

UNIVERSITY OF CAPE COAST

NEEDS ASSESSMENT OF POLYTECHNIC STUDENTS IN GHANA: THE CASE OF
HO POLYTECHNIC

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HO POLYTECHNIC

BY

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JANUARY, 2010

DECLARATION

Candidate's Declaration

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

Candidate's Signature:.....

Date.....

Name: AUGUSTINE ABRAMPA APREKO

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: MR. GODWIN AWABIL

ABSTRACT

The main purpose of the study was to explore the major problems faced and the support received by students studying in Ho Polytechnic in Ghana. The design for the study is primarily descriptive in nature and so the descriptive survey design was adopted for the study. Years 2 and 3 students of Ho Polytechnic formed the population of the study. The number of students used for the study was 300.

The instrument used for the study was a questionnaire. In selecting the students the stratified sampling and the simple random sampling procedures were used. Means, standard deviation, frequencies, percentages and t-test were employed in the data analyses.

The study revealed that practical and vocational-career problems were the greatest problems faced by Polytechnic students followed by personal-social problems and then educational problems. The study also found that support for students in times of difficulties came from the informal network like family members, friends and spouses and that little support was sought from the formal network like Polytechnic counsellors, chaplains and lecturers.

It was, therefore, recommended among others that government enact an Act that would recognize guidance and counselling as an essential part of activities in the polytechnics; polytechnic administration should have a good perception of guidance and counselling; the polytechnic should provide more residential and classroom accommodation for the students; medical facilities in the polytechnic should be improved and better recreational facilities should be provided in the polytechnic to improve students interpersonal skills.

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DEDICATION

This dissertation is dedicated to my wife, Angela and my children, Marian, Bernard and Collins.

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CHAPTER ONE

INTRODUCTION

Background to the study

Students encounter problems in the course of their studies and need help to resolve these problems. To assist them to resolve their problems counsellors, administrators, and other professionals need to provide appropriate services, which will enable the students to deal with the problems.

According to Aggarwal (1994), among the most important measures for training the emotions of students are proper understanding of the needs of the students, catering for individual differences, providing appropriate guidance and counselling in solving personal, educational and vocational problems.

Chauhan (2001) posits that the first function of guidance is to understand the individual and discover the real needs and problems of individuals and to explore the possibilities of personality development within the context of the educational process. He also states that guidance helps to aid the development of individuality by giving educational, vocational and personal assistance so that every individual develops in his or her own way. The aim is to produce an individual who is capable of meeting his or her needs satisfactorily and who can solve his or her problems efficiently.

Roe (as cited by Akinde, 2005), posits that it is needs that determine the nature of an individual's interests including vocational interests. Guidance and counselling started in Ghana traditionally in the form of advice-giving, a kind of counselling administered in schools by heads of institutions, housemasters and mistresses, teachers and chaplains to enable students meet their needs. (Taylor and Buku 2006). Awabil (2002) states that this form of guidance was not systematic and did not adequately meet the needs of young people. There was, therefore, the need to formalize guidance and counselling in the country with the view to making it more responsive to the needs and problems of students.

According to Ackumey (as cited in Taylor and Buku 2006), the first attempt to formalize guidance and counselling in Ghana was in 1955 when the Ministries of Labour, Social Welfare, and Education came together to establish a Youth Employment Department. This department was created to cater for the unemployed middle school leavers who were below the age of twenty years so that they could be placed into suitable jobs after they had been given vocational guidance.

Awabil (2002) cited Essuman that it was not until 1976 that the Government of Ghana came out with a policy, through a directive issued by the Ghana Education Service (GES), for the establishment of guidance and counselling programmes in all second cycle institutions in Ghana.

To cater for the needs and problems of students, guidance and counselling centres have also been established in all tertiary institutions in the country. At the tertiary level, the University of Ghana, Legon, was the first in the country to establish a centre for counselling services in 1970. The Kwame

Nkrumah University of Science and Technology (KNUST) established a counselling centre for students in 1993. The University of Cape Coast set up a counselling centre for students and staff in 1997 and the University of Education, Winneba established their counselling centre in 1999.

According to Essuman (2007), the centres in the Universities offer counselling programmes as follows:

1. University of Ghana, Legon

- a. Counselling services for students,
- b. Occupational orientation and placement services in form of:
 - i. Colloquia between students and employers.
 - ii. Vocational guidance in which students are helped to improve their performance at interviews and write applications for jobs,
 - iii. Placement of unemployed graduates,
 - iv. Compilation and dissemination of career and educational information,
- c. Administration of the vocational training scheme for science, geography and administration students,
- d. Orientation programmes for senior high schools on university programmes and other training opportunities for secondary leavers, and
- e. Preventive counselling programmes for students.

2. Kwame Nkrumah University of Science and Technology

- a. Orientation courses for freshers,
- b. Awareness campaign for students,
- c. Counselling services for students, staff, and community,

- d. Preventive counselling seminars.
- e. Career convention for second cycle schools.

3. University of Cape Coast

- a. Counselling services for students, staff of the university, the community and to individuals outside the university community,
- b. Organize seminars, workshops, conferences and orientation courses to the university community and beyond,
- c. Collects and disseminates educational, vocational and personal-social information to students and staff,
- d. Organizes outreach programmes for schools within the Cape Coast municipality, and
- e. Conducts research on relevant counselling or guidance issues.

4. University of Education, Winneba

- a. Provides counselling services to students and staff,
- b. Runs seminars and workshops on academic counselling for staff selected to be academic counsellors,
- c. Provides career, educational and personal-social information to students.

Polytechnics in Ghana were by the Polytechnic Law (PNDC Law 321) upgraded to tertiary status in 1993 and mandated to:

- i. Provide tertiary education through full time courses in the field of manufacturing, commerce, science, technology applied social science; applied art and such other areas as may be determined by the authority for the time being responsible for higher education.

- ii. Encourage study in technical subjects at tertiary level
- iii. Provide opportunity for development, research and publication of findings.

To achieve its aims and objectives, the Polytechnics were empowered under the law *inter alia* to make provision for the general welfare, recreational and social needs of staff and students and do such other acts as may be reasonably necessary for the performance of its functions.

Ho Polytechnic was upgraded to a tertiary status in 1993. The influx of students of all categories to the polytechnic has increased the counselling responsibility of the staff of the polytechnic. Among the problems the Polytechnic has faced since its establishment was the violent and revolutionary character of its students in search of solutions for their educational, vocational and personal-social problems.

This problem is not peculiar to Ho Polytechnic. According to Denga (1981), dramatic increases in violence and revolutionary behaviour among students have almost attained epidemic proportion throughout the world in recent years. Makinde (1987) also states that unrests, revolts and demonstrations denote frequent agitation of students arising from unattended biogenic and political needs from frustrations and punishments. According to him, the revolts or demonstrations are usually against established authorities in an attempt to earn recognition or achieve the desired need. He further cited a rampage by students of Niger Baptist College where students were protesting against poor and insufficient food and inadequate accommodation. He also cited the Benin Campus of Auchi Polytechnic where students boycotted classes in protest against the authority's failure to meet their demands such as

the provision of transport facilities from their hostels to campus, the provision of reading tables and chairs in the library and the improvement of sanitation conditions in the hostel.

The Ghana News Agency (October, 2008) reported of a clash between two halls of the Kwame Nkrumah University of Science and Technology which resulted in the injury of some students and damage of property belonging to the university. These students' behaviours have increasingly caused a grave concern not only to those administering the Polytechnics but also to those concerned with students' welfare as well as campus stability.

The need to assist students in resolving their problems calls for the Polytechnics to, among other things, design counselling services to address their educational, vocational and personal-social needs of the students.

If students understand themselves, the nature and source of their problems and the possible strategies to resolve issues, they are more likely to improve their personal adjustment to the campus environment and thus enable them to face situations, which threaten their emotional stability more realistically (Denga, 1981). There is therefore the need to give serious attention to the problems of students in the Polytechnics.

Statement of the problem

Since the establishment of Ho Polytechnic as a tertiary institution, no systematic form of guidance and counselling programme has existed. The only form of guidance and counselling in the polytechnic exists as a pastoral care by the polytechnic chaplain. This method of counselling is very inadequate

and does not meet the counselling needs of the students in order to be able to solve their problems because it only gives pieces of advice to students.

Students need assessment, which is an important component of programme evaluation, is not catered for in the administrative structure of the polytechnic and there is no systematic approach to solving problems of students. There had not been any needs assessment in Ho Polytechnic especially in the areas of educational, vocational and personal- social problems and no serious attention had been given to this subject area and for that matter guidance and counselling in the polytechnic to identify students problems and help to resolve them. As a result of this, students have often resorted to the use of violence in attempt to get their problems addressed.

To be able to design a comprehensive and systematic counselling programme it is important for a problem or needs assessment to be carried out in the polytechnic. According to Pietrofesa, Berstein, Minor and Stanford (1980) needs assessment refer to that component of programme evaluation planned to identify students' needs.

Gibson and Mitchell (1990) opine that the effective development of any counselling programme, regardless of its setting, is dependent first on an accurate and continuous assessment of needs of the target population to be served. They further state that needs assessment is key to the successful planning for goals and objectives and that the accurate assessment of potential client needs is critical in establishing and maintaining programme relevance and as a basis for programme accountability and evaluation.

Some researchers in Ghana have conducted a few needs assessment studies. These were conducted in some Senior Secondary Schools and few Polytechnics.

According to Awabil (2002), Opoku, in 1975, conducted a nationwide survey on the concerns of Senior Secondary Schools in the country and found that students' needs centred on life at school, vocational and economic, personality development and health. Forde (1997) also conducted a study in selected Senior Secondary Schools in the Greater Accra Region of Ghana and identified some categories of students needs which included health, finance, moral and religious, self esteem and sexual issues.

Awabil, (2002) in his study on the needs of students in the Balsa and Kassena-Nankana Districts in the Upper East Region of Ghana found that students' major needs were study habits, employment, interpersonal relationship and self-understanding.

Boham, (2005) conducted a survey of polytechnic students' needs at Cape Coast, Takoradi, Kumasi and Sunyani Polytechnics and discovered that the major needs of students were academic, financial, social, health, employment, emotional, career development, marriage and family needs, love and sex and moral. Boham's study did not cover Ho Polytechnic. Moreover, her findings may not apply to Ho Polytechnic due to environmental differences. It was against this backdrop that this study was conducted to assess the major problems of Ho Polytechnic students with the view to making guidance and counselling services relevant and effective.

Purpose of the study

The purpose of the study was to:

1. Identify major problems of Ho Polytechnic students.
2. Compare the problems with gender, age, marital status and academic level.
3. Find out the sources of support or help for resolving students' problems.

Research questions

To enable the researcher to effectively carry out the study, the following research questions were formulated to guide the study.

1. What are the major problems of students in Ho Polytechnic?
2. To what extent do the Polytechnic students problems depend on gender, age, marital status and academic level?
3. What are the sources of support for students of the Polytechnic when they encounter problems?

Hypotheses

To guide the study, the following hypotheses were formulated. H_0 represents null hypotheses and H_A represents alternative hypotheses.

1. H_{01} : There is no significant difference between male and females on the problems they face in the Polytechnic.

H_{A1} : There is significant difference between male and females on the problems they face in the Polytechnic.

2. H_{02} : There is no significant difference between the problems of early adults and late adults.

H_{A2}: There is significant difference between problems of early adults and late adults.

Significance of the study

The objective of the study was to identify the major problems of Ho Polytechnic students and outline their implications for guidance and counselling. It is hoped that by the findings of the study, Ho Polytechnic would establish a well resourced guidance and counselling unit to address students' problems. Furthermore, the authorities of tertiary education division of the Ministry of Education would formulate policies that would take care of the guidance and counselling needs and problems of the Polytechnic students. In addition, the curriculum of the various programmes run in the Polytechnics would cater for students' needs and problems. It is also envisaged that training programmes on guidance and counselling would be instituted for lecturers and guidance officers in the polytechnic to enable them address the counselling needs of students. Finally, it is hoped that further research into the problems of polytechnic students would be carried out in other parts of the country.

Delimitation of study

The need for a study into the problems of Polytechnic students is inevitable. The problems of students are many and cannot be assessed in one study. This study is therefore concerned with four major categories of students' problems in Ho Polytechnic. These are educational/academic problems, vocational/career problems, personal-social problems and practical problems.

Limitations of the study

The sample of 300 students for this study was drawn from a population of 1,637 second and third year students of Ho Polytechnic. The sample size is relatively small for the population and also first year students were not included in the study. This might impede the generalization of the findings to the entire Ho Polytechnics students.

Definition of terms

Early adult:	One between the ages of 18 and 24 years.
Late adult:	One who is 25 years and above.
Practical problem:	Problems other than educational, vocational and personal-social problems. These include financial, feeding, accommodation, health problems etc.
Formal support network:	Professionals such as counsellors, lecturers, and deans in the educational setup who help students to resolve their problems.
Informal support network:	Those outside the school setup like family members, friends and spouses who give some support to students.

Organization of the rest of the dissertation

The literature related to the study is discussed in chapter two with reference to the following: Need concept and theory, students' problems, support services, comparison of students' problems in terms of age gender and marital status and the need for students' counselling. In chapter 3, the researcher describes the methodology and examines the following: Research

design, population and sampling, research instrument, pilot testing, data collection procedure and method of data analysis. Chapter 4 presents the results of the study, discusses the findings of the study and state the implications of the findings. Finally, chapter 5 presents the summary, conclusion and recommendations. It ends with suggestions for further research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

This chapter reviews literature that relates to the study. It deals with problems and needs of students based on research and the theoretical view points of some writers.

Definition of need

The concept of needs has been given various definitions by various theorists. Hellriegel, Jackson and Slocum (1999) define needs as: “A strong feeling of deficiency in some aspects of a person’s life that creates an uncomfortable tension” (p 465).

According to Johns (1983), needs are physiological and psychological wants or desire that can be satisfied by acquiring certain incentives and achieving particular goals. Wagner III and Hollenbeck (2001) cited Henry Murray’s theory of manifest needs that defines needs as recurrent concerns for particular goals or end state. Murray’s theory of manifest needs further breaks need into two components: the object toward which the need is directed and the intensity or strength of the need for a particular object.

Cited in Chauhan (2001), Murray defines a need as: “A hypothetical construct which is a resultant of forces” (p.245). He interprets needs in two different ways. The first interpretation is that needs are child centred and must

be fulfilled if the child is to develop harmoniously. The second interpretation of need is in terms of social deficiency.

Citing Tolman, Chauhan (2001) defines need as: “A readiness or tendency to persist toward and perform a consumatory response” (p. 245). He classifies human needs into three broad categories as follows.

1. Primary needs such as hunger, sex and thirst.
2. Secondary needs such as affiliation and dominance.
3. Tertiary needs like wealth and academic achievement.

Maslow as cited by DiCaprio (1974) defines need as a lack of something, a deficit state.

Awabil (2002) cited the following theorists as follows:

1. Cook defines need as a relative concept that can be viewed as a discrepancy from some recognised standard or as a gap between an individual’s desired and actual situation.
2. Hall et al. The arousal of a need causes an increased tension or release of energy in an inner region.
3. Pietrofesa et al. A need exists when a desire to attain or acquire something motivates a person to act or feel in certain ways and that the satisfaction of needs determines if people grow or stagnate.

Common among the conclusions in the various definitions of need is the fact that a need is a motivator, which is expressed in terms of a want, a drive, a wish, an urge, a motive and a force.

The theory of need

Theorists have propounded several need theories. The current study reviews the theories propounded by Abraham Maslow and Anne Roe because they are more applicable to the study.

Abraham Maslow (1908-1970) was an American clinical psychologist and a pioneer in the development of need theory. According to Wagner III and Hollenbeck (2001), Maslow based his theory on 25 years of experience in treating individuals with varying degrees of psychological health problems. In addition, Hellriegel, et al (1999), indicate that Maslow believed that people have five types of needs, which he arranged in a hierarchy as shown in Fig. 1.

According to Huitt (as cited in Awabil 2002), Maslow differentiates the growth need of self-actualisation into four levels. Two of these are low-level growth needs prior to the level of self-actualisation and one beyond the self-actualisation level. These are:

1. Cognitive - the need to know and understand.
2. Aesthetic - the need for symmetry, order and beauty
3. Self-actualisation - the need to find self fulfilment and realize one's potentials.
4. Transcendence - the need to help others to find self fulfilment and realize their potentials.

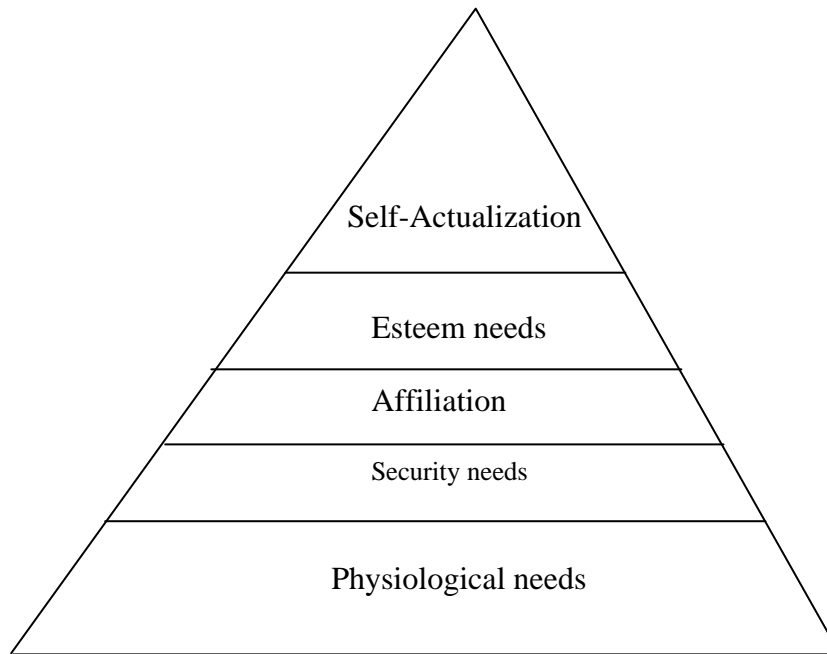


Figure 1 Maslow's Need Hierarchy

Source: Hellriegel et al (1999)

Citing Maslow, DiCaprio, (1974) distinguishes the needs as deficit or lower needs and growth or higher needs. Deficit needs include the first four levels of needs. These are: Physiological needs, safety needs, love and belonging needs and esteem needs. The growth needs are encompassed by the general term in the fifth level, which is self-actualisation.

He goes on to say that, in 1955, Maslow proposed that personality scientists examine man's striving for growth, happiness and satisfaction. Maslow's famous concept is the need hierarchy. He brought out the arrangement of needs and was concerned with the highest needs of man.

Table 1

Maslow's Need Hierarchy as presented by DiCaprio (1974)

5. Self-actualisation needs.
 - i. Need to fulfil one's personal capacities
 - ii. Need to develop one's potentials
 - iii. Need to do what one is best suited to do
 - iv. Need to grow and expand mate needs:
 - a. discover truth
 - b. create beauty
 - c. produce order
 - d. promote justice
 4. Esteem needs
 - i. Need for respect
 - ii. Need for confidence based on good opinions of others
 - iii. Need for admiration
 - iv. Need for self-confidence
 - v. Need for self-worth
 - vi. Need for self-acceptance
 3. Love and belonging needs
 - i. Need for friends
 - ii. Need for companion
 - iii. Need for family
 - iv. Need for identification with a group
 - v. Need for intimacy with a member of the opposite sex
 2. Safety needs
 - i. Need for security
 - ii. Need for protection
 - iii. Need for freedom from danger
 - iv. Need for order
 - v. Need for predictable future
 1. Physiological needs
 - i. Need for relief from thirst and hunger
 - ii. Need for sleep
 - iii. Need for sex
 - iv. Need for relief from pain, physiological imbalance
-

Source: DiCaprio N.S (1974).

According to Hellriegel et al (1999), Maslow's theory predicts the needs that will drive a person's behaviour, based on consideration of which needs have been satisfied and which remains to be satisfied. He states that a key hypothesis of the needs theory is the satisfaction-progression hypothesis, which proposes that a satisfied need is no longer a motivator and that once a need has been satisfied another emerges to take its place.

Anne Roe's needs theory

The theory of Anne Roe places emphasis on the importance of need satisfaction in career development and choice. According to Taylor and Buku (2006), the theory posits that career choice is based on childhood orientation or experience at home to satisfy needs; and that people choose occupations that satisfy important psychological needs.

Roe dwells on Maslow's list of basic needs as the most useful approach from personality theory; and states that it offers the most effective way of discussing the relevance of occupation in the satisfaction of human's basic needs. Anne Roe (as cited in DiCaprio 1974) states that; "In our society there is no single situation which is potentially so capable of giving some satisfaction at all levels of basic needs as is the occupation" (p. 245). Roe then proposed that Maslow's need hierarchy can be used to describe the kinds of work-related fulfilment that individuals seek at different levels.

Table 2 illustrates Maslow's need hierarchy related to occupation as proposed by Roe and cited by DiCaprio.

Table 2

Maslow's need hierarchy related to occupation

Needs	Work-related fulfilment
Physiological Needs	Earn money to secure the essentials for living: food, water
Safety Needs	Shelter: renting an apartment, buying a house Fringe benefits: pension, savings Clothing Personal property: furniture, car
Love and Belonging Needs	Working with a congenial group Being needed and welcome by peers and superiors
Esteem Needs	Representing adulthood, independence and freedom Feeling accomplishment, responsibility and prestige Being valued by work associates
Self-actualisation Needs	Creative behaviour Use of talents, pursuit of interests Productiveness

Source: DiCaprio N.S (1974).

Aggarwal (1994) gives the educational implications of Maslow's theory. He states that Maslow's theory of self-actualization is very helpful in understanding the motivational aspects of learning and developing personality.

The home and school should present such an environment as it leads to the satisfaction of the students and that motivation leads to better efforts and better results.

On the managerial implications of Maslow's theory, Johns (1983) dwells on the importance of the need theories in motivating workers. According to him, the lack of support for the rigid need hierarchy and motivating hygiene theories suggests that managers must be adept at evaluating the needs of individual employees and offering incentives that correspond to these needs and that any unfounded stereotypes about the needs of the typical worker and naïve assumptions about the universality of need satisfaction are bound to reduce the effectiveness of chosen motivational strategies.

Awabil (2002) cited Ipaye that workers in general need to satisfy their physiological and safety needs and that after achieving these needs, workers would express through trade unionism or individually the need for regard, and esteem. The inability to achieve a particular need is known to have caused frustration and lack of job satisfaction in many workers.

Students' problems

Makinde (1976) carried out a study to assess the dimension of students' problems and the needs to be satisfied. From the results of the study, it was obvious that students have substantial problems. The problems of how to study need for information, isolation, and loneliness, concern for economic viability, boy-girl relationships and life vocations were identified.

Citing the Polytechnic Special Service, Boham (2005) states that the college presents a wide range of challenges to students and almost any concern or issue in the student's life will impact on his/her academic performance.

Results of studies by Mayer Butterworth, Denga, Mou and Abashiya (as cited by Denga 1981) showed that students' violence on campuses has linkage with academic, administrative, psychological, political and personal-social problems.

Chauhan (2001) puts the nature of problems as follows:

1. The problem expressed as feeling. – The clients usually present their problems in the form of description of feeling; problems are not specifically defined and analysed.
2. The problem is the absence of a specific goal. - Many people are not able to make up their minds as regards their goal. Sometimes we see that problems which clients report have no goals. People troubled by the absence of a goal may be encouraged to explore how other people have solved their particular problem.
3. The problem as a choice conflict. - Another problem that is sometimes difficult to translate into behavioural objectives is a choice conflict between two desirable alternatives.

Denga (1981) identifies educational, vocational and personal-social problems as problems that militate against students' academic performance.

Educational/Academic problems

Concerns about the study habits of students have been issues raised by some writers. A student problem survey by Denga (1981) reveals a great need

for effective study habits to enable the students cope with the amount of work expected of them. He states that one factor influencing a grade is the study habits of the students and that effective study habit will enable an average student to perform better than an intelligent student who has developed poor study habits. He further states that a programme of study habit can assist students to learn effectively and develop positive attitudes towards learning and that such study programmes should include time budgeting, improving memory by means of mnemonic devices, effective note taking, improving concentration by avoiding distraction, effective methods of taking examinations, reading methods and effective consultations with others who could help with answers to difficult problems. Examination anxiety was another major problem identified by Denga and that educational programmes in examination stress management are needed to assist students in coping with examination anxiety.

In his study on effective study habits, Nyarko-Sampson (2007) states that success in school is dependent on one's ability to study effectively and efficiently and that this calls for having effective study habits. He found that many students, especially at the secondary and tertiary institutions, are poorly prepared for academic work because they do not have or follow routines that are for academic success.

Aggarwal (1994) states that there is a great need to guide students to prepare their study schedules. He outlines some common adjustment problems of adolescents as lack of interest in school work, lack of proper study schedules and insufficient study habits. In the study conducted by Awabil

(2002), it was found that study habit was the major concern of the students at the senior high school level.

According to Woodley as (cited by Wong and Kwok, 1997) mature students experience considerable time constraint, stemming from pressures of study and this was reported by mature students as their major problem. Other areas identified in Woodley's study as problem areas for mature students are study skills, and retrieving from memory during examinations.

According to Obadofin (1990), most students today have study problems not because they cannot cope with school subjects, but because they have poor study habits which generally result in anxiety, failure and are very harmful. In a study carried out by Makinde (1976), it was found that 63.3% of students' respondents had educational or academic problem. Makinde (1987) found that there are a lot of problems which may cause a student to under-achieve academically, such as poor or ineffective methods of studying, poor reading techniques, undetected eye sight problem and loss of hearing.

Career/Vocational Problems

According to Makinde (1987), choice is a problem encountered by students all over the world and that choice of career of subjects and courses in schools and of subsequent paths to follow is always a difficult problem particularly when there is no guidance. Of particular note, according to him, choice is a problem facing graduating students in high schools, colleges, polytechnics and universities and that career information is therefore important in solving the problem of choice. He states that many studies have shown that students often face tremendous problems when planning their careers. Akinde (2005) views career information as very important and useful

to the individual who is making a career choice because reliable and relevant occupational information service would help individuals not only to meet today's occupational challenges but those of tomorrow as well.

Smith (1955) states that it is a basic assumption that all students need to make certain choices, plans and adjustments throughout their school experience. He goes on to state that vocational needs and problems tend to become increasingly significant and obvious as the individual progresses through the sequence of formal educational experience. Smith also states that the complexity of the world of work has increased the need for making available to students reliable information concerning the opportunities and requirements of a wide range of occupational fields. According to Okoye, Adejumo and Achebe (1990), information is the key word in vocational and career development because without information about jobs and their requirements, prospective workers may not know which jobs exist and what these jobs require.

According to Denga (1981), deciding on the future career is often anxiety provoking because of the perceived finality of the decision and that those who make career choice often experience a sense of guilt later. This statement made by Denga implies that people need to have adequate information on careers to enable them make right decisions and choices. He categorized lack of information about relevant careers among students' major problems. Also, Denga states that amidst the morass of techniques for the approaches to occupational counselling, little emphasis has been placed on the question of career problems of university students and how these problems may contribute to students' frustration and indecision. A study he conducted

reveals that university students need information on occupations that their chosen programmes will prepare them for and they require knowledge of places and people on campus that can help in their career planning. They need a better understanding of themselves to choose an occupation that closely, fits their values, goals and life style preferences. They, also, need knowledge on job market and prospective demands for their skills. Their courses should, therefore, be planned to give more flexibility and choosing among different occupations. He stresses the need for counsellors and students' affairs division to acquaint prospective employers with potential employment resources that exist in schools since students' primary aim of entering college is to pursue academic studies in order to qualify for gainful employment and improve their status in society.

According to Taylor and Buku (2006), lack of knowledge of their own aptitudes and interest, lack of realism, indecision, inflexibility, unwillingness to change, lack of occupational information and gender stereotypes are many problems that young people face in their vocational development.

Asare-Bediako (2007), posits that job placement has been accepted as an important principle which aims at speeding up vocational students' acquisition of jobs while in or out of school. A study he conducted confirms that job placement services in schools were poorly implemented. He recommended that there was a need to institute professionally manned offices where information would be collected and stored to be used for the purpose of students' job placement. He also recommended that teachers be properly trained towards the effort of providing job placement services to students. In

addition, Oladele, (1989) indicates that students' need help in finding suitable and gainful employment.

To Obadofin and Awabil (2007), it is always good to make a satisfactory choice than to enter into a wrong job which may be detrimental to the career life of a person and that in selecting a career, a job seeker has to consider his or her own interests and abilities and the special requirements for the given job. They also stress the need for job applicants to prepare themselves very well for job interviews. Nsia-Gyabaah (2007) cited a Japan International Cooperation Agency study which shows that, 30% of recent polytechnic graduates are unable to find appropriate jobs in the domestic market because of the mismatch between the human resource trained in the polytechnics and industrial demand.

Onyejiaku (1987) indicates that training young people in the technique of acquiring occupational information or the provision of occupational information to them would be of immense help to the individuals exposed to it in the future. According to him, reliable and relevant occupational information service would help individuals to meet today's occupational challenges as well as those of tomorrow. He also states that in the interest of the individual seeking to enter the world of work as well as the smooth running of the society, provision of reliable and up-to-date occupational information is indispensable. He further indicates that field trips or excursions are among the most effective ways of providing occupational information to students.

Personal -social problems

Harris (as cited by Wong and Kwok, 1997), identifies spousal relationship and coping with children as some of the several factors associated

with difficulties experienced by college students. He also found that intrapersonal difficulties like shame and guilt and interpersonal conflicts are common among college students.

On sex education, Aggarwal (1994), states that it is better that instructions about sex are given freely and frankly by teachers. He also states that it is education that should enable boys and girls to grow up in such a way that they will be able to enjoy full lives as men and women. Chauhan (2001) also proposed that provision of sex education should be made from the early life of a child and that, it is the responsibility of parents to inculcate good habits in their children and develop positive attitude towards sex problems.

In the view of Edjah (2007), sex is an inevitable experience for most adolescents but most of them find talking about sex with their parents and adults very difficult. He stresses the need for adolescents to seek the right information on their sexuality from the right source. He also states that in the dissemination of sex information, parents and teachers should avoid being technical, text bookish and abstract or else teenagers will fail to make the connection between what they are learning and their own bodies.

Smith (1955) states that one of the inherent difficulties in assisting students to meet their personal-social problems and needs is that of identifying the primary problem. According to him, problems that lie in a matrix of emotionalized attitudes are often difficult to verbalize.

According to Baltus (1994), satisfying relationships with other human beings is important to the purpose of happiness in the lives of most people. Richmond, Croskey and Payne (1987) view interpersonal relationships as a

central fact of our existence as human beings in modern society and every existing being depends on other people for survival.

Denga (1981) postulates that for many young and old students, the campus is an experience that provides unique challenges in social, emotional and intellectual growth and development and many students accept these challenges easily with spirit and enthusiasm; others however, find the experience too demanding. Those who find these challenges too demanding experience a feeling of extreme anxiety, frustration and a sense of overload that militate against personal adjustment and academic success. He states that students' reactions to social, personal and psychological crisis seem to reflect a somewhat unsuccessful attempt by student to cope with or adjust to the new demands of a new environment. When students enter college they are expected to integrate new people and situations into their lives and this integration can be painful to many students. A campus survey he conducted revealed that the use of alcohol and other drugs is becoming recreational among students. He, therefore, states that counsellors should feel obligated to find solutions to problems of drug abuse and seek ways to assist students to overcome their problems.

According to Chauhan (2001), social information is a valid and usable data about the opportunities and influences of the human and physical environment which bears on personal and interpersonal relations. The statement said that social information is the information about human beings which will help a student to understand himself or herself better and to improve his or her relation with others.

Practical Problems

Wong and Kwok (1997) state that one of the major difficulties of mature students was in the area of finances and according to Chauhan (2001), adolescents need money to meet their recreational and other demands and that they become emotionally disturbed when they fail to meet these demands.

Denga (1981), found that problems affect maximum academic performance and that schools and universities on their own cannot easily resolve without the aid of government. Such problems relate to, among others, lack of classroom space and accommodation and the burden of students' financial responsibilities. He stresses the need for adequate and quality food for students and states that without adequate and good food, students cannot function comfortably in academic and non-academic activities and that it is reasonable to expect that inadequacy of food could be an effective source of student unrest. On financial problems, he states that the burden of students' financial responsibility cannot be borne by universities but universities can recommend students for financial assistance to Government and other charitable organizations. He also indicates that financial aid whether gifts, loans or part-time employment is an excellent means of teaching the student social and economic responsibilities, efficiency in the use of their resources and practice in dealing with practical economic problems that they will continue to face in their lives.

Students need accommodation to afford them the opportunity to integrate their academic disciplines outside the classroom. According to Denga (1981), students' housing should ideally be a place where students are introduced into a true campus way of life. He states that hostels should be a

place where those who come to learn are welcome into the membership of those who are there to teach, a place where formality of the classroom is forgotten and where the learner can speak freely with mates and masters. He also states that residence counselling is essential to instil some patience and tolerance among students.

Agodzo (2007) found that the infrastructure of the polytechnics is not enough to cope with demands of tertiary education delivery. As a result, according to him, all the institutions are vigorously pursuing physical infrastructure development not only to cope with the introduction of new programmes but also the increasing students' enrolment.

A study by Makinde (1987), also, reveals that about 85.4% of students in the sample group regarded financial and economic problems as their first priority. Similarly, in Boham's (2005) survey of polytechnic students' needs in some selected polytechnics in Ghana, she found that financial constraints are the most prevalent concerns of the students.

Comparison of students' problems with age, gender and marital status

Wong and Kwok (1997) reveal that a higher percentage of married students with children experience difficulties in specific areas, particularly in relation to time constraints and study difficulties than single students and those married with no children. Mature full-time students, according to Wong and Kwok, experience more difficulties in the area of finance and a variety of circumstances related to study, work, family and social life. They also found that coordinating child care and studies, as well as job and studies was a major concern of college women aged above 25 years.

According to Manjichi, Brouwer, Menete and Pica (2007), the overall number of female learners in schools is low and this is predominantly due to social and economic factors, which provide better opportunity for boys, thus giving them some privilege over the girls. They further state that because of their roles such as being wives or mothers, it is difficult for women to study outside their area of residence. They also state that this is an enormous challenge to have women in the polytechnics.

According to Denga (1981), significant differences have been established between older students and younger students in the areas of orientation programmes, accommodation needs, and physical and health services and there are similarities in problems of older and younger students in the areas of financial aid, study skills and academic tutoring. He further states that it is true older students have multiple personal-social problems than the younger students but encouragement must be provided for the young and old to study in institutions of higher learning and age should not be regarded as a handicap.

Support services for students

According to Wong and Kwok (1997), study results have indicated that most mature students rely on informal network for support and very few seek support from professionals. Citing Boey, they indicate that in times of difficulty, Chinese students tend to delay seeking help from professionals and that among the various types of support sought, older students mainly look for information support from professionals. They also state, however, that some university student affairs offices in Hong Kong provide counselling and students' guidance services to university students aimed at developing the

students' personal growth or study-related skills. They stress the need to provide services which are broad enough to help students with a variety of life difficulties. Finally, they suggest that peer counselling training should be organized, since some mature students may be more comfortable sharing their problems with fellow-students.

Essuman (2007), states that guidance and counselling programmes in tertiary institutions in Ghana are realized in the form of academic programmes and services rendered to students and staff of the institutions. According to Makinde (1987), the problems of how to study and the need for information are problems that could be dealt with through guidance and counselling.

Need for student counselling

According to Chauhan (2001), human beings by nature tend to seek assistance from others whenever they are confronted with a problem. He states that it is a truism that a very minor percentage of our total population is capable of handling its problems independently without the cooperation and guidance of others and that the majority of people do not have the confidence to solve their own problems. They seek guidance from others whenever there is a problem.

Some of the specific activities that fall within the purview of guidance, according to Chauhan, are as follows:

1. Personal-Social problems of the individual and their diagnosis and prescribing remedial to solve them.
2. Educational problems of the individual and the suggested remedial measures for their resolution.

3. Vocational problems – helping the individual in the choice of an appropriate vocation and aiding them to acquire proficiency in the vocation.

According to Denga (1981), human beings at one time or the other need some help to resolve certain issues and failure to receive help means that the problems continue to afflict the individual until the pent-up tension is sufficient to cause the individual to take revenge on what is believed to be the cause of the problem. He adds that student counselling is purported to help the students achieve orientation to their school environment, to succeed in their studies, to achieve and maintain a progressive understanding of themselves as human beings and that since counselling aims at a total development of the student, it is concerned with helping students to find ethical and spiritual meaning in life and to help the students to live in harmony with other members of the school organization.

In his view, the objectives of students' counselling can be grouped into three main categories, namely,

1. those related to educational counselling;
2. those related to vocational counselling and
3. those related to personal-social counselling.

He stresses the need to involve academic staff in counselling. He also states that students need to be counselled on how to budget their time and prepare for examinations.

According to Makinde (1987), educational guidance and counselling is a process of helping an individual in planning a suitable educational programme and making progress in it. He further states that there is no doubt

that school counsellors are trained to promote good neighbourliness, good attitudes and disciplined behaviour in school. He adds that counsellors are supposed to be in schools and colleges to prevent crimes, indiscipline, to rehabilitate or remedy existing bad practices and to formulate programmes of development for good neighbourliness. Makinde postulates that vocational guidance provides individuals with a comprehension of the world of work and essential human needs, thus familiarizing individuals with the terms 'dignity of labour' and 'work value'.

Denga (1981) posits that vocational goals aim at assisting the student to discover individual interests and aptitudes of which the student himself or herself might not be aware and to encourage and direct him or her to those occupational areas where he or she can derive maximum satisfaction, self expression and vocational adjustment. On personal-social counselling, he states that the goals include helping the individual to discover areas of major maladjustments, areas requiring establishment or re-establishment of more adequate experiences of treatment according to the needs of individual students. Makinde (1987) also stresses the need for the guidance counsellor to provide counselling services for a person who shows signs of personality maladjustment.

Summary of Literature Review

In the review of the literature, the researcher focused on the following.

1. The concept of needs
2. The needs theories of Abraham Maslow and Ann Roe
3. Major problems of students such as:
 - i. Academic problems

- ii. Vocational/career problems
- iii. Personal social problems
- iv. Practical problems

The views and opinions of writers as well as researchers on students' problems and needs with special reference to academic problems, vocational/career problems, personal-social problems and practical problems have been reviewed in this chapter.

CHAPTER THREE

METHODOLOGY

Introduction

This chapter deals with the methodology employed for the study. It looks at research design, population and sampling, research instrument, data collection procedure and method of data analysis

Research Design

According to Yin (as cited in Naoum 1998), research design is an action plan for an initial set of questions to be answered and some sets of conclusions or answers about the questions formulated. He further states that the research design is a plan that specifies how data relating to a given problem should be collected and analyzed. The current study is based on a descriptive research design. Robson (1993) opines that the object of descriptive research is to portray an accurate profile of persons, events or situation.

Naoum (1998) states that the descriptive research deals with counting of a number of respondents with certain opinions or attitudes towards a specific object. According to Gay (1992), the descriptive survey involves collecting data in order to test hypothesis or answer questions concerning the current status of the subject of study. To Osuala (2005), descriptive research is that research which specifies the nature of a given phenomenon and that it is important because it gives a picture of a situation.

According to Saunders, Lewis and Thornhill (1997), the survey method is popular because it allows the collection of large amount of data from a sizable population in a highly economical way and that since the survey design is based most often on questionnaire, the data is standardized, allowing easy comparison and it is easily understood. Awabil (2002) citing Hackett states that the major limitations of survey research are the difficulty in obtaining a truly random sample of the population and the problem of low response rates. The design for the current study is primarily descriptive in nature. In view of this, the descriptive survey design is considered most appropriate for it.

Population and Sampling

One thousand six hundred and thirty-seven (1,637) Year 2 and Year 3 Higher National Diploma students from four schools of the Ho Polytechnic comprising one thousand one hundred and forty (1,140) male students and four hundred and ninety-seven (497) female students formed the population of the study.

Sample Size

The sample size used by the researcher was 300 students. This is made up of 200 male students and 100 female students. The method used to determine the sample size was based on a table provided by Saunders, Lewis and Thornhill (1997) as in Appendix A.

For the researcher to be able to generalize the findings to the population, two sample procedures were used. These were proportional stratified sampling and simple random sampling.

According to Creswell (1994), the stratified random sampling enables the samples to reflect the true characteristics of the population. Jankowicz (1995) also states that stratified random sampling is the most powerful means of generalizing findings based on samples of the population. Saunders et al (1997) are also of the view that the random sampling allows selection of samples without bias and this is said to be representative of the whole population. Stratification of students was in terms of gender, age, marital status and school.

Tables 3, 4 and 5 show the distribution of students.

Table 3

Distribution of students by schools and academic levels

School	Population		Sample	
	2 nd year	3 rd year	2 nd year	3 rd year
Applied Science				
& Technology	75	69	16	10
Business & Mgt. Studies	544	369	93	70
Engineering	288	251	52	50
Art and Design	24	17	6	3
Total	931	706	167	133

Table 4

Distribution of students by gender

Gender	Population		Sample	
	2 nd year	3 rd year	2 nd year	3 rd year
Male	659	481	115	85
Female	272	225	52	48
Total	931	706	167	133

Table 5

Sample of students by school, gender and academic level

School	2nd Year		3rd Year		Total
	M	F	M	F	
Applied Science & Technology	5	11	4	6	26
Business & Mgt. Studies	58	35	34	36	163
Engineering	50	2	46	4	102
Art and Design	2	4	1	2	9
Total	115	52	85	48	300

Research Instrument

Questionnaire was the main data collection instrument. A set of items were developed for students to tick responses applicable to them. The questionnaire covers the following categories of students' problems.

1. Educational/Academic problems
2. Vocational/Career problems
3. Personal/Social problems
4. Practical problems.

The questionnaire was in three parts as shown in Appendix B. The first part focused on the biographical data of the respondents. The second part of the questionnaire covered four broad major problems of polytechnic students and the third part sought information on the major sources of support for addressing students' problems.

The content validity of the instrument used for the study was determined through a pilot study after it has been submitted to the supervisor and other experts for scrutiny. Using SPSS, data entered were used to calculate Cronbach Alpha reliability co-efficient of the questionnaire and it was 0.89.

Pre- Testing

The instrument was pre-tested in the Accra Polytechnic. The choice of Accra Polytechnic was based on the fact that it shares similar characteristics with the target population. The pilot questionnaire was administered to 30 students made up of 15 males and 15 females. The pilot test afforded the researcher the opportunity to correct the instrument for the main study and also enable him to determine the reliability of the instrument.

Data Collection Procedure

The researcher obtained a letter of introduction from the Director of the Counselling Centre of the University of Cape Coast before the commencement of the study. The letter was sent to the Rector of Ho Polytechnic. The Rector gave his consent by informing the various Deans of Faculty about the study. The Deans permitted the researcher to carry out the study in their Faculties. On approval, the researcher selected students randomly from each school to constitute the sample for the study. A

convenient time was arranged with the students for the administration of the questionnaire.

All selected students in each school were put together on the appointed date and briefed on the objectives of the study and how to answer the questionnaire and then with the assistance of the researcher and his assistants, the questionnaire was given to each student to fill. The completed questionnaires were collected after the exercise. In all 300 students participated in the exercise. Two hundred and ninety-seven responses were received, constituting 98.7% of the sample.

Method of Data Analysis

The questionnaire had columns for students to tick (√) responses that were applicable to them. The items in the columns were assigned weights of 4, 3, 2 and 1 for strongly agree, agree, disagree or strongly disagree respectively. Percentages, means, standard deviations, frequencies and t-test were the statistical procedures that were used to analyze the data.

CHAPTER FOUR

RESULTS AND DISCUSSION

In this chapter the researcher presents and discusses the results of the study on the major problems of polytechnic students.

The following is the breakdown of the chapter.

1. Data analysis
2. Testing of hypotheses
3. Discussion of the findings
4. Implications of the findings.

Data Analysis

Three research questions concerning the major problems of polytechnic students were formulated by the researcher. These research questions have been answered in this section one after the other with the appropriate data. The detailed results are shown in Appendix C.

Research question 1

What are the major problems of polytechnic students?

The responses of respondents are produced in Table 6.

Table 6

Ranking, means and standard deviation of the major problems of polytechnic students

Rank	Problem	Students		
		Number	Mean	Standard deviation
1	Practical	297	3.18	.436
2	Vocational/career	297	2.76	.529
3	Personal/social	297	2.39	.501
4	Educational/academic	297	2.33	.434

Source: Field data. February 2008.

From the analysis of the responses as shown in Table 6, it is evident that practical problems are the most prevalent problems of polytechnic students ($\underline{M} = 3.18$, $\underline{SD} = 0.436$). Practical problems in this survey are problems that are not directly educational, vocational or personal/social problems but which are likely to affect the students' academic and social development. These include problems like finance, accommodation, health, feeding etc. The common practical problems that were reported by respondents in the study were financial constraints, lack of students' residential accommodation and limited classroom space. Vocational/career problems were ranked 2nd ($\underline{M} = 2.76$, $\underline{SD} = 0.529$). Lack of adequate career/occupational information, job placement after leaving school and preparation for job interviews were the common vocational/career problems that respondents identified. Educational/academic problems were ranked 4th ($\underline{M} = 2.33$, $\underline{SD} = 0.434$). These problems according to respondents include

poor study habits, time constraints, work loads, examination anxiety and difficulty in retrieving information from memory during examinations. The result thus shows that polytechnic students face more practical and vocational/career problems than personal-social and educational problems.

Research question 2

To what extent do problems of polytechnic students depend on gender, age marital status and academic levels?

Responses on students' problems according to gender are shown on Table 7.

Table 7

Major problems of polytechnic students according to gender

Problem	Gender	Number	Mean	Standard deviation	Std Error
Educational/academic	Male	199	2.32	.440	.031
	Female	98	2.33	.424	.041
Vocational/career	Male	199	2.79	.508	.036
	Female	98	2.71	.569	.057
Personal/social	Male	199	2.43	.507	.036
	Female	98	2.32	.487	.049
Practical	Male	199	3.19	.436	.031
	Female	98	3.14	.436	.044

Source: Field data. February 2008.

Table 7 shows the extent to which the major problems of polytechnic students depend on gender. Both male and female students ranked practical 1st (\underline{M} = 3.19, \underline{SD} = 0.436 for males and \underline{M} = 3.14, \underline{SD} = 0.436 for females) and vocational problems 2nd (\underline{M} = 2.79, \underline{SD} = 0.508 for males and \underline{M} = 2.71, \underline{SD} =

0.568 for females). Female students ranked educational problems 3rd (\underline{M} = 2.33, \underline{SD} = 0.424) and personal-social problems 4th (\underline{M} = 2.32, \underline{SD} = 0.487). Male students ranked personal social problems 3rd (\underline{M} = 2.43, \underline{SD} = 0.507) and educational problems 4th (\underline{M} = 2.32, \underline{SD} = 0.440). From the result, both male and female students experience more practical and vocational/career problems than Personal/social and Educational/academic problems. The result also shows that female students have more educational problems than male while male students have more personal-social problems than the female students. Responses on students' problems according to age are shown on Table 8.

Table 8

Major problems of polytechnic students according to age

Problem	Age	Number	Mean	Standard deviation	Std Error
Educational/academic	18-24	175	2.35	.422	.032
	25&above	122	2.30	.451	.041
Vocational/career	18-24	175	2.87	.473	.036
	25&above	122	2.60	.566	.051
Personal/social	18-24	175	2.41	.498	.038
	25&above	122	2.37	.506	.046
Practical	18-24	175	3.19	.428	.032
	25&above	122	3.16	.447	.040

Source: Field data. February 2008.

According to the results in Table 8, both early and late adult respondents ranked practical problems 1st (\underline{M} =3.19, \underline{SD} =0.428 and \underline{M} =3.16, \underline{SD} =0.447 respectively), vocational problems 2nd, personal social problems 3rd

and educational problems 4th ($\underline{M}=2.35$, $\underline{SD}=0.422$ and $\underline{M}=2.30$, $\underline{SD}=0.451$ respectively). A group statistics carried out showed that both age groups are more concerned about the need for more information on occupations in the various areas of specialization and the need for information about how to prepare and attend job interviews. Early adults, however, are more concerned about job placement after leaving school ($\underline{M}=3.01$, $\underline{SD}=0.932$) and the need to visit an industry while in school to acquaint them to the industrial environment than late adults. The results also show that both age groups do not regret the programmes of study they have chosen. These results are shown in Table 9.

Table 9 shows the group statistics on Vocational/career problems.

Table 9

Group statistics on Vocational/career problems

Problem	Age	Number	Mean	Std. Deviation	Std Error Mean
I lack adequate information on job requirements.	18-24	175	2.91	.927	.070
	25 & above	122	2.61	.983	.089
I regret choosing my current programme of study.	18-24	175	1.54	.779	.059
	25 & above	122	1.60	.878	.080
I am worried about job placement after leaving school.	18-24	175	3.01	.932	.070
	25 & above	122	2.52	1.085	.098
I have difficulty	18-24	175	2.82	.836	.063

Table 9 continued

preparing good curriculum vitae.	25 & above	122	2.46	.901	.082
I need more information about occupations in my area of specialization.	18-24	175	3.45	.708	.054
	25 & above	122	3.17	.879	.080
I am confused about the kind of job I will do in future.	18-24	175	2.40	1.000	.076
	25 & above	122	2.11	.994	.090
I need information about how to prepare and attend job interviews.	18-24	175	3.37	.769	.058
	25 & above	122	3.05	.917	.083
I have difficulty getting information about how to start my own business after leaving school.	18-24	175	3.14	.822	.062
	25 & above	122	2.87	.979	.089
I need help to find placement for industrial attachment.	18-24	175	2.92	.925	.070
	25 & above	122	2.71	1.040	.094
I am worried about not visiting any industry while in school to get acquainted to industrial environment.	18-24	175	3.14	.963	.073
	25 & above	122	2.92	1.001	.091

Source: Field data. February 2008.

Major problems of polytechnic students according to marital status are shown in Table 10.

Table 10

Major problems of polytechnic students according to marital status

Problem	Marital status	N	M	Standard deviation	Std Error
Educational /academic	Married with children	29	2.26	.514	.096
	Married without children	6	2.40	.363	.148
	Single	262	2.33	.427	.026
Vocational /career	Married with children	29	2.41	.621	.115
	Married without children	6	2.68	.763	.311
	Single	262	2.80	.499	.031
Personal /social	Married with children	29	2.17	.577	.107
	Married without children	6	2.20	.687	.280
	Single	262	2.42	.482	.030
Practical	Married with children	29	2.98	.458	.085
	Married without children	6	2.92	.776	.317
	Single	262	3.20	.418	.026

From Table 10, it could be seen that both married and single respondents ranked practical problems as first among their major problems. This is followed by vocational/career problems. Married respondents, however, ranked educational/academic problems 3rd and personal social problems 4th while the unmarried ranked personal-social problems 3rd and educational problems 4th.

Responses are shown in Table 11 for problems in academic levels.

Table 11

Major problems of polytechnic students according to academic level

Problem	Level	Number	Mean	Standard deviation	Std Error
Educational/academic	2 nd year	163	2.34	.434	.034
	3 rd year	134	2.30	.435	.038
Vocational/career	2 nd year	163	2.87	.498	.039
	3 rd year	134	2.63	.537	.046
Personal/social	2 nd year	163	2.45	.481	.038
	3 rd year	134	2.32	.516	.045
Practical	2 nd year	163	3.16	.429	.034
	3 rd year	134	3.19	.444	.038

Source: Field data. February 2008.

The data in Table 11 indicates no difference in the ranking of problems. Both academic levels ranked practical, vocational, personal social and educational problems 1st, 2nd, 3rd and 4th respectively.

Research question 3

What are the sources of support for students of the Polytechnic when they encounter problems?

Responses on the sources of support are shown in Table 12.

Table 12

Sources of support for students in solving their problems

N = 297

Source	Frequency	Percentage
Spouse	38	12.8
Family members	210	70.7
Friends	172	57.9
Lecturers	80	26.9
Dean of students	32	10.8
Chaplain	20	6.4
Polytechnic Counsellor	12	4.0

Source: Field data. February 2008.

As indicated in Table 12, 70.7% of respondents get support from family members, 57.9% from friends, 26.9% from lecturers, 12.8% from spouse (representing about 100% of married respondents), 10.8% from deans, 6.7% from the chaplain and only 4.0 % from a counsellor.

Testing of Hypotheses

Two hypotheses were formulated to guide the study. For each of the hypotheses, the null (H_0) and the alternate (H_A) are stated. The level of significance used to test the hypotheses is 0.05. The detailed results are seen in Appendix C.

Hypothesis 1

H_{01} : There is no significant difference between male and females on the problems they face in the Polytechnic.

H_{A1}: There is significant difference between male and females in the problems they face in the Polytechnic.

The data in Table 13 are used to test hypothesis 1.

Table 13

Comparison of students' problems by gender

Problem	Gender	N	M	SD	t	df	Sig. (2tailed)
Overall Ed. /Academic problems	Male	199	2.32	0.440	-.074	295	0.941*
	Female	98	2.33	0.424			
Overall Vocational/ Career problems	Male	199	2.79	0.508	1.216	295	0.225*
	Female	98	2.71	0.569			
Overall Personal/ Social problems	Male	199	2.43	0.507	1.641	295	0.102*
	Female	98	2.32	0.487			
Overall Practical problems	Male	199	3.14	0.436	0.884	295	0.377*
	Female	98	3.14	0.436			

*Significant difference exists at Sig. (2-tailed) <0.05.

The hypothesis sought to find out if there was any statistically significant difference between male and female students in terms of their problems in the polytechnic. An independent t-test was conducted which

revealed that there was no significant difference between male and female students in terms of their problems. This suggests that male and female students experience similar problems.

Hypothesis 2

H_{O2}: There is no significant difference between problems of students who are early adults and those who are late adults.

H_{A2}: There is significant difference between problems of students who are early adults and those who are late adults.

The data in Table 14 are used to test hypothesis 2.

Table 14

Comparison of students' problems by age groups

Problem	Age	N	M	SD	t	df	Sig. (2tailed)																																
Overall Ed. /Academic problems	18-24	175	2.35	0.422	0.995	295	0.320*																																
	25&above	122	2.30	0.451				Overall Vocational/ Career problems	18-24	175	2.87	0.473	4.450	295	0.000*	25&above	122	2.60	0.566	Overall Personal/ Social problems	18-24	175	2.41	0.498	0.625	295	0.533*	25&above	122	2.37	0.506	Overall Practical problems	18-24	175	3.19	0.428	0.694	295	0.488*
Overall Vocational/ Career problems	18-24	175	2.87	0.473	4.450	295	0.000*																																
	25&above	122	2.60	0.566				Overall Personal/ Social problems	18-24	175	2.41	0.498	0.625	295	0.533*	25&above	122	2.37	0.506	Overall Practical problems	18-24	175	3.19	0.428	0.694	295	0.488*	25&above	122	3.16	0.447								
Overall Personal/ Social problems	18-24	175	2.41	0.498	0.625	295	0.533*																																
	25&above	122	2.37	0.506				Overall Practical problems	18-24	175	3.19	0.428	0.694	295	0.488*	25&above	122	3.16	0.447																				
Overall Practical problems	18-24	175	3.19	0.428	0.694	295	0.488*																																
	25&above	122	3.16	0.447																																			

*Significant difference exists at Sig. (2-tailed) <0.05.

Hypothesis 2 sought to find out if any significant difference existed in the problems of early adults and late adults. An independent t-test conducted gave the results shown in Table 14 which revealed that there was a significant difference in the overall vocational/career problems ($t(297) = 4.45$, $df = 295$, $p < 0.05$). The analysis of a follow up t-test conducted to find out where the problems specifically exist as in Table 15, shows that early adults have more problems in the areas of information on job requirement ($t(297) = 2.681$, $df = 295$, $p < 0.05$), job placement after leaving school ($t(297) = 4.160$, $df = 295$, $p < 0.05$), preparation of curriculum vitae ($t(297) = 3.574$, $df = 295$, $p < 0.05$), information about occupations, future jobs, preparation for job interviews and how to start their own businesses than late adults. This probably means that late adults might be in employment and may therefore not need as much vocational and career guidance as the early adults.

Table 15

Areas that difference exists in the problems of early and late adults

Problem	Age	N	M	SD	t	df	Sig. (2tailed)
I lack adequate information on job requirements.	18-24	175	2.91	0.927			
	25&above	122	2.61	0.983	2.681	295	0.008*
I am worried about job placement after leaving school.	18-24	175	3.01	0.932			
	25&above	122	2.52	1.085	4.160	295	0.000*

Table 15 continued

I have difficulty preparing good curriculum vitae.	18-24	175	2.82	0.836			
					3.574	295	0.000*
I need more information about occupations or careers or jobs in my area of specialization.	18-24	175	3.45	0.708			
					3.025	295	0.003*
	25&above	122	3.17	0.879			
I am confused about the kind of job I will do in future.	18-24	175	2.40	1.000			
					2.494	295	0.013*
	25&above	122	2.11	0.994			
I need information about how to prepare and attend job interviews.	18-24	175	3.37	0.769			
					3.281	295	0.001*
	25&above	122	3.05	0.917			
I have difficulty getting information about how to start my own business after leaving school.	18-24	175	3.14	0.822			
					2.612	295	0.009*
	25&above	122	2.87	0.979			

I need help to find placement for industrial attachment.	18-24	175	2.92	0.925			
					1.801	295	0.073*
	25&above	122	2.71	1.040			
I am worried about not visiting any industry while in school.	18-24	175	3.14	0.963			
					1.948	295	0.052*
	25&above	122	2.92	1.001			

*Significant difference exists at Sig. (2-tailed) <0.05.

Discussion of findings

Research Question 1

Problems faced by Polytechnic Students

From the data collected and analyzed in this study, it is obvious that polytechnic students have problems and that practical problems (in the forms of financial, accommodation, feeding, medical facilities and transportation) are the most prevalent problems of Ho Polytechnic students followed by vocational/career problems and then personal/social problems and educational problems.

Practical Problems

The majority of the students ranked practical problems first. Practical problems include those related to finance, accommodation, medical facilities, fees charged by the polytechnic, meals, transportation, residential accommodation and lecture room space. The common practical problems reported by respondents in the study were financial constraints, lack of students' residential accommodation and limited classroom space. This is consistent with the study of Wong and Kwok (1997), which found that one of the major difficulties for full time mature students was in the area of finances.

The findings confirm the study of Boham (2005) that financial constraints are the most prevalent concerns of polytechnic students.

Also consistent with, is a survey by Makinde (1987) in which about 85.4 percent of students in the sample regarded financial and economic problems as their first priority. Students' financial problems could be due to the fact that many students depend only on parents for their financial support and the late release of students' loans.

The findings also confirm a report by Denga (1981) which states lack of facilities such as classroom space, inadequate libraries, class size and accommodation as problems affecting maximum academic performance of the students in schools and universities. His view on the need for adequate and quality food for students in order to function comfortably in their academic and non-academic activities has also been confirmed by this study. The finding is consistent with the report of Agodzo (2007) that the infrastructure of the polytechnics is not enough to cope with tertiary education delivery.

Vocational /Career Problems

With regard to vocational/career problems, respondents reported mostly of lack of adequate information about their career. This agrees with the views of Akinde (2005) and Okoye (1990) who both stress that adequate information on careers is very important in solving the problems of choice. It is also consistent with Denga (1981) who categorises lack of information about relevant careers among students' major problems.

It agrees with Taylor and Buku (2006) who state among other things that lack of occupational information is a problem that young people face in their vocational development. Students' concern about lack of information on

careers could be attributed to the fact that many Polytechnics in Ghana have not established career centres for students to look for information. Career information service is very important since it would help individuals to meet occupational challenges now and in the future. Lack of occupational information may, therefore, contribute to student frustration and indecision.

Onyejiaku's (1987) view that training young people in the technique of acquiring occupational information or the provision of occupational information to them would be of immense help to the individuals exposed to it in the future. He also believes that the need for field trips as the most effective way of providing occupational information supports the concerns of respondents about the lack of occupational information and not being able to visit any industry while in school to get more information about their future occupations.

Some respondents' worries about job placement after leaving school confirm the findings of Asare-Bediako (2007) that job placement services in schools are poorly implemented. The worries also support the assertion of Oladele (1989) that students need help in finding suitable and gainful employment.

Respondents' concerns about the need for information on how to prepare and attend job interviews are issues that have been raised and addressed by Obadofin and Awabil (2007).

Personal/Social Problems

Respondents reported of their difficulty in making new friends. This report tallies with a statement made by Denga (1981) which states that when

students enter college they are expected to integrate with new people but the integration is painful to many students.

Also reported was the fact that students have interpersonal conflict and that they need to know how to resolve the interpersonal conflicts. This supports Richmond et al (1987) who view interpersonal relationships as a central fact of our existence as human beings in modern society. It is also consistent with the findings of a study by Harris (as cited by Wong and Kwok 1997) that interpersonal conflicts are not uncommon among college students.

The need for students to understand themselves was another personal-social problem. This agrees with the views of Norris et al (as cited in Chauhan 2001) on the need for social information as a valid data about human beings which help a student to understand himself better.

Educational/Academic Problems

Poor study habit, time constraints, anxiety, coping with work loads were some of the educational/academic problems identified by the students in the study. These are consistent with the findings of the following:

1. In a students' problems survey by Denga (1981), it was revealed that students need effective study habits to enable them cope with the amount of work expected of them. Denga also identifies examination anxiety as a major educational problem among students.
2. In a study conducted by Awabil (2002), it was found that study habit was the major concern of the students.
3. Woodley (as cited in Wong and Kwok 1997) found that a major educational problem of mature students was time constraints and the difficulty in retrieving from memory during examinations. These may

be evident particularly with married students who may be torn between spending time on their studies and work, studies and spouse, studies and children and studies and friends. The statement by Wong and Kwok supports the findings of this study that married students have more educational problems than the unmarried students.

4. Obadofin (1990) found that students have poor study habits and these generally result in anxiety and failure.
5. Makinde (1976) identifies the problem of how to study and poor reading techniques as some of the problems encountered by students.
6. Nyarko-Sampson (2007) found that many students at secondary and tertiary institutions are poorly prepared for academic work because they do not follow routines that are for academic success.

Research Question 2

Comparison of Students' Problems by Gender, Age, Marital Status and Academic Level

Comparison by Gender

There was not much significant difference in the ranking of practical and vocational career problems between male and female students. However, according to the study, female students have more educational /academic problems than male students. The cause of this, as suggested in a study by Small Wood (and cited in Wong and Kwok 1997) is that women have to coordinate child care and study as well as job and study and therefore have time constraints.

Comparison by Age groups

Early adults, according to the study, have more vocational /career problems than late adults. The reason could be that many late adults have had sufficient job experience before entering the polytechnic and, therefore, would not have much career problems. The younger adults may lack knowledge of their interest and also occupational information. These findings agree with Taylor and Buku (2006) that lack of knowledge of their own aptitude and interest and lack of occupational information are problems that face young people in their vocational development.

Comparison by Marital Status

It was found that married students have more Educational/Academic problems than students who are single. This finding has been confirmed by Wong and Kwok, 1997, that time was reported by mature students as a major problem and this was particularly evident for those married with children, who appeared to be torn between spending sufficient time to study and work, study and spouse, study and children and study and friends.

Comparison by academic level

The study revealed that there was no significant difference in the needs and problems of 2nd and 3rd year students. This probably suggests that both academic levels experience similar problems and in the same magnitude.

Research Question 3

Sources of Support for Students

It was found that most of the students rely on informal support networks like family members, spouse and friends for support and only a few seek support from professionals like lecturers, counsellors, chaplains etc. This

is consistent with results of Lai and Ngai (as reported by Wong and Kwok, 1997). The fact that only a small number of students approach professionals for support makes the findings to be consistent with the evidence by Boey, (as cited in Wong and Kwok, 1997) that students tend to delay seeking help from professionals.

The unavailability of structures and facilities for professional support in the Polytechnic and the lack of information to students on support could be the reasons for students not approaching professionals for support. According to the result, all the married students seek support from their spouses. This tallies with Wong and Kwok, (1997) who found that spouses appear to be support generalists, who are the sole providers of support to their partners. It suggests that any marital conflicts can have a negative impact on married students since conflicts between partners can affect spousal support.

Implications of the Study for Counselling

Need For the Provision of Support Services to Students

From the findings of the study, it is evident that Ho Polytechnic students experience a variety of problems related to study, family, social life, work, finance, accommodation and meals. The interaction of these various problems affects the students. This implies that counselling and students' guidance services are necessary in the polytechnic to offer programmes that aim at developing the students' personal growth and study skills. It also implies that counsellors be appointed in the polytechnic to help students resolve the educational, vocational and personal /social problems that militate against their academic performance and that information kits on the various problems areas such as study skill, stress management, conflict resolution,

time management etc can be produced for the use of students at their own convenience.

To improve on the students' interpersonal relations, students could be encouraged to participate in all polytechnic activities. Students can be encouraged to join associations and clubs to increase their sense of belonging in the polytechnic. Talks can be organized on human relation skills for students in order to equip them with the interpersonal skills required to relate with others. Inter-departmental games, debates and group discussions, if well organized in the polytechnic, will offer students the opportunity to develop good interpersonal skills. Ho Polytechnics needs to institute career counselling programmes to educate students on careers and to help them to decide on particular occupations based on students' interest, aptitudes and abilities.

Though the Polytechnic cannot obtain jobs for students, the students could be given information on job opportunities that are available and their requirements. Polytechnic counsellors, industrial liaison officers and students' affairs division of the Polytechnic can acquaint prospective employers with employment resources that exist in the Polytechnic and provide employers with information and recommendation letters that concerns students graduating.

The findings on students' practical problem also show that there is the need to help students to solve their financial problems. This implies that polytechnic counsellors must have much information about how to solve students' financial problems. The polytechnics cannot provide monies to students but students should be educated on where and when to apply for scholarships, bursaries, grants and loans. As intake to the polytechnic

continues to increase year after year, there is the need to increase infrastructure like classrooms and students hostels. Health facilities need also to be improved.

Informal Support Network

The findings revealed that polytechnic students depend largely on informal network like family members and friends for support. This implies that there is the need to organize programmes to orient family members and friends of students about students' needs and difficulties. In this way, they will be more ready to provide appropriate support for the students. The home, community and educational institutions are inter dependent and their functions are interrelated and so no guidance programme can be successful without the cooperation of the home. The fact that students are more comfortable sharing their problems with fellow students implies that peer counselling training is necessary and that peer counselling programmes be organized for polytechnic students.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Overview of the study

This chapter presents the summary and conclusion of the study. It also offers recommendations that would enhance effective solutions of the problems of students in Ho Polytechnic.

Summary

The study assessed the major problems of the polytechnic students and the sources of support for students in solving their problems. It also discussed the implications of the findings on guidance and counselling.

Polytechnic students face problems in the course of their studies and they need to be assisted to solve their problems. The inability of authorities to help solve these problems has often resulted in the use of violence in students trying to get their problem solved. There is, therefore, the need to conduct a need assessment and students' problem survey in the polytechnics.

The purpose of the study was to identify the major problems of Ho Polytechnic students, find the relationship of the problems with the various variables like gender, age groups and marital status in the study, find out the sources of support for students with problems and find the implications for guidance and counselling.

The design adopted for the study was the descriptive survey design. Years 2 and 3 students of Ho Polytechnic formed the population for the study.

The sample size for the study was 300. A questionnaire was the instrument for the study. Means, standard deviations, frequencies, percentages and T-tests were employed for the data analysis.

Summary of major findings

The study revealed that financial, accommodation and feeding (practical) problems are highest among the major problems of polytechnic students. Family members, spouses and friends were found in the study to be the main support network for solving polytechnic students' problems hence the need for the polytechnics to help strengthen this informal support network.

The formal support network like counsellors did little in helping to resolve students' problems. This could be because this network does not exist or is not recognized in the polytechnics. There is, therefore, the need to improve on the formal support network. Well resourced counselling units need to be established in the polytechnics. Peer counselling could also be encouraged for students to be able to share their problems.

Conclusion

On the basis of the findings of the study, it can be concluded that polytechnic students face problems in the cause of their studies. Financial, accommodation and feeding problems were highest among the major problems of polytechnic students. This was followed by vocational/career problems, personal-social problems and educational/academic problems respectively. Little differences existed in the problems of the variables used in the study.

The main source of support for the students was from the informal network like family members, spouses and friends of the students. Very few

students seek support from counsellors and lecturers. The reason for this could include lack of professional counsellors in Ho Polytechnic, poor perceptions of guidance and counselling by the polytechnic administration, lack of facilities for counselling in the polytechnics and the fact that the government has not enacted any Act that would recognize guidance and counselling activities in the polytechnics.

Recommendations

On the basis of the findings of the study, it is recommended that:

1. government enacts an Act that would recognize guidance and counselling as an essential part of activities in the polytechnics,
2. the polytechnic should establish well resourced guidance and counselling units to address students' problems,
3. the polytechnic should provide more residential and classroom accommodation for students,
4. medical facilities in the polytechnic should be improved,
5. better recreational facilities should be provided in the polytechnic to improve on students' interpersonal skills,
6. polytechnics should sponsor the training of guidance and counselling officers,
7. all academic staff in the polytechnics should have some exposure to guidance and counselling to be able to provide some counselling services to students,
8. polytechnic counsellors and the administration should frequently interact with the parents, spouses and friends of students to

orientate them about students' needs and problems by organizing open day or family day programmes,

Suggestion for further study

It is suggested that further research on the perceptions of the Polytechnic administrators on guidance and counselling as a formal support service for the resolution of students' problems should be conducted.

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APPENDIX A

SAMPLE SIZES FOR DIFFERENT SIZES OF POPULATION AT A 95% LEVEL OF CERTAINTY.

Population	Sample size at 5% margin of error
50	44
100	79
150	108
200	132
250	151
300	168
400	196
500	217
750	254
1000	278
2000	322
5000	357
10000	370
100000	383
1000000	384
10000000	384

Source: Saunders, Lewis and Thornhill (1997)

APPENDIX B

QUESTIONNAIRE FOR STUDENTS

Dear respondent, this questionnaire seeks information on major problems of polytechnic students. The exercise is purely academic. Any information given is solely for academic purposes. You are highly assured of confidentiality and anonymity.

Part 1

A. biographical data

Tick (✓) those responses that are applicable to you.

1. Gender Male Female

2. Age 18-24 25 and above

3. Residential status: Residential Non-residential

4. Marital status: Married with children
 Married without children
 Single

5. Level: 2nd year 3rd year

6. School of Applied Science and Technology
 Business and Management Studies
 Engineering
 Art and Design

Part 2

Please read the following and tick (✓) strongly agree, agree, disagree or strongly disagree to show how each statement relates to you.

STUDENTS' PROBLEMS	Please tick (✓) one			
	SA	A	DA	SDA
B. EDUCATIONAL/ACADEMIC PROBLEMS				
7. I have poor study skills.				
8. I have difficulty preparing for examinations.				
9. I lack confidence in my ability to succeed academically.				
10. I have problems allocating time for my studies.				
11. I have difficulty with the style of teaching in the polytechnic.				
12. I have difficulty retrieving from memory during examinations.				
13. I have problems meeting deadlines for submission of assignments.				
14. I find it difficult discussing my academic problems with my lecturers.				
15. I have difficulty coping with course workload in the polytechnic.				
16. I have problems attending lectures regularly.				
C. VOCATIONAL/CAREER PROBLEMS				
17. I lack adequate information on job				

requirements.				
18. I regret choosing my current programme of study/career.				
19. I am worried about job placement after leaving school.				
20. I have difficulty preparing a good curriculum vitae.				
21. I need more information about occupations or careers or jobs in my area of specialization.				
22. I am confused about the kind of job I will do in future				
23. I need information about how to prepare and attend job interviews.				
24. I have difficulty getting information about how to start my own business after leaving school.				
25. I need help to find placement for industrial attachment.				
26. I am worried about not visiting any industry while in school to get acquainted to the industrial environment.				
D. PERSONAL/SOCIAL PROBLEMS				
27. I need to understand more about myself.				
28. I have difficulty relating well with other students.				
29. I need to know how to solve interpersonal conflicts.				
30. I have problem making new friends.				
31. I have problem dealing with				

disappointment.				
32. I have problem with dating.				
33. I lack freedom at home.				
34. I have problem meeting family demands.				
35. I find it difficult to go for an HIV/AIDS test				
36. I have a problem relating well with my lecturers/instructors.				
E. PRACTICAL PROBLEMS				
37. I face financial problems in school.				
38. I get emotionally disturbed when I fail to meet my financial demands.				
39. I am worried about the poor facilities in the polytechnic halls of residence.				
40. I do not have adequate information about the polytechnic.				
41. I feel the medical services offered in the polytechnic are inadequate.				
42. I am worried about the poor facilities for the disabled persons in the polytechnic.				
43. I am worried about the inadequate transport facilities in the polytechnic.				
44. I am disturbed about the high cost of cooked food in and around the polytechnic.				
45. I am worried about the high user fees charged by the polytechnic				

46. I am worried about the inadequate lecture room space in the polytechnic.				
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PART 3

47. From the following, tick (√) those from whom you have received support to help you solve or address your problems.

(Tick those that apply to you).

Spouse

Family members

Friends

Lecturers

Dean of students

Chaplain

Polytechnic counsellor

APPENDIX C

RESULTS OF DATA ANALYSIS

RQ1

Descriptive Statistics

	N	Mean	Std. deviation
Overall Practical Problems	297	3.18	.436
Overall Vocational/Career Problems	297	2.76	.529
Overall Personal/Social Problems	297	2.39	.501
Overall Educational/Academic Problems	297	2.33	.434
Valid N (list wise)	297		

RQ2i SEX T-Test

Group Statistics

Problem	Gender	N	M	Std. Deviation	Std. Error Mean
Overall Educational/Academic	Male	199	2.32	.440	.031
	Female	98	2.33	.424	.041
Overall Vocational/Career	Male	199	2.79	.508	.036
	Female	98	2.71	.569	.057
Overall Personal/Social	Male	199	2.43	.507	.036
	Female	98	2.32	.487	.049
Overall Practical	Male	199	3.19	.436	.031

	Female	98	3.14	.436	.044
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Independent Sample Test

		t-test for Equality of Means		
		t	df	Sig. (2-tailed)
Overall Educational/Academic Problems	Equal variance assumed	-.074	295	.941
	Equal variance not assumed	-.075	99.592	.941
Overall Vocational/Career Problems	Equal variance assumed	1.216	295	.225
	Equal variance not assumed	1.170	74.898	.244
Overall personal/Social Problems	Equal variance assumed	1.641	295	.102
	Equal variance not assumed	1.667	201.331	.097
Overall Practical Problems	Equal variance assumed	.884	295	.377
	Equal variance not assumed	.884	93.150	.378

AGE RQ2ii T-Test

Group Statistics

Problem	Age	N	M	Std. Deviation	Std. Error Mean
Overall	18-24	175	2.35	.422	.032
Educational/Academic	25&above	122	2.30	.451	.041
Overall Vocational/Career	18-24	175	2.87	.473	.036
	25&above	122	2.60	.566	.051
Overall Personal/Social	18-24	175	2.41	.498	.038
	25&above	122	2.37	.506	.046
Overall Practical	18-24	175	3.19	.428	.032
	25&above	122	3.16	.447	.040

Independent Sample Test

		t-test for Equality of Means		
		t	df	Sig. (2-tailed)
Overall Educational/Academic Problems	Equal variance assumed	.995	295	.320
	Equal variance not assumed	.983	248.896	.326
Overall Vocational/Career Problems	Equal variance assumed	4.450	295	.000
	Equal variance not assumed	4.311	229.640	.000

Overall personal/Social Problems	Equal variance assumed	.625	295	.533
	Equal variance not assumed	.623	257.943	.534
Overall Practical Problems	Equal variance assumed	.694	295	.488
	Equal variance not assumed	.689	253.404	.492

POST B/N AGES (FOR VOCATIONAL) T-Test

Group Statistics

Problem	Age	N	M	Std. D.	Std Error Mean
I lack adequate information on job requirements	18-24	175	2.91	.927	.070
	25 & above	122	2.61	.983	.089
I regret choosing my current programme of study	18-24	175	1.54	.779	.059
	25 & above	122	1.60	.878	.080
I am worried about job placement after leaving school	18-24	175	3.01	.932	.070
	25 & above	122	2.52	1.085	.098
I have difficulty preparing a good curriculum vitae	18-24	175	2.82	.836	.063
	25 & above	122	2.46	.901	.082
I need more information	18-24	175	3.45	.708	.054

about occupations in my area of specialization	25 & above	122	3.17	.879	.080
I am confused about the kind of job I will do in future	18-24	175	2.40	1.000	.076
	25 & above	122	2.11	.994	.090
I need information about how to prepare and attend job interviews	18-24	175	3.37	.769	.058
	25 & above	122	3.05	.917	.083
I have difficulty getting information about how to start my own business after leaving school	18-24	175	3.14	.822	.062
	25 & above	122	2.87	.979	.089

Post B/N T-Test continues

I need help to find placement for industrial attachment	18-24	175	2.92	.925	.070
	25 & above	122	2.71	1.040	.094
I am worried about not visiting any industry while in school to get acquainted to industrial environment	18-24	175	3.14	.963	.073
	25 & above	122	2.92	1.001	.091

Frequency Table

Tick those from whom you have received support to help solve or address
your problems- SPOUSE

		Frequency	Percent
Valid	Yes	38	12.8
	No	259	87.2
	Total	297	100.0

Tick those from whom you have received support to help solve or address
your problems- FAMILY MEMBERS

		Frequency	Percent
Valid	Yes	210	70.7
	No	87	29.3
	Total	297	100.0

Tick those from whom you have received support to help solve or address
your problems- FRIENDS

		Frequency	Percent
Valid	Yes	172	57.9
	No	125	42.1
	Total	297	100.0

Tick those from whom you have received support to help solve or address
your problems- LECTURERS

		Frequency	Percent
Valid	Yes	80	26.9
	No	217	73.1
	Total	297	100.0

Tick those from whom you have received support to help solve or address
your problems- DEAN OF STUDENTS

		Frequency	Percent
Valid	Yes	32	10.8
	No	265	89.2
	Total	297	100.0

Tick those from whom you have received support to help solve or address
your problems- CHAPLAIN

		Frequency	Percent
Valid	Yes	20	6.7
	No	277	93.3
	Total	297	100.0

Tick those from whom you have received support to help solve or address
your problems- POLYTECHNIC COUNSELLOR

		Frequency	Percent
Valid	Yes	12	4.0
	No	285	96.0
	Total	297	100.0