

UNIVERSITY OF CAPE COAST

AN ASSESSMENT OF GUIDANCE PROGRAMMES IN THE NATIONAL  
VOCATIONAL TRAINING INSTITUTE IN CENTRAL REGION, GHANA

OFORI ESTHER ARABA AKYINBA

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VOCATIONAL TRAINING INSTITUTE IN CENTRAL REGION, GHANA

BY

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Faculty of Education, University of Cape Coast, in partial fulfilment of the  
requirements for award of Master of Arts Degree in Guidance and Counselling.

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## DECLARATION

### Candidate's Declaration

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

Candidate's signature.....

Date.....

Name: Ofori Esther Araba Akyinba

### 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: Prof. J. K. Essuman

## **ABSTRACT**

This study assessed the guidance programme as organized in the NVTI centres in the Central Region of Ghana. A descriptive survey research design was adopted to carry out this study. Through the use of the purposive and the simple random sampling procedures, 44 coordinators/teachers and 194 students were selected from the NVTI centres to participate in the study. A set of questionnaires were used to gather the requisite information from the respondents in order to answer the research questions that were posed for the study. Descriptive statistics such as frequencies, percentages, means and standard deviations were used to analyse the data.

The study found out that the guidance team in the NVTI centres is not adequately professionally and academically trained to handle guidance programmes. Programmes like career, appraisal, placement, information, referral and orientation and educational programmes are organized in the NVTI centres. To some extent, the guidance programmes that are organized in the NVTI centres have impact on the student. Inadequate funding and professional guidance coordinators are the main challenges that the centres face and the coordinator/teachers as well as the students' suggestions focused on the training of personnel, logistics, and funding guidance programmes. It was recommended that the key stakeholders of Education should organise an in-service training for guidance coordinators/teachers in the NVTI centres. Also, the Government, Non Governmental Organisations should help by funding guidance programmes in schools.

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## **DEDICATION**

To all members of the Ofori and Turpin-Quaye families at Takoradi

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## **CHAPTER ONE**

### **INTRODUCTION**

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

The National Vocational Training Institute (NVTI) has a long standing and checked history. It started in 1967 when a tripartite National Manpower Board Comprising representatives of the government, employers (Industry) and workers (labour) was established in order to plan effective development and utilization of human resource in accordance with the expected socio-economic development of the country. A comprehensive study of the country's manpower needs and the existing facilities for skill training was conducted. The board recommended that assistance should be sought from the United Nations Development Programme Special Fund (UNDP/SF) in order to establish a national vocational training programme (National Vocational Training Institute, 2010). The government of Ghana in collaboration with the UNDP/SF provided the necessary funding for the project to commence on 25<sup>th</sup> of October, 1968. An act of Parliament 351 of 12<sup>th</sup> January 1970 was passed to legalize the establishment of the Institute. Since its inception, the institute has contributed immensely towards the manpower needs of the country. The institute has been a key partner in the search to find solution to the country's unemployment situation. In fact technical and vocational training has emerged as one of the most effective

human resource development strategies that the nation needs to embrace in order to train and modernize the technical workforce for accelerated industrialization and development. This underscores the need to have holistic and pragmatic programmes in place in order to produce workforces who are well versed in solving personal as well as organizational challenges that they face.

Education in general is more than teaching and learning in classrooms. Several non-instructional activities go on to augment the formal instructional processes in the institutions. One of such activities or programmes that are considered very important in the prerequisite for developing the necessary skills and competencies in technical and vocational education is the guidance programme. According to Tolbert (1980),

Until the recent past, educational and vocational guidance was perceived simply as the process of giving students some information about their abilities and the needs of the labour markets, so as to enable them to make appropriate decisions and occupational choices. Nowadays, as reports of many countries show, the emphasis has shifted towards providing students with generic development competencies to cope more effectively with their continuing development as students, workers and citizens (p.3).

Thus guidance programmes in the institutions is a sure way of promoting holistic as well as comprehensive human resource development. Various countries have different approaches in providing better access to guidance programmes. In Ghanaian schools, what happens is that a guidance and counselling coordinator is appointed from the district level to oversee what goes

on the schools in terms of organizing guidance and counselling programmes in the schools. Some of the coordinators have the requisite professional and academic qualifications while others are appointed on the basis of experience. At the school level, the situation is always different. From my own experience and observation as a teacher in some Senior High Schools in the central and Eastern regions of Ghana, how guidance programmes are handled leaves much to be desired. Some schools have very good guidance programmes and the qualifications of guidance personnel in the various schools vary from one another. In most cases, very experienced teachers are appointed to oversee guidance programmes but this turns out to be a mirage because they are not given any allowances. In the National Vocational Training Institutes, a similar situation might exist. It thus becomes necessary to conduct a regional survey of the training centres to assess guidance programmes in order to identify gaps in provision, the level and types of physical, human and financial resources that are used for these programmes. It is also necessary to survey students' satisfaction with the institutions' guidance programmes. Probably, the guidance programmes in the NVTI centres are bedevilled with challenges. This study set out to unearth these challenges and look for possible ways of solving them.

### **Statement of the Problem**

One of the basic assumptions undergirding guidance services is that man has dignity and worth and is capable of solving his own problems. Notwithstanding this, no person is totally self-sufficient. Thus, all individuals at one instance or the other face problems and all people at one time or another need

assistance to solve their problems. In fact, the ability to solve problems is not completely innate. The ability to make wise decisions and choices can be learnt when the individual is offered the necessary assistance.

This underscores the importance role that the guidance programmes play in trying to help students solve academic problems and make good decisions. Though the guidance programme forms an integral part in the NVTI centres, it may turn out to compound student's problems when it is not handled with utmost care. Guidance programmes in schools is not devoid of challenges. In 2004, the Organization for Economic Co-operation and Development found that guidance programmes in schools had the following challenges:

- i. Those who provide career education and guidance in schools are often not career guidance specialists.
- ii. The number of people employed to provide guidance services is often not enough to meet students need and demands.
- iii. Most often, services continue to be provided largely on an individual, face to face model. This reduces the capacity of the service to respond to the needs of all learners.
- iv. Often guidance staff do not have the resources that they need to do the job properly: a private space where students can be interviewed; a library; a computer; access to a telephone and secretarial assistance are lacking
- v. School guidance services are often not audited and users have little opportunity to signal satisfaction or otherwise with the services

provided. No data is collected on student, teacher, and parent or employee satisfaction with the service.

The above problems are just to mention a few of the challenges found by the organisation. Is the situation in terms of guidance programmes in the NVTI centres in the Central Region of Ghana different from what the organization found or the same? To successfully implement guidance programmes in NVTI centres, pragmatic strategies and policies need to be put in place and attempts should be made to find out the challenges the programme faces. I was therefore confronted with the challenge to assess how guidance programme is being handled and organised in the NVTI centres in order to unearth its problems and the possible ways of solving them. This was exactly what I set out to find in this study.

### **Purpose of the Study**

The general purpose of the study was to assess the guidance programme as organised in the NVTI centres in the Central Region of Ghana Specifically, the study sought to:

1. Find out whether the guidance co-ordinators have the requisite professional and academic qualifications to carry out guidance programmes in NVTI centres.
2. Look out for the types of guidance services that are organised in NVTI centres.
3. Examine the impact of guidance programme in the NVTI centres



4. Investigate challenges associated with guidance programmes in NVTI centres.
5. Find out the possible solutions to the challenges that beset the guidance programme in NVTIs.

### **Research Questions**

The following research questions were formulated to guide the study:

1. What are the professional and academic qualifications of guidance coordinators in NVTI centres in Central Region?
2. What type of guidance services are organised in the NVTI centres in Central Region?
3. What is the impact of guidance programme in the NVTI centres?
4. What are the challenges associated with guidance programmes in the NVTI centres?
5. What do the guidance co-ordinators, teachers and students' suggest as solutions to the challenges associated with guidance programme at the centres?

### **Significance of the Study**

This study was geared towards providing valid information or blueprint on the status of the guidance programmes in NVTI centres in the Central Region. It would therefore serve as a guide to policy makers, curriculum planners and other stakeholders to provide the needed facilities for successful implementation of the guidance programme. The study could also contribute immensely to the research on guidance programmes in schools by providing new knowledge and also

suggesting areas for further research. It would also create awareness to readers on the need to put strategies and policies in place for successful implementation of the guidance programme in schools. Finally copies of this study would be made available to all the institutions who will participate in the study. This would offer them authentic information as to the status of the guidance programmes in the institutions and so try to play their respective roles accordingly.

### **Delimitation of the Study**

In setting the boundaries for this study, the study focused on the status of guidance programme in NVTI in Central Region of Ghana. Specifically the areas that were covered were the type of guidance services that are organised in NVTI centres, qualifications of co-ordinators, challenges associated with the programmes, the effectiveness of the programmes and the possible solutions to the challenges. This was to come out with in-depth knowledge about the state of affairs as far as guidance programme in NVTI centres is concerned.

### **Limitations of the Study**

This section of the study dealt with what might affect the validity and reliability of the instrument. Some of the students did not cooperate because they did probably see the importance of participating in the study. So it took a very long time in trying to get them to complete the questionnaire during the data gathering. A very negligible number of them failed to complete their questionnaire. Their responses could have enriched the data. However, since the return rate of the questionnaire was very high, it could be said that even though it

affected the quantity of the data, its effects was not great to affect the reliability and validity of the questionnaire.

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

The work has been divided into five chapters. The first chapter which is the introductory part deals with the general background information, the statement of the problem, the purpose of the study, significance of the study, delimitation, limitation and organization of the rest of the study. The second chapter which is the review of related literature considers what other writers have recounted on guidance programmes in NVTI centres.

Chapter three explains the research procedure and how they were carried out. It was concerned with the methods used for the study, the population, sample and sampling procedure, research instruments, data collection procedures and data analysis procedures. Chapter four takes a look at the presentation and analysis of data. It also discusses and interprets the findings of the research.

Finally, Chapter five ends the research by providing the summary of the findings, conclusion and recommendations based on the findings. The chapter also offers encouragement to future researchers on the topic and suggests show they should go about their work.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This section of the study dealt with the relevant related literature on the study. Specifically, it focused on the concept of Guidance, Guidance services in schools, challenges associated with the Guidance programme and the way forward. It also dealt with some empirical studies related to the research and the theoretical framework of the study.

#### **The Concept of Guidance**

Guidance service in schools has become to a large extent a key element of lifelong learning policy. In fact guidance service remains a very important facet of the school system. Right from the onset, of this review, it must be acknowledged that there is no universally accepted definition of guidance. Hence a lot of scholars define the term according to their own philosophical orientations. The following are some of the conceptions as reiterated by scholars in the field of guidance.

According to Fruehling (2009), educational guidance is a process of helping students to achieve the self-understanding and self-direction necessary to make informed choices and move toward personal goals. He continues to say that educational guidance is a uniquely American educational innovation which

focuses on the complete development of individual students through a series of services designed to maximize school learning, stimulate career development and respond to personal and social concerns that inhibit individual growth. This definition underscores the important roles that educational guidance play in the lives of students. What makes educational guidance critical is its immediate and future impact that the service has on student's lives. Thus the individual is guided to take good decisions and solve personal challenges that are likely to impact negatively on the present as well as future life.

Guidance services "is an interpersonal process designed to assist individuals with career development problems" (Nayak & Rao, 2004, p. 1). Thus the individual is assisted to choose, enter, adjust and advance in a particular sphere of endeavour. It is clear from the above concept on guidance services as given by Nayak and Rao that a guidance service is premised on cordial relationship between the client and the helper (Counsellor). Sometimes these relationships are formal while others are informal. Guidance and counselling concept that institutions, especially schools, should promote is the efficient and happy lives of individuals by helping them adjust to social realities. Early guidance programmes dealt with the immediate problem of vocational placement. The complexities of the industrial economy and the unrealistic ambitions of many young people made it essential that machinery for bringing together jobs and workers be set up; vocational guidance become that machinery (Tolbert, 1980). The NVTI programme is to prepare the student to face the challenges in the world of work. The value of the guidance programmes in helping to achieve this

important purpose cannot in any way be over-emphasized. In fact origins of educational guidance are firmly rooted in the development of vocational guidance services (Fruehling, 2009).

The following definition of career guidance was used in recent international reviews conducted by the OECD (2004), the European Commission and the World Bank:

Career guidance refers to services and activities intended to assist individuals, of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers. Such services may be found in schools, universities and colleges, in training institutions, in public employment services, in the workplace, in the voluntary or community sector and in the private sector. The activities may take place on an individual or group basis, and may be face-to-face or at a distance (including help lines and web-based services). They include career information provision (in print, ICT-based and other forms), assessment and self-assessment tools, counselling, interviews, career education programmes (to help individuals develop their self awareness, opportunity awareness, and career management skills), taster programmes (to sample options before choosing them), work search programmes, and transition services (p.10).

Thus career guidance involve a plethora of services rendered to individuals or group of people to effect intended and unintended changes for the

well being of the benefactors both presently and in future. In fact guidance programmes are so multifaceted to the extent that each area requires the necessary attention in order to promote the necessary personality growth and development. In this case, a whole lot of resources namely visuals, audio-visuals, audio, and community resources should be employed to facilitate the intended changes that need to be effected.

In public schools as well as private schools, guidance programmes are organised as a series of services. One service is academic planning. This is where Counsellors assist students with curriculum and individual course selection. Programmes also are designed to help students who have academic difficulties. Student appraisal is another counselling function. Standardized tests are administered to assist in appropriate academic placement, to assess academic achievement, to identify individual aptitudes, to explore vocational interests, and to foster awareness of career alternatives, programmes in human relations skills, and training in actual job skills, as well as the acquisition and dissemination of related information. Counsellors work with teachers, administrators, and families in coordinated efforts to help resolve examine personal characteristics. Tests are used also to identify gifted students and those with special learning problems. Other counselling services include career-development programmes to specific student problems. If necessary, they can refer students to trained therapists for additional assistance (Fruehling, 2009).

## **Professionalism in Guidance**

Martin and House (2001) stated: School counsellors are ideally positioned in schools to serve as conductors and transmitters of information to promote school-wide success for all students. When school counsellors aggressively perform actions that support entitlement to quality education for all students, they create a school climate where access and support for rigorous preparation is expected. (p. 4). Aluede,.(n.d) wrote a paper which examined guidance and counselling profession in Nigeria, which is recognized to have existed in Nigeria since 1959. Against the backdrop of poor recognition of the profession in Nigeria, this paper examined the status of the profession and provided ways of making the field a recognizable height in Nigeria. Suggestions on how to address issues of certification, licensure, and continuing education among others, were provided. It is one thing suggesting something and its another realm implementing the suggestions. Granted that this is the situation of guidance and counselling in Nigeria, then pragmatic steps should be taken to resolve the problem. In fact problems that are associated with guidance that centres around certification, licensure, and continuing education are not mere problems to be neglected. These can be said to be among the very important faculties of a successful guidance and counseling programme.

Guidance literature (i.e. Aluede, Afen- Akpaida &Adomeh, 2004; Iwuama, 1998) has provided a very important perspective about the status of professional counselling in Nigeria, to include the following:

- i. school counselling programmes exist in some secondary schools;



- ii. All the federal government owned secondary schools have functional school counselling centres with professional counsellors in charge;
- iii. in most state – owned secondary schools some form of career counselling programmes exist and usually provided by career masters/mistresses;
- iv. In most secondary schools, counsellors are saddled with teaching and other ancillary responsibilities to the detriment of their counselling practice;
- v. many Nigerian counsellor education departments are making remarkable contributions to the development of counselling practice in Nigeria through the training of potential counsellors even at the undergraduate levels so as to meet with the high demand in the society;
- vi. Many universities have/are establishing counselling and guidance departments and recruiting specialists for teaching appointments. Many of these counsellor educators are now in the ranks of professors.
- vii. The Counselling Association of Nigeria (CASSON) is yet to assume a legal status in spite of the fact that the body has existed since the 1960s as Ibadan Career Council and later Nigerian Career Council, because of the absence of legislation that clearly defines the functions, academic and professional qualifications and ethical responsibilities of counsellors. Guidance and counselling profession is a very dynamic one with new information about counselling approaches and techniques emerging everyday the world over. Therefore, there is the need for CASSON to provide continuing education programmes for counsellors in Nigeria. By this provision, we can learn new and emerging counselling skills. As it is today, it is most likely to find counsellors not

undergoing any training beyond their initial university degrees. Many of these degrees in counselling related fields may have even been acquired in the past two decades. And skills acquired under such situations, particularly for a dynamic specialty like counselling would have become obsolete. It is in this regard that CASSON is urged to make it mandatory for her members to undergo professional training programmes at least 3 months in every two years

### **Guidance Services in schools**

The UNESCO module on guidance and counselling (2000) also posited that Guidance is a programme of services to individuals based on their needs and the influence of environmental factors. Guidance and counselling is a professional field which has a broad range of activities, programmes and services geared toward assisting individuals to understand themselves, their problems, their school environment and their world and also to develop adequate capacity for making wise choices and decisions. There is agreement among experts that there are three major components of guidance and counselling. These are educational guidance, vocational guidance and personal social guidance (UNESCO module 2000). Under these three major areas, there are several guidance and counselling services such as appraisal, information, placement, orientation, evaluation, referral, and follow-up (Denga, 2001). Each of these major components of guidance and counselling alone with their services address students needs, challenges and problems. The goal of guidance and counselling services is to enable each learner in institutions of learning to derive optimal educational benefits so as to actualize his/her potentialities. Anwana (1989) and Abiri (1996)

argued that if the society is not to be plagued by a band/group of disgruntled, frustrated and unrealistic individuals, it is desirable that adequate guidance and counselling and career information be provided, to enable the school and society arrive at a realistic vocational choice for their children/wards with due realization of their potentialities.

Two distinctly different perspectives concerning the initial purpose of vocational guidance were present from the very beginning. Wirth (1983) described one perspective, espoused by David Snedden and Charles Prosser (1980) that followed the social efficiency philosophy. According to this perspective, “the task of education was to aid the economy to function as efficiently as possible” (Wirth, 1983, pp. 73–74). Schools were to be designed to prepare individuals for work with vocational guidance being a way to sort individuals according to their various capacities preparing them to obtain a job. The other perspective of vocational guidance was based on principles of democratic philosophy that emphasized the need to change the conditions of industry as well as assist students to make educational and occupational choices.

### **Challenges Associated with Guidance**

According to the Organisation for Economic Cooperation and Development and the European Communities (2004), there are major gaps between how services are organised and delivered on the one hand and some key public policy goals on the other. Access to services is limited, particularly for adults. Too often services fail to develop people's career management skills, but focus upon immediate decisions. Training and qualification systems for those

who provide services are often inadequate or inappropriate. Co-ordination between key ministries and stakeholders is poor. The evidence base is insufficient to allow proper steering of services by policy makers, with inadequate data being available on costs, benefits, client characteristics or outcomes. And in delivering services insufficient use is made of ICT and other cost-effective ways to meet client needs more flexibly. In fact, there are challenges in meeting gaps in access, and in improving the nature, level and quality of services. In schools, the principal challenges are: to provide sufficient human and capital resources of the right type, both within the school and within its surrounding community; to ensure that these resources are dedicated to career guidance; and to make the best use of the resources that are available. Gaps in access are particularly evident in primary schools and in the vocational tracks of upper secondary school. Policy options include formally strengthening collaboration between all relevant stakeholders, making the acquisition of career management skills by students the focus of career education programmes, and improved accountability mechanisms.

According to the Organisation for Economic Cooperation and Development and the European Communities (2004), improving the quality and relevance of career information materials to support universal access is an ongoing challenge. There is often a lack of collaboration between different government ministries, agencies, and between national and regional levels of government in providing and sharing career information. Materials developed by the private sector are not subject to any agreed standards.

Too often services fail to develop people's career management skills, but focus upon immediate decisions. Training and qualification systems for those who provide services are often inadequate or inappropriate. Co-ordination between key ministries and stakeholders is poor. The evidence base is insufficient to allow proper steering of services by policy makers, with inadequate data being available on costs, benefits, client characteristics or outcomes. And in delivering services, insufficient use is made of ICT and other cost-effective ways to meet client needs more flexibly (Organisation for Economic Cooperation and Development and the European Communities, 2004).

They continue to say that Governments have been very inactive in defining the content and process of initial training for career guidance practitioners, and in relating these to the goals for public education, training and employment policies. As a result trainers and practitioner associations have developed training programmes quite divorced from public policy objectives. National reviews of training for career guidance practitioners take place very infrequently or not at all. Significant differences occur in the quality and types of career guidance services that users experience both within and between countries due to significant variations in the training of career guidance practitioners.

### **Guidance Programme and the way Forward**

According to the Organisation for Economic Cooperation and Development and the European Communities (2004), to improve career guidance for young people, policy makers must address challenges in compulsory schooling, in upper secondary schooling, in tertiary education, and for young

people at risk. Also the demand for career guidance services exceeds its supply. More flexible delivery methods, including the use of ICT and of call centres, have great potential for extending access. If all citizens are to have access to career guidance, there is often a need to target career guidance services to at-risk groups. Actively involving vulnerable groups in designing, planning, implementing and monitoring career guidance policies and services for them greatly enhances the development of services that are relevant to their needs.

In order to develop a coherent policy and strategy for the delivery of quality career information to citizens, national, regional and local mapping exercises of career guidance information provided through a range of media (such as newspapers and television) to a range of target groups (youth, employed, unemployed) is an essential starting point.

### **Theoretical Framework of the study**

#### **Traits and Factor Theory**

*Traits and Factor Theories:* Stress the individual's need to develop his or her "traits, (interests, values, skills) as well as select environments that compliment those traits. Traits and factor theory can indeed offer a match between individuals and jobs. It seeks "to measure empirically those variations in personality, interests, and abilities and to relate those traits to career plans that would make a good fit" (Seligman, 1994). Neat matching is of course debatable, given the elements of self-report, usually off-job testing conditions, and unruly opportunity structures (Roberts, 1977).

The trait factor theory evolved into a congruence model (Holland, 1973): people seek occupational environments which are congruent with their personalities. As well as the assumption of measured and practical significant differences between people suited to different occupations, well-adapted individuals within an occupation are seen to share psychological characteristics. Individual differences should interact significantly with occupational differences, and job and personal characteristics should be consistent enough to predict long term outcomes (Rounds & Tracey, 1990). Holland developed a theory of 'person- environment fit': individuals would seek out and create environments that allowed for their idiosyncrasies within a reciprocal process. His latest version (Holland, 1985) tried to incorporate socio-economic status, gender, ability and upbringing. Extensive research has supported many aspects of his theory (Yost & Corbishley, 1987; Spokane, 1985), which does seem to allow for factors outside of the purely intrapersonal. The Hollands theory will be used to share more light on the study put into perspective.

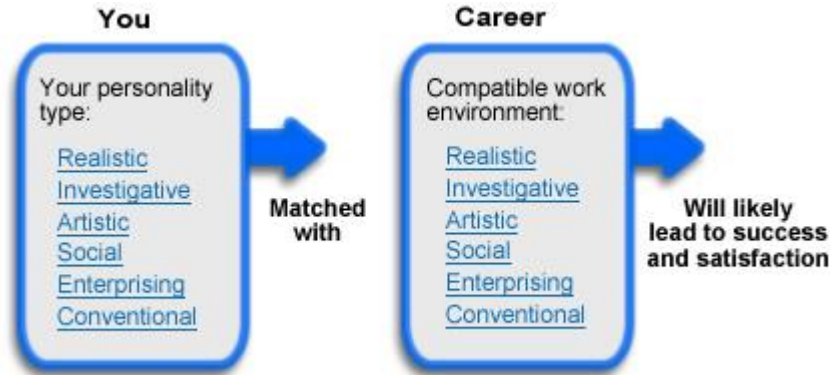
### **Holland's Theory**

The Career guidance programme in the NVTI is based on John Holland's theory of career choice. The theory explains work-related behaviour – such as, which career choices are likely to lead to job success and satisfaction. It also explains other human actions, like success and satisfaction in school and training programmes. It is the best known and most widely researched theory on this topic and is used by most career counsellors. Understanding Holland's theory will help you make good choices – decisions about which occupations, careers, majors, or

training programmes best fit you. According to Holland (1985)', the theory can be summarized in six statements:

1. In our culture, most people are one of six personality types: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional.
2. People of the same personality type working together in a job create a work environment that fits their type. For example, when Artistic persons are together on a job, they create a work environment that rewards creative thinking and behaviour -- an Artistic environment.
3. There are six basic types of work environments: Realistic, Investigative, Artistic, Social, Enterprising, Conventional.
4. People search for environments where they can use their skills and abilities and express their values and attitudes. For example, Investigative types search for Investigative environments; Artistic types look for Artistic environments, and so forth.
5. People who choose to work in an environment similar to their personality type are more likely to be successful and satisfied. For example, Artistic persons are more likely to be successful and satisfied if they choose a job that has an Artistic environment, like choosing to be a dance teacher in a dancing school -- an environment "dominated" by Artistic type people where creative abilities and expression are highly valued.





**Figure. 1: Holland's Theory**

Source: <http://www.Careerkey.org/asp/>

6. How you act and feel at work depends to a large extent on your workplace (or school) environment. If you are working with people who have a personality type like yours, you will be able to do many of the things they can do, and you will feel most comfortable with them.

According to the theory, people want to choose an occupation whose personality type is the same as, or similar to theirs. This is most likely to lead to their job satisfaction and success. A good match-up is called "Congruent" (meaning "compatible, in agreement or harmony"). The question now is: are the guidance coordinator/teachers at the NVTI centres in the Central Region able to assist their students to choose the occupations that match their personality type? This study will try to look at the effectiveness of the guidance programme by finding out the level of professionalism as well as challenges associated with the programme. Granted that the guidance coordinators have the requisite

professional qualification then it follows that they will be in the better position to use the underpinning principles inherent in the theories performing their duties.

### **Empirical Review**

Ameyidzi (1997), conducted a study to evaluate and see the extent to which guidance services were being rendered to students in Senior High Schools in Ketu and Keta Districts of Ghana. After reviewing the literature, six main research questions were formulated to direct the research. The question focused on the extent to which each of the following services: appraisal, consultation, counselling, evaluation, information and placement were being implemented in the schools. Three null-hypotheses were tested at an alpha level of 0.05. Applying the stratified random and proportional sampling procedures, two hundred and fifty male and female students and one hundred male and female tutors were selected for the main study. Eight Guidance Coordinators were also purposively used to provide data for discussion. Two sets of questionnaires, one for students and the other for tutors were designed and administered to collect data. An interview schedule was also prepared and used to gather information from the coordinators. Data were analyzed using percentages, chi-squares and t-tests. The main findings of the study were that:

1. The appraisal service was being implemented to an appreciable level.
2. Students and tutors were divided in opinion on the level of implementation of the consultation service. While students said it was quit appreciable, the tutors said it was not.

3. Students and tutors were divided in opinion on the utilization of the counselling service. While students said it was below expectation, tutors said it was quite appreciable.
4. The implementation of the evaluation service was far below expectation.
5. The use of information service was not encouraging.
6. The placement service was being used to a large extent.
7. There were significant differences in opinion between male and female students in respect of each of the six guidance services enumerated.
8. There were significant differences in opinion between tutors and students in respect of each of the six guidance services enumerated.
9. There were significant differences in opinion between male and female tutors in respect of each of the six guidance services enumerated.

It was recommended that a nationwide study be conducted to validate the results of this study.

Keteku (1989), conducted a study to evaluate the guidance and counselling service in some Senior High Schools in the Cape Coast and Winneba Districts. The main students' population consisted of form four and sixth form students of the schools and the teachers' population consisted of the staff of the six schools. Information collected included the students and teachers perceptions of the various aspects of the guidance programmes in the schools. The evaluative survey design was employed with questionnaires as the major instruments. The findings, based on simple calculation percentages and chi-square were:

1. That direct services of the guidance staff were not efficient as shown by significant  $\chi^2$  values.
2. That the indirect services were not efficiently coordinated by the guidance staff as shown by more than 50% negative responses.
3. That administration and organization were well done as far as staffing was concerned. However, teachers felt that general policies on structure were not well formulated. Guidance co-ordination was poor.
4. That staff participation in the programme was not very encouraging.
5. That there were few provisions to facilitate the achievement of guidance objectives.

The conclusion of the study was that even though trained co-coordinators were in the schools, the school set up have rendered them inactive leading to apathy in service delivery. It was therefore recommended that co-coordinators should be encouraged to do the work by giving them incentives as special monetary allowances, fewer teaching periods to enable them to have time for the guidance role.

Essuman (2001) conducted a study to evaluate guidance and counselling programmes in schools throughout the country. These studies were done within the 1980s and 1990s (i.e. from 1983-1997). The review examined the availability of guidance and counselling programmes in the first and second cycle educational institutions, the guidance services run by guidance coordinators, the ones least run, how effectively these services were implemented and the problems encountered in establishing and running the programmes. From the study, it was

found that most Senior High Schools studied had guidance and counselling programmes. However, the programmes were not effectively run. Teachers and headmasters in first cycle schools were found to play some guidance roles. They indicated that guidance was useful. Factors including lack of fund, inadequate facilities, tight teaching schedules of coordinators, lack of qualified guidance coordinators contributed to the ineffectiveness of the guidance programmes. Information, counselling consultation and orientation services were the most common services implemented in the schools. Students, teachers and heads of schools, all indicated the need for guidance and counselling in schools.

Essuman(2007) conducted a study to examine Guidance and Counselling programmes in Ghanaian society. It attempted to give an overview of forms of guidance and counselling practiced in basic, secondary and tertiary educational institutions. It then looked at guidance and counselling as practiced in the community outside the educational institutions, namely religious, health and other institutions which cater for the guidance and counselling needs of children in labour, the exceptional child and the youth.

Finally, counselling for family planning and population control was also examined. From the review, it was discovered that guidance and counselling is virtually non-existent in basic educational institutions but do exist in senior secondary schools and tertiary institutions. Apart from the educational institutions, the health, religious institutions and other private Non-Governmental Organizations did practice guidance and counselling in several forms. What was found lacking in the provision of the services was professional training for the

counsellors, who rendered services, in the schools, churches, mosque and some of the voluntary organizations. An organization like the Planned Parenthood Association of Ghana trained counsellors to at least semi-professional level to render services to achieve needed objectives.

Otopa (2007), evaluated some of the counselling practices being used by pastors in selected churches in Ghana with particular reference to Cape Coast Municipality. The research focused on how pastors were counselling their clients and whether the appropriate counselling methods and materials were being used. The sample used for the study totaled fifty (50) pastors who have been offering counselling services. There were 43 male and 7 female pastors from eighteen (18) churches out of four categories of groups – Pentecostals, Charismatic, Orthodox and Independent. A questionnaire designed by the researcher was used to collect data. Frequencies and simple percentages were used in the analysis of the data. The results revealed that pastors were using interview and questioning skills during their counselling sessions while listening and interpretation skills which were also unavoidable methods, were being down played. The study revealed that the pastors of the Orthodox churches did better in the use of listening and interpretation than their counterparts in the Charismatic and Pentecostal movements. Secondly, it was discovered that the pastors did not have specific time schedules for counselling and did not do any referrals. Most of the pastor in the Orthodox churches did not have convenient offices for counselling as compared to the Pentecostals and Charismatic churches. Thirdly, apart from the Holy Bible, majority of the pastor were not using the adequate and appropriate

counselling materials such as tape recorders, videotapes, and relevant books in their counselling practices. Pastors in the Pentecostal and Charismatic did better in the use of materials than their counterparts in the Orthodox and Independent churches. It was therefore recommended that pastors be made to undergo in-service training intermittently to be abreast with modern trends and facilities. They are also to make effort to have enough and appropriate materials for counselling practices to ensure efficiency.

Eyo, Joshua and Esuong (2010) conducted a study to investigate the attitude of secondary students towards guidance and counselling services. Descriptive research design of the survey type was used. Three hypotheses were formulated to guide the study. A total of 400 secondary school students were selected from ten (10) schools through stratified random sampling technique. A validated questionnaire vetted by experts in measurement and research was used as an instrument for data collection. Independent t-test statistic was used for data analysis. The study revealed that students' attitude towards guidance and counselling services were significantly positive; that gender and school location significantly influenced students' attitude towards guidance services. The results further revealed that there are significant differences between attitude of male and female students in rural and urban schools towards guidance and counselling services. Based on these findings, the researchers recommended that secondary education board should open well equipped counselling units in both urban and rural schools and qualified counsellors should be posted to practice and create awareness of guidance and counselling services. Of interest to this study is to

assess the guidance programmes in the NVTI centre. Do students see guidance programmes as waste of time? These and other related questions would be answered in the Chapter Four of this study. Eyo, Joshua and Esuong(2010)s' study is quite similar to my study in terms of methodology just that there were no hypothesis formulated making the statistical tools for this study different.

Mungai (2012), conducted a study to investigate the factors affecting the effectiveness of guidance and counselling programmes in schools. The study focused on the content of the programme in terms of the manner in which it was conducted, the approaches used and the personnel involved in guidance and counseling programmes. It was guided by the principle that these aspects determine how effective any guidance and counselling programme is going to be. The research was conducted in Thika town of Ruiru Educational Zone in Kenya. It involved five head teachers, fifteen teacher counsellors and a hundred students in form three. Four of the schools were public secondary schools with one being a special school and partly sponsored by the government and the Salvation Army Church. The data was collected through questionnaires, which were administered to the teacher counsellors and the students. Interviews were used to collect more information from head teachers, while observation schedules were used to ascertain information on the resources and facilities in the counselling centres. The data was analyzed using descriptive statistics such as frequency distributions and percentages. Qualitative descriptions (discussions) were also used in the presentation of data. It was concluded that on the whole guidance and counselling is established and operational in schools and students considered the programme



helpful. Heads of institutions were also supportive of the programme. Its strengths however, depended to a large extent on the commitment of the guidance department personnel. Teachers carried out guidance and counselling with a certain degree of proficiency. According to the findings, there were several factors that affected the effectiveness of the programmes in schools. The teacher counsellors for example, were constrained by inadequate training; they lacked the necessary skills and techniques in counselling. Resources were also inadequate. The head teachers did not consider funding the programmes priority due to insufficient funds in the schools. Official guidelines on the guidance and counselling programmes were also lacking. This was a problem emanating from the Ministry of Education. Support from parents and the neighbouring community were also minimal. The study also found out that students were aware of the importance of the guidance and counselling programmes in their schools. Very few however, sought these services voluntarily. The system needed to be reviewed and popularized. Teacher selection was more subjective than objective. Some non-interested teachers were appointed to the guidance and counselling department. Lack of time to provide counselling also influenced the quality and tempo of counselling services at the institutions. It was recommended that the members of the school would appreciate more support from the ministry of Education, the Kenya Institute of Education, the parents and the neighbouring community. More research especially in the professionalism of guidance and counselling in schools were recommended. The findings of the study would be compared with these empirical data in order to draw out the differences and

similarities that exist between Eyo, Joshua and Esuong (2010), Mungai (2012) and this current study.

### **Summary of Literature Review**

This section of the study dealt with the relevant related literature on the study. Specifically, it focused on the concept of Guidance, Guidance services in schools, challenges associated with the Guidance programme and the way forward. It also dealt with some empirical studies related to the research and the theoretical framework of the study. The trait and factor theory and Holland's theory were reviewed as part of the theoretical review. Of interest to this study is to compare the findings as well as the assertions in the various literature to see the similarities and differences.

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter takes a critical look at the research methods and techniques that were used to carry out this research. It comprised the research design, the population from which sample was selected, sample and sampling procedure, research instrument used, validity and reliability of instrument, data collection procedure and data analysis procedure.

#### **Research Design**

This study is a simple descriptive survey design which employs descriptive statistical techniques to assess the guidance programmes in the NVTIs in the central region. A survey design was deemed more appropriate for the study because according to Fraenkel and Wallen (2000), survey research deals basically with obtaining data to determine specific characteristics of a group. This study sought to obtain information about guidance programmes in NVTI. This objective of the study made it more suitable to employ survey design because as Cohen and Manion (1989) posit, “surveys gather data at a particular point in time with the intention of (a) describing the nature of existing conditions, or (b) identifying standards against which existing conditions can be compared, or (c) determining the relationships that exist between specific events” (p. 97). To be able to come out with the existing situation on NVTI campus in terms of the effectiveness,

problems, solutions, types, and the qualifications of those who handle guidance programmes in the NVTI centres in the Central region, the use of descriptive survey was seen as a very appropriate research design for the study.

### **Population**

According to Rubin and Babbie (2001), target population is “the theoretically specified aggregation of study elements” (p. 247). Similarly, Polit and Hungler (1996) describe a population to mean the entire aggregation of cases that meets a designated set of criteria. In this case, whatever the basic unit, the population always comprises the entire aggregation of elements in which the research is interested. For the purpose of this study, an accessible population consisting of all teachers, guidance and counselling coordinators and students of NVTI centres in the Central Region of Ghana was used. In all, there were 54 teachers, 1,723 students in the NVTI centres in the Central Region of Ghana who formed the accessible population for the study. I assumed that all the guidance coordinators, teachers and students had some knowledge about the guidance and counselling programmes in their institutions.

### **Sample and Sampling Procedure**

According to Sidhu (1984), a sample is a small proportion of a population selected for observation and analysis. Thus observing the characteristics of a sample, one can make certain inferences about the characteristics of the population from which it is drawn. Sampling enables the researcher to study a relatively small number of units in place of the target population, and to obtain a representation of the whole target population. In fact, “samples are expected to be

representative. For that reason, samples are expected to be chosen by means of sound methodological principles” (Sarantakos, 1997, p. 140). In the view of Cohen and Manion (1989), in the situation where the population size is too large, the researcher collects information from a smaller group or subset of the population in such a way that knowledge gained is representative of the total population under study.

There are 5 NVTI centres in the Central Region of Ghana. Four of the institutions were selected for the study. Out of the 44 staff in the selected schools, 43 were involved in the study. Likewise 194 students out of the 1330 were selected for the study. In determining the sample size for the study, the table for determining sample size from a given population suggested by Krejcie & Morgan (as cited in Sarantakos, 1997, p. 163) was used. In this case, the number of students and teachers that were involved in the study were dependent on the number of people in the respective schools. I went through these processes in order to increase the representativeness of the sample for onward generalisation then to give the sample size empirical and scientific backing.

The purposive sampling procedure was used to select teachers for the study. “In this sampling techniques (also known as judgemental sampling), I purposely choose subjects who in their opinion, were thought to be relevant to the research topic” (Sarantakos, 1997, p. 152). From my own judgement, those who were involved in the guidance programme might be in the better position to give me the requisite information.

Students were selected using the simple random sampling procedure. “This type of sampling gives all units of the target population an equal chance of being selected” (Sarantakos, 1997, p. 141) the sample unit were selected by using the table of random numbers. “Obviously this method is more convenient and less time consuming...” (Sarantakos, 1997, p. 142). The student’s attendance register served as sample frame during the use of the table of random numbers. Thus each student in the accessible population was given a unique number. By the use of the table of random numbers, 194 respondents were selected to be involved in the study. Thus 43 teachers/guidance coordinators and 194 NVTI students were involved in the study.

### **Instrument**

The instrument that was designed to gather the requisite data for the study was questionnaire. A questionnaire was selected for this kind of study because it is a self-report measure which guarantees confidentiality and therefore more likely to elicit more truthfulness in response, with regard to the kind of information required from the respondents.

The instrument was divided into six main sections. Section one contained items that collected demographic data on the respondents. The rest of the items bothered on the five research questions formulated for the study. The questionnaire contained only structured or closed ended items. Majority of the items were structured by a three point Likert-scale. To each statement on the instrument, students’ responses ranged from “Strongly Agree”, “Agree”, “Disagree”, “Strongly disagree”. Another sections response ranged from “large

extent”, “some extent”, “limited extent”, and “not at all”. There was only one opened question on the questionnaire.

### **Validity and Reliability of Instrument**

The research instruments were subjected to a validity and reliability test. The instruments were given to an expert to ascertain how they meet the validity expectations namely face and content validities. The suggestions as given by the expert were used to effect the necessary changes to improve upon the instrument. In addition to this, a pilot testing of the instruments was conducted in which the questionnaires were administered in Gomoa Adaa centre. The raw data that were gathered were analysed and the Cronbachs’ alpha statistics was used to establish the reliability coefficients of the questionnaires. The questionnaire for coordinators/teachers recorded 0 .74 reliability coefficient while that of student recorded 0 .81. According to De Vellis (1991), such a reliability coefficient is said to be reliable. Therefore, the instrument was considered reliable and appropriate to collect the relevant data to answer the questions posed. Also Fraenkel and Wallen (2000, p. 17), posited that “for research purposes a useful rule of thumb is that reliability should be at 0.70 and preferably higher”. With this, the instrument could be said to be of good quality capable of collecting useful data for the study. The queries that came out of the item analyses were catered for. The reliability of the instruments was determined using Statistical Product for Service Solutions (SPSS). All these actions were taken to ensure that the instrument would be capable of collecting quality and useful data for the study.

### **Data Collection Procedure**

In order to ensure a high return rate, and also to clarify the meaning of some items to students, the instrument was administered personally. Before data collection, I presented copies of an introductory letter from the Head of the Department of Educational Foundations, University of Cape Coast, to heads of institutions where the study was conducted. The purpose of this introductory letter was to solicit for cooperation and also to create rapport between me and the respondents for the study.

A discussion was held with the heads of the various institutions selected for the study to agree on a convenient time to administer the instruments. For each institution a sample of students were sampled based on the size of the class by means of simple random sampling. The respondents were then guided by me to complete the instrument.

### **Data Analysis**

This study sought to investigate how the guidance programme was handled in the NVTI centres. To answer the research questions that were formulated to guide the study, the type of statistics that were employed in the analysis of the data was descriptive. Specifically, the data was analysed through the computation of frequencies, percentages, mean and standard deviation. This was done with the use of computer software called Statistical Product for Service Solutions. The data for guidance coordinators and students were analysed separately. The data were analyzed under five headings as indicated in the five research questions. Research question one was analysed by using frequencies



and percentages, research questions two to four were analysed using means and standard deviation and a qualitative data was collected ,grouped into emerging teams and discussed for research question five. Thus discussions and analysis were done according to the research questions.

## CHAPTER FOUR

### RESULTS AND DISCUSSION

The purpose of the study was to assess the guidance programme as organised in the NVTI centres in the Central Region of Ghana. Two kinds of questionnaires were used to gather the requisite information from the respondents in order to answer the research questions that were posed for the study. Descriptive statistics in the form of frequencies, percentages, mean scores and standard deviation were used to analyse the data. The data on both guidance coordinators/teachers and students were analysed as guided by the research questions. Table 1 deals with the characteristics of the respondents

**Table 1: Characteristics of the Coordinators/Teachers of NVTI Centres**

Variable	Subscale	No	%
Gender	Male	29	67.4
	Female	14	32.6
How long have you been working?	Below 5 years	22	51.2
	6 to 10 years	15	34.9
	11 to 15 years	2	4.6
	16 years and above	4	9.3

From Table 1 out of the 43 guidance coordinator/teachers, who participated in the study, 67.4 % were males while 32.6 were females. It could be concluded that majority of the respondents were males. Concerning the item: “how long have you been working?” 51.2% of the respondents have worked for below 5 years, 34.9% have worked for 6 to 10 years, 4.6% have worked for 11 to 15 years and 9.3% have also worked for 15 years and above. Therefore, a greater proportion of the respondents have worked below 5 years followed by those who have worked for 6 to 10 years.

**Table 2: Characteristics of NVTI Students**

Variable	Subscale	No	%
Gender	Male	157	80.9
	Female	37	19.1
Age	Below 15 years	6	3.1
	16 to 20 years	114	58.8
	21 to 25 years	67	34.5
	26 years and above	7	3.6
Class	First year	46	23.7
	Second year	47	24.2
	Third year	43	22.2
	Fourth year	58	29.9

According to Table 2 above, 80.9% of the students who participated in the exercise, were males while 19.1% of them were females. This shows that,

majority of the respondents were males. With regard to their age, 3.1% of them were below 15 years, 58.8% were between 16 to 20 years, 34.5% were between 21 to 25 years and 3.6% of them were also 26 years and above. This indicates that many of the respondents were between 16 to 20 years. Twenty three point seven percent (23.7%) of the respondents were in first year, 24.2% were in their second year, 22.2% were in their third year and 29.9% were in their fourth year. This shows that, majority of the respondents were in their final year.

### Research Question 1

**What are the professional and academic qualifications of guidance coordinators in NVTI centres in Central Region?**

**Table 3: Professional Qualification of the Coordinators/teachers**

Variable	Subscale	No.	%
What is your highest professional qualification?	Cert A	3	7
	Diploma	26	60.5
	B. Ed	4	9.3
	None	10	23.3
What is your highest academic qualification?	Certificate	12	27.9
	Diploma/ HND	26	60.5
	First Degree	5	11.6
Are you the guidance coordinator?	Yes	5	11.6
	No	38	88.4
Are you a member of the guidance team?	Yes	11	25.6

Table 3 continued	No	32	74.4
Have you had any training in guidance and counselling?	Yes	12	27.9
	No	31	72.1
If yes, to what level?	MA/MED	2	4.7
	B.ED(G&C)	4	9.3
	2-4weeks	9	20.9
	course		
	No response	28	65.1

With the item dealing with the professional qualification of the respondents, 7% of them have Cert A, 60.5% have diploma, 9.3% of them have a Bachelor of Education and 23.3% had none. This means that majority of the respondents are diploma holders. Concerning the question “Are you the guidance coordinator?” 11.6% of the total respondents answered Yes while 88.4% of them responded No to it. Therefore, few of them were guidance coordinators.

Concerning the item, “Have you had any training in guidance and counselling?” 27.9% of the total respondents, who took part in the exercise, responded yes while 72.1% of them responded no to it. This shows that, many of them had not had any training in guidance and counselling. The follow up question on the level of training indicated that, 4.7% of them had MA/MED, 9.3% had B.ED (Guidance and Counselling), 20.9% had 2-4 weeks refresher courses and 65.1% of them did not respond to the item. This indicates that, majority of the guidance team did not have any formal training in guidance and

counselling. This goes to confirm what was found lacking in the provision of the services, professional training for the counsellors, who rendered services, in the schools, churches, mosque and some of the voluntary organizations in the research conducted by Essuman (2001) and (2007). In fact, the counsellors lack even semi-professional level of training for rendering services to achieve needed objectives. The role that adequate professional training plays in the counselling services cannot be overemphasised. This is the case that this important element is lacking.

## Research Question 2

### What type of guidance services are organised in the NVTI centres in Central Region?

**Table 4: Views of Coordinators/Teachers on Guidance Services Organised in the NVTI Centres**

Statements	Mean	SD
Programmes that deals with how to choose careers/ jobs are organised in this centre	1.79	.71
Students are made aware through career and educational conferences of the various opportunities that are available at the centre and outside	1.37	.66
Information about human behaviour that helps people to understand themselves and improve upon their relationships with others are provided in this centre	2.09	.65
Students are helped to understand themselves, their environment and to meet challenges in life	1.87	.74
Students are helped to know who they are and what they can do in order to take good decisions	1.91	.60
Students are helped to plan a suitable educational programme and make progress in it	1.93	.67
Guidance programmes in this centre organises orientation to help students to be familiar with life, rules, facilities, etc	1.87	.71
Teacher often refers students with problems to the counselor	2.30	.83
The counsellor refers students with academic problems to teachers	2.30	.98

Mean of means=1.94

Average standard deviation=.73

Scale: 1=Strongly agree 2=Agree 3=Disagree 4=Strongly disagree

Generally the coordinators/teachers agree to all the statements that were posed to find out the guidance services that are organised in the NVTI centres. This means that career, appraisal, placement, information, and orientation programmes are organised in the schools. This conclusion has been drawn because a mean of 1.94 and an average standard deviation of 0.73 were recorded for all the items that were crafted to find out the guidance programmes that are organised in the centres. When the mean of means is run to the nearest whole number, it falls on the scale 2(agree) meaning majority of the respondents agreed to the statements. The following sections deals with the individual statements in Table 4.

Concerning the item: a programme that deals with how to choose careers/ jobs are organised in this centre, a mean of 1.79 and a standard deviation of 0.71. The mean falls on the scale 2(agree). It can be concluded that a greater proportion of the respondents agree that career guidance programmes are organised in the centres. The item that talked about how students are made aware through a career and educational conferences of the various opportunities that are available at the centre and outside recorded a mean of 1.37 and 0.66 standard deviation. The respondents unanimously agreed that these programmes are organised in the centre. It was also clear that majority of the respondents provide information about human behaviour that helps people to understand themselves and improve upon their relationships with others in the centres. With this, 2.09 mean and 0.65 standard deviation were obtained. Obviously the mean falls on the scale 2(agree)



and the standard deviation is lower than the average standard deviation meaning the responses to the item did not vary from each other.

For the items, “Students are helped to understand themselves, their environment, meet challenges in life, and know who they are and what they can do in order to take good decisions” 1.87 and 1.91 means were achieved respectively. All the means fall on the scale 2 (agree) when they are run to the nearest whole number. Again, students are helped to plan a suitable educational programme and make progress in it. Orientation programmes are organised to help students to be familiar with life, rules, and facilities in the centres. Means of 1.93 and 1.87 were achieved for these items indicating that the respondents agree to the statement.

Coordinators/Teachers often referred students with problems to the counsellor and then counsellor also referred students with academic problems to teachers. A mean of 2.30 each were achieved for these items meaning the respondents agreed to the statements. From Table 4, the two items which bothered on referral of students achieved the highest means while the item “Students are made aware through career and educational conferences of the various opportunities that are available at the centre and outside” achieved the minimum mean. There is agreement among experts that there are three major components of guidance and counselling. These are educational guidance, vocational guidance and personal social guidance (UNESCO module 2000). Under these three major areas, there are several guidance and counselling services such as appraisal, information, placement, orientation, evaluation, referral, and follow-up (Denga

2001). Each of these major components of guidance and counselling alone with their services address students needs, challenges and problems.

**Table 5: Views of Students on Guidance Services Organised in the NVTI Centres**

Statements	Mean	SD
There is a well furnished room at the centre for counselling purposes	3.15	1.09
I was made aware through career and educational conferences of the various opportunities that are available at the centre and outside	2.11	.69
Information about human behaviour that helps people to understand themselves and improve upon their relationships with others are provided in this centre	2.02	.81
Students are helped to understand themselves, their environment and to meet challenges in life	2.07	.67
The coordinator helped me to know who I am, my talents, interest, academic performance to help me make good decisions.	1.98	.65
The centre keeps a personal file for each student to help monitor their progress	1.94	.64
The coordinator organises good appraisal services to help the students	2.15	.66
The instructors refer cases of students to the counselor	2.77	.94
The counsellor uses the information in my cumulative record to help me plan my future career	2.14	.68
Teachers often ask students to see the counselor	3.34	1.00
The counsellor follows up on students after the counselling session	2.83	.80
The counsellor uses information on my academic performance, my health and talents to help me plan my future.	3.02	1.19

Mean of means=2.46

Average standard deviation=0.67

Scale: 1=Strongly agree 2=Agree 3=Disagree 4=Strongly disagree

On the whole, majority of the students agreed to the statements designed to find out the guidance services organised in the centres. A mean of means of 2.46 and a standard deviation of 0.67 were recorded. When the mean of means is run to the nearest whole number, it falls on the scale 2 (agree) meaning they chose agree for these items. This is how the individual items felt in terms of means and standard deviations.

With regards to the statement there is a well furnished room at the centre for counselling purposes, a mean of 3.15 and a standard deviation of 1.09 were obtained. The mean suggests that the students disagreed with the statement. It was also found out that students are made aware through career and educational conferences of the various opportunities that are available at the centre and outside. With this 2.11 mean was achieved meaning the student agreed to this item.

Information about human behaviour that helps people to understand themselves and improve upon their relationships with others are provided in this centre (2.02 mean) and students are helped to understand themselves, their environment and to meet challenges in life (2.07 mean). These means fall into the scale 2 (agree) which means that the respondents supported these statements. The coordinator have being helping students to know who they are, their talents, interest, academic performance in order to make good decisions. It was true that

the centres keep personal file for each student to help monitor their progress. Here, means of 1.98 and 1.94 were recorded while .64 and .65 standard deviations were achieved. It was a unanimous decision that these guidance services were organised in the centres.

From Table 5, it is clear that appraisal services were offered in the NVTI centres to help the students. The appraisal services achieved a mean of 2.15 and a standard deviation of .66 indicating that the respondents agreed with the statement. Even though the appraisal services were offered in the centre, the students were not referred to the coordinators by the teachers (2.77 mean). This is because the mean for this item falls on the scale 3(disagree).

The counsellor uses the information in the students' cumulative record to help them plan their future career (2.14 mean). This means falls on the scale 2(agree) meaning majority of the respondents supported the fact that the information in their cumulative record was a very useful tool in the carrying out career guidance.

It was evident that the counsellors failed to follow up on students after the counselling sessions and used information on their academic performance, health and talents to help them plan their future. The means for these two items landed on the scale 3(disagree) indicating that the students failed to support this assertion.

Generally, except referral, use of information on student to assist students and having a well furnished room for guidance programmes, all the other important requisite measures were put in place by the school guidance programme. According to the respondents, placement, follow up, career guidance,

counseling and appraisal services are rendered in the school. Ameyidzi (1997) conducted a study to evaluate and see the extent to which guidance services were being rendered to students in Senior High Schools in Ketu and Keta Districts of Ghana. With this, similar findings were noticed as compared to this current study.

### **Research Question 3**

#### **What is the impact of guidance programme in the NVTI Centres?**

**Table 6: Opinions of Coordinators/Teachers on the Impact of Guidance Programme in the NVTI Centres.**

Statement	Mean	SD
The career guidance in this school has impact on students	2.11	.69
The placement services have impact on students	2.21	.83
The personal social services have changed students' life for the better	2.07	.67
The information services have furnished the students with all the information they need	2.93	.74
The appraisal services have influence students life on campus positively	2.07	.79

Mean of means=2.28

Average standard deviation=0.74

Scale: 1=Large extent, 2=Some extent, 3=Limited extent, 4= Not at all

A look at Table 6 depicts that to some extent, the guidance programmes that are organised in the NVTI centres have impact on the student. All the items in Table 6 recorded a mean of means of 2.28 and an average standard deviation of 0.74. The mean of means falls on the scale 2(some extent) when it is run to the nearest whole number. Concerning the item: the career guidance in this school has

impact on students, a mean of 2.11 and a measure of spread of 0.69 were obtained. This means that to some extent, the career guidance had impact on the students. That of placement, personal social, and appraisal services also had impact on the students to some extent. The means for these items ranged from 2.07 to 2.11 majority of the respondents chose some extent as their response. It was only information services that had impact on the students to a limited extent. There are several guidance and counselling services such as appraisal, information, placement, orientation, evaluation, referral, and follow-up (Denga 2001). Each of these major components of guidance and counselling along with their services address students needs, challenges and problems. The goal of guidance and counselling services is to enable each learner in institutions of learning to derive optimal educational benefits so as to actualize his/her potentialities. This has being duly confirmed by the findings of this study.

**Table 7: Opinions of students on the Impact of Guidance Programme in the NVTI Centres**

Statements	Mean	SD
The career guidance in this school has impact on students	1.99	1.03
The placement services have impact on students	1.76	1.00
The personal social services have changed my life for the better	1.47	.81
The counsellor organises information services for the school once a term	3.04	1.14
The counsellor provides information about my academic performance to help improve my studies	2.73	1.27
Educational guidance programme in this school have helped me to make good educational choices	1.61	.91
The counsellor helped me to deal with the personal problems I had	2.59	.99
The school counsellor counselled me to deal with problems I had with my parents	2.95	1.16
The counsellor had consultation with my instructor while helping me to resolve an academic issue	3.14	1.11
Students participation in guidance programmes in this school is discouraging	2.42	.84
Students are given the opportunity to talk to the counsellor	1.92	1.24
The counsellor consulted my parents when he was helping me with my problem	3.12	1.12

Mean of means=2.40

Average standard deviation=1.05



Scale: 1=Large extent, 2=Some extent, 3=Limited extent, 4= Not at all

Generally, the students corroborated the views of the coordinators/teachers that the guidance services in the NVTI centres have impact on the students to some extent. This is true because a mean of means of 2.40 and a standard deviation of 1.05 were recorded for the 12 items in Table 7. This clearly shows that a greater proportion of the respondents some extent as their response.

Regarding career, placement and educational guidance services, the majority of the respondents chose “some extent”. The means for these items ranged from 1.61 to 1.99. The means when converted to the nearest whole number falls on the scale 2(some extent) indicating that the respondents chose that as their response.

It was found out that the counsellors organised information services for the school once a term, uses information about the students’ academic performance to help improve their studies, helped them to deal with their personal problems, had consultation with their instructors while helping them to resolve an academic issue and consulted their parents when helping them to solve their problems. The means for these items ranged from 2.59 to 3.12. It can therefore be concluded that to a limited extent, this was the situation pertaining to the impact of guidance programmes in the NVTI centres.

**Table 8: The Opinion of Students on how they see the Guidance Programme Organised at the Centre**

Subscale	No	%
Very effective	31	16.0
Effective	25	12.9
Some what effective	111	57.2
Not effective	18	9.3
Not at all	9	4.6
<b>Total</b>	<b>194</b>	<b>100.0</b>

From Table 8, concerning the item, in your opinion, how do you see the guidance programme organised at the centres, 16% of the students responded that its very effective, 12.9% responded that its effective, 57.2% responded that its some what effective, 9.3% responded that its not effective and 4.6% of them also responded that, its not effective at all. This shows that, many of the students who took part in the study are of the opinion that, the guidance programmes that are organised at the centres are some what effective. Anwana (1984) and Abiri (1996) argued that if the society is not to be plaque by a band/group of disgruntled, frustrated and unrealistic individuals, it is desirable that adequate guidance and counselling and career information be provided, to enable the school and society arrive at a realistic vocational choice for their children/wards with due realization of their potentialities.

**Table 9: Opinion of coordinators/teachers on how they see the Guidance Programmes Organised at the Centre**

Subscale	No.	%
Very effective	3	7.0
Effective	27	62.8
Some what effective	5	11.6
Not effective	8	18.6
<b>Total</b>	<b>43</b>	<b>100.0</b>

According to Table 9, concerning the item, in your opinion how do you see the guidance programmes organised at the centre, 7% of the coordinators/teachers, who participated in the study, responded that its very effective, 62.8% responded that its somewhat effective and 18.6% also responded that its not effective. This indicates that, majority of the coordinators/ teachers are of the opinion that, guidance programmes organised at the centres are very effective. Mungai (2012), conducted a study to investigate the factors affecting the effectiveness of guidance and counselling programmes in schools. The study focused on the content of the programme in terms of the manner in which it was conducted, the approaches used and the personnel involved in guidance and counseling programmes. The research was conducted in Thika town of Ruiru Educational Zone in Kenya. It was concluded that on the whole guidance and counselling is established and operational in schools and students considered the programme helpful. Heads of institutions were also supportive of the programme.

Its strengths however, depended to a large extent on the commitment of the guidance department personnel. Teachers carried out guidance and counselling with a certain degree of proficiency. According to the findings, there were several factors that affected the effectiveness of the programmes in schools. The teacher counsellors for example, were constrained by inadequate training, they lacked the necessary skills and techniques in counselling. Resources were also inadequate. The head teachers did not consider funding the programmes priority due to insufficient funds in the schools. Official guidelines on the guidance and counselling programmes were also lacking. This was a problem emanating from the Ministry of Education. Support from parents and the neighbouring community were also minimal. The study also found out that students were aware of the importance of the guidance and counselling programmes in their schools. Very few however, sought these services voluntarily. The system needed to be reviewed and popularized. Teacher selection was more subjective than objective. Some non-interested teachers were appointed to the guidance and counselling department. Lack of time to provide counselling also influenced the quality and tempo of counselling services at the institutions. Some of the findings emanating from this study namely, issues bothering on the manner in which guidance programme was conducted, the approaches used and the personnel involved in guidance and counseling programmes goes with the findings of Mungai (2012).

#### Research Question 4

##### **What are the challenges associated with guidance programmes in the NVTI centres?**

According to the Organisation for Economic Cooperation and Development and the European Communities (2004), there are major gaps between how services are organised and delivered on the one hand and some key public policy goals on the other. Access to services is limited, particularly for adults. Too often services fail to develop people's career management skills, but focus upon immediate decisions. Training and qualification systems for those who provide services are often inadequate or inappropriate. Co-ordination between key ministries and stakeholders is poor. The evidence base is insufficient to allow proper steering of services by policy makers, with inadequate data being available on costs, benefits, client characteristics or outcomes. Table 10 deals with the challenges as they exist in the centres.

**Table 10: Views of Coordinator/teachers on the Challenges Associated with Guidance Programmes in the NVTI Centres**

Statement	Mean	SD
Educational guidance programme in this school is discouraging	1.91	.81
Students' participation in guidance programmes in this school is discouraging	2.63	.82
Students' interest in guidance programme is very low	2.60	.79
Funding of guidance programmes is very inadequate	1.58	.91
There are inadequate professional guidance personnel in this school	2.35	.99

Students see guidance programmes as waste of instructional time	3.56	.79
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Mean of means=2.93

Average standard deviation=1.02

Scale: 1=Strongly agree 2=Agree 3=Disagree 4=Strongly disagree

Most of the coordinators/teachers disagreed with the view that Students' participation in guidance programmes in the NVTI centres was discouraging, while the students also had the view that, students' interest in guidance programme was very low and they saw it as waste of time. Means of 2.63, 2.60 and 3.56 were attained for the three items respectively. The first two items fall into the scale 3(disagree) and the last item fall into 4(strongly disagree). It can be concluded that these problems were nonexistent in the centres. Eyo, Joshua and Esuong (2010) conducted a study to investigate the attitude of secondary students towards guidance and counselling services. The study revealed that students' attitude towards guidance and counselling services were significantly positive; that gender and school location significantly influenced students' attitude towards guidance services. This is not different from the findings of this study. Even though there were no problems with students participation and interest, inadequate funds and professional counsellors in the centres were some challenges that the centres faced. The students agreed (1.58 and 2.35 mean respectively) to the statement designed to find out this.

**Table 11: Views of students on the Challenges Associated with Guidance Programmes in the NVTI Centres**

Statements	Mean	SD
Students interest in guidance programmes is very low	2.38	1.07
Funding of guidance programmes is very inadequate	2.04	1.09
The centre provides enough funds for guidance programmes	2.73	.97
There are inadequate professional guidance personnel in this centre	2.24	1.03
The guidance programme in the school is a waste of time	3.01	1.06

Mean of means=2.48

Average standard deviation=1.04

Scale: 1=Strongly agree 2=Agree 3=Disagree 4=Strongly disagree

The students agreed with most of the statements posed to find out the challenges associated with guidance programmes in the centres. For the students, low interest, inadequate funds, inadequate guidance personal were the challenges associated with the guidance and counselling in the NVTI centres. The means for these statements ranged from 2.04 to 2.38. These means fall into the scale 2(agree). The student disagreed with the statement the centre provides enough funds for guidance programmes (2.73) and the guidance programme in the school is a waste of time (3.01).

Comparing the views in Table 10 and 11 inadequate funding and professional guidance coordinators are the main challenges that the centres face. Student interest and participation do not posed challenges. These findings

correspond with the findings of the Organization for Economic Co-operation and Development (2004) on the challenges of guidance programmes in schools. Essuman (2001) reviewed studies on evaluation of guidance and counselling in schools throughout the country. These studies were done within the 1980s and 1990s (i.e. from 1983-1997). The review examined the availability of guidance and counselling programmes in the first and second cycle educational institutions, the guidance services run by guidance coordinators, the ones least run, how effectively these services were implemented and the problems encountered in establishing and running the programmes. From the study, it was found that most Senior High Schools studied had guidance and counselling programmes. However, the programmes were not effectively run. Teachers and headmasters in first cycle schools were found to play some guidance roles. They indicated that guidance was useful. Factors like lack of fund, inadequate facilities, tight teaching schedules of coordinators, lack of qualified guidance coordinators contributed to the ineffectiveness of the guidance programmes. Information, counselling consultation and orientation were the most common services implemented in the schools. Students, teachers and heads of schools, all indicated the need for guidance and counselling in schools. The findings of Essuman (2001), clearly confirm the findings of the current study.



## **Research Question 5**

**What do the guidance co-ordinators, teachers and students suggest as solutions to the challenges associated with guidance programme at the centres?**

### **Coordinators/Teachers' Suggestions**

The following were suggestions from teachers and guidance coordinators on solutions to problems associated with guidance programmes in the N.V.T.I centres in Central Region:

1. The centre should provide office for guidance and counselling personnel.
2. Guidance programmes must be included in the centres academic calendar.
3. Additional professionals are needed at the centre.
4. Students need education on importance of guidance programmes.
5. The information service on N.V.T.I training programmes should be made available to both staff and students.
6. Funding should be made available on time.
7. The counsellor should be motivated to up-lift the image of guidance programmes.
8. Centres must take it up and sponsor the training of coordinators.
9. NGOS should sponsor guidance programmes in this school
10. Guidance coordinators should be trained well to meet challenges of the programmes
11. Students should be educated on the importance of guidance programmes

## **Students' Suggestions**

The following are suggestions from students as to the solutions to the problems associated with guidance programmes at the N.V.T.I centres in Central Region:

1. Government should provide funds for guidance programmes.
2. The counsellor should be provided with things that will help him or her work.
3. The students must also know their problems and approach the counsellor for solution.
4. Students interest in the guidance programmes have to be encouraged.
5. There must be more professionals in the centres.
6. The staff members should also give helping hand to the counsellors.
7. NGOs should come and help the centres in promoting guidance and counselling programmes
8. The centre should design a timetable for any activity.
9. The coordinators should be given enough training to help meet students' challenges.
10. There should be counselling and guidance books
11. Guidance coordinators should be trained well to meet challenges of the programme
12. Students should be educated on the importance of guidance programmes.

The suggestions' as given by the coordinators/teachers and the students focus on the training of personnel, logistics, and funding guidance programmes. This requires a collaborative effort from the stakeholders of education in order to implement these suggestions.

## **CHAPTER FIVE**

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

A lot of relevant related literature that I have reviewed shows that there are many problems associated with guidance programmes in schools. Is the situation in terms of guidance programmes in the NVTI centres in the Central Region of Ghana different from what have been found or the same? To successfully implement guidance programmes in NVTI centres, pragmatic strategies and policies needs to be put in place and the attempts should be made to find out the challenges the programme faces. I was therefore confronted with the challenge to assess how guidance programme is being handled and organised in the NVTI centres in order to unearth its problems and the possible ways of solving them. In order to assess the guidance programme as organised in the NVTI centres in the Central Region of Ghana, a descriptive survey research design was adopted. Through the use of the purposive and the simple random sampling procedure, 44 coordinators/teachers and 194 students were selected from the NVTI centres. A set of questionnaire was used to gather the requisite information from the respondents in order to answer the research questions that were posed for the study. Descriptive statistics were used to analyse the data. In fact, frequencies, percentages, mean scores and standard deviation were used to analyse the data. The following are the main findings of the study.

### **Summary of Key Findings**

1. Guidance team in the NVTI centres is not adequately professionally and academically trained to handle guidance programmes. Majority of them lack training in the field of guidance and counselling.
2. Programmes like career, appraisal, placement, information, referral and orientation and educational programmes are organised in the NVTI centres.
3. To some extent, the guidance programmes that are organised in the NVTI centres have impact on the student.
4. Inadequate funding and professional guidance coordinators are the main challenges that the centres face. Student interest and participation do not pose as challenges.
5. The coordinators/teachers and the students focus on the training of personnel, logistics, and funding guidance programmes.

### **Conclusions**

The following conclusion could be drawn from the findings of the study. Initially, a lot of the guidance programmes are organised in the NVTI centres just that while some of the programmes are effective others have being neglected. Priority have being given to some the guidance programmes that coordinators/teacher and student are interested in and do not require huge some of money. There may be factors other than funds and interest that impede the effective of the guidance programmes. Again financial constraints and inadequate professional and academic training for guidance coordinators continues to be the

most prominent challenges associated with guidance programmes in schools. The literature reviewed and the findings of this study attest to this fact. This means that a collaborative effort from the stakeholders of education is required in order to solve these challenges.

### **Recommendations**

Based on the findings and conclusions drawn from the study, below are some recommendations to some key stakeholders of education. Initially, the Ministry of Education, Ghana Education Service and Curriculum Research and Development Division, should organise an in-service training for guidance coordinators/teachers in the NVTI centres. This will help sharpen their skills in handling student problem. Efforts should be made by stakeholders (centre managers, coordinators/teachers, governmental and non-governmental agencies) to ensure that programmes like career, appraisal, placement, information, referral and orientation and educational guidance have maximum impact on the students.

Also, the Government, Non Governmental Organisations should help by funding the provision of logistics for guidance programmes. Alternatively, teachers should be trained on how to use the existing facilities to the benefit of all the students. Centre managers must be educated by the coordinators on the need and importance of providing a special room for counsellors at each of the centres solely for counselling purposes.

### **Areas for Further Research**

This study assessed the guidance programme as organised in the NVTI centres in the Central Region of Ghana. The study can be replicated in other

regions in the country to find out what persists there. The main problem associated with the guidance programmes are professional training and funding. It is suggested that a further investigation should be conducted to look into the academic and professional qualification as well as funding of guidance programmes in schools to update our knowledge.

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## **APPENDICES**

**APPENDIX A**  
**QUESTIONNAIRE FOR TEACHERS AND GUIDANCE**  
**COORDINATORS**

**UNIVERSITY OF CAPE COAST**  
**DEPARTMENT OF EDUCATIONAL FOUNDATIONS**

Questionnaire on the Assessment of Guidance programmes in the National Vocational Training Institutes in Central Region, Ghana. This questionnaire is purely for academic work. I therefore ask for your maximum co-operation and assure you that information provided here will be treated with outmost confidentiality.

**For teachers and guidance coordinators**

Please respond to each of the following items by ticking [] the appropriate response.

1. Gender

Male            [  ]

Female         [  ]

2. How long have you being working?

Below 5 years         [  ]

6 to 10 years         [  ]

11 – 15 years         [  ]

16 years and above    [  ]

3. What is your highest professional qualification?

Cert A            [  ]

DIPLOMA [ ]

BACHELOR OF EDUCATION [ ]

NONE [ ]

4. What is your highest academic qualification?

Certificate [ ]

Diploma/HND [ ]

First degree [ ]

5. Are you the guidance coordinator?

Yes [ ] No [ ]

6. Are you a member of the guidance team?

Yes [ ] No [ ]

7. Have you had any training in guidance and counselling?

Yes [ ] No [ ]

8. If yes to what level?

M Phil [ ] MA/M Ed [ ] B Ed ( Guidance and Counselling) [ ]

Two to Four weeks refresher courses [ ]

### SECTION B

Please tick [√] the appropriate box to indicate your opinion on these statements.

KEY: SA (STRONGLY AGREE), A (AGREE), D (DISAGREE), SD (STRONGLY DISAGREE)

STATEMENT	SA	A	D	SD
9. Programmes that deals with how to choose careers/jobs are organised in this centre				

10. Students are made aware through a career and educational conferences of the various opportunities that are available at the centre and outside				
11. Information about human behaviour that helps people to understand themselves and improve upon their relationships with others are provided in this centre				
12. Students are helped to understand themselves, their environment and to meet challenges in life.				
13. Students are helped to know who they are and what they can do in order to take good decisions				
14. Students are helped to plan a suitable educational programme and make progress in it				
15. Guidance programmes in this centre organizes orientation to help student to be familiar with the life, rules, facilities, etc.				
16. I(teacher) often refer students with problems to the counselor				
17. I (the counsellor) refer students with academic problems to teachers.				

Tick the appropriate box to indicate how the guidance programmes are able to achieve the objectives for which they were instituted

KEY: LE (LARGE EXTENT), SE (SOME EXTENT), LM.E (LIMITED EXTENT), NA (NOT AT ALL)

STATEMENT	L E	S E	L M.E	N A
18. The career guidance in this school has impact on students				
19. The placement services have impact on students				
20. The personal social services have changed students' life for the better				
21. The information services have furnished the students with all the information they need.				
22. The appraisal services have influence students life on campus positively.				
23. Educational guidance programmes in this school has helped students to make good educational choices.				
24. Student's participation in guidance programmes in this school is discouraging.				
25. Students' interest in guidance programme is very low.				
26. Funding of guidance programmes is very inadequate.				
27. There are inadequate professional guidance personnel in this school.				



Please tick [] the appropriate box to indicate your opinion on these statements.

KEY: SA (STRONGLY AGREE), A (AGREE), D (DISAGREE), SD (STRONGLY DISAGREE)

STATEMENT	SA	A	D	SD
28. Students see guidance programmes as waste of instructional time.				
29. NGOs should sponsor guidance programmes in this school.				
30. Guidance coordinators should be trained well to meet challenges of the programmes.				
31. Students should be educated on the importance of guidance programmes.				

32. Suggest **three** solutions to the problems associated with the guidance programmes in the centre.....

.....  
 .....  
 .....

33. In your opinion how do you see the guidance programmes organised at the centre?

Very effective [  ] Effective [  ] Some what effective [  ] Not effective

[  ] Not at all [  ]

## APPENDIX B

### QUESTIONNAIRE FOR STUDENTS

#### UNIVERSITY OF CAPE COAST

#### DEPARTMENT OF EDUCATIONAL FOUNDATIONS

Questionnaire on the Assessment of Guidance programmes in the National Vocational Training Institutes in Central Region, Ghana. This questionnaire is purely for academic work. I therefore ask for your maximum co-operation and assure you that information provided here will be treated with outmost confidentiality.

#### **For Students**

Please respond to each of the following items by ticking [] the appropriate response.

1. Gender

Male [  ]

Female [  ]

2. Age

Below 15 years [  ]

16 to 20 years [  ]

21 – 25 years [  ]

26 years and above [  ]

3. Class

First year [  ]

Second year [  ]

Third year [ ]

Forth year [ ]

**SECTION B**

Please tick [√] the appropriate box to indicate your opinion on these statements

KEY: SA (STRONGLY AGREE), A (AGREE), D (DISAGREE), SD (STRONGLY DISAGREE)

STATEMENT	SA	A	D	SD
4. There is a well furnished room at the centre for counselling purposes				
5. I was made aware through career and educational conferences of the various opportunities that are available at the centre and outside				
6. Information about human behaviour that helps people to understand themselves and improve upon their relationships with others are provided in this centre				
7. Students are helped to understand themselves, their environment and to meet challenges in life.				
8. The coordinator helped me to know who I am, my talents interest, and academic performance to help me make good decisions.				
9. The centre keeps a personal file for each student to help monitor their progress.				
10. The coordinator organizes good appraisal services to help the students.				
11. The instructors refer cases of students to the counsellor.				
12. The counsellor uses the information in my cumulative record to help me plan my future career.				
13. Teachers often ask students to see the counsellor.				

14. The counsellor follows up on students after the counselling session.				
15. The counsellor uses information on my academic performance, my health and talents to help me plan my future				

**Tick the appropriate box to indicate your opinion on these statements**

**KEY:** LE (LARGE EXTENT), SE (SOME EXTENT), LE (LIMITED EXTENT), NA (NOT AT ALL)

STATEMENT	L.E	SE	LIM. E	NA
16. The career guidance in this school has impact on students				
17. The placement services have impact on students				
18. The personal social services have changed my life for the better				
19. The counsellor organises information service for the school once a term.				
20. The counsellor uses information about my academic performance to help improve my studies.				
21. Educational guidance programmes in this school have helped me to make good educational choices.				
22. The counsellor helped me to deal with many personal problems I had.				
23. The school counsellor counselled me to deal with problems I had with my parents.				
24. The counsellor had consultation with my				

instructor while helping me to resolve an academic issue.				
25. Student's participation in guidance programmes in this school is discouraging.				
26. Students are given the opportunity to talk to the counselor				
27. The counsellor consulted my parents when he was helping me with my problem.				
28. Student's interest in guidance programme is very low.				
29. Funding of guidance programmes is very inadequate.				
29. The centre provide enough funds for guidance programmes				
30. There are inadequate professional guidance personnel in this centre.				

KEY: SA (STRONGLY AGREE), A (AGREE), D (DISAGREE), SD (STRONGLY DISAGREE)

STATEMENT	SA	A	D	SD
31. The Guidance programme in the school is a waste of time.				
32. NGOs should sponsor guidance programmes in this centre.				
33. Guidance coordinators should be trained well to meet challenges of the programme.				
34. Students should be educated on the importance of guidance programmes.				

35. Suggest three solutions to the problems associated with the guidance programmes in the centre .....

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.....  
.....  
.....

36. In your opinion how do you see the guidance programme organised at the centre?

Very effective [ ]    Effective [ ]    Somewhat effective [ ]    Not effective [ ]  
Not at all [ ]