

UNIVERSITY OF CAPE COAST

ASSESSING THE GUIDANCE SERVICES AT
WESLEY COLLEGE OF EDUCATION, KUMASI

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BY

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

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DECLARATION

Candidate's Declaration

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

Candidate's Signature:..... Date:.....

Name: Lydia Owusu Bempah

Supervisor's Declaration

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

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

Name: Rev. Prof. Joseph Kwesi Essuman

ABSTRACT

This study was a descriptive survey designed to assess the guidance programme being offered in Wesley College of Education and suggest ways of improving it. The specific guidance services under study were Information and Counselling Services. The views of 200 students and the college counsellor were gathered by means of a self-designed questionnaire consisting of thirty Likert-type items. The data was then subjected to frequency and percentage analysis to answer the research questions formulated to guide the study.

The results of the analysis indicated that the problems faced by the students of the college included financial, family problems, relating with colleagues and lack of counselling. The guidance programme also faced such problems as some students not knowing the counsellor; students not being informed about the services available in the college; the counsellor not keeping some discussions with students confidential; no counselling room; no fixed counselling schedule; the counsellor not working with other tutors and lack of administrative support.

Based on the findings it was recommended that the college counsellor studied the needs of students so as to plan and implement relevant guidance programmes in the college. He could form a guidance and counselling committee to help him in his work and also update his knowledge and skills and put up good attitude in order to attract students for help. Administrative support could also help to make the counsellor's work more effective.

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Finally, to my dear husband, Boateng Berko, I say thanks for your love, care and support which have always sustained me.

DEDICATION

This work is dedicated to my loving husband and lovely children.

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CHAPTER ONE

INTRODUCTION

Background to the Study

Human existence is beset with many problems. This is because while there is no end to human needs to be met and aspirations to be achieved, the means of achieving these needs and aspirations appear very limited. Apart from the limitedness of means of achieving life's objectives there are many negative intervening variables which usually stand in the way of achieving life's desires. The limitedness of means of achieving the desires coupled with the blocking and negating effects of certain intervening variables, create plenty of problems for humans. These problems are of various types and grades. Some are concerned with personality matters; some with vocational issues concerned with which job to choose; how to adopt in a work situation and prosper within a given vocational setting; some others are concerned with educational matters associated with learning, study habits, concentration and passing school examinations. Yet, there are others concerned with marital, moral, economic, social and political issues.

Some of these problems are very much within personal solution range. However, there are others which are beyond lone-self solution range. After experiencing some sleepless nights and developing some loss of appetite over a problem one cannot find ready solution, he/she finds himself or herself

consciously or unconsciously soliciting for some external help for an effective solution to that problem. Those who have little confidence in themselves or in others as regards their ability to solve these problems satisfactorily may resort to supernatural powers. Psychologists and victims of serious problems do know that unresolved problems may push the victim to a situation which may be regarded as psychological trauma usually symptomised by worries, anxieties, depression and tense feelings.

These unresolved serious problems may push the victim into a sort of psychological sickness. The psychologically sick person may not adjust well in a given situation – school, industrial and social milieu. Such a situation paves the way for unhealthy interpersonal relationships, reduced productivity in whatever business one is engaged in.

As Ghana is making giant strides towards economic development and expansion coupled with rapid population growth, the citizens are sure to face many serious problems from almost all aspects of human life. Most of these cannot be solved by the citizens themselves. They need some external help. This is true of adults as well as adolescents. It is also true of all fields of human endeavour including the school setting. To solve their problems effectively, they need the services of the members of the helping profession; to be precise, the services of qualified professional guidance counsellors.

It is only human that when a person cannot solve his problems by himself, the most immediate reaction would be to consult someone else he thinks can offer the desired solution. Sometimes he may be lucky to come across that person who

actually helps him in solving the problems. At other times he may run into a charlatan or a quack who complicates issues and compounds the problem.

There is therefore, much need for establishing official guidance and counselling units for offering psychologically sound services much needed for various problem solutions. Such services unit will make the individual citizens not only grapple with their problems satisfactorily and effectively but also get well adjusted and adapted to their social milieu so as to perform their normal duties with vim for the overall good of themselves and the nation.

According to Assoah (2007) in the United States of America, George Merrill in 1895, started an experimental career guidance programme at the California School of Mechanical Arts for students. Between 1898 and 1907, Jesse B. Davis implemented systematic guidance programmes in public schools in Michigan. Guidance services were introduced in schools later in some other states. Parsons in 1908 established a Vocational Bureau to guide young people seeking jobs and to train teachers to serve as career or vocational counsellors. In the 1920s, John Dewey emphasized the school's role in guiding students in their personal, social and moral development. Consequently, schools incorporated guidance activities into the curriculum for the purpose of developing skills for living. Williamson also developed the first theory of Guidance and Counselling, known as the Trait and Factor Theory, and was applied in schools (Assoah, 2007). In 1946, academic programmes in Guidance and counselling were introduced in the universities. In the same year, the United States parliament passed the George-Barden Act. This legislation provided funds to develop and support

guidance and counselling activities in schools and other settings. The United States parliament also passed the National Defense Education Act of 1958. This Act provided funds to help the states establish and maintain school counselling, testing and other guidance related services in secondary schools. It also authorised the establishment of counselling institutes and training programmes in colleges and universities to improve the skills of those who are working with students in secondary schools or of persons who were training to become school counsellors. In the 1950s, new theories of counselling were introduced and used for counselling students and other categories of people. Examples are the Person-Centered Theory, Rational Emotive Theory, Reality Theory and Adlerian counselling (Assoah, 2007).

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) 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 of Educational Planning and Administration (I.E.P.A.) of the University of Cape Coast organised eight-week intensive in-service training for selected teachers in guidance and counselling to enable them function as guidance co-ordinators (Pecku, 1991).

The University of Cape Coast included courses in Guidance and Counselling in its undergraduate and post-graduate in education programmes in 1971. It was in this year that the University of Ghana established a counselling centre for students. In 1976, the University of Cape Coast introduced a Master's programme in Guidance and Counselling. The Kwame Nkrumah University of Science and Technology also established a counselling centre for her students in 1993. In 1997, the University of Cape Coast set up a counselling centre for her students and staff. This university later introduced sandwich Masters in Guidance and Counselling in the year 2006. The University of Education, Winneba also mounted undergraduate and Master's programmes in Guidance and Counselling between the 1990 and 2004. With the introduction of guidance and counselling courses at University of Education to complement the effort of the University of Cape Coast in training guidance counsellors it is evident that Guidance and Counselling has come to stay in Ghana (Taylor & Buku, 2006).

In Wesley College, the chaplain who also teaches is the guidance co-ordinator of the college. However, the students face several problems for which reason guidance and counselling is needed but partially provided. The counsellor

has no office and therefore keeps no records. There is no confidentiality as counselling sessions are held either under trees, the Assembly Hall or in the counsellor's home. Most of the students (at all levels) are not aware of the existence of a guidance co-ordinator as he is not introduced to them during the first year orientation period. The guidance co-ordinator is a member of the disciplinary committee. Most students therefore fear to go for counselling especially if their problems have to do with school rules and regulations as he/she may be sent to the disciplinary committee to be punished.

Some of the training college students are adults but most of them are adolescents. Most often, adolescence has been stereotyped as abnormal or deviant. Young people of every generation have seemed radical, unnerving and different from adults. Adolescents may try on new identities and enjoying moderate amounts of outrageous behaviour with hostilities toward parents, school and the society.

The problems of Wesley College Students are so many. They range from financial and academic to social, especially, opposite sex relationship and alcoholism. The adult students usually have families and therefore have financial responsibilities toward them. They may also be affected by academic and other family (social) problems to deal with while in school. In the college, students seek their own solutions (which may be inappropriate) to problems because of the problems with the guidance and counselling programme in the school. The problems include the counsellor being a chaplain and not a professional counsellor, lack of office and materials to work with.

Statement of the Problem

Wesley College will soon attain tertiary status. Although there is a co-ordinator in the college, the writer thinks that the guidance and counselling services in the college is not the best. They could be better off than they are today. Secondly, no local research has been done to examine empirically the kinds of problems learners face and measures that could be employed to solve them. There is therefore the need to investigate into the guidance problems of the college.

Purpose of the Study

This study seeks to:

1. Identify the problems of the guidance and counselling programme in Wesley College. Students as well as the counsellor have several problems as far as guidance and counselling in the college is concerned. These are the problems that the work will seek to find out.
2. Investigate the causes of the problems.
3. Recommend the measures for improving upon the Guidance and counselling services in the college.

Research Questions

The study will be directed by the following questions:

1. What major problems are faced by the students?
2. What major problems do Guidance and Counselling face in the college?
3. To what extent do students patronize the guidance programme of the college?

4. What facilities are there for the counsellor to work with?
5. What services are offered by the present guidance programme?

Significance of the Study

The study will be beneficial to the college as it will help to bring out the problems of the college as far as students and the guidance programme are concerned. It will give enough reason to improve the guidance programme in the college. The college will soon turn fully tertiary and the college counsellor's work will be made easier as most of the problems that make him inefficient will be known. The students will also have a good guidance programme since there will be recommendations to help solve their problems. They will now be happy to go for counselling knowing that their problems will be solved.

Delimitation

The focus of this study is on Wesley College. It looks at the guidance programme that already exists as to the problems of the programme and what can be done to improve it. The people that will be used for the research are the counselor and the students of Wesley College in Kumasi. The study concentrates on only two guidance services (counselling and information services).

Limitations

The following are the problems that are likely to affect the results of the research:

1. There may be some of the students within the sample who either did not know the college counsellor at all or had not interacted with him. However, since they had been chosen to respond to the questionnaire, may provide any information that comes to mind.
2. The college counsellor probably did not provide information that reflects his personal shortcomings and that of his work.
3. Another expert apart from the supervisor could have helped to improve upon the items in the instrument.
4. Since Wesley College of Education is only one of the thirty-eight colleges of education (training teachers) in Ghana and the situation in other colleges may be different, it may not be appropriate to generalize the results of the research for all the colleges of education.

Definition of Terms

The following definitions are provided to facilitate an understanding of the terms used throughout the study.

GUIDANCE: The help given by one person to another in making choices and adjustment and in solving problems.

COUNSELLING: A process by which a troubled person is helped to feel and behave in a more personally satisfying manner through interaction with an uninvolved person (the counsellor). It is a number of procedures used in assisting

individuals to maximize his/her overall personal development so that he/she could be more effective, satisfied and more useful to the society in which he/she lives.

COLLEGE COUNSELLOR: A person appointed by the college to attend to the guidance and counselling needs of the students.

LATE ADOLESCENT: One whose age lies between 18 and 23 years.

EARLY/YOUNG ADULT: One whose age lies between 23 and 35 years.

Organization of the Rest of the Study

The second chapter of this study is the Literature Review. The review is organized under three main headings namely, introduction, theoretical framework and empirical review. The introductory aspect talks about the background of the study. The theoretical framework gives the conceptual framework of the issue (guidance services) under study and its related areas. The empirical review also presents the major findings of other researchers. It proceeds from broad to focus. The chapter ends with a summary. Before the Review of Related Literature, chapter one (Introduction) had dealt with areas such as the background of the study, purpose of the study, research questions, significance of the study, delimitation, limitations, definition of terms and organization of the rest of the study.

The next chapter is entitled 'Methodology'. It covers sub-headings such as research design, population, sample and sampling procedure, research instrument, data collection procedure and data analysis plan. The research design was descriptive and the strategy was a simple survey. The accessible population was Wesley College of Education. Stratified random sampling was used to obtain a

sample of 200 students. A Likert type was designed and used to collect data for the research. Students were grouped according to their programmes before the lottery method was used to select the sample proportionally. For the method of analysis, the four-scale questionnaire was collapsed into two namely, 'True' and 'Not True'. The frequencies and their corresponding percentages were discussed to answer the research questions.

Chapter four (Results and Discussions) presents the results with their discussions using the research questions. The discussions included the interpretation of the findings with reference to previous findings. Implications were drawn from the findings as well.

The last chapter comprises the Summary, Conclusions and Recommendations. The summary gives the overview of the research problem and methodology. A summary of the findings are also presented here. The conclusions were based on the results of the study. Recommendations are also based on the findings. Suggestions for further research were also added.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

Guidance and counselling is not foreign in the Ghanaian society. The traditional society provided certain services which could be termed guidance. However, with the introduction of Western Education, guidance has been practiced by teachers, administrators and chaplains.

Such assistance it seems was offered in times of crisis, therefore making it crisis oriented. This type of assistance was not organized. It was neither structured nor systematic. Therefore, it partially helped the client. With the passage of time, however, attempts have been made to provide systematic guidance and counselling in schools and colleges.

It is also true that human beings are always beset with problems. Whether people who lived years ago faced more serious problems than people today is highly debatable. Fortunately, our methods of problem solving have advanced greatly in recent years.

The giving of professional assistance has become an accepted and vital part in our society. Examples include medical help from physicians and mental health by psychiatrists. During the past half century, a new movement designed to give professional assistance to the young people in schools and colleges has

improved and developed. It has been identified as guidance and counselling services, a dynamic, constantly changing field.

In the view of Meek (as cited in Makinde, 1990), guidance in the colleges has become necessary due to the greater complexity of modern living. This has resulted in increased pressure that can be seen from maladaptive behaviours and hindrances to learning. Guidance should, therefore, aim at correction of maladjustment.

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 and counselling services in the training colleges on the part of the students is a clear indication that, they have not been exposed to the services in the basic schools as well as senior high schools. If this all important programme had been fused into the educational programme, it could have prevented many delinquent problems in the training colleges.

Elkind (as cited in Chauhan, 2002) revealed that adolescents are egocentric. They want to be autonomous, free and independent of the adult control; an attempt by the adult to suppress these, give rise to resentment, uprising and confrontation with adults.

The adolescent has a keen desire for independence, and this sometimes leads to friction and conflict between him and his parents. He also battles with the problems of growing up alone. He is torn between resenting adult interference and

wanting to confide in them. An adolescent must know what he can do in order to know who he is. The mistakes he makes are generally due to inability to make account of factors that are beyond his experiences, hence the need for guidance and counselling. The young adults may still be ignorant about how to deal with family pressures which they experience (Chauhan, 2002).

Furthermore, the student body is heterogeneous in composition it represents many people from different cultural backgrounds being trained to take care of young ones. There is therefore, the need for a programme which will help identify the various groups derived from various cultures and backgrounds and provide their various needs. Guidance and counselling programmes in the colleges will be relevant to this situation (Gibson & Mitchell, 1995).

In addition to facts already discussed, the training college curriculum is subject matter oriented as well as practical oriented. Many of the students found their way into the training college as a matter of course or pressure from parents as a last resort. To such students, there is emotional stress which should be properly handled through subject tutors and the counsellor co-operation.

Guidance and counselling programmes run in training colleges are therefore, relevant in aiding the total development of students into useful beings in the society.

To help treat this chapter very well, there will be a brief discussion on the following topics.

- A. The Concept of Guidance.
- Services of Guidance.

- B. The Concept of Counselling.
- C. The Role/Responsibility of the Guidance Coordinator.
- D. Counselling Adolescents.
- E. Counselling Adults.
- F. Characteristics of Effective Guidance Programme.
- G. Empirical Evidence.
- H. Summary of Literature Review.

Theoretical 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.

According to Shertzer and Stone (1981), Guidance as a concept denotes the utilization 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 organized to achieve a helping relationship. Guidance is therefore a process, not an end result. Learning how to solve problems is more important than the solution of a specific problem. "Guidance is a learning process"(Strange, 1983). Shertzer and Stone, (1981), see Guidance as the process of helping the individual to understand himself and his environment/world so that he can utilize his potential.

As it is true with all definitions, there is the need for clarification and qualification of key words as they are used by various writers to explain guidance.

First is the word “process”. A process is any phenomena that continually change over time. The use of the word here denotes that Guidance is not a single event but involves a series of actions or steps progressing towards a goal. Secondly, the words “helping” and “aiding” are defined as assisting or availing. Many helping occupations such as Psychiatry, Psychology, Social work, and the like have as their major purpose the prevention and remediation of human difficulties. Guidance does the same thing. Thirdly, the word “individual” refers to students in the school setting. “Understanding themselves and their world/environment” means that individuals come to know who they are (unique individuals); become aware of their personal identity; perceive clearly the nature of their person; experience their world, the aggregate surroundings and the people with whom they interact more deeply and completely(Assoah, 2007).

“Guidance services are formalized actions taken by the school to make guidance operational and available to all students” (Shertzer & Stone, 1981). These services may be divided into three main components: they are educational guidance, vocational guidance and personal/social guidance.

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.

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”.

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).

The Services of Guidance

Guidance services most commonly found in schools are organized around the Orientation or adaptive services, Appraisal services, Information services, Placement services, Consultation services, Follow-up services, Evaluation services and Counselling services.

Orientation or Adaptive 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. Also the new environment with its rules, regulations and administrative set up, appears completely different. Orientation service is, therefore, designed to help students make adjustments during such critical transition periods.

Programmes are drawn up to familiarize them with the overall school situation. They are introduced to physical plants, administrative setup, rules and regulations governing student conducts, 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 enable new students to interact with their guidance coordinators for the first time (Taylor & Buku, 2006).

Appraisal or Data Collection Service

The appraisal service is designed to collect, analyse and use variety of objective and subjective personal psychological and social data about each student. It is for the purpose of 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 organize useful information about himself. This helps him to know his strengths and weaknesses to enable him 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 realized through

sound techniques of collecting, organizing, interpreting and using relevant student information.

Information or Distributive Service

While the appraisal service collects information about the student, the information service gives information to the students (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 individual student to evaluate themselves and their opportunities. The service also aims at making 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).

Placement Service

Placement is designed to enhance the development of student by helping them to select and utilize 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 occurred 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 utilize his abilities to the satisfaction of his interest and needs.

Consultation Service

This service brings together the guidance coordinator and other people to work with the student so that they can help him. 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 mail survey (questionnaire) personal interview and telephone interview.

Bolge (1984) stresses that this area is often overlooked. It deals with students who have left the school either as drop outs 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 student.

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). 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 extent to which the programme has achieved its desired goals and what changes or improvements are needed.

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. It is characterized by trust, respect as well as complete absence of coercion.

The Role/Responsibilities of the College Counsellor

Different groups of people seem to hold different views on what the college counsellor's role should be. Pietrofessa (1980), reports that students look on the college counsellor as an academic advisor who is expected to know something about courses, curricular and educational, as well as vocational opportunities.

Shertzer and Stone (1981) and Miller (as cited in Makinde, 1990), are of the view that the college counsellor's role includes counselling students on matters of self understanding, decision making and planning. Other roles are consulting with staff and parents on issues about students. They also play the role of understanding and using information about students. Their roles include the interpretation of information collected about students to school administrators for curriculum development. Shertzer and Stone (1981) noted that the counsellor has responsibilities towards students, staff, parents (guardians), the community and his or her profession.

The counsellor additionally helps students in the following ways:

1. Demonstrating respect for worth, dignity and quantity and quality of student human right.
2. Showing concern for and assisting in the planning of the student's educational, career, personal and social development.
3. Aiding the student in self evaluation, self understanding and self direction enabling him to make decisions consistent with the immediate and long range goals.

4. Assists students in developing healthy habits and positive attitudes and values.
5. Assisting students in understanding their strengths and weaknesses, interest, values, potentials and limitations.

The responsibilities of the counsellor to the school staff are as follows:

1. Contributes to curriculum development and co-operates with administrators and teachers in the refinement of methods for individual learning.
2. Contributes to the development of flexible curriculum to provide meaningful education for each student.
3. Utilizes modern technology and para-professional personnel to disseminate educational and career information. He interprets this to professional staff
4. Assists in research related to students' needs by conducting studies related to the improvement of educational programmes and services.

The counsellor also performs the following responsibilities to parents:

1. Makes discreet and professional use of information and shares information during conferences.
2. Shares with parents and guardians information related to student and interprets pertinent data about the counsellee's academic record and progress.
3. Interprets the guidance programme of the school to the parent or guardian and familiarizes him with the guidance service available.

4. Involves the parent/guardian in the guidance activities within the school.

The counsellor's responsibility to the community is that, he/she should have knowledge of such service as health clinics, planned parenthood clients, voluntary programmes, co-operative programmes, apprenticeship of labour organizations, chamber of commerce and other community agencies. The coordinator works in conjunction with these agencies for the benefits of the student.

The counsellor performs the following responsibilities toward his profession:

1. Must have an understanding of his own characteristic and their effect on counselling.
2. Is aware of his level of professional competence and present it accurately to others
3. Continue to develop professional competence and maintain an awareness of contemporary trends in and outside the school community.
4. Discusses with related professional associates (counsellors, teachers, administrators) practices which may be implemented to strengthen and improve standards or conditions of education and employment.

Counselling Adolescents

Hall (as cited in Santrock, 2005) referred to the adolescent years as a time of "storm and stress". The storm-and-stress view is Hall's concept that adolescence is a turbulent time charged with conflicts and mood swings. The adolescent may be nasty to appear one moment and kind the next moment. At one

time he or she may want to be alone yet seconds later companionship. Freud (as cited in Santrock, 2005) described adolescent as sexually driven and conflicted.

Adolescence is a transitional period between the end of childhood and the beginning of adulthood or maturity. It occurs roughly between the ages of twelve and twenty. This is a period in every person's life when all seems to be confused; when nothing is good in the eyes of the perceiving adolescent; when he is in 'no man's land' (Lewing as cited in Chauhan, 2002) and when his role is not clearly defined. Adults describe this period as a period of body contour and stature resembling that of an adult (Meek, as cited in Makinde, 1990).

Most studies that have been carried out in this field (Havighurst, Mead & Abiri as cited in Makinde, 1997) have referred to this developmental stage as a transitional period with three phases:

1. biological, refers to that span of a young person's life between the obvious onset of puberty and the completion of bone growth.
2. sociological, referred to as the transitional period from dependent childhood to self – sufficient adulthood.
3. psychological, referred to as a “marginal situation” in which new adjustments have to be made namely, those that distinguish child behaviour from adult behaviour in a given society.

Characteristics of Adolescence

In physical development, puberty occurs during adolescence. Biological changes at puberty clearly differentiate in physical development of males and females. These changes are initiated by hormones secreted by the pituitary gland.

The growth hormone and gonadotrophic hormones initiate change that result in the individual reaching his/her full physical size and sex maturation. This stage is characterized by the development of the secondary sexual characteristics.

In terms of social and emotional development, associated with puberty is the problem of sexual identity and a person's perceptions of self (self esteem). Puberty triggers off an interest in the opposite sex and the desire to get to know them better. Adolescents are concerned about how the opposite sex perceives the other so both boys and girls worry about pimples, their figure etc. Most of all, they do not want to be different from their peers. They want to belong and to be accepted. This is what produces peer pressure. This coupled with the high energy level during adolescence make it imperative that young people channel their energy and interest constructively.

Adolescents also develop cognitively (mentally). From the point of view of Piaget, the adolescent reasons in more abstract, idealistic and logical ways. During this period, all aspects of intelligence (e.g. judgment, reasoning, comprehension, memory and concentration) mature rapidly. Adolescents are no longer satisfied with being told what to do. They want to know why and to contribute. They may, therefore, challenge or rebel (Dulcan, 1997).

Values and moral development also occur in adolescence. Another aspect of cognitive development that changes during adolescence is reasoning about moral issue. Many adolescents are searching for something to believe in that will make sense out of their world and give meaning to their lives. This may lead to increased religious activity and sometimes some fanaticism.

Counselling Needs of Adolescents

Adolescence is a delicate period when boys and girls are faced with special needs and problems that they never had before, and problems that are somewhat different from what they encountered in childhood or will encounter as adults. Certain needs are accentuated, and a series of development task must be mastered properly. When the needs of this age are not adequately provided for, the problems of indecision, uncertainty, conflict, instability, unpredictability, perhaps leading to delinquency, alcoholism, career muddle and hindered heterosexuality may surface, hence the need for guidance and counselling to help adolescents find solutions to their many problems or better still help prevent them.

There is a wide variation in the age at which an adolescent's growth spurt start and end when puberty takes place; adolescents become pre-occupied with their looks and are often dissatisfied with how they look. They want to belong and to be accepted. Therefore in order for an adolescent to adjust and overcome the needs, the counsellor must assist the individual to accept himself/herself emphasizing on uniqueness and individual differences. Here, the individual accepts his physique, weaknesses, strengths and values. This will make the adolescent understand why somebody can do something she cannot do and also she does something uniquely. The counsellor should help to build the self esteem and confidence of the individual. Hormonal imbalances in adolescents could lead to mood swings and the counselor should assure the adolescent that it is transitional and will not stay with him/her permanently. Counsellors also help the

adolescents to address their personal problems by giving information and equipping them with decision-making skills.

The child comes to know about sex from the early age. Surveys made by Ramsey and Hamilton (as cited by Chauhan, 2002) prove that children cannot be kept ignorant of sex knowledge. Puberty triggers off an interest in the opposite sex. Older males may confuse their physical maturity with emotional maturity and this may lead into early sexual activity. It is therefore the role of the counsellor to assist them to understand such biological changes. The counsellors should also help them to identify their interests and develop hobbies so that they can harness their sexual energies positively (Dulcan, 1997). Stanley Hall perceives adolescence as a turbulent time charged with conflict and mood swings (Hall, as cited in Santrock, 2005)

Morgan (as cited in Chauhan, 2002) emphasizing the importance of emotions writes that emotions are basic, primeval forces of great power and influence, designed by nature to enable the organism to cope with circumstances which demand the utmost effort for survival or success, or to “add colour and spice to living”. If there had been no emotion in the life of the organism, then life would have seized and progress would have been checked. The counsellor should assure the adolescent of the emotional support of their parents, teacher and guardians. Also, he has to help them to build their emotional strength by developing positive attitude that will enable them to detach from their parents emotionally at the appropriate time.

As adolescence and emerging adulthood unfold, achievement takes on a more central role in development, work becomes a major aspect of life, and a stronger interest in careers emerges (Santrock, 2005). The greatest single problem which bores the adolescent mind is uncertainty about their future vocation. What they will do after school haunts their mind especially when they see thousands of adolescents unemployed.

The counsellor should help the adolescent understand his strengths, weaknesses, capabilities, interest and aptitudes and the correlation with career. The adolescent must also be helped to understand the competitive nature of education today and know that his/her achievements will determine the educational programme he/she can pursue. The counsellor must also provide relevant information on careers, job prospects and remuneration, writing of application letters, assist them to prepare comprehensive curriculum vitae (CVs) and how to conduct one's self during interviews. Adolescents should also be assisted by the counsellor to develop positive attitudes of human relations. The counsellor should mount career conference and invite other professionals to interact with adolescents. Through counseling, adolescents should be assisted to access scholarship and other source of finance toward their education and career development.

The problems of the adolescent have multiplied with the socio – economic development of a country and money is one of such problems. The adolescent is engaged in many activities which involve money yet some feel shy of asking for it

from their parents. Some parents too are conservative in providing money for extra activities of their sons and daughters (Chauhan, 2002).

Counsellors should assist adolescents to spend within their means. Parents should be helped by counsellors to support the adolescent financially and if possible provide opportunities for them to be employed during vacations. Adolescents should be helped to distinguish their needs from their wants so that they can depend on the little resources available.

Counselling Adults

The Cambridge International Dictionary of English (1995) defines adult as a person (animal) that has grown to full size and strength. Thus, adult in the British law is someone over 18years old and capable of paying the admission fee but children get into school free of charge. A working definition of adult is a person who is of age (18 years and above) and matured enough to take certain family as well as social responsibilities in the society.

According to Gould (as cited in Parrillo, 2008), the central goal of young adulthood (18 to 30 years) is establishing a primary relationship in an occupation and in an appropriate social milieu. Some researchers believe that personality continues to change in the second half of life span – Middle aged people are less self-centered and more sympathetic, have better coping skills, and are more productive and dependable than younger people. People may experience a mid – life crisis when success in one area of life leaves them feeling unfulfilled and ready for a decisive shift of career or life style. More commonly, there is simply a mid-life transition, a period of taking stock of one's life and formulating new

goals. Counselling adults will therefore help them get their focus well set and prevent embarrassment and stress.

All counsellors are accredited and are committed to providing service and are experienced in dealing with a broad range of issues including the areas where adults may need counselling. These are:

1. Child abuse surviving adults (sexual, physical, emotional and neglect abuse)
2. Substance abuse and depression.
3. Anxiety, stress, panic attacks and fear.
4. Guilt, shame and post traumatic stress disorders.
5. Relationship difficulties and marital problems.
6. HIV/AIDS and STI cases, etc.

Counselling services equip the counsellor with the requisite knowledge in offering such services to assist client as to how to solve day-to-day problem.

These services include the following:

1. Information provision
2. Appraisal/testing.
3. Counselling (helping process).
4. Recording, placement, follow-up, referral/research and evaluation.
5. Diagnosis and recommendations

Categories of Counselling for Adults

Adults (young adults, middle-age, and older adults) have their counselling needs, therefore, adults counselling is best approached by counsellors when they are able to classify adult needs into personal and social counselling, crisis counselling, vocational/career counselling, academic/educational counselling.

Personal and social counselling involves individual along the line of problems other than educational or vocational. These problems have to do with emotional disturbances. For instance:

1. Adults with HIV/AIDS and STI problems where isolation, neglect, depression and hopelessness are featured.
2. Adult survivors of child abuse.

Brammer (1988) states that crisis is a state of disorganization 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. Marital problem like divorce.
2. Adults with learning disabilities
3. Accident victims like fire disaster with deformities and incapable to work.
4. Adults with grief and bereavement for example, where one's parents and siblings die or financial support is disrupted by sudden death of parents or guardian: sickness and treatment of incurable disease.
5. Loss of position, job or esteem, etc.

Individuals may experience one or more of the above crisis and with difficulty in coping with life. Therefore, adults in crisis will need counselling.

Olayinka (as cited in Makinde,1990) says vocational/career counselling 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.

Olayinka (as cited in Makinde, 1990) refers to academic counselling 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.

We also have people with special problems who are discriminated and are not given education. Among such are the physically handicapped,the blind, the dumb, etc. They also have counselling needs which have to be met.

Research studies indicate that culturally different clients frequently do not take advantage of counselling services, and that if they do, they frequently terminate the relationship prematurely (Sue, 1990). It was also found that the termination rate for Asian-American blacks, Chicanos and Indians was 50% after the first interview, this compared with a fair termination percentage rate for Anglo clients (Sue, 1990). It is evident from these findings that counsellors must be specially prepared to work with the culturally different groups.

The issues related to counselling women are many and varying from sex discrimination and sex role stereotyping to career choice and support services for women combining profession and family roles especially for those re-entering the work force. Research investigation into all facets of counselling women is expanding and is an attempt to enable counsellors to assist women in the new personal and vocational choices they are making. Sexist attitudes have permeated in social, religious and educational institutions.

In the fight against discriminatory practices towards women, we have become acutely aware of the negative impact of sex role stereotyping. Women throughout history have been socialized to relate in traditionally feminine ways. These socializations have presented difficulty for women as they enter the work force and have seriously limited opportunities available to them.

Since career decisions are made by many women during high school, interventions must begin in the early years (Chusovir, 1983 as cited in Parrillo, 2008). Counsellors must become involved in career exploration activities with elementary school age girls. Additionally, they must design interventions that help

young girls develop positive self concepts. While a preventive approach is obviously preferable, we must continue to expand sex role definitions through interventions that are designed to make women feel more powerful and capable of handling demands of the multiple roles they face.

Characteristics of Effective Guidance Programme

According to Shertzer and Stone (1981) all guidance programmes must have the following characteristics to make it more effective:

1. Counsellors are qualified for the positions by meeting the minimum requirements for state certification or by holding a degree in counselling.
2. Appropriate records are maintained that reflect a body of information about each student enabling teachers and counsellors to understand and help students.
3. Information materials are presented and accessible.
4. Appraisal data are available and used by school personnel to help students with individual concerns relating to adjustment, planning and development.
5. Personnel are self evaluative and experimentally oriented.
6. Adequate physical facilities are available for guidance.
7. The existence of adequate financial support.

Any lapses in any of the above characteristics render the guidance programme in the school less effective.

Empirical Review

The Need for Guidance and Counselling in Training Colleges

Concerning the need for guidance and counselling in training colleges, Pecku (1991) states that the college is made up of students who hail from different backgrounds and have different abilities, interests and ambitions. Someone must help these students adjust to school life. These students need help to settle down in school. Those who have moved from a village to a town have more difficulty getting used to the school and the new town at the same time. Guidance and counselling is therefore, needed to help new students adjust to the school. This is usually taken care of through orientation.

In support of this view, Turkson (1987), in “A survey of guidance and counselling in some selected schools in Takoradi” found that both teachers and heads of institutions see the need for guidance and counselling in schools since they aid in the development of students. Teachers and heads of institutions formed the population for the study. The study was to find out the extent of effectiveness of guidance and counselling services in schools.

Earlier studies conducted by Sowah (1984), Affum-Gyan (1992) and Ocansey (1992), revealed that orientation, counselling, information, consultation, appraisal and placement services were offered in schools while follow-up and evaluation were not offered. In all cases both teachers and students were used as respondents. 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 institute guidance and counselling services to help students to adjust to the school situation and make utmost use of their abilities, interests and ambitions.

Absence of the Guidance and Counselling Programmes in Schools

Talking about the absence of the guidance and counselling programmes in the schools, 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 (1983), 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.

This view is supported by Onumah, in an article published in the “Daily Graphic” of February 28, 1992 issue, P.7 that in some schools headmasters show negative attitude towards the guidance programme and thus do not see the need for the programme. The heads are at loggerheads with coordinators because students confide in the latter. Heads think that the co-ordinators 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. Anyimah (1983) also attributed the absence of guidance services in the school to poor orientation of teachers’ and administrators on the need for the guidance programmes in the school.

Looking at the functions and roles of the guidance and counselling coordinator, it is imperative for the school coordinator to undergo some form of

training. Turkson's investigations revealed however that there were not enough trained practising counsellors in many schools. Most of the schools made use of interested teachers. These teachers played two difficult and complex roles simultaneously. For their counselling roles, they would not be specialists, since teaching and guidance should be handled by two persons not one. The whole guidance programme therefore is open to convenience or coincidences. This is due to lack of trained counsellors. This goes to support the views of Shertzer and Stone (1981).

Factors that Account for the Effectiveness of the Guidance Programme

1. Counsellor should be qualified for the position by meeting the minimum requirement for state certification or by holding a degree in counselling.
2. Availability of adequate physical facilities for guidance programme.
3. The existence of adequate financial support. The absence of these characteristics in the guidance programme in the schools leads to ineffectiveness in the programme.

Regarding the ineffectiveness of the services, Abem (2007) conducted an investigation into 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, 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 work load of coordinators are the main problems hindering the effective running of guidance services in the schools. Furthermore, Ocansey (1992) discovered that lack of financial resources. Lack of furniture, lack of understanding the of guidance programme by students, lack of offices and heavy work load on coordinators account for the ineffectiveness of the programmes. The findings go to support earlier studies.

In the same vein, a study was carried out by Bondah (1996) in secondary 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.

The findings revealed that the ineffectiveness of the programme in schools is due to financial problems, lack of coordinators and in some cases ignorance of the existence of such a programme. Most students however, expressed the desire to have counsellors discuss their problems. All these findings are in line with views expressed by Shertzer and Stone (1981) and other earlier studies conducted on guidance and counselling services in schools.

Problems of the Adolescent Student

According to Okoye (1990), the home contributes to the problems of the individuals in schools. Some see the home as the source of their emotional problems. Such parental behaviours like, over protection, restriction, discrimination among children at home, physical abuse of the child, inability to provide enough money for basic necessities in the home and constant harassment of the child have caused emotional disturbances among adolescents. The resultant effect is that the individual's behavior and attitude to school work or activities are adversely affected. The link between the home and the school is made effective through one of the guidance services provided in the school.

A study was conducted by Awabil (2002) on the Guidance needs of senior secondary students in the Balsa and Kasena-Nankana Districts of Upper East Region (Ghana). The problems identified were around study habits, employment, self-understanding, interpersonal relationship, drug information, career information and sexual information.

Forde (1999) also conducted a study on the self-perceived personal and social worries of Ghanaian adolescents, using six senior secondary schools in the Greater Accra Region. The problems of the students were around health, finances, opposite sex relationship, self-esteem, moral and religious issues, future studies, adjustment to school and relationship with family and other people. It also came to light that the frequency of the expressed worries was inversely related to the adolescent's socio-economic background.

The studies go to support earlier findings that the conditions at home could greatly influence the life of the adolescent. To alleviate this problem, there is the need to cater for personal, educational and vocational needs of the adolescent. Hence the need for guidance and counselling services in schools. This is one of the most important student personnel services which are to be provided in the school.

Summary of Literature Review

The review of literature has so far described the problems and concerns of adolescents who are the majority in training colleges. The various problem areas identified include: the adolescent's desire for independence which sometimes results in conflict and friction with adults, the problems of young adults and the heterogeneous nature of the college population which calls for attention to deal with individual differences.

Various definitions have been given by authors for the term guidance and they all aim at helping the individual (student) to understand himself and his world in order that he can utilise his potentials.

Guidance has three main components which are educational guidance, vocational guidance and personal or social guidance. Guidance services run in schools are organised around the following: orientation services, appraisal services, information services, counselling services, placement services, consultation services and evaluation and follow-up services.

The role of the school counsellor is seen in his responsibilities to the student, the staff, parent or guardian, the community and the counsellor's own

profession. Shertzer and Stone (1981) have outlined some characteristics that make guidance in schools effective. Any lapses in any of them, renders the guidance programme less effective.

Empirical evidence from various studies revealed that teachers and students see the need for guidance services. Reasons for the absence of guidance and counselling programmes in schools include teachers lack of interest in the programme and their failure to attend courses on guidance and counselling even when the opportunity was created. The absence is also attributed to lack of motivation of school coordinators.

The roles and functions of the guidance coordinator points to the fact that the counsellor should be a trained personnel and should have the skills and techniques of handling the programme. Combining teaching and counselling would not yield satisfactory results.

Ineffectiveness of the services can also be attributed to the lack of qualified personnel, lack of funds and lack of offices among others. In order to solve adolescent problems there should be an effective link between the home and the school through the guidance and counselling services.

Using the review of related literature, as a guide therefore, it is necessary to outline the guidance and counselling programme as they pertain to Wesley College. There is the need also to conduct a thorough research to investigate whether the two services selected are functional or not.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter is solely concerned with the research methodology that the researcher used to collect data about the study. It comprises population, sample, sampling procedure, description of research instrument and data collection procedure and method of data analysis.

Research Design

The study was a descriptive design and the strategy was a simple survey. It is a research that specifies the nature of a given phenomenon. Descriptive research thus involves collecting data in order to test hypothesis 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 and Thornhill, 2007). This write up seeks to describe and document the guidance and counselling situation as it naturally occurs in Wesley College of Education. 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. The researcher has to go further to draw conclusions from the data being described. He /she is also encouraged to develop the skills of evaluating data and synthesising ideas.

According to Saunders, Lewis and Thornhill (2007), simple survey asks questions and reports answers about the status of something

(phenomena). 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. However, researchers complain that their progress is delayed by their dependence on others for information. The data collected by survey is unlikely to be as wide-ranging as those collected by other research strategies (Saunders, Lewis & Thornhill, 2007).

Population and Sample

The research was limited to Wesley College of Education, specifically, second year students. Only second year students were chosen because the third year students were on the one year internship (out) programme and therefore were outside the campus. It was therefore difficult to reach them in their schools scattered within the region. First years were also too fresh to be able to provide the needed information. Therefore, the population for the study was second year students of Wesley College of Education for the 2008/2009 academic year. The sample was drawn from the various programmes (General, French and Science) without considering gender. A total of two hundred students were sampled from a total population of 344 second year students. Since the college is a Science and

French institution, General students were few. The breakdown is presented in Table 1.

Table 1: Distribution of Students Chosen by Programmes

Programme	Number of students	Number sampled	% of sample
General	87	50	25
French	108	63	31.5
Science	149	87	43.5
Total	344	200	100

Sampling Procedure

The stratified random sampling was used. Students were grouped according to their programmes before the simple random sampling, specifically, the lottery method was used to proportionately select the sample. In using the lottery method, a list of all the students in a particular programme (second year) was obtained and the names were numbered. These numbers were written on slips of paper and put in a container. The pieces of paper were mixed very well and picked one at a time from the container without looking into it. When a number was picked its corresponding name was recorded until the number of names, according to the proportion, was obtained. The process was repeated for all the programmes.

Research Instruments

A questionnaire consisting two parts or sections was administered to the respondents. The first section dealt with the personal or biographical data of respondents such as age, sex, programme, level and marital status.

The second section had thirty close-ended items on a Likert Scale. The scale was weighted 1, 2, 3 and 4 representing 'Not At All True', 'Not True', 'True' and 'Very True' respectively. Although the items were mixed up, they sought information on the major problems students in the college faced, the major problems Guidance and Counselling faced in the college, the extent to which students patronized the Guidance programme of the college, facilities available for the counsellor to work and the services offered by the present guidance programme. Information on all these areas was collected to help assess the Guidance programme so far as information and counselling services offered in the college are concerned. The college counsellor's views were collected through a similar questionnaire covering the same areas stated.

The instrument was pilot tested at Offinso College of Education using thirty students and their college counsellor. It had a high reliability co-efficient of 0.84. The Cronbach's Alpha was used in computing the reliability co-efficient of the instrument. Copies of the questionnaire can be seen in Appendix I and II.

Data Collection Procedure

The researcher administered the questionnaire in person. It was administered within a day. The researcher sought permission and assistance from the vice principal (academic) both in the choice of the members of the sample and

in administering the questionnaire. Students who fell into the sample were gathered at the college's Assembly Hall and briefed on the researcher's intention to administer the questionnaire. The Assembly Hall was chosen for this exercise because it was big enough to seat all the two hundred respondents at a time for prompt response and collection. The purpose of the study was also explained to them before the questionnaire was administered.

Method of Data Analysis

In analyzing the data, the raw data was tallied item by item while grouped under the various research questions the items were answering. The frequencies and percentages on the total (200) were then computed. To make the table more readable, the four-scale (Likert type) response was collapsed into two. Not At All True and Not True became Not True while True and Very True became True. The frequencies and their corresponding percentages were discussed to answer the research questions.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

This chapter deals with the quantitative and qualitative analysis of the data collected with reference to the research questions. The biographical data of the respondents is also presented in the chapter. In presenting the results, the multiple categories of the four point Likert scale has been combined into two categories, that is Not True (Not At All True and Not True) and True (True and Very True).

Biographical Data

Out of the 200 students sampled, 178(89%) were below twenty-five years. Twenty (20) students (10%) were between were between twenty-five(25) and thirty-five(35) years. Two students did not indicate their ages. The ages indicate that most of the students were between late adolescence and young adulthood with a few of them being adults. In terms of gender, there were 108 males, constituting 54% of the total sample. There were also 88 females, representing 44% of the total. Only four persons did not indicate gender. The reason for the males out-numbering females is that the college is a Science and French institution. In Ghana, very few females offer science at the senior high school level. The general class has been maintained in Wesley College of Education because of visually impaired students.

Table 2: Major Problems Guidance and Counselling Faced

Item	Not At All True Freq(%)	Not True Freq(%)	True Freq(%)	Very True Freq(%)	Missing Freq(%)	Total Freq(%)
I know who the counsellor is	86 (43)	50 (25)	31 (15.5)	33 (16.5)	-	200 (100)
At orientation students are informed about the services	44 (22)	42 (21)	69 (34.5)	43 (21.5)	2 (1)	200 (100)
The college counsellor can freely be approached	13 (3.5)	17(8.5)	31 (15.5)	15 (7.5)	124 (62)	200 (100)
The counsellor keeps discussions with students confidential	52 (26)	48 (24)	65 (32.5)	32 (16)	3 (1.5)	200 (100)
The counsellor counsels in his office.	58 (29)	70 (35)	29 (14.5)	35 (17.5)	8 (4)	200 (100)
Counselling takes place under trees	87 (43.5)	72 (36)	28 (14)	9 (4.5)	4 (2)	200 (100)
The counsellor meets students for counselling at the AssemblyHall	101(50.5)	64 (32)	23 (11.5)	9 (4.5)	3 (1.5)	200 (100)
I am aware of the counsellor's schedule	113 (56.5)	63(31.5)	15 (7.5)	5 (2.5)	4 (2)	200 (100)
The counsellor works with other members of staff	70 (35)	58 (29)	48 (24)	14 (7)	10 (5)	200 (100)
The counsellor interacts well with everybody	15 (7.5)	14(7)	20 (10)	15 (7.5)	136 (68)	200 (100)

Research Question One: What major problems did Guidance and Counselling face in the college?

The responses to the Research Question have been provided in Table 2.

For the purpose of the discussion, Not At All True and Not True have been collapsed into Not True. True and Very True have also been collapsed into True. It can be seen from Table 2 that majority of the students did not know who the counsellor is. One hundred and thirty-six students representing 68% said they did not know the counsellor. To the item that asked if students were told at orientation about the Guidance services in the college, 112 (56%) respondents said it is True but 86 (43%) said it was Not True. To the item that asked whether the counsellor is affable or not, 30 students constituting 15% said it was not true, 46 (23%) said it is True but a whopping 124 (62%) of the respondents were undecided (Missing System). The Missing System may represent either the students who have not gone to the counsellor before or those who did not know the counsellor at all. As to whether or not the counsellor kept discussions confidential, it was almost a 50/50response since 100 (50%) responded Not True and 97 (48.5) responded that it was True. Majority of the respondents (64%) circled Not True to the item that said the counsellor counsells in his office. A whopping 176 (88%) of the students indicated that they did not know of the counsellor's fixed time schedule. Also, 128 (64%) of the respondents indicated that it was not true that the counsellor works with other tutors. Therefore, some of the problems Guidance and Counselling faced in the college were that, there was a person appointed as a counsellor who had introductory training in Guidance

and Counselling but most of the students did not know him; students were not told about the guidance and counselling programme in the college; some of the few cases the counsellor handled were not kept confidential; there was no counselling office/room; no fixed time schedule for counselling; the counsellor often did not work with other tutors and there was lack of support from the administration (hinted by the college counsellor).

The set of findings here was that the counsellor was not a professional; most of the students did not know the counsellor; students were not informed about the guidance programme in the college; the counsellor did not keep some discussions confidential; no counselling office/room; heavy work-load of the counsellor; no fixed time schedule for counselling; the counsellor not working with other tutors and lack of support from the administration.

This set of findings is in line with an article published by Onumah (1992) which states that, some school headmasters show negative attitude towards the programme and do not see the need for the programme. It is also the view of Shertzer and stone (1981) that the roles and functions of the school guidance co-ordinator need special skills and expertise. The heavy workload of the counsellor being a problem confirms the view of Onumah (1992) that the heavy workload of the counsellor is partly responsible for the ineffectiveness of the guidance programme. The counsellor of Wesley College additionally teaches the schedule that every tutor in his department teaches, serves as the chaplain of the college, pastors a church outside the campus, serves on the disciplinary committee and also serves as the electoral commissioner of the college.

Although half of the students sampled indicated that guidance and counselling was very helpful, even students who were aware of the benefits, did not patronize the programme. The lack of patronage may be due to some of the problems mentioned above such as the counsellor not keeping discussions confidential and counselling taking place under trees and in the counsellor's house in the full glare of his family. Ocansey (1992) discovered among other things that lack of understanding of the guidance programme by students account for the ineffectiveness of the programme.

Table 3: How Students Patronized the Guidance Programme

Item	Not At All	Not True	True	Very True	Missing	Total
	True			True		
	Freq (%)	Freq (%)	Freq (%)	Freq (%)	Freq (%)	Freq (%)
I need to talk to a counsellor.	26 (13)	46 (23)	66(33)	58 (29)	4(2)	200 (100)
Guidance and counselling is useful.	34(17)	57 (28.5)	71(35.5)	36 (18)	2 (1)	200 (100)
Guidance and counselling can help me solve my problems.	73 (36.5)	57 (28.5)	48(24)	20 (10)	2 (1)	200 (100)
I read information pasted by the counsellor.	86 (43)	72 (36)	19 (9.5)	14 (7)	9 (4.5)	200 (100)

Research Question Two: To what extent did students patronize the guidance programme of the college?

The responses to the research question are presented in Table 3.

Not At All True and Not True have been combined as Not True, and True and Very True have been combined as True. In Table 3, 62% (124) of the students responded that it was True that they needed to see the counsellor. More than 50% (107 students) of the sample also thought that Guidance and Counselling are useful. Ninety-one (91) constituting 45% of the students answered Not True but 107 (53.5%) of them answered True. An overwhelming majority (158 or 79%) of the respondents said it was Not True that they read information pasted by the college counsellor. To a greater extent, students did not patronize the Guidance and Counselling services of the school, however small. All these confirm the views of earlier writers that the ignorance of students about the existence of the programme (Bondah, 1996) and lack of understanding of the programme (Ocansey, 1992) are some of the factors responsible for the ineffectiveness of the programme.

Table 4: Facilities for the Counsellor

Item	Not At	Not True	True	Very	Missing	Total
	All True			True		
	Freq (%)	Freq (%)	Freq (%)	Freq (%)	Freq (%)	Freq (%)
The counsellor has forms for recording Discussions.	88 (44)	63 (31.5)	34 (17)	9 (4.5)	6 (3)	200 (100)
The counsellor's office has furniture, computer and books .	118 (59)	54 (27)	14 (7)	9 (4.5)	7 (3.5)	200(100)

Research Question Three: What facilities were there for the counsellor to work with?

The responses to the research question are presented in Table 4.

Not At All True has been subsumed under Not True, just as Very True has been subsumed under True. From Table 4, it can be realised that the counsellor lacked logistics to work with. Majority of the respondents (75.5%) said that it was Not True that the counsellor had forms for record keeping. Overwhelmingly, 172 respondents constituting 86% also said it was Not True that the counsellor has furniture, computer and books. Only 23 (11.5%) of the students said it was True.

The college counsellor had nothing to work with. It has already been stated that the counsellor had no office. He also did not have forms for recording information on clients, no furniture, computer and books to aid counselling. Counselling took place either under trees, at the Assembly Hall or in the counsellor's house. The lack of facilities was partly due to the counsellor's low academic and professional background, and the poor attitude of the administration towards Guidance and Counselling in the college. Since the counsellor tripled as a tutor and the chaplain of the college, he used chaplaincy money to work on the few seminars that he was able to organise.

With regard to facilities, the study found that there were no facilities specially allocated to the guidance and counselling programme. For instance, the counsellor has no office, furniture, forms, computer and books. Counselling was held either under trees or in the counsellor's home. The lack of facilities may be due to the counsellor's inadequate academic and professional background in counselling and the administration's poor attitude towards guidance and counselling. This finding agrees with the finding of Ocansey (1992) that lack of financial resources, lack of office, lack of furniture and others were also responsible for the ineffectiveness of the guidance programme. Abem (2007) also agrees that lack of funds is one important cause of the programmes ineffectiveness.

Table 5: Services Offered by the Present Guidance Programme

Item	Not At All	Not True	True	Very True	Missing	Total
	True					
	Freq (%)	Freq (%)	Freq (%)	Freq (%)	Freq (%)	Freq (%)
The counsellor organizes talk programmes every semester	102 (51)	51(25.5)	17 (8.5)	26 (13)	4 (2)	200(100)
Career information is usually put on notice boards	90 (45)	69(34.5)	24 (12)	14 (7)	3 (1.5)	200(100)
Students have access to information on further studies	87(43.5)	73(36.5)	23(11.5)	14 (7)	3 (1.5)	200(100)
The counsellor	90 (45)	59(29.5)	30 (15)	15 (7.5)	6 (3)	200(100)

Table 5 cont.

organizes

talks on HIV

and AIDS .

The	75(37.5)	59(29.5)	39(19.5)	20 (10)	7 (3.5)	200(100)
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counsellor

gives talks on

opposite sex

relationship .

Students

receive	54 (27)	49(24.5)	62 (31)	26 (13)	9(4.5)	200(100)
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information

on

substance

abuse.

Research Question Four: What services are offered by the present guidance programme?

Table 5 has the responses to the research question.

For the purpose of the discussion, Not At All True has been added to Not True as Not True and Very True has been added to True as True. The counsellor was either not organizing talks for the students at all or organized very few talks. Majority (153 or 76.5%) of the respondents said it was Not True that the counsellor

organized talks for the students every semester, and 43 or 21.5% of them responded that it was True. Also, 149 respondents, representing 74.5% circled Not True for the fact that the counsellor organized talks on HIV/AIDS for the students. Very little information was given to students. For instance, 159 respondents, representing 79.5 said it was Not True that the counsellor made career information available to students. A whopping 160 (80%) of the students chose Not True to the item that stated that the counsellor provided information on further studies. Table 5 clearly shows all these. From the foregoing, it can be seen that very little was done in the provision of Information and Counselling services. The few seminars organized were the only way of providing information. This means, very little information was provided. In terms of counselling, very few students went to see the counsellor for that purpose. Olayinka, as cited by Makinde (1990) has stated that information service may be educational, vocational, social, recreational, emotional or moral. However, the information service provided at Wesley College of Education did not include educational and vocational.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with the summary of the study and conclusion drawn from the findings. Finally, recommendations are offered based on the findings and their implications.

Summary

The purpose of this study was to assess the guidance and counseling services as they were practiced in Wesley College of Education, Kumasi. It was a survey involving two hundred students and the college counsellor. The study aimed at finding the guidance and counselling situation in the college. Findings of other works, both published and unpublished, related to the topic of study were reviewed in the study to help gather relevant information on the study. Thirty – item questionnaires for students and also for the counsellor were designed to answer the following questions:

1. What major problems are faced by the students of the college?
2. What major problems do guidance and counselling face in the college?
3. To what extent do students patronize the guidance programme of the college?
4. What facilities are there for the counsellor to work with?
5. What services are offered by the present guidance programme?

The following findings were made:

1. Guidance and counselling faced problems such as some of the students not knowing who the counsellor is; students not being told about the guidance programme of the college; the counsellor not keeping discussions confidential; the counsellor not working with other tutors and lack of support from the college administration.
2. Students did not patronize the little guidance service offered.
3. There were no facilities for the counsellor to work with. For instance, the counsellor has no office, forms ,computer and books. Counselling was held either at the college's Assembly Hall, in the counsellor's home or under trees.
4. The few seminars organized were the only ways the counsellor used to give information to students. Very little information was therefore provided.

Conclusions

From the findings it can be realized that students of Wesley College had various problems that needed to be solved. The solution could be obtained through effective guidance services operating in the college. However, the guidance programme was bedeviled with so many problems. The situation is unbecoming of a college that is moving into a full tertiary status. The problems must definitely be worked on.

Recommendations

Based on the findings and conclusion drawn from the study, the following recommendations were made:

Counsellors should make a conscious effort to find out about student's needs. This can be done in the form of a survey. The results will help the counsellor to plan and implement relevant programmes for the benefit of students.

Students should be encouraged to take advantage of the guidance programme in order to better their lot. Some of the students did not know about the existence of the guidance programme while others did not know how they could benefit from it. They need to be informed properly at the orientation. Their patronage of the programme will make the administration consider its planning and implementation as something worthy of attention.

There should be a guidance and counselling committee in place to see to the planning and implementation of the guidance and counselling programme. The committee will conduct need assessment, plan the guidance programme and put in place hall counsellors who will handle the immediate problems and refer to the college counsellor where necessary. This strategy will bring other tutors on board and also reduce the burden of the counsellor.

There is the need to reduce the counsellor's teaching schedule and other responsibilities taken off to enable the counsellor give the maximum attention the programme deserves. Some allowance should also be given to motivate him to work.

The principle of confidentiality must be the watch word. This is one way

of encouraging students to patronize the programme. The counsellor should also be affable, friendly and not be punitive to enable students feel comfortable in approaching and sharing their problems with him for help.

It was found that majority of the students seemed not to have interaction with the counsellor.

Apart from seminars on HIV/AIDS and drug abuse other means of disseminating information like the use of the bulletin board, career conferences and educational days can be used to provide information on career development and further studies. Such information will help students to make informed choices.

There should be regular in-service training for college counsellors. Such workshops or seminars will help the counsellors to update their knowledge and skills and boost their confidence in handling students' problems.

The National Council for Tertiary Education and the National Accreditations Board should consider making the effective implementation of guidance and counselling a pre-requisite for accreditation. It will compel the administrators to pay attention to meeting the emotional needs of the students as well.

Suggestions for Further Research

The following suggestions have been put forward for further research:

The current study is small in scope. It was based on the responses of the students of only one college in the Ashanti Region of Ghana (Wesley College of Education). Such a study restricts generalization since conditions in other colleges

could be different. The study could have been extended to involve at least two colleges in each region. Such a study should be conducted using the basic instruments of this research, to confirm or refute its findings.

Further study can be done in the other services of guidance. The current study was limited to two guidance services (information and counselling services). The others include orientation, consultation, placement, appraisal, referral, follow-up and evaluation services.

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APPENDICES

APPENDIX A
QUESTIONNAIRE FOR STUDENTS

The following questions are part of an educational study being conducted by a counselling student of University of Cape Coast on Wesley College. It is aimed at finding out the Guidance and Counselling problems of the college and recommend measures to curb the problems. Your responses will help the researcher to draw a clear result of the study. Please, carefully read the questions and statements that follow and circle the answer of your choice. Your response will be kept absolutely confidential.

SECTION A

Personal information

Age : Below 25years [] 25 - 35years [] above 35 []

Sex : Male [] Female []

Marital status: Married [] Single []

Level : First year [] Second year[]

SECTION B

Questions

In the ensuing items, you are required to circle either 1, 2, 3 or 4 to indicate the extent to which the statement is true or otherwise.

Statement	Not at all True	Not True	True	Very True
1. Academically, I don't perform to the level of my satisfaction.	1	2	3	4
2. I do not know how to learn in order to obtain good grades.	1	2	3	4
3. Friendship in school helps me to learn.	1	2	3	4
4. I have financial problems.	1	2	3	4
5. I need to talk to a counsellor on my personal problems.	1	2	3	4
6. Family problems affect my studies.	1	2	3	4
7. I know who the counsellor is.	1	2	3	4
8. At orientation, students are informed about the Guidance and Counselling services available in the college.	1	2	3	4
9. Guidance and counselling is useful because they have helped me / a friend to solve a problem.	1	2	3	4
10. I know that Guidance and counselling	1	2	3	4

can help me solve my problems because I always see the counsellor when I have a problem. He is caring.				
11. The college counsellor can freely be approached for help.	1	2	3	4
12. The counsellor keeps the discussions with students confidential.	1	2	3	4
13. The counsellor counsels students in his office.	1	2	3	4
14. Counselling takes place under trees.	1	2	3	4
15. The counsellor meets students for counselling at the Assembly Hall.	1	2	3	4
16. The counsellor has forms for recording discussions for future reference.	1	2	3	4
17. The counsellor organizes talk programmes on issues of importance to students every semester.	1	2	3	4
18. I am aware of the counsellor's fixed time schedule for counselling students.	1	2	3	4
19. Career information is put on notice board for students.	1	2	3	4
20. Students have access to information on further studies provided by the counsellor.	1	2	3	4

21. The counsellor organizes seminars and talks on HIV and AIDS.	1	2	3	4
22. The counsellor works with other members of staff in rendering guidance and counselling services to students.	1	2	3	4
23. I read information pasted by the counsellor on the notice boards often.	1	2	3	4
24. The counsellor gives talks on opposite sex relationship.	1	2	3	4
25. Students receive information on substance abuse.	1	2	3	4
26. Students are given information on how to relate well with peers and parents.	1	2	3	4
27. I have problems relating with students in my dormitory, class and the college as a whole.	1	2	3	4
28. I do not have problems on how to study.	1	2	3	4
29. The counsellor interacts freely with everybody on campus.	1	2	3	4
30. The counsellor's office is furnished with furniture, computer and books.	1	2	3	4

APPENDIX B

QUESTIONNAIRE FOR THE COUNSELLOR

The following questions are part of an educational study being conducted by a counselling student of University of Cape Coast on Wesley College. It is aimed at finding out the Guidance and Counselling problems of the college and recommend measures to curb the problems. Your responses will help the researcher to draw a clear result of the study. Please, carefully read the questions and statements below and tick/circle the answers of your choice. Your response will be kept absolutely confidential.

SECTION A

Personal information

Age: Below 25years [] 26-35years [] Above 35 []

Sex: Male [] Female []

Marital status: Married [] Single []

Number of children: 1-3 [] 4-6 [] 7-10 []

SECTION B

Questions

In the ensuing items, you are required to circle 1,2 ,3 or 4 to indicate the extent to which the statement is true or otherwise.

Statement	Not at all True	Not True	True	Very True
1. It is difficult to have enough time for counselling students.	1	2	3	4
2. As a result of my guidance duties I have less periods to teach.	1	2	3	4
3. The administrators allow all the guidance programmes planned for students to run.	1	2	3	4
4. The administrators have a personal interest in the guidance programme of the college.	1	2	3	4
5. All the financial support for the programmes planned for students are provided by the administration.	1	2	3	4
6. The college has a counselling room.	1	2	3	4
7. All the logistics that enhance my work as a counsellor of the college	1	2	3	4

are provided.				
8. Students are aware of my counselling schedules.				
9. I went through some Guidance and Counselling courses during my first degree.	1	2	3	4
10. I hold a post-graduate degree in Guidance and Counselling.	1	2	3	4
11. At least two seminars are organized every semester to address issues of importance to students.	1	2	3	4
12. There is the practice of providing information to students on career development.	1	2	3	4
13. Information on further studies is usually pasted on the notice board for students.	1	2	3	4
14. Information is given on how students can study.	1	2	3	4
15. Students come to me with their personal problems for counselling.	1	2	3	4
16. Much joy is derived from helping students to solve their problems.	1	2	3	4

17. My other duties do not allow me to have enough time for guidance and counselling.	1	2	3	4
18. Programmes for students are advertised to make them appealing.	1	2	3	4
19. Seminars on drug abuse are organized for student.	1	2	3	4
20. The guidance and counselling programmes are planned before the commencement of the semester.	1	2	3	4
21. Students get to know of the guidance services available in the school soon after freshmen have reported to school.	1	2	3	4
22. I give talks on human relations.	1	2	3	4
23. The guidance work is done in collaboration with other members of staff (tutors, house masters and the senior house master/mistress).	1	2	3	4
24. Students receive talks on opposite sex relationship.	1	2	3	4
25. Resource persons are usually used during the seminars.	1	2	3	4

26. Talks on sexually transmitted infections are organized for students.	1	2	3	4
27. There is enough furniture for my use and that of my clients in the counselling room.	1	2	3	4
28. Counselling sessions are held either at the Assembly Hall, under trees or in the counsellor's house.	1	2	3	4
29. Students can easily approach me to talk about their concerns.	1	2	3	4
30. The staff (both teaching and non-teaching) are interested in the guidance programme of the college.	1	2	3	4