UNIVERSITY OF CAPE COAST

ASSESSMENT OF GUIDANCE SERVICES IN SENIOR HIGH SCHOOLS

IN CAPE COAST METROPOLIS

MAGDALENE NYARKO

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IN CAPE COAST METROPOLIS

BY

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

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DECLARATION

Candidate's Declaration

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

Candidate Signature ……………………… Date …………………………...

Name:…………………………………………………………………………...

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.

Principal Supervisor's Signature …………………… Date …………………

Name: ……………………………………………………………………………

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

Name: …………………………………………………………………………...

ABSTRACT

The purpose of this study was to assess the delivery of guidance services in Senior High Schools (SHSs) in Cape Coast Metropolis of Central Region, Ghana. A descriptive survey design was adopted. The population of the study comprised senior high students, guidance coordinators and teachers. Multi-stage sampling technique was used in selecting the sample for the study. A sample size of 531 (Wesley Girls=108, Adisadel College=115, Ghana National College=179 and University Practice SHS=129) was randomly selected for the study. A questionnaire was used to obtain data from the students. Frequencies, percentages, means, standard deviations and independent samples t-test were used to analyse the data. The study revealed that SHSs provide orientation, counselling, appraisal, information, consultation, placement and follow-up services. The results indicated that the appraisal service was effectively implemented while the information and consultation services were not effectively implemented. The study also revealed that the main resources available for the effective running of guidance services in Senior High Schools in Cape Coast Metropolis were the counselling office, professional counsellor and a large hall or assembly hall. Furthermore, the study revealed that schools have inadequate funds and time for carrying out guidance service in the schools. The results also revealed that gender is not a significant determinant of students' assessment of the consultation and orientation services. From the results obtained, it is recommended among others that SHSs should pay attention to all guidance services in order to effectively promote the personal, social, educational and career development of students.

KEY WORDS

Assessment

Guidance services

Implementation

Resources

Senior high school students

ACKNOWLEDGEMENTS

DEDICATION

To my family for their support during the course of my studies.

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CHAPTER ONE

INTRODUCTION

The significance of guidance services is recognised worldwide to the extent that many educational institutions and departments have dedicated organisational structures or units to provide these services. Its implementation in Senior High Schools (SHSs) in Ghana has undergone several phases of development since its introduction. If well organised, implemented and managed, guidance services may provide a conducive environment that translates into quality education. Thus, it provides benefits to students by addressing their intellectual, emotional, social and psychological needs.

Background to the Study

The need for guidance services in senior high schools cannot be overstated due to the increasing complexities of modern life that have placed heavy demands on senior high school students. Most adolescents are in senior high schools, which call for the need to seriously assess guidance services being offered. These students are faced with numerous personal, academic, social and emotional needs and problems, which if left unattended to, could lead to a host of undesirable behaviours (Weiten, 2007).

Virtually, all countries have established channels to intensify and improve guidance services in their respective learning institutions in an attempt to address students' behaviours (Chiresche, (2006). Chiresche further highlighted that guidance services were introduced in different countries for different reasons. In the United States of America, it had its origin in

vocational issues during the early 1900s in the United States of America, during the industrial revolution. In Herr's (2001) view, the industrial revolution was a period of rapid industrial growth, social protests, social reform, and utopian idealism. Guidance services were introduced to assist individuals to adapt to the rapidly changing vocational environment while pursuing idealised behaviourism. School Guidance Services (SGS) were, therefore, introduced to address the negative social conditions associated with the industrial revolution. Gysbers and Handerson (2001) emphasised that school guidance services were to assist students with their educational development and career aspirations. Thus, SGC was focused on assisting individuals to choose and to prepare for an occupation.

A training session organised for counsellors by UNESCO (1998), found that many African governments have realised the growing number of social problems that affect African adolescents, particularly girls. These governments, therefore, resolved to introduce School Guidance and Counselling (SGC) services in their countries to solve these problems. Furthermore, SGC services were introduced in African countries to counteract unprecedented economic and social changes in African countries. For example, Adegoke and Culbreth (2000) assert that the gradual breakdown of the extended family system network in many parts of Africa has led to social problems among the youth, which necessitated the introduction of school counselling. However, there are certain variations in the specific reasons for establishing school guidance and counselling in different African countries.

In Ghana, the Ministry of Labour, Social Welfare and Education established a Youth Employment Department to offer career guidance to

middle school leavers in 1955. The Curriculum Research Development Unit (C.R.D.U.) was instituted to cater for programmes in Social Welfare Services, Education for the Handicapped and Guidance and Counselling. The C.R.D.U. made the first attempt to introduce cumulative record cards in first cycle institutions (Assoah, 2007).

According to Taylor and Buku (2006), D.O.K. Dankwa is said to be the father of Guidance and Counselling in Ghana. He agitated for the establishment of guidance and counselling in secondary schools and also gave public lectures on the need to introduce guidance and counselling services in schools. In 1979, through a policy statement, the Ghana Education Service established guidance and counselling programme in second cycle institutions (secondary, secondary/ technical/commercial, vocational schools and training colleges). In 1976, the Institute for Educational Planning and Administration (I.E.P.A.) of the University of Cape Coast organised an eight-week intensive in-service training for selected teachers in guidance and counselling to enable them function as guidance coordinators (Pecku, 1991).

A casual observation I have made over the years has been that there has been a lapse in the guidance services in schools in Ghana and that guidance services have not been fully effective or daily implemented. This observation has been proved by studies into guidance and counselling in schools in Ghana by a number of researchers (Ocansey, 1992; Bondah, 1996; Pecku, 1991; Awabil & Kankpog, 2011; Nyarko-Sampson, 2010). For instance, it has been documented by Ocansey (1992) and Bondah (1996) that Ghana Education Service's circular in November 1976, called for the establishment of the guidance and counselling programmes in schools. This

caused most schools to establish the programme, but, unfortunately, the programme is poorly run and has become ineffective (Bondah, 1996). To these researchers the ineffectiveness of the programme in schools is mostly due to lack of qualified guidance and counselling coordinators, lack of funds, lack of office space and better logistics and tight teaching schedules of coordinators. According to Ocansey (1992) all the seven services which are supposed to be run in schools, only three of them, namely orientation, information and counselling were given attention.

Bark (2003) opined that guidance services are the assistance made available by qualified and trained persons to an individual of any age to help them to manage their own life activities, develop their own points of view, make their own decisions and carry their own burden. In addition, Braddock (2001) stated that the purpose of guidance services in schools is foster positive study attitudes and habits, improve academic achievement increase acquisitions and application of conflict resolution skills, and decrease school dropouts. Anastasi (1990) also added that the task of educational guidance and counselling is to enable a student to adjust himself to his studies by improving his study attitude and removing subject matter difficulties.

Guidance services assist students to resolve and cope with conflicts arising from or are bound to arise in a changing society. Students need to be helped to understand themselves in respect to their abilities and interests and with these, the selection of future careers or occupations and generally the making of appropriate decisions. Indeed, according to Pecku (1991), guidance is an important part of a child's development and education. It is only by making a survey that an insight into the existence, nature and service delivery

of guidance service units in the senior high school in Cape Coast Metropolis can be made known and any flaws detected.

When some guidance services are not implemented in schools, students' adaptation becomes difficult thus leading to low academic performance, misbehaviour and school dropout. According to Odeke (1996), without sound guidance services, many students loose direction and engage in bad behaviours such as drug abuse and alcohol indulgence, missing classes, dropout and so on; as a result, they lack both focus and direction resulting in an examination failure. In this regard, students need guidance and direction to study and choose a career.

Guidance service is an educational service that compliments instructions, administrations and other components of the senior high school system. The programmes are specialised and organised activities rendered to students for the dissemination of meaningful information in the area of personal-social, educational and vocational needs that assist them to make choices (Arijesuyo, 2012). Some of these programmes include orientation, career day or week, guidance clubs, guidance games, walks, visits, group or individual counselling, counselling team model, excursion, seminars and workshops for parents, teachers and students (Oladele, 1987).

Among the programmes enumerated, counselling emerged as a major service in the guidance programme that brings the counsellor and the client in intimate relationships with a view to establishing confidentiality that aids clients to assess self and available potentials gemmate towards appreciative decision making. Counselling consists of wide range procedures: helping, encouragement, information giving, tests interpretation and psychoanalysis

(Shertzer & Stone, 1976). These programmes are aimed at assisting individual students achieved a balanced personality; physically, emotionally, intellectually, socially and vocationally based on individual needs (Fakolade, 2008).

For guidance to be effective and useful, it must become an integral part of the educational programme. This is because guidance is part and parcel of the education system (Gibson & Mitchell, 1995). Regarding guidance as part of education is very necessary because ignorance of guidance services in the senior high schools on the part of the students is a clear indication that, they have not been exposed to the services in the basic schools. If this all-important programme had been fused into the educational programme, it could have prevented many delinquent problems in Senior High Schools.

Assessment is a judgment that determines human behaviour (Osadebe, 2005) and the extent to which objectives of a programme are being achieved (Gronlund as cited in Agbajor, 2017). In another development, assessment is adjudged to be a formalised periodic activity set to appraise or assess what has happened in relation to the stated objectives of a given programme. This assertion makes it explicit that assessment of guidance services determine the effectiveness of guidance services which serves as a means of examining what and how students think, feel and react about guidance services through the use of various validated and reliable techniques in form of observation, rating scales, anecdotal records and questionnaire. Its relevance is in its ability to measure the worth, impacts and effectiveness of guidance services to students, teachers, parents, school administrators and other significant personnel in the senior high schools in Cape Coast Metropolitan area.

Statement of the Problem

It has been noted that students face a number of problems during adolescence (Amakos, 1990). Since senior high school students are in the adolescent stage, the need for effective guidance services becomes compelling. In addition, the views of the school as a context where students experience a number of problems (Daries as cited in Okumu, 2012), as well as the increased number of problems students face in modern society have prompted the researcher to investigate the effectiveness of school guidance services in Cape Coast Metropolis' senior high schools.

Demonstrating accountability through the measured effectiveness of the delivery of the guidance services and the performance of the guidance staff helps ensure that students, parents, teachers, administrators, and the general public will continue to benefit from quality comprehensive guidance services (Gysbers & Henderson, 1994). To achieve accountability, assessment is needed concerning the nature, structure, organisation and implementation of district guidance services; the school counsellors and other personnel who are implementing the programmes; and the impact the services are having on students, the schools where they learn, and the communities in which they live. Thus, the overall assessment of school district guidance services needs to be approached from three perspectives: programme assessment, personnel assessment, and results assessment (Gysbers & Henderson, 1994).

The only study that is known to have been conducted in the Cape Coast Metropolis was carried out by Ocansey (1992). But the findings of this study are out-dated. There is a need to have a fresh assessment to determine whether guidance programmes are effective. Darussalam (as cited in Natesan,

Li, Hutagalung & Lim, 2016) stated that each guidance programme that is to be implemented by each educational institution and organisation should be assessed after the implementation of a cohort. Previously, this matter was also raised by Abdullah (as cited in Natesan, Li, Hutagalung & Lim, 2016) in which he suggested that regardless of how sophisticated a guidance service, it should be assessed quantitatively and systematically.

Apart from this, a number of studies (Awabil & Kankpog, 2011; Adusei-Poku, 1996; Nyarko-Sampson, 2010; Abukari, 1996; Namale, 2003) have been conducted to determine the effectiveness of guidance services in certain parts of Ghana. However, their studies did not cover the Cape Coast Metropolis. Again, these studies did not cover methods of guidance delivery and resources for implementation of guidance services. This called for thorough research to be conducted to ascertain the actual situation in the Metropolis so as to assess the effectiveness of guidance services provided.

Purpose of the Study

The study sought to assess the delivery of guidance services in Senior High Schools in Cape Coast Metropolis of Central Region, Ghana.

Research Questions

The study was guided by the following research questions and hypotheses:

1. What types of guidance services are provided to students in Senior High Schools in Cape Coast Metropolis?

2. How effective are guidance services implemented in SHSs in the Cape Coast Metropolis?

3. What resources are provided for running guidance programmes in SHSs in the Cape Coast Metropolis?

4. How are guidance services delivered in SHSs in Cape Coast Metropolis?

Research Hypotheses

1. H_0: There is no significant difference in the views of male and female participants regarding the implementation of guidance services in SHSs in the Cape Coast Metropolis.

2. H_1: There is significant difference in the views of male and female participants regarding the implementation of guidance services in SHSs in the Cape Coast Metropolis.

Significance of the Study

It is hoped that this study may benefit Senior High Schools as it will help to bring out the problems of the schools as far as students and the guidance programme are concerned. It may give enough reason to improve the guidance programme in Senior High Schools. Pupils may benefit through increased awareness of guidance services provided in their schools resulting in increased access. They may also realise its essence in addressing problems confronting them, their needs and interests too.

Guidance coordinators and teachers may benefit by evaluating how they provide guidance service to their pupils and their general efficiency and effectiveness. Such assessment would enable them to weigh and later demonstrate their professional preparation or competency and strengthen areas of deficiency. Again, Guidance coordinators may understand the need to use varied guidance delivery methods. Educational administrators, headmasters and other educational authorities, on the other hand, may able to discover the shortfalls of the guidance service in their schools; plug all loopholes in the

programme and strengthen it so as to give of maximum benefit to students in the school and treat it with utmost importance by giving necessary support, leadership and favourable school policies.

The study may further contribute to existing knowledge on the guidance services in Senior High Schools in Cape Coast Metropolis and elsewhere. Guidance and counselling researchers may find the results of the study as literature for future research.

Delimitation

This study sought to assess second cycle schools' guidance services, specifically, counselling, appraisal, information, consultation and orientation services. The study was restricted to only SHSs in Cape Coast Metropolis since these schools offer guidance services. Again, although there were over 10 SHSs in the Cape Coast Metropolitan Assembly, it was confined to four schools as the accessible population for the study. Furthermore, the study was restricted to only guidance coordinators, teachers and SHS3 students in the selected senior high schools within the Metropolis since they are believed to have received guidance services for a longer period of time to form a better perception of a holistic view of guidance programme compared to those in SHS2 and SHS1.

Limitations

Despite the effort to ensure the validity and reliability of the findings of this study, a limitation of this study is anticipated to do with classifying all the classes as one. This is due to a large number of classes to be used which made it impossible to carry out the analysis using individual classes as a unit of analysis. Again, the characteristics of the respondents posed as a limitation

in terms of the quality of guidance service offered. Again, the researcher was not able to involve every member of the accessible population but the sample of the study was randomly selected from students. However, this did not affect the results that were obtained significantly since the classes used for this study were handled by the same guidance coordinator and teachers for each school-type and these teachers were expected to portray a consistent pattern of behaviour irrespective of the class they found themselves.

Organisation of the Study

The study was divided into five chapters. Chapter One covered the background of the study, problem statement, purpose, research questions/hypotheses, the significance of the study, delimitations, limitations and organisation of the study. Chapter Two dealt with the theoretical and conceptual reviews which were related to the study. It also presented empirical studies on guidance services in the second cycle institutions and end with a summary of main points emerged from the review.

Chapter Three focused on the research methodology. This included the study area, study population, sampling procedure. It also described data collection instrument, data collection procedures as well as the proposed methods of data processing and analysis. Chapter Four discussed the results and findings of the study and Chapter Five presented the summary of the major findings, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

Introduction

Taking cognisance of the importance of guidance and counselling especially in senior high schools where the majority of students are at the peak of development (reached adolescence), many scholars have dealt with topics related to guidance and counselling in senior high schools. This chapter reviewed a record of related literature. A review of literature aided the researcher to identify existing knowledge gaps as per the objective and justify the need to carry out research on assessment of senior high schools' guidance and counselling coordinators and pupils view of guidance services offered to them in their schools. The literature review chapter was segmented into the following themes: theoretical review, conceptual review, empirical review and summary of key points that emerged out of the review.

Theoretical Review

Guidance at the beginning of the past century had a singular purpose (vocational guidance), even though there were sharply different perspectives about what that purpose was. However, soon and continuing over the rest of the century, the purposes for guidance multiplied. As Miller (1961) indicated, guidance had "become a coat of many colours" (p. 3). The multiple purposes for guidance occurred, according to Herr (2001), because "school counselling has been seen to have different types of relevance to schools depending on the needs of the nation in different historical periods" (p. 239). According to

Kankam and Onivehu (2000), theories in guidance and counselling are organised ways of understanding client behaviour, viewing the counselling process and a guideline for counsellors' (guidance coordinators) behaviour. Again, theories in counselling assist the counsellor in explaining clients' behaviour and assess the outcome of guidance service.

Cooper and Schindler (2001) defined a theory as a set of analytically interrelated concepts, definitions and proposition that are advanced to explain and predict facts. Guidance and counselling theories can also be seen as a chart that provides direction and guidelines, thus the basic assumption about human nature. Theories in guidance and counselling assist the counsellor in explaining the client's behaviour and to appraise the results of counselling. These theories give the counsellor a framework in which to make future observations, assessments and predictions about client behaviour. It also provides experiential data which guide counsellors to understand and know the behaviour of a client. Several guidance and counselling theories exist but for the purpose of this study, the educational evaluation theories of reductionism, system and complexity theories were considered.

General Systems Theory

The appreciation that an outcome is not explained simply by component parts but that the relationships between and among those parts and their environment (context) are important eventually led to the formulation of system theory (Bertalanffy, 1972). This theory proposed that the fundamental character of the living thing is its organisation, the customary investigation of the single parts and processes cannot provide a complete explanation of the vital phenomena. This investigation gives us no information about the

coordination of parts and processes. Bertalanffy viewed a system as a set of elements standing in interrelation among them and with the environment. Stated another way, the system comprises the parts, the organisation of the parts, and the relationships among those parts and the environment; these relationships are not static but dynamic and changing.

Systems theory can be found in different fields such as psychology, political science, social work, sociology, physics and biology. Concepts such as general systems theory, cybernetics, information theory, family therapy, communication theory, network theory, ecological theory, functionalism and constructivism are all perspectives that can be related to systems theory. If network theory is the starting point, one could start with Barnes who developed this concept or focus more on Bronfenbrenner (1979) who developed systems-oriented network thinking. Within the area of social work, we can link Pincus and Minahan (1973) to the beginning of systems theory. Their holistic approach adjusted the systems theory to the area of social work.

To Bertalanffy (1972), there exist models, principles, and laws that apply to generalised systems or their subclasses, irrespective of their particular kind, the nature of their component elements, and the relationships or 'forces' between them. It seems legitimate to ask for a theory, not of systems of a more or less special kind, but of universal principles applying to systems in general. To understand an educational programme's system would require an assessment approach consistent with system theory of which guidance services are no exception. Furthermore, in an open system, there is equifinality: the final state or outcome can be reached from a variety of starting points and in a variety of ways (much like a student becoming a physician by going through

medical school) as contrasted with a closed system in which the outcome might be predetermined by knowing the starting point and the conditions. This theory views an open system as consistent with what occurs in an educational programme such as guidance services.

The way in which knowledge developed within one institutional context is used within another one is in itself important to reflect upon as shown in a project about professional development within social welfare offices (Haaland, Njå & Montgomery, 1999). According to Lerner (as cited in Moe, 1998), there are six essential characteristics that can be recognised among the various schools within systems theory:

1. the ambition to develop holistic theories,

2. our understanding of how systems are built up and defined,

3. the importance of boundaries when dividing the system and its surroundings,

4. the systems are sustained because of a constant movement through processes of social change and equilibrium,

5. circular causality thinking and,

6. the possibility of identifying goals that one tries to achieve within a system. Identifying the goal with the system is essential in understanding why a system is being sustained and not dissolved or fragmented into other systems or becoming a part of the environment.

In systems theory one studies the feedback that a system is giving itself when there is an attempt to change the balance in a system (Lerner as cited in Moe, 1998). Negative feedback is what we call it when the information coming into the system serves in maintaining the system. To Lerner, this is

what we call homeostasis, a maintaining of balance within certain boundaries. In other words, the "conservative" aspect of a system is manifesting itself. Lerner (as cited in Moe) further stressed that the other form of feedback in a system is called positive feedback. The system is changing and new norms, rules and self-identity are being developed.

In systems theory, it is also stressed that the systems have a goal-oriented behaviour (Østerberg as cited in Løgstrup, 1982). From another angle, goals can be defined as what functions, consequences, effects or influences an action has on this social entity. The word "function" is borrowed from mathematics and biology. According to Løgstrup, functionalism within the social sciences emphasises the need to present an alternative to a historical understanding. A minimum goal for a system is to maintain itself and find a goal, a meaning and a place for its existence. The goal of an organism is to maintain life. In a social system, goal-oriented behaviour is governed by creating or maintaining meaning. The component part of guidance services as a system can best be understood by it component parts.

Complexity Theory

Educational programmes, however, are rarely in equilibrium. Guidance services are affected by many factors both internal and external to the programme: programme participants' characteristics, influence of stakeholders or regulators, the ever-changing nature of the knowledge on which a discipline is based, professional practice patterns, and the environment in which the educational programme functions, to name only a few (Geyer et al., 2005). Guidance services are therefore best characterised as complex systems, given

that they are made up of diverse components with interactions among those components.

The overall system cannot be explained by separately examining each of its individual components (Mennin, 2010). In a sense, the guidance services' whole is greater than the sum of its parts – there is more going on in the programme (the complex system) that can be explained by studying each component in isolation. This might, in fact, explain the phenomenon in educational research in which much of the variance in the outcome of interest is not explained by factors identified in the system or programme: there is more occurring in the guidance service with respect to explaining the outcome that can be fully appreciated with reductionist or linear approaches to inquiry.

The importance of programme context is part of complexity theory, helping us to realise the work of the environment [in] shaping activity rather than the cognition of practitioners dictating events (Doll & Trueit, 2010). In other words, examining a programme's success must not only include references to elements related to programme participants but also to the relationships of participants with each other and with the environment in which they act and how that environment may affect the participants. Complexity theory can inform our choice of programme assessment models (Stufflebeam & Shinkfeld, 2007).

Reductionism Theory

Many of the commonly used approaches to educational programmes assessment have their roots in the Enlightenment when an understanding of the world shifted from a model of divine intervention to one of experimentation and investigation (Mennin, 2010). Underlying this was an

assumption of order: as knowledge accumulated, it was expected that there would be movement from disorder to order. In this theory, phenomena could be reduced and understood by examining their component parts. Because the order was the norm, one would be able to predict an outcome with some precision, and processes could be determined (controlled or predicted) because they would flow along defined and orderly pathways (Geyer, Mackintosh & Lehmann, 2005). The legacy of this thinking is evident in the way many education programmes such as guidance services are organised and can even be seen in our approaches to teaching (Mennin, 2010).

The assumption of linearity is evident in some popular programme assessment models such as the Logic Model (Frechtling, 2007) and the Before, During, and After model (Durning, Hemmer & Pangaro, 2007; Durning & Hemmer, 2010). Examination of these models shows a logical flow from beginning to end, from input to outcome. The reductionist or linear way of thinking suggests that once the factors contributing to an outcome are known, programme success or lack of success in achieving those outcomes can be explained. The cause-and-effect paradigm's impact on several of the assessment models used in guidance service programmes in senior high schools in Ghana.

Educational Evaluation Theories

The bases of guidance service assessment are to serve as a source for information on personal counselling, educational counselling, career development and placement to further education and work, in transitional stages of education (Whiston, 2003). Without an extensive, objective and reliable assessment of guidance services, the education system cannot solve

the key challenges such inadequate time and funds that it is facing. Assessment is an activity which focuses on comparing some features of both people and objects with criteria defined in advance.

Guidance programme assessment poses two questions (Gysbers & Henderson, 1994). First, is there a written guidance programme in the school? And second, is the written guidance programme the actually implemented programme in the buildings of the Senior high Schools? Discrepancies between the written programme and the implemented programme, if present, will come into sharp focus as the programme assessment process unfolds. To assess a programme, programme standards are required. Programme standards are acknowledged measures of comparison or the criteria used to make judgments about the adequacy of the nature and structure of the programme as well as the degree to which the programme is implemented. For example, here is a programme standard, "the school district is able to demonstrate that all students are provided with the opportunity to gain knowledge, skills, values, and attitudes that lead to a self-sufficient, socially responsible life" (Gysbers & Henderson, 1994, p. 481). This standard enables all students to assess guidance programmes and to be developed.

The educational evaluation theory helps to make judgments about guidance services using standards, evidence concerning whether or not the standards are being met (Gysbers & Henderson, 1994). In educational programme assessment, such evidence is called documentation. Using the standard, evidence that the standard is in place might include the following;

   a. A developmentally appropriate guidance curriculum that teaches all students the knowledge and skills they need to be self-sufficient and

lead socially responsible lives and yearly schedule that incorporates the classroom guidance plan (Gysbers & Henderson, 1994).

b. Documentation of such evidence could include guidance curriculum guides, teachers' and counsellors' unit and lesson plans, yearly master calendar for the guidance programmeme curriculum materials.

Sometimes the programme assessment process is called a programme audit. According to Gysbers (1995), the American School Counselor Association, for example, uses the term "audit" in its programme assessment materials. The Association has developed guidelines for a programme audit for secondary schools (ASCA, 1986), for middle/junior high schools (ASCA, 1990b), and for elementary schools (ASCA, 1990a). Gysbers indicated that personnel assessment begins with the organisational structure and activities of the guidance programme in a school. A major first step in the development of job descriptions that are based directly on the structure and activities of a school's guidance programme.

Guidance programme personnel assessment is based directly on their job task descriptions and usually has two parts: a formative part (supervision) and a summative part (assessment). The job task description identifies the performance areas to be supervised and assessd. Gysbers and Henderson (1994) have developed an extensive listing of job task descriptors for school counsellors grouped under the basic guidance programme components of guidance curriculum, individual planning, responsive services, and system support plus the areas of professional relationships and professional responsibilities.

Having established that a guidance programme is operating in a school district through programme assessment, and having established through personnel assessment that school counsellors and other guidance programme personnel are carrying out the duties listed on their job descriptions 100% of the time, it is now possible to assess the results of the programme. Johnson (1991) suggested that there are long-range, intermediate, immediate, and unplanned-for results that need consideration. According to Johnson, long-range results focus on how programmes affect students after they have left school. Usually, long-range results are gathered using follow-up studies. According to Gysbers (1995), intermediate results focus on the knowledge and skills all students may gain by graduation from participating in the guidance programme. Immediate results are the knowledge and skills students may gain from participating in specific guidance activities. Finally, the possibility of unplanned-for results that may occur as a consequence of guidance activities conducted as a part of the guidance programme also needs to be considered.

In order to fully assess comprehensive guidance services, three forms of assessment are required. First, the programme must be reviewed using programme standards, evidence, and documentation to establish that there is a written guidance programme in a school district and/or building and that the written programme is the implemented programme (Gysbers, 1995). Second, guidance service personnel need job descriptions derived directly from the programme so that assessment forms can be developed and used for formative and summative personnel assessment. Third, results assessment that focuses on the impact of the guidance and counselling activities in the guidance

curriculum, individual planning, responsive services, and system support components of a comprehensive guidance programme is mandatory.

Types of assessment theories

    i.   Process assessment - also known as a formative assessment is an on-going process in that it occurs repeatedly at various stages of implementations of school guidance and counselling service. Its purpose is to ensure that the services are proceeding in a timeously manner and that there are no problems to be addressed immediately (Baruth & Robinson, 1987).

    ii.   Outcome assessment - also known as a summative assessment is an assessment of the outcomes of the services provided by school guidance and counsellors. It serves an accountability function; however, this study adopted the outcome assessment.

Conceptual Review

The Concept of Guidance

        Guidance may be defined as professional aid to individuals and small groups in dealing with commonly recurring personal, educational and vocational needs and problems (Oladele, 1987). Makinde (1990) stated that the guidance service is classified according to the area of life in which the problems occur. UNESCO (2000) describes guidance as a process, developmental in nature, by which an individual is assisted to understand, accept and use his/her abilities, aptitudes and interests and attitudinal patterns in relation to his/her aspirations. Mapfumo (2001), on the other hand, views guidance as to the provision of information to groups or individuals for the purpose of reaching informed decisions.

Guidance as an educational construct involves those experiences that assist each learner to understand him/herself, accept him/herself, and live effectively in his/her society. Euvrard (1996) describes guidance as practice, a process of bringing students into contact with the world of reality in such a way that they acquire life-skills and techniques, which allow them to direct themselves completely in the educational, personal and social spheres and the world of work in order to progress and survive effectively.

Okobiah and Okorodudu (2004) indicate that guidance is a programme for individuals based upon the need of each individual, an understanding of his/her immediate environment, the influence of environmental factors on the individual and the unique features of each school. Guidance is designed to help each individual adjust to his/her environment, develop the ability to set realistic goals for him/herself, and improve his/her education.

Guidance as a concept denotes the utilisation of a point of view in order to help an individual; as an educational construct, it refers to the provision of experiences that helps students to understand themselves; and as a service, it refers to procedures and processes organised to achieve a helping relationship (Shertzer & Stone, 1981). Guidance is, therefore, a process, not an end result. Learning how to solve problems is more important than the solution to a specific problem. Thus, guidance is a learning process (Strange, 1983). Shertzer and Stone maintained that guidance as to the process of helping the individual to understand himself and his environment/world so that he can utilise his potential.

Guidance, therefore, encompasses those services and programmes of the school, which are specifically intended to promote an educational, career,

and personal-social development of students (Denga, 2001). Ubana (2008) maintains that guidance services include processes of consultation, coordination, collaboration, instruction, information-giving, appraisal, referral, and institutional support. As a process, Eyo, Joshua and Esuong (2009) add that guidance involves a series of actions or progressive steps, which move towards a goal. As a service, it involves four major services, namely, those of educational, vocational, personal and social guidance.

Guidance Needs

Pupils have needs and problems which are not confined to one life-sphere only but relate to different areas of needs and interests. It is this heterogeneity of pupils' needs and the challenges faced that the various types of guidance services become a necessity in their overall life. Anyone who is responsible for providing guidance services today needs to have a clear understanding of the differing needs and concerns of boys and girls, so as to adjust the guidance and counselling services and activities to meet these different circumstances and realities at their different stages of development and education. This section reviews the literature on aspects of guidance services that are offered to pupils in senior high school schools.

Educational/Academic Guidance

Educational/academic guidance is a process of helping an individual in planning a suitable educational programme and makes progress in it. It also identifies students for different educational roles. It aims at assisting students to make the most of their educational opportunities (Taylor & Buku 2006). Educational guidance is not meant for only the student, the teacher also needs to be guided to learn a new way of implementing new concepts to benefit the

student. This type of guidance is given to students on educational matters; it deals with problems of how students learn. Educational guidance helps individual students to function more effectively in their school. It assists the students to know and act in terms of the present and future educational needs and opportunities.

Olayinka (as cited in Makinde, 1990) refers to academic guidance as activities designed to assist all categories of learners from primary, senior high to tertiary levels. It involves counselling the gifted, talented, handicapped and average learners in resolving various types of academic problems. It aims at assisting the learner to develop most of his/her educational opportunities. This means, educating him/her towards becoming a cultivated individual on a life activity, which will be socially useful and personally satisfying. It also involves giving out information in relation to educational prospects and choosing academic programmes.

Educational guidance helps pupils in creating a keen interest in educational matters. For example, it increases pupils' educational knowledge and opportunities beyond senior high school. Study skills are developed and time is effectively managed throughout the schedules that are put in place. Ndhlovu (2015) adds that pupils are equipped with skills in note taking and making, formulation of formal schedules and personal study time tables, test preparation, learning strategies or memory techniques to combat forgetfulness of studied or learnt the material. Development of skills in note-taking and examinations writing helps pupils to avoid examination anxiety and stress, which once is not ignored, has a negative bearing to one's input and ultimately their performance. Lack of educational information may make it difficult for

pupils to make realistic choices of subjects, courses and educational institutions.

Vocational/Career Guidance

Another yet important type of guidance services that scholars have emphasised to be present in schools is vocational guidance and counselling. It is no longer deniable that many careers have come on board in the 21st century (Hossain & Faisal, 2013; Kochhar, 2012). As such, by the time pupils enter senior high school, they tend to develop fear due to uncertainties with what career they would be absorbed into. With senior high school pupils, vocational concerns are more pronounced towards completion of the SHS3. Therefore, pupils need to timely plan about what they would want to become in future in relation to their personality, potentialities, strengths and weaknesses. According to Coy (2004), vocational or career guidance address career-related fear and indecision by pupils. It involves giving or receiving information about the subject or course required for a particular career, career path planning, career prospects, qualifications, nature of career and potential employers

Vocational guidance is a process of helping students to explore and understand themselves in relation to their job career and choices of work. Their interest, aptitude, attitude, values, achievements and goals of the student are taken into consideration (Pecku, 1991). According to Pecku, **o**ne of the aims of parents for sending their children to school is to raise the children's career prospect. Guidance service is provided for them to make the right choice of programme. Vocational guidance is designed to aid the individual in choosing and adapting to a vocation. It assists students to choose an

occupation, prepare for it, and progress in it. It provides the student with an understanding of the world of work (Shertzer & Stone, 1981). Vocational guidance, therefore, plays a part in familiarizing individuals with the term "dignity of labour" and "work value".

Olayinka (as cited in Makinde, 1990) says vocational/career guidance is any assistance given by the guidance counsellor or career master/mistress to another person to outline his or her own resources and his/her environmental opportunities in the process of self-understanding, planning, decision making and coping with problems relative to his/her world of work. They may need help to understand their interest and abilities through accurate and reliable information about the world of work, the world of education, employability skills and decision-making skills.

Personal-Social Guidance

Personal-social guidance involves helping pupils to know themselves better and relate well with other members of the community. Through this kind of guidance, self-identity, social skills, conflict management, loss and other social-personal problems are explored by pupils in order to live a more satisfying life (Mwamwenda, 1995). Pupils who are not exposed to social guidance end up being socially maladjusted as they have little or no self-confidence in themselves. Personal-social guidance is aimed at solving students' social and emotional problems. For normal development, the student requires peace, acceptance and security both from school and home. In order to get rid of personal maladjustments such as unhappiness, annoyance, anger, excessive frustration and many others, students must be helped to cope with problems and difficulties of the school and the home (Shertzer & Stone, 1981).

Personal and social guidance involves individual along the line of problems other than educational or vocational. This is a process of helping an individual to examine himself, and formulate workable plans to enable him to adjust better in his environment. Any aspect of development can be turned into adjustment problems, and it is inevitable that everyone encounters, at sometimes difficulty in meeting an ordinary challenge (Namale, 2007). Okun and Rappaport (1980) linked personal guidance with marriage and family counselling. According to them, marriage and family counselling is a process with the goal of affecting change not only in an individual within the family but rather in the structure of the family and ensuring acceptable behaviour among its members.

Personal guidance deals with emotional distress and behavioural difficulties which arise when individuals struggle to deal with developmental stages and tasks. Brammer (1988) states that crisis is a state of disorganisation in which the individual faces frustrations to important life goals or profound disruption of his life cycle and method of coping with stress. The various types of crisis could be described as:

1. Relationship problems

2. Accident victims like fire disaster with deformities

3. Students with grief and bereavement for example, where one's parents and siblings die or financial support is disrupted by the sudden death of parents or guardian: sickness and treatment of incurable disease.

The Guidance Services

Guidance services may be defined as formalised actions undertaken by the school to make guidance operational and available to students. These

services have been delineated by common agreement to provide unique actions which overlap, minimally with other familiar school functions (Shertzer & Stone, 1976). Guidance, from the above definitions, can be seen as a programme of activities deliberately planned to facilitate the personal development of pupils, assist them to overcome problems and adjust to their world. Hence, any educational system such as SHSs within Cape Coast Metropolis without guidance as a service for students to operate it would be doing a lot of disservice to them.

Guidance services should receive some attention throughout school life, however, it should be given special attention during the period when students' motivation is guaranteed (Onyejiaku, 1987). These services are seen as a professional aid to individuals and small groups in dealing with commonly recurring personal, educational and vocational needs and problems. They are often classified according to the area of life in which the problems occur (Oladele, 1987). In the view of Oladele, the school's guidance services are broadly grouped into orientation, placement, appraisal, information, consultation, follow-up, referral, counselling and evaluation.

Orientation service

Orientation services are provided to help students adjust better in any new environment (Makinde, 1990). At the beginning of each academic year, new students are admitted into primary, secondary, training colleges and other tertiary institutions. Many of these students get lost socially and psychologically in their new environment. This is because they no longer enjoy the psychological support of parents, friends, and formal teachers. Makinde further stressed that the new environment with its rules, regulations

and administrative setup, appears completely different. Orientation service is, therefore, designed to help students adjust during such critical transition periods.

Programmes are drawn up to familiarise them with the overall school situation. They are introduced to physical plants, administrative setup, rules and regulations governing student conduct, the use of school facilities, new course contents teaching staff and how the school guidance programme can serve their needs. In schools where there are guidance coordinators, orientation service enables new students to interact with their guidance coordinators for the first time (Taylor & Buku, 2006).

Appraisal service

The appraisal service is designed to collect, analyse and use a variety of objective and subjective personal psychological and social data about each student. It is for the purpose of a better understanding of students in order to assist them to understand themselves (Shertzer & Stone, 1981). Without adequate and reliable information on any individual, it will be a difficult task to help the individual solve his problem or plan realistically. It is also a way of helping an individual to acquire and organise useful information about himself. This helps him to know his strengths and weaknesses to enable him to make reasonable choices from all alternatives at his disposal (Makinde, 1990).

Systematic analysis of student's information permits teachers, counsellors, parents and school authorities to help students. This can only be realised through sound techniques of collecting, organising, interpreting and using relevant student information. Appraisal, according to Okafor (1991), refers to measurement and evaluation of human attributes and characteristics.

The attribute includes intelligence or general ability, aptitudes or specific abilities, interests and other personality characteristics which could be assessed by the use of tests.

Okafor (1991) further pointed out that the guidance coordinator or the school counsellor aids the school staff in gathering and using various kinds of data through the techniques or method of appraisal. Data from cumulative records, psychological information about pupils and standardised test scores are utilised by the counsellor for interpretative work with pupils, teachers and parents. This aids the teachers to provide greater, individualised assistance to pupils. The pupil gains information about himself that can be used in a meaningful fashion in the decision-making process or change of behaviour when these roles are performed by the counsellor. He believes that when parents have access to some appraisal data, they are helped to understand their children and help them.

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

Effective guidance services owe a lot to the proper maintenance of student records. Student records help a great deal especially when they stock accurate information on individual students. All the necessary information about the student is usually kept in the pupil cumulative record folder (Oladele, 1986; Pecku, 1991). Certainly, this information can be valuable to the counsellor not only as factual data but also for predictive purposes.

According to Okoye (1990), a cumulative record is data about a pupil providing comprehensive information in a minimum of space. It is in fact, a progressive longitudinal report on an individual which is updated from time to time. From the foregoing, it is evident that the appraisal service is a process for obtaining cogent information about a student with the purpose of making sound decision about his or her present or future behaviour. It also helps the student in understanding himself and in making a meaningful decision.

Information service

While the appraisal service collects information about the student, the information service gives information to the student (Shertzer & Stone, 1981). These services aim at providing students with better knowledge of educational, vocational and social opportunities. When this is done, it enables students to make informed decisions and choices. The main objective of the information service is to stimulate the individual student to assess themselves and their opportunities. The service also aims at making a feasible choice in the light of students' unique characteristics and opportunities. This helps the student to accept responsibilities for the choice and initiate a course of action in consonance with the choice. Information service may be educational,

vocational, social, recreational, emotional or moral (Olayinka as cited in Makinde, 1990).

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

Information has always been a vital part of guidance and services. Adequate information may help students understand the world better and enable them to act with competence and confidence. Career days, conferences, excursions all fall under this service. The researcher is interested in finding out the extent to which these activities are carried out in the selected schools.

Placement service

Placement is designed to enhance the development of the student by helping them to select and utilise opportunities within the school and in the labour market (Marion, 1981). According to Pecku (1991), placement starts with information and ends when students have been able to carry out their plans and have been followed up to find out the progress they are making. He further indicated that it is concerned with helping students to move from one

level of educational training to the next, for instance from senior high school to the training college and from the training college to the university. According to Miller (as cited in Makinde, 1990), placement occurs in three phases:

1. Pre-placement: information about available opportunities.
2. Placement: development and implementation of plans.
3. Post-placement: helping the student to adapt and adjust to placement.

Placement can be vocational, educational or personal/social. It helps the student to identify a place where he will utilise his abilities to the satisfaction of his interest and needs. Placement is used to assign pupils to classes, groups or courses of study best suited to their capacities ability and interests (Makinde, 1990). Educational placement assists students in choosing higher institutions of learning whilst vocational placement is concerned with assisting the young person to enter the occupational field. Social or personal placement seeks to develop in students who are emotional and unable to make decisions or to function normally, a greater ability to cope with and solve their problems and to gain increased competence in making decisions and plans for the future.

Placement service also keeps in touch with employment agencies to know when vacancies occur and when students should apply for them. It should, therefore, make available information about employment opportunities. But the researcher's observation is that placement services appear not to be in full operation at the selected Senior High Schools in Cape Coast Metropolis.

Consultation service

This service brings together the guidance coordinator and other people to work with the student so that they can help him (Namale & Awabil, 2018). These people exchange ideas about the student, collect as much information as they can about and plan what could be done for him. Consultation becomes imperative when the problem of the student has to do with or is caused by another person. Marion (1981), states that, here, the counsellor mediates between the client and other people who interact with the student and who are the cause of student's worry. The counsellor consults on behalf of the client with the client's consent. It may involve discussion with people concerned with clients' welfare for example doctors, psychiatrists, and parents/guardians.

Follow-up service

The follow-up service is a systematic method of finding out how individuals are getting on in places where they have been placed (Pecku, 1991). As guidance coordinators work with students, it is necessary to follow them up in order to assess their progress. Any mistake and problems that are detected could then be resolved.

According to Makinde (1990), the measurement of guidance outcome is very important since it is used in appraising the effectiveness or otherwise of the entire guidance programme. Feedback from follow-up techniques may include a mail survey (questionnaire) personal interview and telephone interview.

Bolge (1984) stressed that this area is often overlooked. It deals with students who have left the school either as dropouts or graduates. Upon their strengths and weaknesses, the counsellor can assist other students in many

more positive ways. Follow up is also concerned with the impact of guidance programmes on a student.

This is the most effective means by which the guidance officer can assess the success or failure of guidance services rendered to a student. It is only through an organised follow-up programme that data can be gathered and used to assess school policies and practices such as marking, instruction, co-curricular activities and counselling guidance services. In the view of Shertzer and Stone (1976), follow- up services should seek to:

1. obtain information as to how well students do after completing school,

2. help students realise the problems that lie ahead,

3. gain an appraisal of school programmes and services, and

4. obtain ideas for improving school services.

It might, therefore, be worthwhile for the study to find out what pertains at the selected senior high schools in Cape Coast Metropolis.

Evaluation service

It is the use of scientific methods to find out whether a programme is working well and is effectively achieving its goals (Pecku, 1991). According to Pecku, unlike the other services, evaluation services are not direct services to students or clients, but more for the benefit of school officials and the community and the guidance programme. Through evaluation, it becomes possible for the school to discover the extent to which the programme has achieved its desired goals and what changes or improvements are needed.

The success of the whole guidance system depends on its effectiveness and this could be assessed only through evaluation. The aim of the evaluation is to make an honest appraisal of the programmes so that improvement could

be made when desired (Pecku, 1991). There are lots of benefits in evaluation as indicated by Pecku, namely:

a. The evaluation service assesses an ongoing programme stage by stage, and the guidance programme benefits from a systematic process of outcome evaluation.

b. The evaluation provides data about the effectiveness of a programme and also show its benefits.

c. The evaluation enables the guidance officer to monitor the programme at all levels and also enable the guidance officer to monitor the programme at all stages and take remedial measures as soon as these become necessary.

Thus, to get good evaluation results, the objective of the guidance programme at each stage must be specifically defined and the criteria for success must also be established.

Miller (as cited in Makinde, 1990) is of the opinion that successes cannot be easily quantified. The researcher, on the other hand, is of the view that questionnaires and interviews covering the intangible outcomes can be responded to by the clients. In this way, it may be quantified for evaluation purposes.

Counselling service

Counselling is one of the services of guidance. Pecku (1991) observes that counselling is a person to person relationship. It is a process that allows the student to explore his own feelings. It has been described as the core of all guidance services. As such almost all other services make use of counselling (Gibson & Mitchell, 1995). To Makinde (1990), counselling is a service

designed to help an individual analyse his capabilities, achievement, interests and mode of judgments in relation to new decisions he has made or has to make.

Behavioural counselling is the process of helping people to learn how to solve their interpersonal, emotional and decision-making problems (Krumboltz & Thoreson as cited in Makinde, 1997). As a process, counselling goes on over a period of time. It is on-going. As a relationship, it involves face-to-face interaction between the counsellor and the counsellee.

Counselling is the heart of the guidance programme. It is more intimate and more confidential than guidance (Makinde, 1997). It is characterised by trust, respect as well as a complete absence of coercion. The counselling service is the pivot around which the whole guidance services revolve. It is a learning process or relationship between the counsellee who is disturbed, anxious and worried and the more knowing person the counsellor, who is expert or helper. The client is guided to take an honest look at himself, become aware of his strengths and weaknesses, or consider alternatives in the light of existing facts and information, and make his own decisions.

Methods of Guidance Services Delivery

Guiding pupils is one of the basic functions of the school guidance programme. Guidance skills are needed by school guidance coordinators. Acquaintance with guidance methods and points of view is useful to them. This section reviews the literature on how guidance is delivered. Guidance methods and points of view have developed from research and theories about how individuals grow and develop, change their behaviour, and interact with their environment. Ndhlovu (2015) and Lunenburg (2010) postulated that

guidance coordinators may provide guidance in three broad ways: through the directive, nondirective and eclectic methods.

Coleman (2009) argued that the directive method to guidance is commonly used by counsellors in school settings where the focus is on identifying, exploring, analysing the problem and finding an appropriate solution to it. The nondirective approach was believed to help a pupil to become a better-organised person. School guidance coordinators might also integrate concepts from both directive and nondirective approaches. The Open University of Tanzanian (2013) argues that in the provision of guidance services, a counsellor may use one among three counselling techniques, although a combination of the client-centred and counsellor-centred approaches, i.e., eclectic approach, may result in better service delivery. This is also to mean that no matter what method is used to guide and counsel pupils, they all emphasise on solving a problem and assisting pupils to earn a skill and find better alternatives to their problems. That was why guidance teachers usually adopted the most appropriate and applicable method to the situation at hand. According to Lunenburg (2010), the effectiveness of the counsellor would depend more on the relationship existing between the pupils and counsellors than on the method is chosen and how well the counsellor performed within the method employed.

There are two ways in which guidance services are delivered in educational settings like senior high schools. Depending on the nature of the problem or issue at hand, the counsellor may opt for individual or group guidance and counselling. Ndhlovu (2015) called this procedure, meaning, how guidance and counselling were offered, either individually or in groups.

Kochhar (2012), Olugbenga and Ogidan (2006) and Okumu (2012) were of the view that guidance teachers needed to meet pupils individually or in group meetings. The services offered by professional school counsellors (guidance coordinators) are varied and can be utilised in a variety of settings and their utilisation by students has been shown to improve academic motivation (Scheel & Gonzalez, 2007). There are four components that are emphasised in comprehensive developmental guidance programmes which are; guidance curriculum, individual planning, responsive guidance services, and programme management (Aluede, Imonikhe & Afen-Akpaida, 2007; American School Counsellor Association [ASCA], 2005).

The focus for this research study is on the individual, small group and classroom guidance services, which are traditional interventions that school counsellors use to directly impact students (Clark & Breman, 2009; Gysbers & Henderson, 2006). Classroom services are delivered through a guidance curriculum that is designed to teach specific skills to students in a large group setting (Goodnough, Perusse & Erford, 2007) while responsive guidance services are those that are geared toward providing help to students who are dealing with issues or problems that may affect their academic, career or personal/social development and are generally offered in individual and small group settings (Newsome & Gladding, 2007).

Individual guidance

Individual guidance includes school guidance coordinator led services to assist students who face problems that can interfere with their personal, social, academic or career development (ASCA, 2005). An individual guidance can consist of only one session or several on-going sessions

(Newsome & Gladding, 2007; Whiston & Quinby, 2009). These responsive services are delivered in individual guidance settings, generally in a guidance coordinator's office or other designated space (Clark & Breman, 2009) and primarily concentrate on students" immediate problems or needs (ASCA, 2005) where a confidential relationship with close emotional contact is developed (Newsome & Gladding).

The focus on individual guidance sessions is on the student concern, and goals are developed to help the student make positive changes with regards coping mechanisms, how the student adapts to the situation of concern, or how the student behaves (Newsome & Gladding, 2007). Individual student planning, which involves assisting students with career exploration, academic and personal and social issues and development (Aluede, Imonikhe, & Afen-Apaida, 2007), can also be considered to be a component of individual guidance services and this consists of school guidance coordinators systemically developing personal goals and future plan development with the student (ASCA, 2005).

Individual guidance services have not been studied extensively, but research literature does exist to support the idea that school guidance coordinators who primarily use individual guidance are more effective than those who rely on classroom guidance activities (Wiggins & Wiggins, 1992). Wiggins and Wiggins further highlighted in their study that students who received primarily individual guidance services had greater gains in self-esteem and decreased the need for school guidance help. While this study did not investigate academic achievement among students who accessed guidance services, it is relevant in that self-esteem is often linked with a student's level

of success in school (Wiggins & Wiggins). Further research on individual guidance and academic achievement will be discussed in more detail in the research findings section to follow.

Small group guidance

Group guidance has been identified by ASCA as an important direct service which targets the three domains set forth in the framework for comprehensive developmental school counselling programmes (ASCA, 2005; Webb & Brigman, 2007) which is effective in meeting the personal/social and academic needs of students (Cook & Kaffenberger, 2003; Steen & Kaffenberger, 2007). Small group counselling interventions may be used with students who are experiencing stressors in their personal lives or have academic concerns (Gladding, 2003; Steen & Bemak, 2008). These small groups allow school counsellors (guidance coordinators) to work with students with identified academic and social needs beyond what teachers or counsellors can provide in a classroom setting (Webb & Brigman, 2007).

Small group settings allow students to acquire new skills and resources to help them not only with their current issues, but may also prevent future problems (Clark & Breman, 2009). Further, when small groups are the backdrop for responsive services, school counsellors have the opportunity to work with students in a confidential manner on to assist them in resolving or coping with problems or developmental concerns (Cobia & Henderson, 2007).

Large group/classroom guidance

Large group or classroom guidance is delivered through developmentally appropriate lessons that are intended to assist students in developing skill sets and gaining knowledge that will help students achieve

guidance competencies found in the ASCA National Model (ASCA, 2005). Guidance lessons are included in a curriculum that is organised and takes into account the developmental stage of the students receiving the interventions in order to teach developmentally appropriate skills (Aluede, Imonikhe & Afen-Apaida, 2007). These interventions are targeted to all students with the end of promoting academic, career and personal/social development (Whiston & Quinby, 2009).

Utilisation of Guidance Services

In spite of the optimistic assertion about the positive influences that school guidance services can have on the educational and personal development of students, it is well known that not all students patronise guidance counselling services. The reasons for this vary by and large. According to Mwangi (2004), variances in the patronage of school counselling by students may stem from internal beliefs and insecurity about counselling to external prior experiences and tell-tales about counselling practices.

In a study conducted by Ntare (2000), it was revealed that students often perceive counselling as a mental health service that is unrelated to their educational needs. This is often the case with counselling methods that conform to intrapsychic aetiology models. This revealed that students generally have a misconception about counselling, its purpose, and benefits. In some cases, some students see recommending guidance as a form of punishment or detention and those who undergo counselling are stigmatised. For example, Mancillas (2004) found out that psychological problems are sometimes seen as marks of weakness, which reflect negatively upon the character of individuals who seek professional mental health services. Such

negative attitudes towards counselling can discourage voluntary patronage of guidance services.

Moreover, effective school guidance programme will require information sharing about the student. The student would have to open up and sometimes share sensitive information about him/herself. Insecurity about sharing such information and inadequate knowledge of what the disclosed information might be used for can prevent students from utilising guidance services. The feeling of protecting oneself, dignity, and sometimes status from the fear that sensitive information about themselves may get the public to dissuade students from guidance services (Gora, Sawatzky & Hague, 1992). This fear will only be reaffirmed if prior experiences of peers show that data given at counselling sessions do not remain confidential with counsellors. A study by Kearney, Draper and Baron (2003), therefore, found out that students are more comfortable with seeking guidance about academic work than on personal issues. It was, therefore, concluded that counsellors may be incapable of gaining the trust and confidentiality of students.

Studies also show that the utilisation of guidance services may also be influenced by several demographic factors. Sometimes guidance coordinators who are not of the same sex, ethnic background, or of the same race are perceived as lacking sensitivity to their specific problem and may not be of adequate help to the help seeker. Adebimpe (1994) found out that not only do socio-demographic differences influence guidance service utilisation but also in the types and severity of disorders seen among different populations. Race-related differences have been found in rates of alcoholism, phobic disorders, general anxiety disorder, obsessive-compulsive disorder, and somatisation

disorders. Thus, sociodemographic differences among help-seekers may also explain their level of utilisation of guidance (Kearney et al., 2003).

According to Kuhn (2004), the influence of these aforementioned factors of guidance utilisation may operate on three levels. First, the student may book an initial appointment, in order to affirm or renegade fears, beliefs, and speculations about school guidance. The student particularly looks out for signs that may confirm prior assumptions, which if found may discourage the student from subsequent appointments. The second effect is that the student may keep postponing seeking guidance services and third, the decision of not seeking guidance services entirely may also be reached.

In other cases, the personality of the guidance coordinator (counsellor), the approaches and methods employed, as well as the counselling environment may influence utilisation of school guidance services. Most students prefer environments that offer solitude of the student and the guidance coordinator, as well as privacy (Gysbers, 2004). The forwardness and subtlety of the guidance coordinator, as well as his ability to draw the student out to share his/her problem, may also be a contributing factor to gaining the trust of the student. If the resolutions of the sessions are helpful to the student, it is likely that his/her peers will seek guidance when an academic or personal problem arises.

Hartman (1999) revealed in a study that peers influence and prior experience influence students' utilisation of guidance services. According to the study, violation of ethical issues constitutes one major deterrent of future school guidance service appointments. Students discuss counselling sessions with their trusted peers mostly to reaffirm decisions reached and advice given

during counselling. The violation or otherwise of ethical codes, for example, inexplicit sexual advances or relaying information about the student to other stakeholders without the consent of the student, thus breaching confidentiality may come up in these discussions and deter students from seeking guidance.

Challenges Facing Guidance Services

Increasing complexities of modern life have also placed new responsibilities on institutions, homes and the youth. Institutions are not equipped with the needed skills, competencies and logistics to meet the emerging challenges. Guidance as a programme in school is meant for every pupil in order to help them cope up with life pressures confronting them. Reality has shown that to every activity, resistance may be evident no matter how minimal it may be. In the same vein, despite existence and awareness of guidance services in the school, pupils may avoid seeking or accessing the services.

Studies conducted by researchers (Awabil & Kankpog, 2011, Ocansey1992; Bondah, 1996; Nyarko-Sampson, 2010) in the field of guidance revealed that lack of adequate facilities such as furniture necessary for records and the counselling space as well with necessary privacy and comfort affect smooth running of guidance services in educational institutions in Ghana. There should be a counselling room which should provide privacy, comfort, security and reasonably good furniture; if possible the room should be sound proof to guarantee the privacy of information. According to Ocansey (1992) and Awabil and Kankpog (2011), the setup of the counselling room should be different from that of the classroom or teachers' offices. Security locked sideboard can be part of the furniture for keeping the client's case records.

The time factor is another challenge a teacher counsellor faces (Nyarko-Sampson, 2010). If possible, students should avoid attending counselling sessions during lessons to prevent exposure through permission slip or possible truancy of students, especially in schools. It is recommended that a school guidance counsellor does not spend more than 20 hours per week in one on one counselling sessions. The time spent with each depends on the nature of the issue and time table of the school (Ocansey, 1992).

Dual roles is one challenge encountered by a guidance coordinator that in most cases, school/colleges counsellors are also teachers in the same school (Awabil & Kankpog, 2011; Ocansey, 1992; Bondah, 1996). This makes it inevitable for the counsellor to meet clients in class as students. The counsellor should, therefore, be careful to separate such roles which can create a conflict of interests. The counsellor should get clients' consent if reference of contact in counselling has to be made in the class lesson and the reversal is true. In the view of Ocansey, the duties of coordinating and counselling can be overwhelming.

Again, lack of support of counsellor by colleagues and sometimes management especially for supervision and allocation of workload (Ocansey, 1992; Bondah, 1996). Sometimes no motivation is given in the form of extra pay or time. Colleagues may also develop a negative attitude towards counselling hence affecting the counselling process.

Financing of guidance services in our senior high schools entails the allocation of enough funds, to facilitate its services and record tremendous success. To Ocansey (1992), lacking enough finance slows guidance activities. Funds can facilitate the projection of guidance and counselling activities in

Ghanaian senior high schools. Set-out goals and objectives can easily be attained. This impliedly means adequate allocation is expected.

In the view of Nyarko-Sampson (2010), stigmatisation of counselling by students especially due to the association of counselling with disciplinary problems becomes a challenge which affects patronage of guidance services. Clients are inaccessible due to ignorance, fear and intimidation (Ocansey, 1992). Some cases may be too complicated to handle and, therefore, more experienced counsellors are needed to handle such cases, for example, suicidal issues, gay issues and even drug abuse cases may need more experienced counsellors.

Empirical Review

Several studies have been done to find out the effectiveness of guidance and counselling programmes. Kranzler, Mayer, Dyer and Munger (1966) assessd the effects of counselling on fourth-grade students in the USA. He believed that the close personal relationship provided to students assigned to counselling would result in a significantly greater gain in sociometric status. The evaluation studies found that the difference between the counselled and the control groups was significant. Through this evaluation, it was evident that Guidance and Counselling were effective. This study is similar to Kanzler's study in that it is also focused on one grade of learners randomly selected, that is, form four (4) students. However, it differs from that of Kanzler's study in the level of learners studied and in that it did not look at the effects of counselling on the student but the nature of services offered by Guidance and Counselling units.

Rothney (1958) makes a series of studies to assess the value of counselling. The experimental group received extensive Guidance and Counselling, and it was found that it had better academic records, made more realistic vocational choices, were less dissatisfied with their high school experience, made more progress in their employment, participated in self-improvement activities, had a more favourable attitude towards counselling and were more satisfied with their lives compared to subjects who did not receive any counselling assistance. However, it will be inferred from the services delivered through the units in schools.

Lieberman (1996) did an inquiry in the USA into the effect of programmes given in classroom guidance, and they found that comprehensive curriculum about career, academic and social/personal development could positively impact student knowledge in each of those domains. That social skills could increase the social attractiveness of gifted and special needs student and that multicultural conflict resolution education could provide students with more positive perspectives on conflict, and can build related skills. The study also found that classroom curriculum about stress reduction techniques could improve student self-concept, sense of locus of control and appropriate coping strategies and that classroom guidance focusing on academic achievement could influence students' behaviour and attitudes towards' school, impact students school attitudes, and improve knowledge about succeeding in school. Lastly, the study found out that classroom curriculum designed to educate students about goal setting, problem-solving, career exploration, school resources significantly improved student behaviour, attitude and knowledge in the areas.

Furthermore, Anyimah (1983), in "An investigation of guidance and counselling programmes in school" stated that the programme was not run in any of the second cycle schools in Sefwi District. The sample was made up of teachers and students. According to Anyimah, his interaction with the heads of institutions and some members of staff revealed that teachers did not show any positive interest in attending guidance and counselling courses even when the opportunity cropped up. Anyimah (1983) also attributed the absence of guidance services in the school to the poor orientation of teachers' and administrators on the need for the guidance programmes in the school.

Regarding the ineffectiveness of the services, Abem (2007) investigated the extent to which guidance services are effective in secondary schools. He also delved into the factors that account for the ineffectiveness of the services and whether teachers, headmasters and students see the need for the establishment of guidance services in the schools. The population for the study comprised students, teachers and headmasters as well as guidance coordinators in the schools. Questionnaires and interview guides were used in collecting the data. The research revealed that a lack of funds and heavy work-load of coordinators were the major factors that contributed to the ineffectiveness of the services.

The findings were consistent with the view of Onumah (1992), who stated that the lack of qualified personnel, lack of funds, lack of offices and heavy workload of coordinators are the main problems hindering the effective running of guidance services in the schools. The heads are at loggerheads with coordinators because students confide in the latter. Onumah maintained that heads of senior high schools think that the coordinators use their position to

condone and connive with the students to sabotage their administration. This, of course, deters other teachers from showing interest in the programme.

In the same vein, a study was carried out by Bondah (1996) in senior high schools in the Assin District of Ghana. The sample comprised 204 students, 60 teachers and 6 guidance coordinators and headmasters in the senior secondary schools in the district. The study was to find out the existence and effectiveness of guidance and counselling programmes in the schools in the area. Instruments used were the structured interview for the guidance coordinators and questionnaire for the students and teachers.

According to Bondah (1996), the absence of programmes in schools is due to inadequate finance, lack of coordinators and ignorance. Most students, however, expressed the desire to have counsellors discuss their problems. Bondah further states that the ineffectiveness of the programme in schools is due to lack of guidance and counselling coordinators, lack of funds, lack of office accommodation and better logistics for coordinators and tight teaching schedules for the coordinators. These problems cut across all the schools that the researcher dealt with. Bondah commented that these have been so because Ghana Education Service has probably not followed up to find out which problems the programme is facing or that the Ministry of Education is not aware of the financial needs of the programme.

Muango and Ogutu (2012) in their study assessed guidance and counselling services in the public universities in Kenya; The purpose of the study is to establish the effectiveness of the guidance and counselling programmes in higher institutions of learning with a view of improving on service delivery. It was found out that guidance and counselling programmes

at Masinde Muliro University of Science and Technology were effective among students who sought the services. The study, however, recommended that the guidance and counselling department should focus more on social, health and financial issues affecting students in the campus as well as exploring the influence of university enrolment and home-oriented factors that may affect students and the stakeholders were encouraged to be involved in the process of guiding and counselling students.

Awabil and Kankpog (2011) also conducted a study on the guidance services and clearly stated that the purpose of their study was to "evaluate guidance service in the Junior High Schools in Jirapa-Lambussie District of Ghana" (p.83). The method consisted of a questionnaire developed by the authors to measure the effectiveness of guidance services. The questionnaire was based on research questions developed out of the review literature and brief demographic background respondents. The study revealed that guidance services are offered in the schools. Respondents indicated that orientation, counselling and information services were commonly run while placement and consultation are minimally offered (Awabil & Kankpog, 2011).

Furthermore, Awabil and Kankpog (2011) indicated that orientation, consultation, and information services were effectively offered while placement, counselling, appraisal and evaluation are ineffectively run. Awabil and Kankpog stressed that certain factors contributed to the effective implementation of guidance services. These factors include the availability of funds, qualified guidance coordinators (professional counsellors), provision of adequate time for service delivery and office accommodation. Awabil and Kankpog through their study discovered that respondents rated highly the

usefulness of guidance services in their schools. Awabil and his colleague highlighted that a major implication is that counsellors and teachers need to isolate the priority needs of students to enable them to address them more adequately. They recommended that "Ghana Education Service need to ascertain the factors contributing to the ineffectiveness of guidance programmes in schools and address them so as to ensure that students derive maximum benefit from the services designed to meet their needs" (p. 88).

Nyarko-Sampson (2010) addressed the issues of guidance services across the Eastern and Greater Accra zones of Ghana. The study appraised the guidance and counselling programmes in the Colleges of Education. Four research questions were set to appraise the programmes in the Colleges of Education:

1. What guidance and counselling programmes exist in Colleges of Education?

2. How do guidance and counselling service provided meet the need of teacher trainees?

3. To what extent do teacher trainees patronise guidance and counselling services provided?

4. What support exists for the effectiveness of the delivery of guidance and counselling services?

Sampling strategies consisted of the multi-stage sampling procedure and used lottery method of the simple random sampling technique (Nyarko-Sampson, 2010). The study revealed the guidance and counselling programmes are available in the Colleges of Education in Ghana. Orientation, counselling, talks and one-on-one discussions are the common services

provided. Again, the study showed that patronage is on average (p.109). Furthermore, the needs that are most met by guidance and counselling programmes were academic and relation in nature whilst the need least met is placement. According to Nyarko-Sampson, there was the inadequate provision of guidance information materials as well as lack of accommodation to support guidance and counselling programmes. He recommended that counsellors should be provided with counselling offices as other forms of guidance activities including seminars, durbars and excursion should be given due attention on the school guidance calendar.

Kemetse, Nyarko-Sampson, Nkyi and Nyarko (2018) also conducted a study on the implementation of guidance services in senior high schools. The purpose of this study was to evaluate the implementation of guidance services in senior high schools in Ho the Municipality. The descriptive survey research design was adopted for the study. Kemetse et al. used a sample size of 376 students and 21 counsellors from 7 senior high schools in the Ho Municipality through the multistage sampling procedure comprising proportional stratified sampling, purposive sampling and systematic sampling procedures were used. Data was collected using a researcher-made questionnaire with a reliability coefficient of was 0.83 and 0.80 for students and counsellors questionnaires respectively. Frequency counts and percentages were used to analyse the five research questions stated for the study.

The findings of Kemetse et al. (2018) revealed that guidance and counselling units were available even though the facilities were inadequate and the rooms were not well furnished. Again, orientation and counselling services were the most common guidance and counselling services while

referral and evaluation services were the least common guidance and counselling services provided in the senior high schools in the Ho Municipality. The headmaster/mistress, housemaster/mistress, class teachers and chaplain were all involved in the provision of guidance and counselling services. Furthermore, it was found that the professional counsellors were comparatively better than the nonprofessionals in terms of adherence to the right practices. Kemetse et al. recommended that a clear national policy for Guidance and Counselling services in Senior High Schools with adequate funding, allocation of time and role definition of counsellors.

Namale and Awabil (2018) conducted a similar study on guidance services. The purpose of their study was to evaluate the delivery of guidance services in Senior High Schools in the Gomoa West District in the Central Region of Ghana based on the views of students. The population of the study comprised senior high students. Three hundred students were randomly selected for the study. Proportional stratified sampling and simple random sampling techniques were used in selecting the sample for the study. The research design for the study was a descriptive survey. A questionnaire was used to obtain the data from the students. Frequencies, percentages, means, standard deviations and independent samples t-test were used to analyse the data. Namale and Awabil indicated that the appraisal service was effectively implemented while the information, consultation and counselling services were not effectively implemented. The results also revealed that gender is not a significant determinant of students' evaluation of the information, consultation and counselling services. Based on the findings, it was recommended that counsellors should pay great attention to all guidance

services in order to effectively promote the personal, social, educational and career development of students.

Summary of Literature Review

The reviewed literature above reveals that effective guidance and counselling contribute to the attainment of self- insight, motivation, inspiration and wise decision-making and this forms part of the most important services that help the school to achieve its aims and objectives. However, the researcher does not know the extent to which this is carried out in the selected schools. With regard to the statement of the problem, the researcher found out from the students, teachers and guidance coordinators, the extent to which the concept of the above literature was carried out in their schools. The services and ideas in the content of the literature review also helped in putting the right strategies in place and showed deficiencies in as far as offering all the required types of guidance services are concerned.

It is important to note here that, although many works have been done on guidance service and related topics, some gap still exists. The gap stems from the fact that the study conducted by Ocansey (1992) is out-dated. There is, therefore, the need to ascertain the effectiveness of guidance services provided by SHSs in Cape Coast Metropolis. Again, failure by all preceding studies to take cognisance of the delivery method of guidance services is an obvious gap which this work tends to bridge.

CHAPTER THREE

RESEARCH METHODS

Introduction

The purpose of this study was to ascertain the effectiveness of guidance services of Senior High Schools (SHSs) in Cape Coast Metropolis. This chapter described the methodological issues in the study, which are relevant to the proposed study area. It also elaborated on the proposed study design, population, sampling procedure, as well as the proposed data collection instrument and how the validity and reliability of the instrument were ensured. Furthermore, data collection procedures, as well as data processing and analysis, were discussed.

Research Design

A research design is said to be a logic plan of study that guides the researcher as he/she collects, analyses and interprets data. Kombo and Tromp (2014) viewed it as "the structure of research...the 'glue' that holds all the elements in the research project together" (p.70). Creswell (2009) states that researchers attempt to describe phenomena as they appear in everyday life before they are theorised, interpreted, explained and otherwise abstracted. In order to describe how students assess guidance services, a descriptive survey design was employed in the study.

Descriptive research design thus involves collecting data in order to test hypotheses or answer research questions. The purpose of descriptive research is to observe, describe and document aspects of a situation as it

naturally occurs (Saunders, Lewis & Thornhill, 2007). This study sought to describe and document the guidance services as it naturally occurs in SHSs in Cape Coast Metropolis. It is necessary to have a clear picture of the phenomena on which one wishes to collect data, prior to the collection of the data. I went further to draw conclusions from the data being described. I was also encouraged to develop the skills of evaluating data and synthesising various components of guidance services.

According to Saunders, Lewis and Thornhill (2007), a descriptive survey asks questions and reports answers about the status of something (phenomenon). The survey strategy allows the researcher to collect quantitative data which can be analysed quantitatively using descriptive and inferential statistics. The data collected using the survey strategy can be used to suggest possible reasons for particular relationships between two variables. It also gives more control over the research process and, when sampling is used, it is possible to generate findings that are representative of the whole population at a lower cost than collecting the data for the whole population. The researcher needs to ensure that the sample is representative, designing and piloting the data collection instrument and trying to ensure a good response rate.

The design was deemed appropriate since the researcher intended to describe the phenomenon as it exists without manipulating variables, conditions or situations. Besides, Leedy and Ormrod (2005) were of the view that descriptive survey involves the acquisition of information about the current status and enable researchers to learn more about opinions or attitudes of individuals from a reasonably large population. Mertler (2012) states that

surveys are the most frequently used designs for collecting information about people's perceptions, attitudes, opinions or habits in education.

Although this design was efficient, weaknesses identified in using this design were; ensuring that questions were clear and not misleading, getting respondents to answer questions thoughtfully and honestly (Fraenkel & Wallen, 2000). Furthermore, researchers complain that their progress is delayed by their dependence on others for information. The data collected by the survey is unlikely to be as wide-ranging as those collected by other research strategies (Saunders, Lewis & Thornhill, 2007).

Population

A research population is known as a well-defined collection of individuals or objects known to have similar characteristics. All individuals or objects within a certain population usually have a common, binding characteristic or trait. The target population of this study was all guidance coordinators, teachers and SHS3 students in Cape Coast Metropolitan Area during the 2018/2019 academic year. The estimated target population for the study was 6386 participants. Table 1 and 2 presents lists of target population and accessible population respectively.

Table 1: *Distribution of Target Population*

Schools	Teachers			Students		
	Male	Female	Total	Male	Female	Total
Wesley Girls	57	39	96	-	465	465
ACADEMY OF CHRIST THE KING	46	28	74	238	238	476
EFUTU SECONDARY/TECHNICAL SCHOOL	45	22	67	212	175	387
HOLY CHILD SCHOOL	41	29	70	-	421	421
MFANTSIPIM SCHOOL	86	12	98	1053	-	1053
OGUAA SNR. HIGH TECHNICAL SCHOOL	32	23	55	180	149	329
ST. AUGUSTINE'S COLLEGE	65	12	77	666	-	666
WILBERT SENIOR HIGH SCHOOL	14	1	15	7	4	11
Adisadel College	70	40	110	459	-	459
Ghana National	72	35	107	387	569	956
University Practice SHS	58	27	85	253	403	659
CAPE COAST INTERNATIONAL SNR HIGH SCHOOL	9	1	10	29	42	71
Total			433			5953

Source: Statistics Department, Central Regional Directorate of Education

(2019)

Table 2: *Distribution of Accessible Population*

Schools	Teachers			Students		
	Male	Female	Total	Male	Female	Total
Wesley Girls	57	39	96	-	465	465
Adisadel College	70	40	110	459	-	459
Ghana National	72	35	107	387	569	956
University Practice SHS	58	27	85	253	403	659
Total			398			2539

Source: Statistics Department, Central Regional Directorate of Education (2019)

Table 2 shows lists of the accessible population with gender characteristics. From Table 2, the total accessible population for the study was 2937 comprising 2539 students and 398 teachers/guidance coordinators.

Sampling Procedure

The procedure for selecting a sample is known as sampling. A sample consists of a carefully selected subset of the units that comprise the population. Multi-stage sampling technique was used to select the sample for the study (Creswell, 2009). Multistage sampling refers to sampling plans where the sampling is carried out in stages using smaller and smaller sampling units at each stage (Dudovskiy, 2017). Multistage sampling divides large populations into stages to make the sampling process more practical. It

addressed certain disadvantages associated with true random sampling such as being overly expensive and time-consuming.

Stratified sampling technique was used in the first stage to group the population into groups. Respondents were stratified according to school and gender. The groups were based on Single-sex Male (SM), Single-sex Female (SF) and Co-Education (CE) schools within the Metropolis. Four schools were selected using a simple random sampling technique. The names of schools were written on slips of paper and put in a container. The second stage used simple random sampling technique where all possible respondents that are were likely to be selected. The names of students and teachers were written on slips of paper and put in a container. The papers were mixed well; one slip of paper at a time was drawn from the container without replacement and looking into it. A slip was selected without replacement; it was recorded and the process continued until the required numbers of respondents were recorded.

According to Krejcie and Morgan (1970), the ever increasing demand for research has created a need for an efficient method of determining the sample size needed to be representative of a given population. Total sample size was drawn from SHSs based on Krejcie and Morgan table of determining the sampling size. The sample determination table indicates those population figures of 2539 students and 398 teachers/guidance coordinators require sample sizes of 335 and 196 respectively. The equation below expresses how samples were selected from each senior high school:

$$Sample\ size\ (SHS) = \frac{Total\ population\ at\ SHS}{Total\ population\ of\ students} \times$$

$sample\ size\ required$

A total sample size of 531 was used in the study. Table 3 presents sample size representation based on selected senior high schools.

Table 3: *Sample Size Representation Based SHSs*

Schools	Teachers			Students		
	Male	Female	Total	Male	Female	Total
Wesley Girls	28	19	47	-	61	61
Adisadel College	34	20	54	61	-	61
Ghana National	36	17	53	51	75	126
University Practice SHS	26	13	42	34	53	87
Total			196			335

Source: Field survey (2019)

Data Collection Instrument

The study used questionnaires to collect data. Two set of questionnaire including Students Guidance Services Questionnaire and Teacher/Guidance Coordinators Guidance Services Questionnaire were used for the study. The Students Guidance Services Questionnaire elicited information from students whiles Teacher/Guidance Coordinators Guidance Services Questionnaire obtained information from teachers and guidance coordinators in the senior high schools in Cape Coast Metropolis.

A questionnaire consists of a list of questions or statements relating to the aims of the study, the hypotheses and research questions to be verified and answered, to which the respondent is required to answer by writing. They offer

greater assurance and anonymity and promises wider coverage since the researcher can approach respondents more easily than other methods (Amedahe as cited in Nyarko-Sampson, 2010). It is also known to be quite valid and reliable if well-constructed. It is also economical in terms of money and time. The research literature (Ary, Jacobs & Razavieh, 1985) indicates that the use of the questionnaire has the advantage of helping the researcher to within the shortest possible time reach out to many respondents especially where the geographical area is wide. It is also generally considered cost-effective. However, the questionnaire is usually associated with a low return rate.

Items on the questionnaires were derived from information obtained from the review of related literature. The students' questionnaire was divided into two parts. The first part contained two items and elicited demographic information from respondents such as age and sex. The second part was divided into two sections with 27 close-ended items on a Likert Scale. Section A contained seven items and covered types of guidance services provided to students. Section B was further divided into five subsections. These subsections contained 20 items and elicited data on the effective implementation of guidance services such as counselling, appraisal, information, follow-up and orientation services.

The teachers' questionnaire was divided into two parts. The first part contained two items and elicited personal or background information from respondents such as age and sex. The second part was divided into four sections with 36 close-ended items on a Likert Scale. Section A contained seven items and covered types of guidance services provided to students.

Section B was further divided into five sub-sections. These subsections contained 20 items and elicited data on the effective implementation of guidance services such as counselling, appraisal, information, follow-up and orientation services. Section (C) contained five items and covered information on resources provided for running guidance service. Section (D) contained four items and elicited information from respondents on how guidance services delivered.

Pilot-testing

Pilot testing in the view of Donald (1990) helps the researcher to decide whether the study is feasible and worthwhile to continue and also provides an opportunity to assess the appropriateness and practicality of the data collection instrument. The research instruments were pilot-tested on 2 guidance coordinators, 4 teachers (female=1, male=3) and 40 SHS3 (female=23, male=17) students from two of the senior high schools in the Komenda Edina Eguafo Abirem Municipality different from those that were involved in the real study.

The main purpose of the pilot test was to test the readability of the items, the time given, the consistency and content of the items. It helped to assess the sampling frame and technique for data collection. Again, the format and order of the statements were improved. Based on the inter-item correlation, some of the items were modified (guidance delivery methods, types of guidance services provided, etc.).

Validity and reliability

The data collection instruments were given to my supervisors to determine the face validity of the instruments especially since one of them had

conducted similar research involving guidance services. The experts' comments and suggestions were incorporated in the corrections for the final instrument. That is, ambiguous, biased and deficient items were reframed as irrelevant items were duly deleted. The reliabilities of the two instruments were estimated using the Cronbach's alpha to determine whether each item under the questionnaires was related to each other after the pilot-testing exercise. During pilot-testing exercise, the reliability estimates obtained using the Cronbach's alpha were 0.86 and 0.88 for Students Guidance Services Questionnaire and Teacher/Guidance Coordinators Guidance Services Questionnaire respectively.

Data Collection Procedures

An introductory letter was collected from the Head of Department of Guidance and Counselling, University of Cape Coast, to solicit the assistance of the headmasters, guidance service coordinators and class masters to collect data in their schools for the study. I visited the selected schools to seek permission and then arranged for convenient days and time for the administration of the questionnaires. During the administration, teachers and students were briefed on the objectives of the study and the need to respond frankly to the items. The items were then distributed to them. The students and teachers concern were addressed after which they were given time to respond to the items. The researcher administered 531 questionnaires. The completed questionnaires were retrieved the same day with the assistance of the guidance service coordinators and class masters of the respective senior high school which ensured a 100% return rate.

Data Processing and Analysis

To answer research question one on the types of guidance services provided to students of SHSs in the Cape Coast Metropolis, the data obtained from the SHS3 students on the questionnaire were scored for individual respondent. The responses were coded to determine the direction of the respondent's responses that is, whether they will have a positive or negative view of types of guidance services offered. In order to do this, the responses that were obtained from the data collection process were coded from 1-2 for worded items from 'Yes' to 'No'. This indicated the relative standing of the individuals on the dimensions of their view on the instrument after which individual item frequency distribution was calculated. The frequencies and their corresponding percentages were discussed to answer the research question.

The second research question sought to find out the extent guidance services were effectively implemented in SHSs in the Cape Coast Metropolis. The data obtained from the respondents on the questionnaire were scored for individual teachers after which individual item means and standard deviation were calculated. The responses were coded to determine the direction of students, guidance coordinators and teachers' responses that is, whether they have a positive or negative view of guidance service implementation. In order to do this, the responses that were obtained from the data collection process were coded from 1- 4 for positively worded items from 'Strongly Disagree' to 'Strongly Agree' in that continuum. This indicated the relative standing of the individuals on the dimensions of their view on the instrument. Individual item means were commented on. The criterion for judging the effectiveness or

otherwise of service was that a mean of means score of 2.50 or higher shows the service is effectively implemented while a score less than 2.50 indicates that the service is not effectively implemented or offered.

The third research question sought to find out the resources provided for running guidance programmes in SHSs in the Cape Coast Metropolis. The responses were coded to determine the direction of students, guidance coordinators and teachers' responses that is, whether they have a positive or negative view of guidance service facilities. In order to do this, the responses that were obtained from the data collection process were coded from 1-2 for worded items from 'Yes' to 'No'. The frequencies and their corresponding percentages were discussed to answer the research question.

The fourth research question sought to find how guidance services are delivered in SHSs in Cape Coast Metropolis. The responses were coded to determine the direction of the respondent's responses that is, whether they have a positive or negative view of guidance service patronage. In order to do this, the responses that were obtained from the data collection process were coded from 1-2 for worded items from 'Yes' to 'No'. This indicated the relative standing of the individuals on the dimensions of their view on the instrument after which individual item frequency distribution was calculated. The frequencies and their corresponding percentages were discussed to answer the research question.

Research Hypothesis was on whether there is no significant difference in the views of male and female students regarding the effective implementation of guidance services. The Independent Samples t-test was used to test this hypothesis at 0.05 level of significance.

Ethical Consideration

Ethical issues are highly relevant and require serious considerations. Therefore, to create a mutual respect and win-win relationship with the participants before the commencement of the data collection, a letter was obtain from the Department of Guidance and Counselling indicating the purpose of the study and its significance to the headmasters and teachers as well as seeking students' consent on their behalf. Participants were assured of confidentiality, privacy, anonymity and voluntary participation was elicited.

Chapter Summary

In this chapter, the methodology and the design of the study were outlined and situated within a descriptive survey design of research. It detailed the descriptive design in the study and accessible population with gender characteristics. Building on the research design, this chapter further discussed the sampling procedure, data collection instruments, data collection procedures and data processing and analysis.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

The study sought to assess guidance services in Senior High Schools in Cape Coast Metropolis. This chapter presents the results and discussion of the study. The guidance service research questions were analysed using descriptive statistics (frequencies, percentages, means and standard deviations). The independent samples t-test was used to test hypothesis on whether there is no significant difference in the views of male and female participants regarding the implementation of guidance services in SHSs in Cape Coast Metropolis. The results of the study are presented under the following headings:

1. Demographic Characteristics of Respondents

2. Research Question One: What types of guidance services are provided to pupils in SHSs in Cape Coast Metropolis?

3. Research Question Two: How effective are guidance services implemented in SHSs in the Cape Coast Metropolis?

4. Research Question Three: What resources are provided for running guidance programmes in SHSs in the Cape Coast Metropolis?

5. Research Question four: How are guidance services delivered in SHSs in Cape Coast Metropolis?

6. Hypothesis -H1: There is a significant difference in the views of male and female students regarding the implementation of guidance services in SHSs in the Cape Coast Metropolis.

Demographic Characteristics of Respondents

A sample of 531 (students = 335, teachers = 196) respondents was selected from four Senior High Schools in the Metropolis. The demographic characteristics of the respondents include their gender and age range. The demographic data were analysed using frequencies and percentages. The results are presented in Tables 4, 5 and 6.

Table 4: *Age Distribution of Students*

Age range	Frequency (f)	Percentage (%)
Below 16	2	0.6
16 – 18	296	88.4
19 – 21	36	10.7
Above 21	1	0.3
Total	335	100.0

Source: Field survey (2019)

Table 4 indicates that the 296 (88.4%) out 335 students fell within the age range of 16 – 18. 10.7% of the students representing 36 fell between the ages of 19 and 21. 0.6% (2) of the student were aged below 16yrs. probably; these were students who entered into preparatory school early and got admission into senior high school. Also, 1 (0.3%) fell above the age of 21yrs and above.

Table 5: *Age Distribution of Teachers and Guidance Coordinators*

Age range	Frequency (f)	Percentage (%)
26-35	54	27.6
36-45	99	50.5
above 45	43	21.9
Total	196	100.0

Source: Field survey (2019)

Table 5 shows that the majority [99(50.5%)] of the guidance coordinators and teachers fell within the age range of 36-45. Next, to this, age range 26-35 recorded 27.6% of the guidance coordinators and teachers representing 54. Also, 43 (21.9%) fell between the ages of 45yrs and above.

Table 6: *Gender Distribution of Respondents*

Gender	Frequency (f)	Percentage (%)
Male	273	51.4
Female	258	48.6
Total	531	100.0

Source: Field survey (2019)

Table 6 shows that the majority [273(51.4%)] of the respondents are males while 258 representing 48.6% are females. Given the uneven gender distribution, the study inferred that the aggregated responses about guidance services assessment were more representative of the male perspective.

Results

Research Question 1: What type of guidance service is provided to students in SHSs in Cape Coast Metropolis?

This research question sought to identify guidance services provided by SHSs to their students. The notion was that the existence of the service could help the students to at least gain some knowledge about the purpose of guidance services and effectively assess guidance services provided. The data obtained from the respondents were analysed using percentages and frequencies. The results are presented in Table 7.

Table 7: *Types of Guidance Services Provided*

Service	Provided		Not Provided	
	Freq.	%	Freq.	%
Orientation service is provided to assist students to get familiar with a new school, history, rules, policies and its vast opportunities	519	97.7	12	2.3
Appraisal service is designed to gather, organise and interpret information or data about students to enable him/her to understand himself or herself	389	73.3	142	26.7
Information service is designed to provide students with a greater knowledge of educational, vocational and personal-social opportunities	452	85.1	79	14.9

Table 7 continue

Placement service is designed to enable students to be admitted into a school of their choice	443	83.4	88	16.6
Consultation service is designed to help a student address a need through a third party such as a teacher or parent	435	81.9	96	18.1
Follow-up service is designed to assess the progress of an individual after he or she has benefited from other guidance services such as placement and counselling	378	71.2	153	28.8
Counselling service is designed to strengthen the individual student's ability to solve his or her own problem	471	88.7	60	11.3

Source: Field survey (2019)

Table 7 shows the availability of guidance services as indicated by the respondents in Senior High Schools in Cape Coast Metropolis. There were 519 (97.7%) of the respondents who responded positively with a 'Provided' response for the statement 'Orientation service is provided to assist students to get familiar with a new school, history, rules, policies and its vast opportunities'. However, 12 (2.3%) said 'Not Provided' indicating they did not know what orientation service meant. The statement 'Counselling service is designed to strengthen the individual student's ability to solve his or her own problem' recorded 471 (88.7%) responses for 'Provided' and 60 (11.3%)

responses for 'Not Provided'. 'Information service is designed to provide students with a greater knowledge of educational, vocational and personal-social opportunities' was selected 452 times representing 85.1% for 'Provided' and 79(14.9%) for 'Not Provided'.

Similarly, the statement 'Placement service is designed to enable students to be admitted into a school of their choice' recorded 443 (83.4%) responses for 'Provided' and 88 (16.6%) responses for 'Not Provided'. 'Consultation service is designed to help a student address a need through a third party such as a teacher or parent' was selected 435 times representing 81.9% for 'Provided' and 96(18.1%) for 'Not Provided'. In the same vein, 'Appraisal service is designed to gather, organise and interpret information or data about students to enable him/her to understand himself or herself' recorded 389 (73.3%) out 531 respondents for 'Provided' and 142 (26.7%) of the respondents for 'Not Provided'. Furthermore, 'Follow-up service is designed to assess the progress of an individual after he or she has benefited from other guidance services such as placement and counselling' recorded 378 (71.2%) out 531 respondents for 'Provided' and 153 (28.8%) of the respondents for 'Not Provided'. The implication of these findings is that majority of the participants had knowledge about the existence of the type of guidance services such as orientation, counselling, information, consultation, appraisal, follow-up and placement services offered to students in Senior High Schools in Cape Coast Metropolis.

Research Question 2: How effective are guidance services implemented in SHSs in the Cape Coast Metropolis?

The purpose of this research question was to determine whether guidance services (counselling, orientation, appraisal, information and consultation) are effectively offered to students. The data obtained from the respondents were analysed using frequency distribution, means and standard deviations. A higher mean shows that majority of the respondents indicated that their schools effectively implement guidance services. The results are presented in Table 8, 9, 10, 11 and 12.

Table 8: *Implementation of Counselling Service*

Statement	$\overline{\mathbf{X}}$	SD
The guidance coordinator assists students to develop effective learning skills.	3.01	.87
The guidance coordinator helps students to get over their personal problems	3.09	.82
Students are assisted by the guidance coordinator to resolve their emotional difficulties	3.07	.87
Students are assisted by the guidance coordinator to develop good relationship skills and sense of responsibility	3.08	.84
Total	3.06	.85

Source: Field survey (2019)

The purpose of this research question was to determine whether the counselling service is effectively offered to students. Table 8 shows counselling activities carried out by guidance coordinators. It can be seen from

the table that the item 'the guidance coordinator helps students to get over their personal problems' recorded the highest mean of 3.09 and a standard deviation of 0.82. Next, to this, students are assisted by the guidance coordinator to develop good relationship skills and sense of responsibility (M=3.08, SD=0.84), students are assisted by the guidance coordinator to resolve their emotional difficulties (M=3.07, SD=0.87) and the guidance coordinator assists students to develop effective learning skills (M=3.01, SD=0.87).

Table 8 shows that the mean of means score of the counselling service is 3.06. This figure is higher than 2.50 and this depicts that the counselling service is effectively implemented in the schools. This suggests that students are helped to get over their personal problems, resolve emotional difficulties, develop effective learning skills and good relationship skills.

Table 9: *Implementation of Appraisal Service*

Statement	$\overline{\mathbf{X}}$	SD
The counsellor encourages students to discuss their career interests with him/her	2.94	.95
Students are made aware of their abilities, interests and values with regard to job opportunities	2.90	.91
Students have access to their cumulative record cards	2.52	.99
The school counsellor uses the results of a test to assist students to understand themselves	2.68	1.03
Total	2.76	.97

Source: Field survey (2019)

Table 9 shows the means of activities carried out by guidance coordinators under the appraisal service in the Senior High Schools in Cape Coast Metropolis. The table shows that the statement 'the counsellor encourages students to discuss their career interests with him/her' recorded the highest mean of 2.94 and a standard deviation of 0.95. It is shown also that the respondents agreed that students are made aware of their abilities, interests and values with regard to job opportunities (M=2.90, SD=0.91). The statement 'the school counsellor uses the results of a test to assist students to understand themselves' record a mean of 2.68 and a standard deviation of 1.03. Finally, the statement 'students have access to their cumulative record cards' obtained a mean of 2.52 and a standard deviation of 0.99.

Table 9 shows that the mean of means score of the appraisal service is 2.76. This figure is higher than 2.50 and this depicts that appraisal service is effectively implemented in the schools. This implies that students are helped to know and understand their strengths and weaknesses, abilities, aptitudes, values and interests so as to facilitate their personal-social, educational and career development.

Table 10: *Implementation of Information Service*

Statement	$\overline{\mathbf{X}}$	SD
Students are informed about tertiary institutions and their mode of entry, entry requirements, programmes etc.	2.16	.96
The school counsellor assists students to develop their social skills by the use of newspapers, magazines, brochures etc.	2.20	.86
Employers, professionals and some public officials are invited by the school to give talks to students about their jobs.	2.81	.90
Students have access to newspapers, magazines, and other reading materials to enable them to be aware of the world of work.	2.65	.95
Total	2.46	.92

Source: Field survey (2019)

Table 10 shows the views of the respondents concerning the effective implementation of information service. From Table 10, it can be seen that the statement 'Employers, professionals and some public officials are invited by the school to give talks to students about their jobs' recorded the highest mean of 2.81. Aside from this, students have access to newspapers, magazines, and other reading materials to enable them to be aware of the world of work obtained a mean of 2.65. The statement 'the school counsellor assists students to develop their social skills by the use of newspapers, magazines, brochures etc.' recorded a mean of 2.20 and a standard deviation of 0.86. Students are informed about tertiary institutions and their mode of entry, entry requirements, programmes etc. obtained the lowest mean of 2.16.

From Table 10 it can be seen that the mean of means score of the information service (M=2.46) is below 2.50 and this indicates that the service is not effectively implemented. The current finding implies that students may

be missing a lot because without adequate and useful information they will not be able to make appropriate career choices and decisions.

Table 11: *Implementation of Consultation Service*

Statement	$\overline{\mathbf{X}}$	SD
The school counsellor and parents exchange ideas when assisting their children to make a decision.	2.18	.98
Parents and teachers exchange ideas for the benefit of students	2.58	.95
The school counsellor meets teachers to find ways of improving the learning skills of students who are academically weak	2.62	.92
The school counsellor meets with parents for ideas when assisting students to minimise their emotional problems.	2.50	1.03
Total	2.47	.97

Source: Field survey (2019)

Table 11 shows the views of the respondents concerning the effective implementation of consultation service in the Senior high Schools in Cape Coast Metropolis. It is shown that the statement 'The school counsellor meets teachers to find ways of improving the learning skills of students who are academically weak' recorded the highest mean of 2.62 and a standard deviation of 0.92. The other significant activities under consultation service include parents and teachers exchange ideas for the benefit of students (M=2.58, SD=0.95) and the school counsellor meets with parents for ideas when assisting students to minimise their emotional problems (M=2.50,

SD=1.03). However, the statement 'The school counsellor and parents exchange ideas when assisting their children to make a decision' recorded the lowest mean of 2.18.

Furthermore, in Table 11 the mean of means score of the consultation service is 2.47. This figure is lower than 2.50 and shows that consultation service was not effectively implemented in Senior High Schools in Cape Coast Metropolis. This finding suggests that counsellors do not adequately collaborate with parents and teachers so as to promote the welfare of students.

Table 12: *Implementation of Orientation Service*

Statement	$\bar{\mathbf{X}}$	SD
Teachers and counsellors assist new students to get familiar with the school.	3.12	.93
Teachers and counsellors help new students know and understand school rules and regulations.	3.32	.81
Teachers and counsellors assist new students to know the history, staff and other students of the school.	3.17	.87
Teachers and counsellors enable new students to get to know more about the academic programmes of the school.	3.28	.80
Total	3.22	.85

Source: Field survey (2019)

The purpose of this research question was to determine the effective implementation of the orientation service in Senior High Schools in Cape Coast Metropolis. Table 12 shows orientation activities carried out guidance coordinators and teachers. It can be seen from Table 12 that the item 'Teachers and counsellors help new students know and understand school rules and regulations' recorded the highest mean of 3.32 and a standard deviation of 0.81. Next to this, teachers and counsellors enables new students get to know

more about the academic programmes of the school (M=3.28, SD=0.80), teachers and counsellors assists new students to know the history, staff and other students of the school (M=3.17, SD=0.87); teachers and counsellors assists new students to get familiar with the school (M=3.12, SD=0.93).

Table 12 shows that the mean of means score of the counselling service is 3.22. This figure is higher than 2.50 and this depicts that the orientation service is effectively implemented in the schools. This suggests that students are helped to know and understand school rules and regulations, get to know more about the academic programmes of the school, know the history, staff and other students of the school and get familiar with the school.

Research Question 3: What resources are provided for running guidance programmes in SHSs in the Cape Coast Metropolis?

This research question sought to identify resources for the running of guidance services. The data obtained from the respondents were analysed using percentages and frequencies. The results are presented in Table 13.

Table 13: *Resources for the Provision of Guidance Services*

Statement	Yes		No	
	Freq.	%	Freq.	%
There is a counselling office in the school.	196	100.0	0	0.0
There is adequate time for carrying out guidance service and counsellor in the school.	88	44.9	108	55.1
The school has adequate funds for running guidance activities.	64	32.7	132	67.3
The school has a professional counsellor.	196	100	0	0.0
The school has a large hall or assembly hall that is used to organise talks and seminars for students.	143	73.0	53	27.0

Source: Field survey (2019)

Table 13 shows the resources provided for the effective implementation of guidance services as indicated by the participants. The statements 'there is a counselling office in the school' and 'the school has a professional counsellor' recorded 100% positive response for 'Yes'. This implies that Senior High Schools in Cape Coast Metropolis have employed the services of professional counsellors and office for the rendering of counselling services. Similarly, There were 143 (73.0%) of the respondents who responded positively with a 'Yes' response for 'The school has a large hall or assembly hall that is used to organise talks and seminars for students' and 53 (27.0%) selected 'No'. However, the majority [132 (67.3%)] of the participants selected 'No' for 'the school has adequate funds for running guidance activities' and 64 (32.7) for 'Yes'. Again, the statement 'There is adequate time for carrying out guidance services and counsellor in the school' also recorded 108 (55.1%) for 'No' and 88 (44.9%) for 'Yes'. This suggests that funds required for effective implementation guidance services are not enough as well as inadequate time allocated for carrying out guidance service and counsellor in the school.

Research Question 4: How are guidance services delivered in SHSs in Cape Coast Metropolis?

This research question sought to identify how guidance services are delivered in the SHSs in the Metropolis. The data obtained from the respondents were analysed using percentages and frequencies. The results are presented in Table 14.

Table 14: Methods of *Guidance Service Delivery*

Statement	Yes		No	
	Freq.	%	Freq.	%
Guidance services are delivered using large group guidance methods such as career conferences, talk and seminars.	186	94.9	10	5.1
One on one counselling with the guidance coordinator.	188	95.9	8	4.1
Counselling students in small groups (group counselling).	168	85.7	28	14.3
Class meetings are sometimes used to offer guidance services.	175	89.3	21	10.7

Source: Field survey (2019)

Table 14 shows the guidance service delivery method in senior high schools as indicated by the respondents. The majority [188(95.9%)] of the participants responded positively with a 'Yes' response to the statement 'one on one counselling with guidance coordinator' and 8 (4.1%) for 'No'. Similarly, there were 186 (94.9%) of the respondents who responded positively with a 'Yes' response to the statement 'guidance services are delivered using large group guidance methods such as career conferences, talk and seminars.'. However, 10 (5.1%) said 'No' indicating guidance services are not delivered using large group guidance methods such as career conferences, talk and seminars. Again, class meetings are sometimes used to offer guidance services recorded 175 (89.3%) for 'Yes' responses and 21 (10.7%) for 'No' responses. Counselling students in small groups (group counselling) was

selected 168 times representing 85.7% for 'Yes' responses and 28 (14.3%) for 'No' responses. The current finding suggests that guidance coordinators use a number of ways to deliver guidance services. These methods include one on one counselling (individual counselling), peer counselling in small group, class meetings method and large group methods such career conference.

Hypotheses

H_0:   There is no significant difference in the views of male and female participants regarding the implementation of guidance services in SHSs in the Cape Coast Metropolis.

H_1:   There is significant difference in the views of male and female participants regarding the implementation of guidance services in SHSs in Cape Coast Metropolis.

These hypotheses sought to identify the difference in the views of male and female participants regarding the implementation of guidance services in SHSs in Cape Coast Metropolis. The independent samples t-test was deemed appropriate for the analysis. The results of the analysis are presented in Table 15.

Table 15: *Independent Samples t-test of the Views on the Implementation of Guidance Services with regard to Gender*

Service	Gender	N	Mean	SD	t	df	Sig.(2-tailed)
Counselling	Male	273	3.1282	.64920	2.190*	529	.029
	Female	258	2.9952	.74966			
Appraisal	Male	273	2.8645	.68863	3.279*	529	.001
	Female	258	2.6483	.82758			
Information	Male	273	2.5229	.54837	2.776*	529	.006
	Female	258	2.3808	.63006			
Consultation	Male	273	2.5055	.66901	1.163	529	.245
	Female	258	2.4331	.76311			
Orientation	Male	273	3.1731	.67522	-1.636	529	.102
	Female	258	3.2742	.74896			

Source: Field survey (2019)/ *Significant, $p < 0.05$

Table 15 shows the results of the independent samples t-test which was conducted to compare the views of participants on five guidance services based on gender. It can be seen that there was significant difference in the views of male and female students regarding the implementation of counselling service (t= 2.190, df= 529, p= .029). Furthermore, Table 15 revealed that there was significant difference in the views of male and female participants regarding the implementation of appraisal service (t= 3.279, df= 529, p= .001). Additionally, there was significant difference in the views of male and female participants regarding the implementation of information service (t= 2.776, df= 529, p= .006). On the other hand, it can be observed that there was no significant difference in the opinions of male and female participants with regard to the implementation of the consultation service (t= 1.163, df= 529, p=.245). Similarly, Table 15 indicated that there was no significant difference in male and female participants' views on the implementation of the orientation service (t= -1.636, df= 529, p=.102). The

findings suggest that male and female students do not differ significantly in their opinions in terms of the implementation of consultation and orientation services. It can, therefore, be concluded that gender is not a significant determinant of participants' assessment of the consultation and orientation services.

Discussion

Types of Guidance Service Provided

The study revealed that Senior High Schools (SHSs) provide a number of guidance services such as orientation, counselling, information, consultation, appraisal, follow-up and placement services to students. Thus, orientation service to assist students to get familiar with a new school, history, rules, policies as well as counselling service to strengthen the individual student's ability to solve his or her own problem. The results confirm what is obvious in most schools, appraisal, information and placement services covering educational, vocational and personal-social opportunities is provided to students. The study further revealed that a consultation service is provided to help a student address a need through a third party and follow-up service is provided to assess the progress of an individual after he or she has benefited from other guidance services.

These findings are in support with the findings of Awabil (2002), Namale and Awabil (2018) and Kemetse et al. (2018) that orientation, counselling, information, consultation, follow- up, appraisal and placement services were offered in schools. The current findings of the study is also supported by the research findings of Essuman (2001), Awabil (2002), Namale and Awabil (2018) which showed that guidance services existed in Ghanaian

schools. Similarly, these findings support the findings of Nyarko-Sampson (2010), that orientation and counselling are the common guidance services provided to students. Similarly, the findings also confirmed that of Braimah (2010), who found that counselling and orientation services were the most popular services offered to students while information, appraisal, placement, evaluation, consultation and referral services were inadequately provided. These findings, therefore, support the fact that teachers and heads of institutions see the need for guidance services and attempts are made in some schools to ensure the provision of guidance services to help students to adjust to the school situation and make utmost use of their abilities, interests and ambitions. Again, the findings of the study tallies with the findings of Awabil and Kankpog (2011) that orientation, appraisal, counselling and information services were commonly run while placement and consultation are minimally offered in Junior High Schools in Jirapa-Lambussie District of Ghana. In a similar vein, the findings of the study are in line with the findings of Lambert and Barley (2001) that one important aspect of students' participation in guidance programmes is their awareness of the programme in their schools. The problems of SHS students are so many. They range from financial, academic to social, especially, opposite sex relationship and drug abuse. These problems may have accounted for the provision of different services in SHSs. Thus, publicity for the programme is important to ensure student participation.

Implementation of Guidance Services

The study showed that most of the guidance services are effectively implemented. As such, orientation service helps students to know and understand school rules and regulations, get to know more about the academic

programmes of the school, know the history, staff and other students of the school and get familiar with the school. Counselling service is effectively implemented to help students get over their personal problems, resolve emotional difficulties, develop effective learning skills and good relationship skills. Again, appraisal service is effectively implemented to help students know and understand their strengths and weaknesses, abilities, aptitudes, values and interests so as to facilitate their personal-social, educational and career development. However, consultation and information services were not effectively implemented in senior high schools in Cape Coast Metropolis. This finding suggests that counsellors do not adequately collaborate with parents and teachers so as to promote the welfare of students. Furthermore, students may be missing a lot because without adequate and useful information they will not be able to make appropriate career choices and decisions.

The findings are in line with the findings of Namale and Awabil (2018) that the appraisal service was effectively implemented in senior high schools in Gomoa West District of Ghana. Again, the finding is consistent with the finding obtained by Awabil and Kankpog (2011) that the appraisal service was effectively implemented in junior high schools in the Jirapa-Lambussie District of Ghana. In a similar vein, Taylor and Buku (2006) maintained that in schools where orientation service is effectively implemented enables new students to interact with their guidance coordinators for the first time. The counselling service is the pivot around which the whole guidance services revolve if effectively implemented (Makinde, 1997).

Furthermore, this finding agrees with the findings of the studies conducted by Ketteku (as cited in Essuman, 2001), Sedofia and Ocansey

(2013b) and Namale and Awabil (2018) who revealed that the information service was ineffectively provided in secondary schools and colleges of education. Namale and Awabil (2018) further revealed that the information service is not effectively run in the schools in Gomoa West District because of lack of funds and time. School counsellors need money to buy newspapers and magazines and to organise career talks for students with the view to exposing them to the world of work and the educational opportunities that are open to them. Apart from finance, the effective provision of the information service requires that time is adequately allocated for it in schools. Similarly, the findings confirmed the findings of Namale and Awabil (2018) that counsellors are unable to effectively consult with parents and teachers because of the heavy workload and lack of office accommodation. In many parts of the developing world such as Ghana, school counsellors combine guidance and counselling duties with teaching and this prevents them from providing effective consultation services for parents and teachers. Similarly, Abem (2007) revealed that a lack of funds and heavy work-load of coordinators were the major factors that contributed to the ineffectiveness of the services. The implementation of these guidance services may be influenced by several demographic factors (sex, ethnic background, etc.), administrative and students' challenges. Thus, sociodemographic differences and problems among students may also explain the level of implementation of guidance services.

Resources for the Provision of Guidance Services

The study revealed that the main resources available for the effective running of guidance services in senior high schools in Cape Coast Metropolis

were the availability of counselling office in the schools, professional counsellor and a large hall or assembly hall that is used to organise talks and seminars for students. However, the study revealed that schools have inadequate funds for running guidance activities as well as inadequate time for carrying out guidance service and the counsellor in the school. Financing of guidance services in our senior high schools entails the allocation of enough funds, to facilitate its services and record tremendous success.

These findings tally with the observation made by Chireshe (2006) that the lack of resources has contributed to the ineffective implementation of guidance services in Zimbabweans secondary schools. Similarly, the findings are consistent with the view of Onumah (1992) and Awabil (2002) that the lack of funds and heavy workload of coordinators are the main problems hindering the effective running of guidance services in the schools. Inadequate finance slows guidance activities. Funds can facilitate the projection of guidance and counselling activities in Ghanaian Senior High Schools. The guidance coordinator will need money for books, pamphlets and transport fare when students go on career excursions, records system, student's cumulative records cards, folders, stationeries for use, film strips, slides and hired films, salary allowance and hospitality for invited guest speakers at career day or career convention. Obtaining requisite resources may help set-out goals and objectives to be attained easily. For effective guidance service implementation, there should be a counselling room which should provide privacy, comfort, security and reasonably good furniture; if possible the room should be sound proof to guarantee the privacy of information. Training of

guidance coordinators and teachers as well as provision of funds. By implication, this means adequate allocation is expected.

Methods Guidance Service Delivery

The study found that guidance service were delivered in SHSs, including one on one (individual) counselling with the guidance coordinator. The focus of individual counselling sessions is on the student concern, and goals are developed to help the student make positive changes with regard to coping mechanisms. Most respondents also agreed that guidance services are delivered using large group guidance methods such as career conferences, talk and seminars. Apart from these, class meetings are sometimes used to offer guidance services. Respondents further revealed that counselling students in small groups (group counselling) is also an effective delivery method.

The current findings confirm the findings of Clark and Breman (2009) and Gysbers and Henderson (2006) that individual, small group and classroom guidance services are traditional interventions that school counsellors use to directly impact students. Classroom services are delivered through a guidance curriculum that is designed to teach specific skills to students in large group setting (Goodnough, Perusse, & Erford, 2007). However, responsive guidance services are those that are geared toward providing help to students who are dealing with issues or problems that may affect their academic, career or personal/social development and are generally offered in individual and small group settings (Newsome & Gladding, 2007). In the view of Whiston and Quinby (2009), large group counselling such as career conference and seminar interventions are targeted to all students with the aim of promoting academic, career and personal/social development. Similarly, the findings are in

consonance with the findings of Webb and Brigman (2007) that small groups allow guidance coordinators to work with students with identified academic and social needs beyond what teachers or counsellors can provide in a classroom setting. Small group settings allow students to acquire new skills and resources to help them not only with their current issues. The reason for this current findings is that, it may depends on the nature of the problem or issue at hand which may influence a counsellor to opt for individual or group method.

Differences in Guidance Services Based on Gender

The study found that there was significant difference in the views of male and female students regarding the implementation of counselling, appraisal and information services. However, there was no significant difference in the opinions of male and female participants with regard to the implementation of the consultation and orientation services. These findings suggest that male and female students differ significantly in their opinions in terms of the implementation of the counselling, appraisal and information services. It can, therefore, be concluded that gender is not a significant determinant of participants' assessment of the consultation and orientation services.

The current finding tallies with the research findings of Namale and Awabil (2018) who found that there was significant difference in the views of male and female students regarding the implementation of the appraisal and counselling services in senior high schools in the Gomoa West District. Again, the current findings confirm the earlier research findings of Bondah (1996) who found that there was no significant difference in male and female

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students' opinion with regard to the implementation of the consultation service in senior high schools in the Assin District in the Central Region of Ghana. The reason for the current findings could be due to the fact that both male and female students had a similar level of awareness about the extent to which the consultation and orientation services were implemented in their schools.

Chapter Summary

This chapter presented the results and discussion of the study. A sample of 531 (students= 335, teachers= 196) was involved in the study. Guidance services such as counselling, orientation, appraisal, placement, information and consultation services are offered to students. The orientation, counselling and appraisal services are effectively delivered through one on one, large group and class meetings. However, inadequate funds for running guidance activities as well as inadequate time for carrying out guidance services in the school hinder effective implementation of guidance services. The difference in the opinions of male and female respondents with regard to the implementation of the counselling, appraisal and information services indicate much need to be done to promote the effectiveness of guidance services in the senior high schools in Ghana.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter presents a summary of objectives and the findings for the study. Conclusions from the results and discussions are drawn and presented. Recommendations to improve the effectiveness of guidance services in schools are also made.

Summary

The purpose of the study was to assess guidance services in Senior High Schools in Cape Coast Metropolis of Central Region, Ghana. Specifically, the study sought to answer four research questions and one hypothesis. These include 'What types of guidance services are provided to pupils in SHSs in Cape Coast Metropolis?', 'To what extent are guidance services effectively implemented in SHSs in the Cape Coast Metropolis?', 'What resources are provided for running guidance programmes in SHSs in the Cape Coast Metropolis?', 'How guidance services are delivered in SHSs in Cape Coast Metropolis?', 'H_0: There is no significant difference in the views of male and female students regarding the implementation of guidance services in SHSs in the Cape Coast Metropolis', and 'H_1: There is significant difference in the views of male and female students regarding the implementation of guidance services in SHSs in the Cape Coast Metropolis.

Literature related to the study was also reviewed. A descriptive survey design was chosen for the study. A sample of 531 comprising 335 students and

196 teachers and guidance coordinators were selected via a multistage sampling technique for the study. Data were collected through the use of questionnaires. The quantitative data were analysed using descriptive and inferential statistics.

Key Findings

Concerning the types of guidance services provided to students of the various schools, the study revealed that SHSs provide orientation to assist students to get familiar with a new school, history, rules, policies as well as counselling service to strengthen the individual student's ability to solve his or her own problem. The results confirm what is obvious in most schools, appraisal, information, placement, consultation and follow-up services covering educational, vocational and personal-social opportunities are provided to students.

The study showed that most of the guidance services are effectively implemented. As such, orientation, counselling and appraisal services are effectively implemented to helps students to know and understand school rules and regulations, get over their personal problems, resolve emotional difficulties and understand their strengths and weaknesses, abilities, aptitudes, values and interests. However, consultation and information services were not effectively implemented in Senior High Schools in Cape Coast Metropolis.

The study also revealed that the main resources available for the effective running of guidance services in Senior High Schools in Cape Coast Metropolis were the availability of counselling office in the schools, professional counsellor and a large hall or assembly hall that is used to organise talks and seminars for students. However, the study revealed that

schools have inadequate funds for running guidance activities as well as inadequate time for carrying out guidance service and the counsellor in the school.

Further, the study found that one on one (individual) counselling with guidance coordinator and large group methods such as career conferences, talk and seminars are effective ways of delivering guidance services. As from side these, class meetings and counselling students in small groups are also effective.

Finally, the study revealed that there were significant differences in the views of male and female students regarding the implementation of counselling, appraisal and information services. However, there was no significant difference in the opinions of male and female participants with regard to the implementation of the consultation and orientation services.

Conclusion

The study concludes that guidance services are important in senior high schools and was offered in the schools in the study area. Guidance services provided in schools had a range of types such as orientation, counselling, information, consultation, appraisal, follow-up and placement services. Guidance services such as orientation, counselling and appraisal are effectively offered and satisfactory to the students who had sought them. The procedure for effective delivery (individual, large and small group) depends on the topics (needs of student) and on the target group. There are inadequate funds and allocated time for the guidance coordinators which hinders effective implementation of the guidance services such as information and follow-up in the study area.

Recommendations

Based on the findings of the study, the following recommendations were made.

1. Senior High Schools should pay great attention to all guidance services in order to effectively promote the personal, social, educational and career development of students.

2. Senior High Schools should have a detailed plan for guidance services to provide an essential framework for the implementation and delivery of services. Successful planning in school guidance services ensures a structured response to student's personal, social, educational and career needs.

3. There is a need to strengthen the school high school's guidance services policy by the Ministry of Education and Ghana Education Service. The implementation of the policy deserves wider consultation, involving all the stakeholders such as schools, counsellors, teachers, parents, students and the community at large.

4. Headmasters and guidance coordinators should seek for support from parents, NGOs and individual philanthropists to help provide funds to procure resources. These resources include books, pamphlets, transport fare when students go on career excursions, records system, student's cumulative records cards, folders, stationeries for use, film strips, slides and hired films, salary allowance and hospitality for invited guest speakers at career day or career convention.

5. Senior high schools should consider restructuring the teaching time table to increase guidance service time as well as allowing decreased teaching workload of guidance coordinators.

Suggestions for Future Research

There is a need to have a study on how the long-standing problems of lack of time and inadequate funds for guidance services could be best addressed. Furthermore, further research should add an interview guide as part of the data collection instrument and procedures. This would help provide adequate information concerning the state of guidance services.

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APPENDIX A

QUESTIONNAIRE FOR STUDENTS

The following questions are part of an educational study being conducted by the researcher of University of Cape Coast. It is aimed at assessing Guidance services offered in senior high schools in Cape Coast Metropolis. Your responses will help the researcher to draw a clear result of the study. Please give your opinion about all statements by ticking [√] in the box against your response. Your response will be kept absolutely confidential.

PART A

Personal information

1. Age: Below 15 [ ]

       16 – 18 [ ]

       19 - 21 [ ]

2. Sex: Male [ ] Female [ ]

SECTION A: AVAILABILITY OF GUIDANCE SERVICES

In the ensuing items, you are required to tick to indicate whether the guidance

services are provided in your school.

S/N	Statement	Provided	Not provided
3	Orientation service is provided to assist students to get familiar with a new school, history, rules, policies and its vast opportunities.		
4	Appraisal service is designed to gather, organise and interpret information or data about students to enable him/her to understand himself or herself.		
5	Information service is designed to provide students with a greater knowledge of educational, vocational and personal-social opportunities.		
6	Placement service is designed to enable students to be admitted into a school of their choice.		
7	Consultation service is designed to help a student address a need through a third party such as a teacher or parent.		
8	Follow-up service is designed to assess the progress of an individual after he or she has benefited from other guidance services such as		

S/N	Statement		
	placement and counselling.		
9	Counselling service is designed to strengthen the individual student's ability to solve his or her own problem.		

SECTION B: GUIDANCE SERVICES IMPLEMENTATION

Please give your opinion on the extent to which guidance services are effectively implemented in your school by ticking [√] in the box against your response.

IMPLEMENTATION OF COUNSELLING SERVICE

Key: Strongly Disagree (1), Disagree (2), Agree (3) and Strongly Agree (4)

S/N	Statement	1	2	3	4
10	The guidance coordinator assists students to develop effective learning skills.				
11	The guidance coordinator helps students to get over their personal problems.				
12	Students are assisted by the guidance coordinator to resolve their emotional difficulties.				
13	Students are assisted by the guidance coordinator to develop good relationship skills and sense of responsibility.				

IMPLEMENTATION OF APPRAISAL SERVICE

Key: Strongly Disagree (1), Disagree (2), Agree (3) and Strongly Agree (4)

S/N	Statement	1	2	3	4
14	The counsellor encourages students to discuss their career interests with him/her.				
15	Students are made aware of their abilities, interests and values with regard to job opportunities.				
16	Students have access to their cumulative record cards.				
17	The school counsellor uses the results of test to assist students to understand themselves.				

IMPLEMENTATION OF INFORMATION SERVICE

Key: Strongly Disagree (1), Disagree (2), Agree (3) and Strongly Agree (4)

S/N	Statement	1	2	3	4
17	Students are informed about tertiary institutions and their mode of entry, entry requirements, programmes etc.				
18	The school counsellor assists students to develop their social skills by the use of newspapers, magazines, brochures etc.				
19	Employers, professionals and some public officials are invited by the school to give talks to students about their jobs.				

S/N	Statement	1	2	3	4
20	Students have access to newspapers, magazines, and other reading materials to enable them be aware of the world of work.				

IMPLEMENTATION OF CONSULTATION SERVICE

Key: Strongly Disagree (1), Disagree (2), Agree (3) and Strongly Agree (4)

S/N	Statement	1	2	3	4
20	The school counsellor and parents exchange ideas when assisting their children to make a decision.				
21	Parents and teachers exchange ideas for the benefit of students.				
22	The school counsellor meets teachers to find ways of improving the learning skills of students who are academically weak.				
23	The school counsellor meets with parents for ideas when assisting students to minimise their emotional problems.				

IMPLEMENTATION OF ORIENTATION SERVICE

Key: Strongly Disagree (1), Disagree (2), Agree (3) and Strongly Agree (4)

S/N	Statement	1	2	3	4
24	Orientation service assists new students to get familiar with the school.				
25	Orientation service helps new students know and understand school rules and regulations.				
26	Orientation service assists new students to know the history, staff and other students of the school.				
27	Orientation service enables new students to be introduced to study skills				
28	Orientation service enables new students get to know more about the academic programmes of the school.				

APPENDIX B

(QUESTIONNAIRE FOR TEACHERS AND GUIDANCE

COORDINATORS)

The following questions are part of an educational study being conducted by a counselling student of University of Cape Coast. It is aimed at assessing Guidance services offered in senior high schools in Cape Coast Metropolis. Your responses will help the researcher to draw a clear result of the study. Please give your opinion about all statements by ticking [√] in the box against your response. Your response will be kept absolutely confidential.

PART A

Personal information

1. Age: Below 25years [   ]

      26 - 35years [   ]

      36 - 45 [   ]

      Above 45[   ]

2. Sex: Male [   ] Female [   ]

PART B

SECTION A: AVAILABILITY OF GUIDANCE SERVICES

In the ensuing items, you are required to tick to indicate whether the guidance services are provided in your school.

S/N	Statement	Provided	Not provided
3	Orientation service is provided to assist students to get familiar with a new school, history, rules, policies and its vast opportunities.		
4	Appraisal service is designed to gather, organise and interpret information or data about students to enable him/her to understand himself or herself.		
5	Information service is designed to provide students with a greater knowledge of educational, vocational and personal-social opportunities.		
6	Placement service is designed to enable students to be admitted into a school of their choice.		
7	Consultation service is designed to help a student address a need through a third party such as a teacher or parent.		
8	Follow-up service is designed to assess the progress of an individual after he or she has benefited from other guidance services such as placement and counselling.		
9	Counselling service is designed to strengthen the individual student's ability to solve his or her own problem.		

SECTION B: GUIDANCE SERVICES IMPLEMENTATION

Please give your opinion on the extent to which guidance services are effectively implemented in your school by ticking [√] in the box against your response.

IMPLEMENTATION OF COUNSELLING SERVICE

Key: Strongly Disagree (1), Disagree (2), Agree (3) and Strongly Agree (4)

S/N	Statement	1	2	3	4
10	The guidance coordinator assists students to develop effective learning skills.				
11	The guidance coordinator helps students to get over their personal problems.				
12	Students are assisted by the guidance coordinator to resolve their emotional difficulties.				
13	Students are assisted by the guidance coordinator to develop good relationship skills and sense of responsibility.				

IMPLEMENTATION OF APPRAISAL SERVICE

Key: Strongly Disagree (1), Disagree (2), Agree (3) and Strongly Agree (4)

S/N	Statement	1	2	3	4
14	The counsellor encourages students to discuss their career interests with him/her.				
15	Students are made aware of their abilities, interests and values with regard to job opportunities.				
16	Students have access to their cumulative record cards.				
17	The school counsellor uses the results of test to assist students to understand themselves.				

IMPLEMENTATION OF INFORMATION SERVICE

Key: Strongly Disagree (1), Disagree (2), Agree (3) and Strongly Agree (4)

S/N	Statement	1	2	3	4
18	Students are informed about tertiary institutions and their mode of entry, entry requirements, programmes etc.				
19	The school counsellor assists students to develop their social skills by the use of newspapers, magazines, brochures etc.				
20	Employers, professionals and some public officials are invited by the school to give talks to students about their jobs.				
21	Students have access to newspapers, magazines, and other reading materials to enable them be aware of the world of work.				

IMPLEMENTATION OF CONSULTATION SERVICE

Key: Strongly Disagree (1), Disagree (2), Agree (3) and Strongly Agree (4)

S/N	Statement	1	2	3	4
22	The school counsellor and parents exchange ideas when assisting their children to make a decision.				
23	Parents and teachers exchange ideas for the benefit of students.				
24	The school counsellor meets teachers to find ways of improving the learning skills of students who are academically weak.				
25	The school counsellor meets with parents for ideas when assisting students to minimise their emotional problems.				

IMPLEMENTATION OF ORIENTATION SERVICE

Key: Strongly Disagree (1), Disagree (2), Agree (3) and Strongly Agree (4)

S/N	Statement	1	2	3	4
26	Teachers and counsellors assist new students to get familiar with the school.				
27	Teachers and counsellors help new students know and understand school rules and regulations.				
28	Teachers and counsellors assist new students to know the history, staff and other students of the school.				
29	Teachers and counsellors enable new students get to know more about the academic programmes of the school.				

SECTION C: RESOURCES FOR GUIDANCE SERVICES

Please indicate the extent to which the statement is true or otherwise affect the guidance services implementation in your school by ticking [√] in the box against your response.

S/N	Statement	Yes	No
30	There is a counselling office in the school.		
31	There is adequate time for carrying out guidance service and counsellor in the school.		
32	The school has adequate funds for running guidance activities.		
33	The school has a professional counsellor.		
34	The school has a large hall or assembly hall that is used to organise talks and seminars for students.		

SECTION D: METHODS OF GUIDANCE SERVICE DELIVERY

Indicate the extent to which the statement is true or otherwise for guidance services patronisation your school by ticking [√] in the box against your response.

S/N	Statement	Yes	No
35	Guidance services are accessed through large group conferences, talk and seminars.		
36	One on one counselling with guidance coordinator.		
37	Counselling students in small groups.		
38	Class meetings are sometimes used to offer guidance services.		