytechnics, colleges or any other post-secondary educational institutions and know more about them.							
SCALE 3: CAREER INFORMATION							
13. Each student needs to have adequate information on types of work, career or job.							
14. Each student needs to understand the relationship between education and careers .							

	<u>COLUMN A</u> <i>How important is this need?</i> <i>Please tick one</i>				<u>COLUMN B</u> <i>How well is it being met?</i> <i>Please tick one</i>		
	<i>Very Important</i>	<i>Important</i>	<i>Slightly Important</i>	<i>Not Important</i>	<i>Need effectively met</i>	<i>Need not effectively met</i>	<i>Need not met at all</i>
GUIDANCE NEEDS							
15. Each student needs to know the prospects and limitations of various types of work or job.							
16. Each student needs to know the requirements for different jobs or work.							
17. Each student needs to make trips to industries, hospitals or any other place of work and know more about work or jobs							
18. Each student needs to understand the importance of work							
SCALE 4: EMPLOYMENT							
19. Each student needs to know how to apply for jobs after school.							
20. Each student needs to know how to find a job after school.							

	<u>COLUMN A</u> <i>How important is this need?</i> <i>Please tick one</i>				<u>COLUMN B</u> <i>How well is it being met?</i> <i>Please tick one</i>		
	<i>Very Important</i>	<i>Important</i>	<i>Slightly Important</i>	<i>Not Important</i>	<i>Need effectively met</i>	<i>Need not effectively met</i>	<i>Need not met at all</i>
GUIDANCE NEEDS							
21. Each student needs to learn how to write an effective resume in order to get a good job.							
22. Each student needs to know how to prepare for job interviews.							
23. Each student needs to know more about job vacancies or opportunities in Ghana.							
24. Each student needs to know how to start his/her own business after school.							
SCALE 5: SELF-UNDERSTANDING							
25 Each student needs to know and understand his/her interests and abilities.							
26. Each student needs to become aware of his/her strengths and weaknesses.							

	<i>COLUMN A</i>				<i>COLUMN B</i>		
	<i>How important is this need?</i>				<i>How well is it being met?</i>		
	<i>Please tick one</i>				<i>Please tick one</i>		
GUIDANCE NEEDS	<i>Very Important</i>	<i>Important</i>	<i>Slightly Important</i>	<i>Not Important</i>	<i>Need effectively met</i>	<i>Need not effectively met</i>	<i>Need not met at all</i>
27. Each student needs to understand that he/she is different from other students; he/she is unique.							
28. Each student needs to know more about his/her likes and dislikes.							
29. Each student needs to become fully aware of his/her goals in life							
30. Each student needs to know and understand his/her needs.							
SCALE 6: DRUG INFORMATION							
31. Each student needs to understand more about drug abuse							
32. Each student needs to know the different kinds of drugs.							
33. Each student needs to understand more about the effects of marijuana (wee) and alcohol.							

	<u>COLUMN A</u> <i>How important is this need?</i> <i>Please tick one</i>				<u>COLUMN B</u> <i>How well is it being met?</i> <i>Please tick one</i>		
	<i>Very Important</i>	<i>Important</i>	<i>Slightly Important</i>	<i>Not Important</i>	<i>Need effectively met</i>	<i>Need not effectively met</i>	<i>Need not met at all</i>
GUIDANCE NEEDS							
34. Each student needs to know the drugs that are prohibited by law in Ghana.							
35. Each student needs to know the punishment that is given to people who use drugs that are prohibited..							
36. Each student needs to know more about drug addiction							
SCALE 7: INTERPERSONAL RELATIONSHIPS							
37. Each student needs to know how to relate maturely with boys and girls of his/her age.							
38. Each student needs to know how to relate maturely with his/her parents.							

	<u>COLUMN A</u> <i>How important is this need?</i> <i>Please tick one</i>				<u>COLUMN B</u> <i>How well is it being met?</i> <i>Please tick one</i>		
	<i>Very Important</i>	<i>Important</i>	<i>Slightly Important</i>	<i>Not Important</i>	<i>Need effectively met</i>	<i>Need not effectively met</i>	<i>Need not met at all</i>
GUIDANCE NEEDS							
39. Each student needs to know how to relate maturely with his/her teachers							
40. Each student needs to know how to initiate friendship with both boys and girls of his/her age.							
41 Each student needs to become fully aware of the dangers of boy-girl relationship							
42. Each student needs to learn how to resolve interpersonal conflicts.							
SCALE 8:SEXUAL INFORMATION							
43. Each student needs to know more about sex and love matters.							
44. Each student needs to understand more about the dangers of premarital sex (i.e. sex before marriage).							

	<u>COLUMN A</u>				<u>COLUMN B</u>		
	<i>How important is this need?</i>				<i>How well is it being met?</i>		
	<i>Please tick one</i>				<i>Please tick one</i>		
GUIDANCE NEEDS	<i>Very Important</i>	<i>Important</i>	<i>Slightly Important</i>	<i>Not Important</i>	<i>Need effectively met</i>	<i>Need not effectively met</i>	<i>Need not met at all</i>
45. Each student needs to understand more about sexually transmitted diseases, including HIV/AIDS.							
46. Each student needs to become fully aware of the male and female reproductive systems.							
47. Each student needs to know more about the dangers of watching pornography (sex films)							
48. Each student needs to know how to enjoy friendship with the opposite sex without having sex.							

PART II

1. *What reasons are given for students not having their guidance needs adequately met?*

Please tick (✓) the reasons that are applicable:

A	Lack of qualified guidance co-ordinator	
B	Heavy workload on guidance co-ordinator	
C	Lack of guidance office	
D	Negative attitude of students towards guidance and counselling	
E	Lack of funds for guidance and counselling	
F	Negative attitude of headmasters towards guidance and counselling	
G	Inadequate knowledge of students' guidance needs	

THANK YOU.

APPENDIX C

RESULTS OF PILOT TESTING

Respondent	Odd Scores	Even Scores	Odd Ranking (OR)	Even Ranking (ER)	$d = (OR - ER)$	$d^2 = (OR - ER)^2$
1	167	150	4	14	-10	100
2	170	169	1	1	0	0
3	154	159	12	10	2	4
4	130	132	26	26	0	0
5	162	168	7	3	4	16
6	150	150	14	14	0	0
7	168	165	3	6	-3	9
8	140	138	23	22	1	1
9	161	162	9	8	1	1
10	134	133	24	25	-1	1
11	158	162	10	8	2	4
12	142	138	21	22	1	1
13	163	168	6	3	3	9
14	122	135	28	24	4	16
15	143	143	20	19	1	1
16	157	159	11	10	1	1
17	141	142	22	21	1	1
18	152	152	13	13	0	0
19	166	164	5	7	-2	4
20	120	122	30	29	1	1
21	130	132	26	26	0	0
22	149	149	16	16	0	0
23	147	147	17	17	0	0
24	132	130	25	28	-3	9
25	146	143	18	19	1	1
26	169	169	2	1	1	1
27	150	153	14	12	2	4
28	162	168	7	3	4	16
29	121	121	29	30	-1	1
30	146	146	18	18	0	0
						$\Sigma d^2 = 200$

APPENDIX D

DETERMINATION OF RELIABILITY OF THE INSTRUMENT

PART I

The reliability of the instrument was determined by using the Spearman-Brown correlation coefficient and prophecy formula. The scores of 30 respondents (20 students and 10 adults) were correlated.

Type: Split – half

$$r = 1 - \frac{6 \sum d^2}{n(n^2 - 1)}$$

where r is correlation co-efficient of Spearman-Brown

$\sum d^2$ represents the sum of the squared differences

n represents the number of pairs of ranks

$$\sum d^2 = 200$$

$$n = 30$$

$$\therefore r = 1 - \frac{6(200)}{30(30^2 - 1)}$$

$$r = 1 - \frac{1200}{30(899)}$$

$$r = 1 - \frac{1200}{26970}$$

$$= 1 - 0.04$$

$$= 0.96$$

PART II

APPLYING THE SPEARMAN-BROWN PROPHECY FORMULA

$$rf = \frac{2rs}{rs + 1}$$

where rf is the whole test reliability

rs represents the correlation between the two halves of the test

$$rs = 0.96$$

$$\therefore rf = \frac{2(0.96)}{0.96 + 1}$$

$$= \frac{1.92}{1.96}$$

$$= \underline{0.98}$$

APPENDIX E

Research Question 1

RANKING, MEANS AND STANDARD DEVIATION OF STUDENT GUIDANCE NEEDS

Rank	Needs	Mean	SD
1	Study Habits	22.84667	2.0372
6	Educational Information	21.41333	3.4567
7	Career Information	21.34	3.4004
2	Employment	22.61333	2.3299
3	Self-Understanding	21.82333	2.9881
5	Drug Information	21.79	3.4717
4	Interpersonal Relationship	21.81	2.8626
8	Sexual Information	20.88667	3.6631

Research Question 2

(a) EXTENT OF NEEDS BEING MET: STUDENTS

Needs	Rank	Mean	SD
Study Habits	3	11.58667	3.4799
Educational Information	8	9.056667	3.2612
Career Information	6	9.533333	3.2461
Employment	7	9.386667	3.6038
Self-Understanding	5	10.96333	3.597
Drug Information	2	11.64333	3.6889
Interpersonal Relationship	1	11.87333	3.5467
Sexual Information	4	11.23	3.3328

Research Question 2

(b) EXTENT OF NEEDS BEING MET: ADULTS

Needs	Rank	Mean	SD
Study Habits	1	13.5	2.690138
Educational Information	6	10.53448	2.951155
Career Information	7	9.534483	2.811103
Employment	8	8.913793	3.10226
Self-Understanding	5	11.93103	2.634868
Drug Information	3	12.34483	3.137502
Interpersonal Relationship	2	12.63793	2.699566
Sexual Information	4	12.22414	2.442627

Testing Hypothesis 1

Needs	Males		Females		T-Values
	Mean	SD	Mean	SD	
Study Habits	22.82170543	1.95835395	22.98425	1.9189293	-0.7186
Educ. Info.	21.87596899	2.752861443	21.30709	3.7363759	1.4509
Career Info.	21.44186047	3.264168579	21.24409	3.2187855	0.5227
Employment	22.72093023	2.038599183	22.70079	2.2014244	0.0808
Self-under.	21.82945736	2.926506105	22.00787	2.8213924	-0.5327
Drug Info.	21.90697674	3.666661161	21.79528	3.0533317	0.2873
Interperson. R.	21.86821705	3.057725475	21.84252	2.670905	0.0774
Sexual Info.	21.0620155	3.652379229	20.84252	3.362787	0.5385

Testing Hypothesis 2

Needs	Mid Adolescents		Late Adolescents		T-Values
	Mean	SD	Mean	SD	
Study Habits	22.94737	1.573239177	22.784946	2.277265	0.7294
Educ. Info.	21.2807	3.503497044	21.494624	3.434715	-0.5172
Career Info.	21.40351	2.950084139	21.301075	3.656272	0.2661
Employment	22.61404	2.171858516	22.612903	2.427466	0.0042
Self-under.	21.86842	2.830032233	21.795699	3.088108	0.2086
Drug Info.	21.88596	3.033029888	21.731183	3.721783	0.3929
Interperson. R.	21.92982	2.491469688	21.736559	3.072187	0.5959
Sexual Info.	20.79825	3.397499926	20.94086	3.824777	-0.3362

Testing Hypothesis 3

Needs	Form 2		Form 3		T-value
	Mean	SD	Mean	SD	
Study Habits	23	1.8257	22.71428571	2.200649	1.22882837
Educ. Info.	21.28777	3.6658	21.52173913	3.273162	-0.5791203
Career Info.	21.29496	3.463	21.37888199	3.355861	-0.2123159
Employment	22.52518	2.5233	22.68944099	2.15417	-0.6012849
Self-under.	22.07194	2.8121	21.60869565	3.124848	1.35119399
Drug Info.	21.76978	3.6362	21.80745342	3.334508	-0.0929655
Interperson. R.	21.93525	2.7352	21.70186335	2.972467	0.70788336
Sexual Info.	20.79856	3.8016	20.96273292	3.549451	-0.3845895

Testing Hypothesis 4

Needs	Boarding		Day		T-Values
	Mean	SD	Mean	SD	
Study Habits	22.98857	1.86001	22.648	2.254944	1.3852
Educ. Info.	21.45714	3.150833	21.352	3.856825	0.2508
Career Info.	21.39429	3.400299	21.264	3.412841	0.3265
Employment	22.51429	2.465526	22.752	2.127607	-0.8924
Self-under.	21.81714	2.949916	21.832	3.052593	-0.0421
Drug Info.	21.80571	3.693264	21.768	3.149849	0.0951
Interperson. R.	21.79429	2.919016	21.832	2.793241	-0.1131
Sexual Info.	20.62286	3.855962	21.256	3.355073	-1.5134

Testing Hypothesis 5

Needs	Rural Students		Urban Students		T-Values
	Mean	SD	Mean	SD	
Study Habits	23.07143	1.581793	22.77826087	2.155212	1.2395
Educ. Info.	22.31429	3.062361	21.13913043	3.528764	2.7095
Career Info.	22.1	2.708815	21.10869565	3.557563	2.4794
Employment	23.22857	1.275993	22.42608696	2.538992	3.5435
Self-under.	22.68571	1.937748	21.56086957	3.198422	3.5910
Drug Info.	22.45714	2.44763	21.58695652	3.708694	2.2822
Interperson. R.	22.31429	2.440853	21.65652174	2.966969	1.8726
Sexual Info.	21.75714	3.033321	20.62173913	3.800765	2.5761

Testing Hypothesis 6

Needs	Students		Adults		T-Values
	Mean	SD	Mean	SD	
Study Habits	22.84667	2.0372342	22.05172	2.266634	2.4840
Educ. Info.	21.41333	3.4567305	19.51724	2.891253	4.4208
Career Info.	21.34	3.4004328	19.46552	3.090537	4.1581
Employment	22.61333	2.3299322	18.51724	4.683833	6.5063
Self-under.	21.82333	2.9880681	20.81034	2.958526	2.3832
Drug Info.	21.79	3.471706	21.03448	2.512883	1.9570
Interperson. R.	21.81	2.8626122	17.48276	4.61592	6.8880
Sexual Info.	20.88667	3.663134	20.24138	2.379078	1.7105

