

UNIVERSITY OF CAPE COAST

PROVISION AND UTILIZATION OF GUIDANCE SERVICES IN THE  
COLLEGES OF EDUCATION IN WESTERN REGION, GHANA

GIFTY AGYEIKU

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BY

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Philosophy Degree in Guidance and Counselling

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DECLARATION

**Candidate's Declaration**

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

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

Name: Gifty Agyeiku

**Supervisors' Declaration**

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

Principal Supervisor's Signature..... Date.....

Name: .....

Co-Supervisor's Signature.....Date.....

Name: .....

## ABSTRACT

The purpose of this study was to evaluate the guidance services in the Colleges of Education in the Western Region of Ghana. The descriptive survey design was adopted for the study. A sample of 250 students and 63 staff members were selected for the study through purposive, stratified and simple random sampling procedures. Data were collected using a questionnaire adapted from a questionnaire designed by Adzakpa (2016). Data collected were analysed descriptively and inferentially according to the research questions and hypothesis for the study. The study found that the most common guidance services provided in the Colleges of Education sampled were orientation, counselling, appraisal and information. The service which was the least provided however, was placement. In terms of students' patronage of guidance services, the study revealed that teacher-trainees mostly seek information about guidance services during orientation, and they get access to guidance services and patronize counselling usually for their personal and academic issues. The study also revealed that the main challenges encountered in the provision of guidance services were insufficient logistics, lack of office space for counsellors, insufficient time for guidance services and lack of support from teachers and administration. The study recommended that college authorities work with college counsellors to ensure that other guidance services such as placement are provided more often for students.

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DEDICATION

To my son, Kodwo Amua Bismark and my family members.

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## CHAPTER ONE

### INTRODUCTION

Students in colleges of education face challenges that make it difficult for them to adjust well in the school environment (Bempah, 2010). The challenges and problems of students therefore hinder their development and ultimately affect their academic work in school (Hussain, 2006). For most students, extra assistance is needed to help cope or manage these challenges. Such assistance can be provided mostly by qualified professional guidance counsellors. This makes guidance services essential in schools. Consequently, this study therefore seeks to evaluate the guidance services in the colleges of Education in the Western Region of Ghana.

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

Education in its entirety aims to provide opportunities for students to reach their potentials in the areas of academic, vocational, personal-social and emotional development (Kauchak, 2011). Among all these areas of development, the educational outcome in terms of academic performance appears to be the major point of interest in education. However, to realize this objective of education, several factors need to be put in place, among which is the existence of guidance services (Tuchili & Ndhlovu, 2016). Kauchak (2011) has already indicated when guidance services are provided, students can be helped and prepared to assume increasing responsibility for their decisions and grow in their ability to understand and accept the results of their choices. Mikaye (2012) confirmed this by asserting that school guidance

services have been introduced to assist students overcome a number of changes they experience both at home and school. This helps them adjust better and make the right choices.

Guidance started as a movement in America at the beginning of 20th Century as a reaction to change process in an industrialized society (Omwamba, Raburu, & Aloka, 2016). In this sense, guidance services are not new as a phenomenon in the world. The history of guidance and counselling around the world varies greatly based on how different countries and local communities have chosen to provide personal, academic, social and emotional adjustment among students (Weiten, 2007). According to Tuchili and Ndhlovu (2016), guidance can be viewed as giving direction to students as they grow into responsible persons leading fulfilling lives. This definition implies that direction in the lives of students is given through the provision of guidance services. Kimathi (2012) argued in this regard that without the provision of effective guidance services, many students will lose direction and engage themselves in bad acts such as drug abuse and alcohol indulgence, missing classes and dropout which will ultimately affect their academic performance. As such, most students need guidance services to be able to succeed in their academic pursuit. Schertzer and Stone cited in Njeri (2007) have opined that guidance services include orientation, appraisal, information, counselling, placement and follow-up. These services are aimed at enriching the lives of students to aid them in their academic work. Fully functioning guidance services are therefore vital to the success and achievement of students in schools.

Further, students encounter several mental, emotional and psychological challenges (Kukali & Kabuka, 2009; Ndeti, 2002). To resolve these challenges, guidance services are required in schools. In confirming to this, Appiah (2013) posited that the need for guidance and counselling has become paramount in promoting the wellbeing of individuals. Students need to be guided in all they do to ensure that they are able to manage the challenges they face. Appiah argued further that guidance and counselling creates educational opportunities for many students or individuals. The provision of guidance services makes students refined and prepares them for participation in life activities which will be socially useful and personally satisfying. Therefore, throughout the world, guidance and counselling in schools have become essential from the fundamentals of education to the tertiary level (Appiah, 2013).

In Ghana, the provision of guidance services is seen as important. It is in the view of the importance of guidance services that the provision of guidance services was given a great deal of attention in the Anamuah-Mensah (2007) committee report on educational reforms in Ghana. The report showed that guidance services provide the opportunity for individuals to better understand themselves, their potentials and their relationship to the world in which they live. Guidance services would also assist students/pupils in the making of choices, plans and decisions or adjustments to situations in order to develop positive behaviour in school. The committee recommended among other things that the Ministry of Education establish effective guidance and counselling systems in all schools to assist students to make career and



academic choices and resolve psychosocial matters. Thus, in Ghana, guidance in schools is seen as essential for success in the school system.

The school system in Ghana comprises Basic, Senior High and Tertiary. Tertiary institutions include universities, technical universities, colleges of education and nursing training colleges. In the Western Region of Ghana, there are four colleges of education. Colleges of education in Ghana are tertiary institutions that are set up to train teachers for the basic schools. The students in the colleges of education are therefore expected not only to perform academically but to be disciplined, have emotional maturity and be able to model good behaviours. However, colleges of education in Ghana have students ranging from adolescents to young adults who are burdened with managing their own lives while striving to excel academically (Bempah, 2010). These can take a toll on students affecting their academic as well as personal-social lives (Bempah, 2010). In this sense, it is accurate to assume that students in the colleges of education need to be guided to manage their lives, develop good study habits and prepare adequately to be able to succeed in examinations (Kochhar, 2000). From this point of view, Kochhar argued that guidance is necessary to help students with specific problems and challenges that they may face.

However, in most schools, there are no systematic guidance and counselling services (GES, 2003). It is of necessity therefore to ensure that guidance services in schools are strengthened and streamlined to be the potent remedy to assist students in their challenges (Tan & Goh, 2002). This is however possible if the guidance services are evaluated. It is against this

background that the current study sought to evaluate the guidance services in the colleges of education in the Western Region of Ghana.

Arku (2015) examined University of Cape Coast (UCC) male students' attitudes towards counselling on UCC campus and revealed that male students of UCC perceived counselling as beneficial to them as well as those who want to access the services. The literature on help-seeking, for example, has consistently shown that individuals who are in their 20s and who have a college education have more positive attitudes toward seeking professional help and are more likely to seek help than older persons or those without a college education (Vessey & Howard, 1993). Salami (1998) investigated the attitudes of students towards counselling at the College of Education, Oro in Nigeria and found that students generally had a positive attitude towards counselling.

Nyarko-Sampson (2016) investigated the perception of students on guidance and counselling services provided to students of colleges of education in Volta region, Ghana and recommended that Colleges of Education should organize detailed orientation programmes for new in-takes to assist them adjust and handle academic and social challenges that new students usually encounter. Arehedo, Adomeh and Alude (2009) vividly emphasized on the role of the school counsellor in the implementation of universal basic education at all levels. Thus, they claimed that guidance services were utilised in the same way at all levels of education. This is because in the view of Carey and Harrington (2010), counselling services assist students at all levels to become fully acquainted with occupational and educational opportunities that is at their disposal. All these studies have shown

clearly that guidance services are important in colleges. It is therefore important to evaluate the provision and utilization of guidance services in Colleges of Education.

### **Statement of the Problem**

The need for guidance and counselling services in all schools cannot be overstated due to the increasingly complexities of modern life that have placed heavy demands and responsibilities on school students (Gatua, 2014). These demands according to Weiten (2007) include personal, academic, social and emotional which when left unattended to could lead to more dire consequences. School guidance services have therefore been introduced to assist students overcome the host of challenges they experience at home and at school so as to yield positive result in the academic work of students (Gatua, 2014). The absence of guidance services can therefore be detrimental to the overall academic output of students.

Several foreign studies have confirmed the very importance of guidance services. For instance, students in Cape Town, South- Africa received insufficient support and the effect is that they may not excel academically (Taylor & Derek, 2009). Even in instances where guidance services are not well developed, the services have the propensity to affect the life of students in schools (Odongo & Njiru, 2010). This is why Devi, Devaki, Madhavan, and Saikumar (2013) argued that the constructive support received from individual counselling appears to have a positive influence on the academic performance of students.

In Ghana, several studies have been carried out to evaluate and assess guidance services in schools. For instance, Mensah (2007) also studied the

place of guidance and counselling in colleges of education in the Eastern Region of Ghana and found that most college of education students did not benefit from the guidance and counselling programmes, whilst some colleges of education had no laid down systems and structures that promoted guidance and counselling. Nyarko-Sampson (2010) also evaluated guidance and counselling programmes in colleges of education in the Eastern and Greater Accra zones and reported that even though guidance services exist in the colleges, teacher-trainees did not patronize the services. Further, Sedofia (2011) evaluated guidance services in colleges of education in Volta Region of Ghana and found that counselling, appraisal, consultation, placement and information services were provided to a lesser extent in the colleges.

All these studies show that even though guidance services do exist in colleges of education, most of them are not effectively provided. The researcher however observed that no such study has been conducted in the colleges of education in the Western Region, Ghana. This coupled with the view of Bempah (2010) that students in the colleges of education face several academic and personal-social problems which can be mitigated by the provision of guidance services, the current study is considered necessary.

### **Purpose of the Study**

The purpose of this study was to assess the provision and utilization of guidance services in the colleges of education in the Western Region. Specifically, the study sought to:

1. Investigate which guidance services are provided in the colleges of education in the Western Region.

2. Identify the extent to which the various guidance services are provided in the colleges of education in the Western Region.
3. Explore the extent to which students in the colleges of education in the Western Region.
4. Identify the extent to which guidance services meet the needs of students in the colleges of education in the Western Region.
5. Explore the challenges encountered in the provision of guidance services in the colleges of education in the Western Region, and
6. Identify the measures that can help improve the provision of guidance services in the colleges of education in the Western Region.

### **Research Questions**

The following research questions guided the conduct of the study:

1. Which guidance services are provided in the colleges of education in the Western Region?
2. What is the extent to which guidance services are provided in colleges of education in the Western Region?
3. What is the extent to which guidance services are utilised by trainees in the colleges of education in the Western Region?
4. What are the challenges encountered in the provision of guidance services in the colleges of education in the Western Region?
5. What measures can help improve the provision of guidance services in the colleges of education in the Western Region?

## Hypotheses

The following hypotheses were tested to further guide the conduct of the study:

H<sub>0</sub>1: There is no significant difference in the utilization of guidance services by male and female students.

H<sub>1</sub>1: There is a significant difference in the utilization of guidance services by male and female students.

H<sub>0</sub>2: There is no significant difference between male and female students in their perception of challenges encountered in the provision of guidance services.

H<sub>1</sub>2: There is a significant difference between male and female students in their perception of challenges encountered in the provision of guidance services.

H<sub>0</sub>3: There is no significant difference in students' utilization of guidance services on the basis of their class level.

H<sub>1</sub>3: There is a significant difference in students' utilization of guidance services on the basis of their class level.

H<sub>0</sub>4: There is no significant difference in students' utilization of guidance services on the basis of ages.

H<sub>1</sub>4: There is a significant difference in students' utilization of guidance services on the basis of ages.

H<sub>0</sub>5: There is no significant difference in students' perception of challenges encountered in the provision of guidance services on the basis of their ages.

H<sub>15</sub>: There is a significant difference in students' perception of challenges encountered in the provision of guidance services on the basis of their ages.

H<sub>06</sub>: There is no significant difference in students' perception of challenges encountered in the provision of guidance services on the basis of their class level.

H<sub>16</sub>: There is a significant difference in students' perception of challenges encountered in the provision of guidance services on the basis of their class level.

H<sub>07</sub>: There is no significant difference in students' perception of challenges encountered in the provision of guidance services on the basis of their ages.

H<sub>17</sub>: There is no significant difference in students' perception of challenges encountered in the provision of guidance services on the basis of their ages.

### **Significance of the Study**

This study assessed the provision and utilisation of guidance services in the colleges of education in the Western Region. The results of the study will be of significance to all stakeholders of education including the Ghana Education Service (GES) and Ministry of Education (MoE), school authorities, guidance coordinators and counsellors, students and other researchers. Specifically, the results of the study will enlighten the Ghana Education Service (GES) and Ministry of Education (MoE) about the state of guidance services in the Colleges of Education.

Again, the results of the study will enlighten school authorities as to how to make guidance services can be made more effective to meet the needs of students. Counsellors in the colleges will also be empowered to continue rendering improved services to students. For students, the results of the study will encourage them to utilize guidance services. Finally, the results of the study will serve as a reference material for future and further research.

### **Delimitation**

The current study was delimited to the guidance services in the colleges of education, the level to which they are effectively provided and how to make the services more effective. The study covered students in level 100 and 200 in the two selected colleges of education in the Western Region, Sefwi-Waiwso College of Education and Enchi College of Education. Level 100 and 200 students were involved in the study because in Colleges of Education, level 300 students are engaged in off-campus teaching and are thus not on campus.

### **Limitations of the Study**

In conducting this study, the use of purely quantitative method, even though provided large amount of data was restricted in terms of obtaining in-depth information. Therefore, information obtained was much even though it lacked depth. Also, the study was limited to only two of the four colleges in Western Region. Thus, Enchi College of Education and Sefwi- Waiwso College of Education.



### **Definition of Terms**

The key terms used in the study are defined as used within the context of the study:

**Guidance:** In this study, guidance refers to school- based programmes put in place for helping students to develop self-understanding, capabilities for making realistic career decisions, overcome personality deficits and achieve success in their academic endeavours.

**Guidance services:** In the context of the current study, guidance services cover services such as orientation, information, counselling, placement and follow-up which help students in understanding themselves, their attitudes, interests, and abilities in order to obtain optimum development.

**Provision:** In this study, provision is the act of providing guidance services to students.

**Utilization:** In the context of the current study, utilization is the use of guidance services by teacher trainees.

### **Organisation of the Study**

The study is organised into five chapters. The first Chapter covers the introduction of the study which includes the background to the study, statement of the problem, purpose of the study, research questions, significance of the study, delimitation of the study, limitations of the study, and operational definition of terms as well as organisation of the study. Chapter Two of the study deals with the literature review. The review was done in three sections including the theoretical review, conceptual framework as well as related empirical studies.

The third Chapter covers the research methods. This involves the research design, sampling procedure, data collection instrument, data collection procedures and the data processing and analysis. Chapter Four presents the results of the data analysis as well as the discussion of the findings of the study. The final Chapter of the study deals with the summary, conclusions, recommendations and suggestions for further research.

## CHAPTER TWO

### LITERATURE REVIEW

#### Introduction

The purpose of this study was to assess the provision and utilization of guidance services in the colleges of Education in the Western Region. This chapter reviewed literature related to the study. The review was done under three headings: the theoretical framework, conceptual framework and the empirical review.

#### Theoretical Review

The main theories that were reviewed were goal setting theory, evaluation theory and person-centered theory. Goal setting theory was chosen because of its emphasis on how goals motivate actions. Therefore, since guidance services are aimed at behavioural change among others, all the services can be oriented toward achieving this goal. The person-centered theory on the other hand was reviewed in this study because it postulates that certain conditions should be in place to make counselling effective. However, it is through assessment that it can be seen whether the services are effective or not.

#### Goal Setting Theory

According to Redmond and Janicek (2016), the goal setting theory began with the early works, on levels of aspiration developed by Kurt Lewin and has since been primarily developed by Edwin Locke, who began goal setting research in the 1960s. The research revealed an inductive relationship

between goal setting and improved production performance. In the theory, a goal has been defined as the aim of an action or task that a person consciously desires to achieve or obtain (Locke & Latham, 2002; Locke & Latham, 2006).

The theory contends that goal setting is an effective way of increasing motivation and performance. Goals direct both mental and physical actions of individuals and increase peoples' effort towards certain activities while ignoring others (Kemetse, 2017). In the context of this study, the guidance services offered in schools are many yet they are all offered towards achieving the goal of behavioural change and improvement in academic work of students. The guidance services offered in most schools include counselling, appraisal, information, consultation, referral, evaluation and follow-up (Ubana, 2008). All these services help ensure that students get the best out of their education.

However, in order to get the best out of these services, there is the need for evaluation. This is in line with the goal-setting theory view that feedback is important in making goal setting an effective motivating force (Locke & Latham, 1990). Thus, in ensuring that all the guidance services are working towards the same goal, evaluating the effectiveness of the services is key.

Goal setting theory is therefore relevant in evaluating the guidance services in schools. Counsellors and guidance coordinators would also be provided with feedback from evaluation as to whether they are achieving the goals of counselling or not.

## Evaluation and Assessment Theories

According to Smith, Mitton, Cornelissen, Gibson, and Peacock (2012), evaluation is a systematic effort to collect and analyze data so as to reach a “judgment of merit or worth” about an evaluand (i.e. a process, program or policy being evaluated). Evaluation theories ‘are intended to provide evaluators with the bases for making the myriad of decisions that are part of designing and conducting an evaluation’ (Miller, 2010, p. 390). Evaluation theories are important because in the view of Miller, evaluation theories provide evaluators with certain perspectives and guidance on matters such as:

1. The role of the evaluator and the relationship to the subject(s) of the evaluation individuals,
2. Selecting evaluation questions and matching with suitable methods,
3. Participant selection, and
4. Informational needs, such as who will receive the evaluation findings and in what format.

Since there are several evaluation perspectives, evaluation approaches vary. However, in an attempt to define an evaluation process, Dahler-Larsen (2012) uses two metaphors. In the first, he considers children’s train in an amusement park. As the train lines are already laid the ride is predictable. In the second metaphor he considers the evaluation process as a bumper car ride: where the trajectory is fairly unpredictable; there is no overall plan for where the bumper car is going. What happens depends to some extent on the intentions and skills of the driver, but all the other bumper cars are more important. After each bump, the car goes in a new direction, and the overall image is one of disconnected elements, continuously trying to find their way

(Dahler-Larsen, 2012, p. 106). Through these two metaphors Dahler-Larsen (2012) suggests that the evaluation process is more akin to a bumper car ride than riding a children's train. Thus, the process of evaluation is less structured and ordered, and aspects of the evaluation process evolve over time and place. However, most evaluations fall between these two extremes; although they inevitably have to adapt to changes in the program or broader context over time, they also tend to have fairly clear research questions and methods which are applied to those questions (Dahler-Larsen, 2012).

Aside this view, Alkin and Christie (2004), through their 'evaluation theory tree', suggested that the roots of evaluation theory are grounded in accountability and systematic social inquiry. The 'accountability root', which is prevalent in government evaluations, stems from the need to account for actions or resources used in programs (Katz, Newton, Bates, & Raven, 2016). However, the systematic social inquiry root derives from concerns for using a 'systematic justifiable set of methods for determining accountability' (Alkin & Christie, 2004, p. 12). From these roots of the 'evaluation theory tree,' stem the branches of evaluation theories and practices based on 'use', 'methods' and 'values' (Alkin & Christie, 2004). Later an additional branch was added to the evaluation theory tree by Mertens and Wilson (2012). This was called the 'transformative' (or 'social justice') branch, and is concerned with indigenous and culturally responsive evaluations.

Overall, there are three basic elements in considering evaluation theories: use, methods, and valuing (Christie & Alkin, 2008). All theorists are concerned with the methods that will be employed in conducting the evaluation. All theorists recognize that evaluation is an enterprise that involves

valuing (distinguishing it from most research) and all theorists recognize that evaluations will be used in ways that affect programmes. In the context of the current study, evaluating guidance services can be done by considering the method of evaluation, the use of the evaluation information and the value placed on the evaluation.

### **Person-centered theory**

The person-centered theory was propounded by Rogers (1969). It was then referred to as client-centered theory. Rogers' client-centered approach to counselling is optimistic and positive due to how he views human nature. This theory focuses on the human interaction between the counsellor and the client (Njeri, 2007). The theory was called the Person-centered theory by Rogers (1980) in order to suggest that his principles of the theory extended beyond the client-therapist relationship to encompass all human interaction. The emphasis of the theory is therefore on the relationship between the counsellor and the client seeking help.

Again, the theory is based on the assumption that the person or client seeking help is someone who is able to determine what problems should be discussed and to seek his own solutions for those problems (Kituyi, 2014). The client is therefore not a weak person as assumed by most people but is capable of achieving solutions to his or her own problems when given the assistance needed. It has therefore been opined by Njeri (2007) that the person-centered theory follows a procedure of helping clients to discover new and more satisfying personal meanings about themselves and the world they inhabit. Thus, students can be driven towards growth, health and adjustment (Makinde, 1983) when given the right and appropriate atmosphere. The implication is

that to improve the outcomes of students, certain conditions should exist for counselling to fully impact students. These conditions can include counsellor’s demonstration of empathy, unconditional positive regard and warmth to the client. These conditions are appropriate because growth and achievement can occur in an acceptance, warm, empathetic, non-judgmental environment that allows students the freedom to explore their thoughts and feelings and to solve their own problems especially academic ones.

However, the existence of these conditions cannot be known unless an evaluation is carried out. In this regard, evaluating the effectiveness of guidance services can help improve the services and ultimately improve the outcomes of students.

**Conceptual Framework**

The conceptual framework for this study was designed by the researcher for the study. The framework depicts the assessment of the provision and utilization of guidance services in colleges of education. All the eight guidance services are shown in the framework. The key variables and how they are related in the study are shown in Figure1.

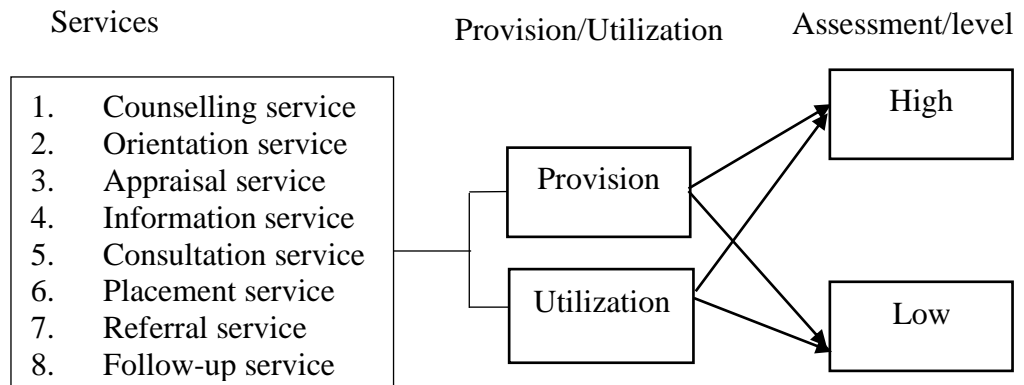


Figure 1: Conceptual Framework (Researcher’s Own Construct)



The conceptual framework shows the evaluation of guidance services and its effectiveness. It can be seen from the framework that when the guidance services are evaluated, it can be seen whether the guidance services are effective or not. By identifying the effectiveness or otherwise of guidance services, measures can be put in place to improve guidance services in schools.

### **Conceptual Review**

The key concepts in the study are reviewed in this section.

### **Concept of Guidance**

According to Gysbers and Henderson (2001), guidance was introduced during the industrial revolution in the United States of America. Specifically, Hughes (1971) argued that school guidance services in the USA began from the quest to manage vocational problems of individuals which focused on assisting individuals to choose and prepare for an occupation. After this, several other countries began to apply guidance services in their educational institutions. This was done because guidance services were identified as important tools in successful delivery of education.

In Ghana, it has been indicated by Essuman (1999) that formalised guidance and counselling began in the 1960s. However, before this era, there existed forms of guiding people through voluntary and non-formal means. Guidance counselling during this era was voluntary and administered in the school system, notably secondary educational institutions (Kesson, 2013). Specifically, Kesson opined that this form of guidance was operated widely in boarding schools and administered by the heads of institutions, house-masters and mistresses, teachers, chaplains, and in some cases by school prefects.

According to Dankwa cited in Kesson (2013), these voluntary services were in the form of providing opportunities for young people to socialise and recreate, consult and receive advise on moral and financial issues. Other aspects also focused on organising orientation programmes for new pupils or students, assisting the youth to solve their personal problems, and guiding the youth through Sunday school lessons and discussions to enable them develop morally and spiritually (Kesson, 2013). Efforts have however been made to further involve guidance and counselling in the educational system with the establishment of counselling units in schools in 1976 and more recently the educational reforms in 2007 led by the Anamuah-Mensah committee.

Guidance as a concept is a professional field with a wide range of activities and services aimed at assisting individuals to understand themselves, their problems, their immediate environment and their world at large (Egbochuku, 2008; Lunenburg, 2010). According to Tuchili and Ndhlovu (2016), guidance is defined as giving direction to students so that the student can grow into a responsible person leading a fulfilling life. Another view of guidance offered by Gibson and Mitchell (2007) was that guidance is an activity in which the teacher brings students into contact with the world as it really is and helps the students make the right choices in their day to day lives. Obadofin (1997) also viewed Guidance as the assistance given to individuals in making intelligent choices and adjustments. From all the definitions offered, it can be inferred that guidance aims at offering assistance to individuals so that they can make choices and take decisions that can ultimately make them successful in any endeavour of theirs. In summing it up therefore, Taylor and Buku (2006) posited that guidance is the systematic professional process of

helping an individual through educative and interpretive procedure to gain the better understanding of his/her own characteristics and potentialities and to relate himself or herself more satisfactorily in meeting social requirements and opportunities. Thus, for individuals to be able to manage their lives within the social system that they find themselves in, they need guidance. The purposes of guidance services for students according to Braddock (2001) include the following:

1. Improve academic achievement,
2. Foster positive attitudes toward school, learning, and work,
3. Increase acquisitions and application of conflict resolution skills, and
4. Decrease school dropouts.

Shoffner and Williamson (2000) have opined that a comprehensive school guidance programme assists students answer questions related to their identity, including who they are, as well as questions related to their personalities including who they can become as a person. The guidance programme can also provide students with insight into how best they can contribute to society (Kesson, 2013). In this regard, all the services of guidance work together in making the lives of students better both in school and out of school. From all the definitions and views about guidance, it is undoubtedly true that guidance have a major role to play in the academic work of students. As such, the concept guidance is of relevance in the context of the current study.

### **Guidance services**

According to Shertzer and Stone (1976), guidance services are school-based, formalised actions undertaken by schools to make guidance operational and available to students. These services according to Akinade (2012) include:

1. Orientation Service,
2. Information Service,
3. Appraisal or Inventory Service,
4. Placement Service,
5. Consultation Service,
6. Counselling Service,
7. Referral Service,
8. Follow-up, and
9. Evaluation Service.

### **Orientation service**

The orientation service is provided to help new students adjust to a new environment (Shertzer & Stone, 1976). In giving a more detailed view, Stephenson (1999) defined orientation service as an organized group of activities through which new students are given assistance to make adjustment to a school or college environment. The purpose of orientation service is therefore to:

1. welcome fresh students to the school, college or university.
2. help fresh students to adjust socially and psychologically to their new environment.
3. let students know and understand their rights, privileges and responsibility in the school.

4. expose students to the services and facilities available in the school.

In a similar light, Kochhar (2006) opined that orientation service is needed to provide information to new students about their school, help establish the students in the school and help them succeed academically. In the context of the current study, in senior high schools particularly, orientation programmes are organised for every group of first year students each year. The orientation usually takes place in the first week of arrival of the students. This helps the students to know their whereabouts in the school and therefore be able to successfully adjust or adapt to the new school environment. For junior high schools, orientation for groups of students is not very common except for the schools where the primary levels are on a different campus away from the junior high school campus. Thus, when both primary and junior high school classrooms are on the same campus, group orientations are not usually given. This is because, it is assumed that the students already know the school campus and therefore do not need any new information to be able to adjust to life in the school. However, individuals who are transferred from other schools to new schools are given orientation to enable them adapt to their new school environment.

### **Information service**

Information service is designed to provide students with a greater knowledge of educational, vocational and personal-social opportunities so that they can make better informed choices and decisions in an increasingly complex society (Shertzer & Stone, 1976). The information service is necessary mainly because of the complex nature of the changing world. Guidance programmes should therefore provide young people with the basic

knowledge and opportunity to learn more about their environment and themselves. Therefore, useful information service is what helps young people to meet the challenges of today and tomorrow. According to Numale (2007), rendering information service as part of guidance services is responsible for generating, coding and storing, retrieving and dissemination information to students. In this regard, the information service is aimed at making available to students knowledge of opportunities on educational, social and vocational issues to enable them make better choices and decisions.

### **Types of information**

There are three types of information provided in the information service which include educational, occupational/vocational and personal-social information.

1. Educational information: According to Norris, Zeran, Hatch, and Engelkes (1972), educational information refers to valid and usable data about all types of present and probable future educational or training opportunities and requirements including curriculum and non-curriculum offerings, requirements for entrance, as well as conditions and regulations of student life. Educational information therefore covers data on available tertiary or post-secondary institutions in the country, curriculum offerings and subjects in these institutions, admission requirements into tertiary or senior secondary school institutions, subjects required for specific professions or courses in tertiary institutions, costs of going to a tertiary or secondary institution (boarding and tuition fees) as well as means of financing tertiary or secondary education.

2. Occupational/career information: Occupational or career information refers to valid and usable data about positions, jobs and occupations including duties, requirements for entrance and conditions of work (Norris et al., 1972). In giving further insight, Shertzer and Stone (1976) opined that occupational or career information covers information about the structure and major groups within an occupation, the nature of occupations, the nature of work, preparation(s) needed for the different types of occupations, qualifications necessary for employment in various occupations, procedures for entering and advancing in an occupation, conditions of work in various occupations, salary structure, wages and other benefits, and occupational hazards.
3. Personal-social information: According to Norris et al. (1972), personal-social information refers to valid and usable data about the opportunities and influences of the human and physical environment which have a bearing on personal and interpersonal relations. Norris et al. argued further that personal-social information covers information about understanding self and getting along with others, boy-girl relations, manners and etiquette, leisure time activities, personal appearance, social skills, home and family relationships, financial planning and healthy living.

### **Appraisal or inventory service**

The appraisal service is the guidance service in which data about individuals are collected and analysed with the aim of making the individual have a better understanding of himself as well as providing data which counsellors or guidance coordinators, teachers, administrators and other

helpers can use to assist the individual or student (Shertzer & Stone, 1976). To ensure that there is total development of the individual in the areas of cognitive, affective and psychomotor domains, there is the need for appraisal of the individual student (Taylor & Buku, 2006). This is because in the view of Numale (2007), appraisal service is concerned with providing data that will highlight the individuality of each student and thus help establish a distinctive picture of individuals by comparing them with others. Appraisal data can be collected in two main ways which includes Test and Non-Test techniques. Test techniques comprise standardised tests and teacher made tests while Non-test techniques comprise observation, interviews, rating scales, sociograms, anecdotes, autobiographies, cumulative records and others.

The purpose of appraisal or inventory service in the view of Shertzer and Stone (1976) includes:

1. To facilitate the individual's attempt to clarify and develop identity thus helping the individual to know who he or she is and what he or she wants to be.
2. To provide feed-back concerning the current status of the individual student's performance or behaviour.
3. To provide a basis for judging relative achievements in various areas of interest and for comparing accomplishment with well-defined norms.
4. To enable the individual student to detect trends and patterns in his or her performance.



## **Placement service**

Placement service is designed to help pupils or students choose and make use of opportunities available within the school or outside the school with the aim of improving or furthering their social or academic position or securing employment status (Pecku, 1991). Therefore, placement service aims at helping students to enter into a new class or take up a new subject relevant to their future plans or enter into an occupation. Shertzer and Stone (1976) revealed that placement can be in-school placement or out-of school placement. In-school placement reflects the type of placement of students within the school environment while out-of-school placement reflects placing students in opportunities outside of the school environment. Pecku (1991) also categorised placement into three, namely, educational, vocational and social placement.

1. Educational Placement: This is placement with regard to educational or academic issues. In the school setting, guidance and counselling coordinators can work in collaboration with head teachers and teachers to place children in new classes depending on their academic performance. Educational placement also involves helping student to move from JHS to SHS, and SHS tertiary institutions.
2. Vocational Placement: Vocational placement deals with career or vocational matters in which guidance and counselling coordinators help students in their pursuit of their careers. Guidance and counselling coordinators can help students make full time or part-time job choices and also make choices about internships during vacations.

3. Social Placement: Social placement is concerned with placing pupils or students into special groups with the aim of enabling them acquire some special social skills from the group.

### **Consultation service**

According to Taylor and Buku (2006), consultation service is the aspect of guidance services in which the counsellor or guidance coordinator works together with teachers, parents and other stakeholders to resolve the problems of students. In the consultation service, the counsellor meets individuals like teachers, school administrators, parents and curriculum experts with the aim of assisting her to overcome certain difficulties she may have while executing her function. Consultation may also be geared towards enabling parents, teachers or administrators have a better understanding of the children or students under their care. In the view of Numale (2007), consultation service involves exchange of ideas among significant individuals to help students resolve their academic, career and personal-social challenges.

In consulting with parents, Shertzer and Stone (1976) suggested that school counsellors often initiate consultation with parents to discuss and interpret test results of their children, have discussion on their children's placement or planning with regard to their education, and to get informed about and be able to interpret their children's behaviour in school. Again, parents may be consulted to enable counsellors obtain rich information from parents on how their children or wards are behaving at home, the quality of the parents' relationship with their children, and the health conditions of the children in question.

In consulting with teachers, school counsellors consult with teachers especially about the academic problems of their students and also handle students who may be referred by teachers to the counsellors. Consultation with teachers may be initiated by the teacher who realises he/she needs help in managing specific students or it may be initiated by the counsellor when there is enough evidence to show that students are not making the most of their learning experience.

Counsellors can also consult with administrators which involves the counsellor occasionally informing the school head about the needs, morale, attitudes of students and the general academic and social atmosphere of the school environment. In this regard, the counsellor acts as a buffer between students and administration, thereby diffusing the tension which could erupt into riots. This can help influence the academic and social life of students in the school environment.

Finally, counsellors can consult with curriculum planners. The level of knowledge of counsellors about students can be vital for curriculum planners in developing strategies that can be helpful in the education system. This is because the information from counsellors can contribute greatly to the development of school curricula.

### **Counselling service**

Counselling as a guidance service has been defined by several authors in different ways. According to Tolbert (1972), counselling is a personal, face to face, relationship between two people in which the counsellor, by means of the relationship and his special competencies, provides a learning situation in which the counsellee, a normal sort of person, is helped to know himself and

his present and possible future situations so that he can make use of characteristics and potentialities in a way that is both satisfying to himself and beneficial to society, and further, can learn how to solve future problems and meet future needs. This definition was similar to that of Perez (1965) which states that counselling is an interactive process co-joining the counsellee, who is vulnerable and needs assistance, and the counsellor who is trained and educated to give this assistance, the goals of which is to help the counsellee learn to deal more effectively with himself and the reality of his environment. Along this same line, Lewis (1970) viewed counselling as a process by which a troubled person (the client) is helped to feel and behave in a more personally satisfying manner through interaction with an uninvolved person (the counsellor) who provides information and reactions which stimulates the client to develop behaviours which enables him to deal more effectively with himself and his environment. From all these definitions, it can be inferred that counselling is a series of direct contacts with an individual which aims to offer assistance in changing attitudes and behaviour of individuals.

According to Numale (2007), since students vary in their capacity to cope with academic, social, personal and emotional demands, they require support within the school system to help them adjust well. This support is in the form of counselling. It is in this sense that counselling is recognised as the most important guidance service in schools. Counselling service can therefore be viewed as the pivot around which the whole guidance services revolve. This was confirmed by Shertzer and Stone (1976) that counselling service has been described as the keystone or heart of the whole guidance programme.

### **Aims or purposes of counselling**

The fundamental goal of counselling is to effect change in behaviour, which in turn will help client make an informed decision in life. As such counselling in schools is expected to provide a comprehensive developmental program which integrates academic, career and personal or social development and assist students to explore and become self-directing individuals. In line of this thought, Arbuckle (1970) described four purpose of counselling based on the following principles:

1. human beings are basically self-determining creatures.
2. the client should move towards a greater level of self-acceptance and self-understanding.
3. the client should develop greater level of honesty, particularly towards self.
4. objectives should be based on the client's needs, not the counsellor's needs.

From these principles, counselling aims to:

1. help students gain an insight into the origins and development of emotional difficulties, leading to an increased capacity to take rational control over feeling and actions,
2. change maladjusted behaviour, and
3. assist students to move in the direction of fulfilling their potential, or achieving an integration of conflicting elements within themselves.

Counselling services include the following:

1. Academic/educational counselling: Academic or educational counselling is a process of rendering services to pupils who need

assistance in making decisions about important aspects of their education, such as the choice of courses and studies, decisions regarding skills and abilities of students. In this regard, it can be inferred that academic or educational counselling is needed to help increase the knowledge of students concerning educational opportunities and choices. Thus, educational counselling aims to maximize learning in students by laying emphasis on the assistance provided to students to help them achieve the best of their ability in school (Chibber, 1999).

2. Career/vocational counselling: This involves a series of general and specific interventions throughout the life span, dealing with issues as self-understanding; broadening one's horizons; work selection, challenge, satisfaction, and other interpersonal matters; work site behaviour, communication, and lifestyle issues, such as balancing work, family, and leisure (Engels, Minor, Sampson & Splete, 1995).

Career or vocational counselling is therefore aimed at:

- a. Helping students become aware of the many occupations to consider,
  - b. Interpreting an occupational interest inventory to a student,
  - c. Assisting a teenager to decide what to do after school,
  - d. Helping a student apply to a tertiary institution, and
  - e. Role-playing a job interview and preparing for the actual interview.
3. Personal-social counselling: Personal-social counselling is concerned with behavioural difficulties and emotional distress, which most likely arise when students struggle to deal with various developmental tasks.

Personal-social counselling is needed to enable young people to continue managing developmental tasks at various developmental stages. In this sense, Ozbay (2004) viewed personal-social counselling as aiming to help individuals prevent or adjust to personal issues within the school environment. Counselling services are therefore available for students on personal and social issues like:

- a. inability to cope with the demands of school life
- b. fears of any type e.g. examination
- c. understanding personal habits e.g. (Shyness, mannerisms)
- d. emotional difficulties e.g. temper tantrums, loneliness and inadequacy
- e. religious and spiritual matters
- f. issues of sexual abuse and violence

### **Types of counselling**

Counselling could be individual or group counselling.

- a. **Individual Counselling:** Individual counselling is one-to-one helping relationships with the sole aim of helping the client arrive at a rational decision to be able to solve a particular problem (Oladele, 2000). One major advantage of individual counselling is that it offers maximum attention and time for the counsellee. However, a disadvantage of individual counselling is that it consumes too much counsellor time and effort.
- b. **Group Counselling:** Group counselling on the other hand is a process in which one counsellor is involved in a helping relationship with more than one student at the same time (Ackummey, 2003). In this type of

counselling, the clients involved may have a common concern like drug abuse, low academic performance, poor study habit etc. Gadza (1984) has opined that group counselling can be growth engendering in so far as it provides participation incentives, and motivation to make changes that are in client's best interest. Group counselling is advantageous because it offers economy of counselling time and effort while it is disadvantageous in not offering the individual adequate privacy, time and attention as in the case of individual counselling.

### **Approaches of counselling**

There are four main approaches to counselling, namely crisis, facilitative, preventive and developmental (Bedu-Addo, 2000).

1. **Developmental Counselling:** Developmental counselling is an ongoing process that occurs throughout an individual's entire life span with the focus on helping clients to achieve positive self and personal growth at any stage of their lives (Kankam & Onivehu, 2000). In essence, this approach to counselling can help individuals develop in a relaxed non-pressured and non-crisis atmosphere so as to enable individuals take useful or meaningful decisions in their lives.
2. **Preventive counselling:** As the name suggests, preventative counselling is aimed at helping students from falling into unpleasant situations such as drug abuse and sexual abuse. This approach of counselling can therefore take the form of drug awareness and sex education.
3. **Crisis counselling:** Crisis is a state of disorganization in which an individual faces frustration of important life goals or profound disruption of his life cycle and methods of coping with stress



(Brammer cited in Kankam & Onivehu, 2000). In times of crisis, the individual student needs counselling to be able to settle and cope with the crisis situation. For students, crisis can include family problems, academic difficulties and drug abuse.

4. Remedial or facilitative counselling: This is the approach of counselling used in helping to bring to normalcy anti-social or unacceptable behaviours (Taylor & Buku, 2003). This form of counselling is therefore necessary to ensure that there is normality among people involved in anti-social acts or unacceptable behaviours.

### **Follow-up service**

In the follow-up service, the counsellor gets in touch with the counsellee that he or she has counselled or placed in higher educational institution or in a job to assess the extent of progress after the termination of the counselling session. This service is necessary because in offering Guidance and Counselling services, counsellors should not regard the end of counselling session as an end in itself but a means to an end. According to Numale (2007), follow-up activities are designed to monitor the progress of students who availed themselves for counselling and are now outside the school or are still in school. This can be done by using face to face interviews, phone calls, observation, questionnaire and tests to collect follow-up data from counsellees. Follow-up services can allow the counsellor to give further counselling to counsellees who have slacked into their old undesirable behaviours or lost their goals achieved at termination of counselling.

### **Evaluation service**

The evaluation service completes the entire guidance and counselling process. According to Kochhar (2006), evaluation is necessary in guidance to ensure that guidance service is effective in the degree to which it satisfies the needs of students. Evaluation service therefore helps the counsellor to systematically determine whether the objectives set for a guidance service or for the overall guidance programme is being achieved. The guidance programme, as a whole can be evaluated after a period of implementation to be able to obtain information for writing annual reports for stakeholders such as the headmaster or headmistress, educational authorities and the Parent/Teacher Association (PTA). This ensures good accountability in the practice of guidance.

### **Importance and benefits of guidance services**

According to Tuchili and Ndhlovu (2016), counselling is curative in that it aims to help an individual to accept a problematic situation which he or she is facing and helping him or her to make an informed decision from the choices available to him or her. It is for such reasons that guidance services have been given pre-eminence in several educational institutions. For instance, in Turkey, Yuksel-Salin (2009) posited that guidance services were provided mainly in educational institutions to help students overcome educational, social and personal problems that they may encounter in school. Oluremi (2014) citing the Oregon Department of Education revealed that comprehensive school guidance programmes have positive impact on students, parents, teachers, administrators, boards of education, other student services personnel, school counsellors, business, and even the world of industries.

Specifically, Oluremi enlisted some benefits of guidance services to key stakeholders of education:

***Benefits for students***

- a. Prepare students for the challenges they might encounter in their academic, career, and personal-social development.
- b. Relates educational program to future success.
- c. Facilitates career exploration and development.
- d. Develops decision-making and problem solving skills.
- e. Assists in acquiring knowledge of self and others.
- f. Enhances personal development.
- g. Assists in developing effective interpersonal relationship skills.
- h. Broadens knowledge of the changing and dynamic nature of the world.

***Benefits for parents***

- a. Provides support for parents in advocating for their children's academic, career, and personal/social development.
- b. Develops a system for their children's long term planning and learning.
- c. Increases opportunities for parent and school interaction.

***Benefits for teachers***

- a. Provides a team effort to address student needs and educational goals.
- b. Provides skill development for teachers in classroom management, teaching effectiveness and effective education.
- c. Provides consultation with other stakeholders to assist teachers in their guidance role.

### *Benefits for administrators*

- a. Integrates school counselling with the academic mission and programme structure of the school.
- b. Provides a program structure with specific content.
- c. Assists administration in working with school counsellors effectively to enhance learning and development for all students.
- d. Provides a means of evaluating school counselling programs.

### **Empirical Review**

This section reviewed empirical literature related to the study. The review was done according to the objectives of the study.

### **Guidance Services Provided in Colleges of Education**

Several studies have been carried out to assess which guidance services are existent in schools. Ocansey (1992) carried out a study on guidance and counselling as practiced in schools in Cape Coast. His study revealed that orientation, consultation, appraisal, counselling, information and placement services were offered in schools. However, he found that follow up and evaluation services were not provided in the various schools. Similarly, Affum-Gyan (1992) evaluated guidance and counselling programmes in selected schools in Brim South District in the Eastern Region of Ghana and found that that orientation, consultation, appraisal, counselling, information and placement services were existent in the schools. Follow up and evaluation services were not provided in the schools surveyed.

In addition, Braimah (2010) assessed guidance services in Senior High Schools in the Tamale Metropolis. By carrying out a survey, Braimah found that the counselling and orientation service were the most popular services that

were offered to students while information, appraisal, placement, evaluation, consultation and referral services were provided on a minimal level. Also, Nyarko-Sampson (2010) conducted a study on teacher trainees' appraisal of guidance and counselling programmes in Colleges of Education in the Eastern and Greater Accra regions. The study revealed that orientation and counselling are the common guidance services provided to students. In support of all these studies, Aidoo (2011) conducted a study on the administration of guidance and counselling in the Colleges of Education in Ghana and concluded that orientation and counselling were the popular guidance services rendered to students in the Colleges of Education.

Further, Sedofia (2011) carried out a study to evaluate guidance services in Colleges of Education in the Volta Region. The study used a descriptive survey design. Sedofia revealed that counselling, appraisal, consultation, placement and information services were provided to a lesser extent and concluded that on the whole guidance services was not benefiting students as it was expected to.

Nichter and Edmonson (2005) conducted a seven-item survey of 66 counsellors, serving all grade levels, from 48 districts across Southeast Texas. The purpose of this study was to (a) identify schools that designated a special education counsellor, (b) identify the services provided for special education students, (c) assess counsellors' perceived preparedness to provide services, and (d) rank experiences that contributed to preparedness. The study also sought to (e) determine what would assist counsellors in feeling better prepared to counsel students with disabilities, (f) determine ideas for counselling educators to prepare counsellors to provide services to special

education students, and (g) provide ideas to administrators that would assist school counsellors in providing services to special education students. The respondents reported individual counselling (92%) and teacher consultation (92%) as the services they most often provided to students with disabilities.

In assessing what contributed to school counsellors feeling prepared to work with students with disabilities, Nichter and Edmonson (2005) found that teaching experience (31%) was identified as most important, with undergraduate coursework identified as least important. Of the school counsellors responding, 55% reported they felt prepared to provide counselling services for students in special education. The results of the study indicated that 45% of the counsellors surveyed did not feel prepared to provide services to students in special education. The study did not however specifically address career guidance counselling provided by school counsellors, or preparedness of counsellors to provide such services, to students in special education.

Contrasting the study of Nichter and Edmonson (2005), a study by Carter et al. (2009) was designed to specifically assess the career development and vocational education activities offered by high schools and the extent to which students with emotional behavioural disorders or severe disabilities participated in these activities. The researchers sampled 34 high schools to be involved in the study. Respondents were asked to indicate which of the 20 different career development and vocational education opportunities were offered at their schools and to estimate the degree to which students with severe disabilities or emotional behavioural disorders participated in each activity. It was found that over 50% of respondents reported that some or most

of the students with severe disabilities participated in seven of the 20 identified career activities, and over 50% of respondents reported that few or none of the students with severe disabilities participated in the other 13 identified career activities. For students with emotional behavioral disorders, over 50% participated in 12 of the identified career development activities and below 50% participated in eight of the career development activities were reported. The implication of the findings is that while most of the high schools surveyed offered a variety of career development and vocational education activities, participation in these activities by students was limited.

Khan, Murtaza and Shafa (2012) also explored the role of teachers in career counselling in secondary schools in Gilgit-Baltistan of Pakistan. The key findings showed that teachers have vital roles to guide students for their careers; they voluntarily act as informal counsellors guiding students in their choices of subjects and career paths. In addition, students also saw their teachers as role models and attached high value to their advice and guidance related to the subjects and career selection. Overall, the implication is that career service was mostly run in the schools sampled.

### **Level of Provision of Guidance Services**

The extent to which guidance services are provided in schools have been researched by several researchers and authors. Appiah (2013) carried out a study to compare guidance services provided by Public and Private Universities in Ghana, using Kwame Nkrumah University of Science and Technology (KNUST) and Ashesi University College (AUC) as case studies. The study adopted the qualitative research method with interview and questionnaire administration to identify the guidance and counselling units and

agencies, their objectives, policies and approaches outlined to improve education and career attainment. The study was limited to undergraduate students, using 320 male and female students from KNUST and 95 males and female students from AUC respectively for detailed study. The study found that both institutions have instituted guidance and counselling units to address the immediate and future needs of their students to ensure academic excellence among their students. The study further showed that KNUST and AUC guidance and counselling units work in collaboration with other internal and external agencies to support students through issues confronting them. The approach by the Ashesi career department was such that it allowed Ashesi students easy access to their guidance services. At KNUST, the guidance and counselling approach and delivery was not motivating enough, neither did the counselling approach restrict students from fully participating in the unit's programmes and services resulting mainly from the awareness, delivery time and location of the programmes.

The study by Aidoo (2011) on the administration of guidance and counselling in the Colleges of Education in Ghana, revealed that teachers and students rated guidance and counselling as good but not satisfied with the operations of guidance and counselling. Based on the findings, it was suggested that guidance services in Colleges of Education in Ghana be improved. In a similar vein, Essuman (2007) conducted a study to evaluate guidance and counselling in contemporary Ghanaian society. Essuman's study revealed that guidance and counselling programme in the schools studied were generally not being run effectively. This implied that there was the need to improve guidance services. In support of this, Mensah (2007) evaluated



guidance and counselling in schools and found that for some of the schools there were no laid down systems and structures that promoted the provision of guidance services. Mensah found again that most students did not benefit from the guidance services in the schools. Therefore, the findings pointed to the fact that there was the need to improve guidance services in schools.

In terms of specific guidance services, Stephenson (1999) revealed that orientation service is an organized group of activities through which students are given assistance to make adjustment to the School or College. Teacher-trainees are therefore helped to adjust to college environment through orientation. Taylor and Buku (2006) described placement service as providing the link between school and the working world. However, the study of Yuksel-Sahin (2009) on the evaluation of guidance services found that placement service was not very effective in Schools and Colleges.

In consultation service, the counsellor works together with teachers, parents and other agencies to resolve the problems of students (Taylor & Buku, 2006). However, several studies have confirmed that consultation service was not effective in most schools (Brammah, 2010; Essuman, 2007; Sedofia & Ocansey, 2013). Sedofia and Ocansey (2013) evaluated the information and consultation services and concluded that both information and consultation services were not effectively provided in schools. Other services such as evaluation and follow-up have also been found to not be effective in Schools (Mensah, 2007; Aidoo, 2011; Nyarko-Sampson, 2010; Nyarko-Sampson, 2013; Sedofia & Ocansey, 2013).

Further, Yuksel-Sahin (2008) conducted a study on the evaluation of guidance and counselling services based on the views of high school students.

The study involved 235 students. According to the results, students perceived the services from the most important to the least important as consultation, placement, follow-up, public and family relations, orientation, research and evaluation, information gathering and outreach, appraisal and counselling services.

Again, in the study of Numminen and Kasurinen (2003), the main perspectives of student guidance and counselling were personal counselling, educational counselling, career growth and placement to higher education and work, request and availability of student guidance and counselling and avoidance of dropping out of education and social exclusion. In addition, Ibrahim, Aloka, Wambiya and Raburu (2014) investigated the perceptions on the role of guidance and counselling programme on Kenyan secondary school students' career decision making. The study adopted descriptive survey design and the sample size comprised 250 students in the district selected using stratified sampling technique and six guidance and counselling teachers also randomly selected for the study. The researcher used questionnaires and interviews to elicit information from students and interview schedules to collect data from counselling teachers and principals. The results indicated that, there was a significant relationship between role of guidance and counselling for both form one/two ( $X^2=1.440$ ,  $df=2$ ,  $P=.001<.05$ ) and form three and four ( $X^2=3.263$ ,  $df=2$ ,  $P=.001<.05$ ). It was revealed by the analysis that students agreed that academic, personal and social competence were roles played by guidance and counselling in schools. Similarly, guidance and counselling helped them to attain spiritual growth, vocational, health and marital awareness.

Oluwatosin (2016) investigated the perception of the stakeholders in education about the effectiveness of guidance and counselling services in secondary schools in Ekiti state Nigeria in order to ascertain the challenges facing it. The study adopted descriptive survey design with a sample of 585 education stakeholders (400 students, 100 teachers and 85 parents) selected from 10 schools in the state. Data was collected through the use of questionnaire titled Perception of Stakeholders on Counselling Effectiveness (PSCE). The results indicated that all the stakeholders perceived counselling services to be adequate (students, 90%; teachers, 93%, parents, 76.5 %,) and also effective (students, 89.5%; teachers, 90% and parents, 84.7%).

Lee (2015) surveyed 96 currently practicing secondary school counsellors from two Northern Utah school districts. A survey questionnaire using rating scale items and open-ended questions was administered. The purpose was to assess the degree to which school counsellors provide specific career and college guidance services to students in special education, counsellors rating of preparedness to provide such services, counsellor beliefs about providing these services, and what factors negatively or positively influenced school counsellors in providing career and college transition services to students in special education. The findings revealed that majority of the participants reported providing services to 50% or more of the students in special education on their caseload for seven of the 10 identified colleges and career guidance activities. The majority of participants also reported providing services to 76% or more of the students in special education on their caseload for six of the 10 identified colleges and career guidance activities. There was not one of the identified college and career guidance activities for

which the majority of participants reported provision to 91% or greater of students in special education. These results have implications for increasing school counsellors' provision of career services to students. Overall, the studies reviewed show that most of the guidance services were not effectively provided in most Schools.

### **Students' utilization of Guidance Services**

Several studies have been carried out to investigate the patronage of guidance services by students. For instance, Ackom (1992) revealed that despite students' awareness of the existence of guidance and counselling in their schools, students hardly consulted the counsellors in their decision-making. Brooks and Cole (2012) in their study in Netherlands found that most students had negative perceptions about counsellors as good services providers and as such did not consult counsellors concerning their personal issues. In a similar vein, the study of Dollarhide and Saginak (2008) found that even though classroom guidance could improve students' behaviours, most students did not believe in counsellors' advice which was often based on an individuals' academic performance. As a result, the students did not patronise guidance services.

Further, Nyaegah (2011) revealed that most students did not believe in counsellors because of the lack of privacy in the counselling rooms and as a result did not patronise guidance services. Mwangi (2002) on studying student perception of guidance and counselling in Loreto secondary schools sought to determine whether students' perceptions of guidance and counselling programme was affected by teacher counsellor' age, gender or level of training in counselling skills. The findings of Mwangi showed that students did not

consider the age, sex or level of training of teacher counsellors when seeking for guidance and counselling services. However, the number of students seeking for guidance and counselling was noted to be below average.

The study of Osakwe (2007) on the 'Level of awareness of counsellor's duties and responsibilities among secondary school students in Zaria Metropolis' revealed that there is an apparent lack of patronage of school counsellors by students. Thus the findings revealed that most of the secondary school students do not patronize the counsellors in their schools.

Upoalkpajor, Egglely and Namale (2018) explored students' patronage of guidance and counselling services in SHSs in Ghana. The study targeted Form 2 and 3 students. Using a cross sectional design, 24 SHSs were selected out of 475 through a multi-stage sampling technique. The final sample made up of 2,969 Form 2 and 3 SHS students with a return rate of 98.25 percent. Survey questionnaire was used as the main data collection instrument. The data was analysed using percentages and frequency counts, as well as one-sample t-test analysis. It was found that students were aware of the presence of guidance and counselling services (educational counselling especially) in their schools. However, the patronage of the services was low due to factors like accessibility of the services, misconceptions held by the students, issues of confidentiality, and counsellor as teacher. The researchers recommended therefore that GES together with headteachers of SHSs provide guidance and counselling facilities and logistics which enhances the work of the counsellor. Based on the findings again, the GES should ensure that counsellors posted to schools do not engage in any teaching activities to take away their counselling time.

Rana (2000) also revealed that most students seek counselling when a crisis point is reached. That is, when they cannot find a way of moving forward on their own and they realize that they are in need of help. Ali (2014) conducted a study to ascertain the extent to which career guidance/counselling can serve as a tool for functional education and graduate employability. The study was conducted in Kogi State University, Anyigba. A sample size of 500 students was selected using stratified and simple random sample techniques, across the faculties of the final year students. The data collected from the sample were analyzed using simple percentage and mean. The results showed that the level of guidance and counselling services among the students in the university was not significantly high. Based on the findings it was recommended that guidance and counselling services should be improved upon, and that guidance/counsellors should be employed by university authority. Priority should be focused on the attitude of students toward guidance service and that guidance/counselling services should be given at the point of entry and should be guided to the point of graduation.

Further, Ibu and Maliki (2010) evaluated the awareness, usage and assessment of guidance services carried out among students of tertiary institutions in Plateau State of Nigeria. A total of 300 students participated in this study comprising 150 male students and 150 female students randomly selected from University of Jos, Plateau State Polytechnic, Birinkin Ladi and Federal College of Education, Pankshing. The main finding of the study indicated that there was a significant variation in the awareness levels of the students in the different tertiary institutions. It was also found that students in University of Jos situated in the city were more aware of the guidance services

and they equally use and assess guidance services more than students in the Polytechnics and colleges of education. The awareness about guidance services is important because it can influence the extent to which students patronise the services.

Wako (2016) also assessed the status of utilization of school guidance and counselling services and challenges in addressing psychosocial and academic problems in selected secondary schools at Sidama Zone of SNNPRS, Ethiopia. The study used descriptive survey design and 258 students, 3 school counsellors and 4 school administrators participated in the study. Descriptive statistics like percentages, mean, range, and Standard deviation were used as data analysis techniques for close ended items. Open ended items were narrated qualitatively. The result indicated that there was high counsellor student ratio in the study areas. The study further revealed that majority of students were not utilizing school guidance and counselling services properly to be successful in their academic life mainly due to lack of awareness about the service in their school and weak link between school counsellors and school community. Other reasons for under-utilization of the serviced were related with professional competencies of the school counsellors, lack of policy direction about the service and administrative problems. Based on the findings, it was recommended that there should be clear policy, manual and job description for professionals, additional professionals should be employed, school counsellors should be creative and necessary pre-service training on school counselling should be offered for new graduates to improve and strengthen school guidance services.

In addition, Mutunga (2003) found out that the level of voluntary counselling was very low due to lack of trust, fear of victimization and poor counselling atmosphere. He noted that students were yet to perceive guidance and counselling positively and embrace it appropriately. In a similar vein, Wambui (2003) established that although students were faced with many personal problems, very few visited guidance and counselling centre.

### **Challenges Encountered in the Provision of Guidance Services**

In the provision of guidance services, several challenges can be encountered. This has been the interest of several researchers. Manderu (2013) conducted a study to establish the perceptions of students and teachers towards guidance and counselling services in secondary schools in Ngong and Ongata Rongai Zones. Cross-sectional survey research design was used to carry out the study. Through simple random sampling and stratified random sampling, six schools out of the twelve public secondary schools were sampled for the study. The sample comprised of 150 respondents comprising of 120 students, 24 teachers and 6 principals. The study used questionnaires and interview schedules to assess the students' and teachers' perceptions towards guidance and counselling services. Data were summarized using means, frequencies, percentages, descriptions and correlations. Qualitative data were transcribed then organised into themes, after which it was reported verbatim. Independent samples t-test was done and they revealed that teachers and students have wrong perceptions towards guidance and counselling services. There was also a relationship between the perception of students and teachers on the effectiveness of the guidance and counselling services, p-value at 0.05. The findings also showed that lack of trained teacher counsellors and facilities



results to teachers not being confidential and lack the knowledge and skills required to guide and counsel students. The study recommended that teacher counsellors should embrace the use of peer counsellors, sensitize students on the importance of guidance and counselling services and be friendly to students.

Atta-Frimpong (2013) conducted a study to find out whether St. Joseph's College of Education's Guidance and Counselling programme was effectively run. Descriptive research design was used for the study and questionnaires were used to collect data. Frequencies and percentages were used to analyse the data. The target population for the study was made up of students of all the three year groups (DBE1, DBE2 and DBE3) of St. Joseph's College of Education, all the tutors of the College and the guidance and counselling co-ordinator of the College. The total sample size for the study was 81. The study found that the provision of guidance services was constrained by some challenges like lack of office accommodation, insufficient logistics and improper awareness creation. Atta-Frimpong therefore recommended that reduction of the counsellor's work schedule to enable him have much attention for the guidance and counselling programme, provision of counselling office and logistics, in-service training for tutors and awareness creation could help improve the provision of guidance services in the College.

In addition, Bempah (2010) also assessed the guidance programme being offered in Wesley College of Education. The specific guidance services under study were Information and Counselling Services. The views of 200 students and the college counsellor were gathered by means of a self-designed

questionnaire consisting of thirty items. The data was then subjected to frequency and percentage analysis to answer the research questions formulated to guide the study. The study found that the guidance programme faced problems such as some students not knowing the counsellor; students not being informed about the services available in the college; the counsellor not keeping some discussions with students confidential; no counselling room; no fixed counselling schedule; the counsellor not working with other tutors and lack of administrative support.

Wanjala (2011) also conducted a study of the factors that hinder the effective implementation of career guidance and counselling programmes in Public Secondary Schools in Vihiga District in Kenya. The sample of the study was three hundred and fifty-seven (357) respondents, comprising three hundred and thirty six (336) students and twenty one (21) career teachers. Two sets of questionnaires were designed for this study for career teachers and the other for students. The study found that the major challenges of the guidance and counselling programme included lack of training in career guidance and counselling; lack of enough duration of training for counsellors; and lack of occupational information to students. The other challenges identified were inadequate time, funds, and resources for the organisation of career activities; lack of appraisal and follow-up programmes for students and school leavers; unwillingness to take responsibility as career teacher-counsellor and lack of separate rooms for counsellors.

In addition, Anagbogu (2008) reported that many school counsellors do not have access to the requisite professional training that can empower them to be impactful in schools. This is particularly damaging to counselling

since it has been revealed by Agi (2014) that lack of knowledgeable counsellors lower students' perception of guidance and counselling.

In a study by Ogunlade and Akeredolu (2012), it was revealed that most counsellors in the school system are untrained and this affects their efficiency. The findings of Eliamani, Richard and Peter (2014) also revealed along similar lines, that non-professional counselling greatly affected access to counselling services. Eliamani, etel, found that the lack of trained counsellors in Tanzanian schools denied and discouraged many students accessing professional services.

Further, Owino (2013) investigated the nature of guidance services in Schools in the Eldoret Municipality of Uasin Gishu County in Kenya. The study adopted an ex-post facto research design. A total of 204 students, 41 teachers and the officer in charge of Guidance and Counselling in the District constituted the sample. The study revealed that lack of physical and human resources characterized the nature of guidance services in the area. These studies imply that the provision of guidance services is hindered by several challenges.

Bitu (2015) sought to find out the factors influencing effectiveness of guidance and counselling services in mixed day secondary schools in Nyakach district, Kisumu County, Kenya. The study objectives were; to establish the extent to which teacher/counsellors' training influenced the provision of guidance services in public mixed day secondary schools in Nyakach District. To assess the extent to which guidance and counselling facilities influence the provision of guidance services. To examine the extent to which readiness of students to seek guidance services influence the provision of guidance

services. To determine the extent to which students' attitude influence the provision of guidance services. The study employed descriptive survey research design, the sample consisted of all the 36 public mixed day secondary school in Nyakach District because they were few. A total of 312 students from both forms two and three, and 72 Guidance and Counselling teachers. Research instruments used to collect data were questionnaires for students and teachers. The study concluded that, most teacher counsellors were not trained on guidance and counselling and the guidance and counselling departments lacked essential resources. The students were also willing to seek guidance services but just a few did seek for guidance and counselling because of lack of confidentiality and the view that the areas of counselling mostly focused on by teachers were academic and civic/social. The study recommended training teachers for guidance and counselling and that government should provide resources for guidance and counselling. The reasons for the findings of the study of Bita (2015) could be due to the fact that the sample was made up of teachers performing the roles of counsellors and not actual professional trained counsellors.

Ogola (2008), also noted that giving many responsibilities to guidance and counselling teacher in the school for example, the number of lessons allocated to him, being a class teacher, a club patron and responsibilities in games, hinders them from performing their guidance and counselling duty. Abdul (2012) concurred with this in his statement that counsellors are subject teachers as well, hence time may not allow them to offer effective counselling services to students.

Charema (2008) has also argued that training, lack of time for counselling, lack of facilities such as a private room as well as reading and counselling material were factors hindering effective counselling in secondary schools as viewed by school counsellors. Egbochuku (2008) agreed and added that inadequate counselling facilities and qualification of guidance and counselling personnel impact on the quality of such services. Similarly, Zvobgo (2006) stated that guidance and counselling teachers are not qualified to practice the work. Guidance and counselling is taken as an additional workload since teachers' core business is teaching. Therefore, there is the need to have qualified guidance and counselling staff as counselling requires expertise as well as more time to be directed at the individual in order to bear productive outcomes.

In response to the several challenges that hinder the provision of guidance services, several measures have been identified to improve the provision of guidance services and make the provision more effective. Nyarko-Sampson (2010) after his study recommended that College of education authorities allocate offices or a permanent place for counselling purpose. Sedofia (2011) also recommended that counsellors do not disclose client's secrets to tutors or any other person in accordance to the code of ethics for counselling.

In accordance with the 2002 Report of the President's Committee on Review of Education Reform in Ghana that each school should have trained guidance and counselling officer/teacher to offer counselling services to staff and students, Nyarko-Sampson (2013) recommended that professionalism of counsellors is key.

Further, in terms of how to improve counselling services, Juliana (2010) revealed that it can be suggested to counsellors to promote positive perception among students and work positively with students. This is to help in improving counselling services in schools. Again, Ogunlade and Akeredolu (2012) have indicated that counsellors should be given more training to prepare them for the work. Thus, the greater the professional knowledge and expertise of the counsellor, the more likely students are to seek counselling service in periods of need. Chaturika (2015) also revealed that students have stressed the importance of having a proper place and good school counselling service for their schools.

Mogbo, Obumneke-Okeke and Anyachebelu (2011) also examined the need and concepts of guidance and counselling in schools. They also suggested what roles stakeholders should play for proper implementation of guidance and counselling services. They recommended among others that guidance services be started at the primary school level, where a model guidance centre, model infrastructure and equipment be put in place to guide all schools, be they public or private schools. The researchers also emphasized adequate funding for maintenance and sustainability of guidance and counselling services in schools.

### **Gender Studies**

In terms of the gender difference in the views of students concerning guidance services, some studies have been carried out to investigate this. For instance, Adoto (2008) investigated students' perception of effectiveness of guidance and counselling in schools. The study was a causal comparative research. Eight schools from Eldoret Municipality Kenya were selected using

stratified sampling technique. A sample of 198 students was selected using systematic sampling to respond to the questionnaire. The study found that the gender of students had no significant influence on their perception of effectiveness of guidance and counselling. Also, Yuksel-Sahin (2009) revealed that there was no statistically significant difference regarding the perception of guidance and counselling services in terms of gender. Mintah (2012) also found that there was no statistically significant difference in male and female students' perception of guidance services in Schools in the Ho Municipality.

In addition, Yaşar (2018) investigated the perceptions and experiences of Finnish general upper-secondary school students towards the guidance and counselling services. The study utilized the evaluation of educational outcomes model and efficacy of guidance and counselling services designed to analyze the students' perspectives on the guidance and counselling services. The data was gathered from 238 participants from two urban schools which are located in the central region of Finland. The results showed that the students rated the provision of guidance and counselling services, between moderate and poor. Furthermore, the research found that there was a statistically significant difference between gender in the perceptions of students about guidance and counselling services. Also, the outcomes of the study proved that there was a statistically significant difference between the grade levels in the perceptions of the students regarding the guidance and counselling services. Lastly, the research results showed that there was a correlation between the goals of the students and the perceptions of the students regarding the provision of guidance and counselling services.

Alemu (2013) also found that females did not utilise counselling services. It was explained by female participants that fear was a principal reason for not utilizing the counselling services. This was explained to originate from the culture and the way females were socialized in general and absence of female counsellors in particular. Ogola (2008) also found that age is a significant factor in the patronage of guidance services.

Bolu-Steve and Oredugba (2017) conducted a study aimed at looking at the influence of counselling services on perceived academic performance of secondary school students in Lagos State. At the first stage, the researchers purposively selected Ikorodu L.G.A in Lagos State. At the second stage, the researchers selected two schools (1 Private schools, & 1 Public schools), using simple random technique. Thus, a total of two schools were picked in each of the L.G.A. Finally, simple random sampling was used in selecting eighty students in each L.G.A, thus making a total of two hundred and forty Senior Secondary students that participated in the study. Six hypotheses were generated for the purpose of this study. Data were gathered using a researcher designed instrument tagged “Influence of Counselling Service on Academic Performance of Students Questionnaire (ICAPSQ)”. The findings of this study revealed that there was no significant difference on the basis of age, class level and school type. However a significant difference was found on the basis of respondent’s religion, gender and the number of times the students visited the counsellor. It was therefore recommended that the ministry of education ensure that guidance and counselling units are established in all public and private secondary schools in Nigeria.



### **Chapter Summary**

This chapter reviewed literature related to the study. The main theories that were reviewed were goal setting theory, evaluation theory and the person-centered theory. The researcher designed her own conceptual framework based on the variables in the study. Again, concepts related to guidance services were also reviewed. Empirical literature related to the study was reviewed under sub-headings related to the objectives of the study.

## **CHAPTER THREE**

### **RESEARCH METHODS**

#### **Introduction**

The purpose of this study was to assess the provision and utilization of guidance services in the colleges of education in the Western Region, Ghana. This chapter discusses the methods and procedures involved in the study. It focuses on the research design, study area, population, sampling procedures, data collection instrument, data collection procedure, and data processing and analysis.

#### **Research Design**

In carrying out this study, the descriptive survey design was adopted. According to Kumar (2005), descriptive survey research design describes the characteristics of a selected phenomenon and involves the collection of data without manipulation of the variables involved. Descriptive survey research design therefore helps in studying a particular phenomenon. Ary, Jacobs and Razavieh (2006) also viewed descriptive research studies as studies designed to obtain information which concern the current status of a phenomenon. The emphasis of descriptive research is therefore on the current state of the subject of interest without any form alteration or manipulation.

Descriptive survey research design has several advantages. For instance, descriptive survey research design has the merit of providing a clear picture of events and people's behaviour on the basis of data gathered at a point in time (Fraenkel & Wallen, 2000). Again, Sokpe, Ahiatrogah, and

Kpeglo (2011), opined that descriptive survey research designs are helpful in producing a good amount of responses or data from a wide range of people. This study adopts a more quantitative approach and as such can help obtain large data compared to a qualitative design which gathers information from a small number of people. Descriptive surveys help to collect detailed and a variety of information concerning any area of study.

In spite of all these merits, there are some disadvantages of descriptive surveys. Descriptive survey research design can be superficial and therefore not an appropriate research approach for private, personal or emotional matters which respondents may not be completely truthful and honest to delve into (Fraenkel & Wallen, 2000). In the current study however, the issues are not emotional and private and as such this weakness of descriptive survey will not affect the study. Kelley, Clark, Brown, and Sitzia (2003) also opined that descriptive survey research design can be disadvantageous if the significance of the data is neglected because the researcher becomes overly focused on only the range of coverage of the study. Thus, quality or richness of data is sacrificed for large quantity of data.

Notwithstanding these weaknesses, Mege (2014) suggested that descriptive survey is relevant when the researcher wants to collect, analyse and report information as it exists in the field without manipulation of the variables involved. In the context of this study, descriptive survey was appropriate because it helped gather data on the level of implementation of guidance services in the colleges of education in the Western Region.

## Population

In research, a population has been viewed as the entire set of individuals of interest to a researcher (Gravetter & Forzano, 2009). The population therefore represents the group of focus to the study. In the current study, the population was made up of students and staff in the Colleges of Education in the Western Region. There are four colleges of education in the Western Region. The target population was however made up of two out of the four colleges. The population of the students was a total of 740 made up of 426 males and 314 females. The population distribution for students on the basis of gender and school is shown in Table 1.

Table 1: *Population Distribution of Students by Gender, School and Level of Study*

Category	Enchi College		Sewfi Wiawso College		Total
	Male	Female	Male	Female	
Level 100	78	100	66	87	331
Level 200	143	67	139	60	409
Total	388		352		740

Source: Data from Schools

The population staff was made up of 73 tutors and two counselors from the two Colleges of Education. The population distribution of the staff is shown in Table 2.

Table 2: *Population Distribution of Staff*

Category	Enchi College	Sewfi Wiawso College	Total
Tutors	33	38	71
Administrators	1	1	2
Counsellors	1	1	2
Total	35	40	75

Source: Data from Schools

## Sampling Procedures

A sample in research is the group of subjects from which data are collected (Leedy & Ormrod, 2005). The sample is therefore a subset of the population which is used to represent the entire population within the research. A sample is used because the study cannot use the entire population. The sample sizes of students and staff for the study were 250 and 63 respectively. These sample sizes were chosen based on Krejcie and Morgan's (1970) table for determining sample size. Thus, overall, a sample of 313 was used for the study.

Purposive and stratified random sampling techniques were used in selecting the sample for the study. According to Creswell and Plano-Clark (2007), purposive sampling is the sampling procedure which allows the researcher to intentionally select participants who have experience with the main phenomenon being studied. Purposive sampling is therefore advantageous because it enables researchers to handpick the cases to be included in the sample on the basis of their judgment and typicality (Cohen, Manion, & Morrison, 2003). In the current study, purposive sampling was used because as argued by Patton (2002), the logic and power of purposive sampling lies in selecting information-rich cases for in-depth study. Selection in purposive sampling is usually based on some criterion. In this study, the two colleges of education were selected out of the four colleges because these colleges had fully established counselling units and therefore assessing their services suited the purpose of the study.

After purposive sampling, stratified random sampling was used in sampling the respondents according to their schools. Stratified random

sampling is the sampling procedure in which the population is divided into relatively homogenous subsets called strata and then random samples are taken from each stratum (Albright, Winston, & Zappe, 2010). In doing stratification, however, there is the advantage of the researcher ensuring that the population’s different subgroups are all accounted for in the study and that the sample accurately represents the population in terms of the specific characteristics. A similar view was expressed by Ogah (2013) who noted that using stratified sampling ensures that important characteristics of the population are fairly represented in the sample. Another advantage of stratified sampling is that the random nature of the procedure ensures that there is efficiency of sampling and no biases (Scheaffer, Mendenhall III, & Ott, 2006). In using stratified random sampling, the researcher ensured that the size of each stratum within the sample is proportional to the size of the said stratum within the main population. The sample distribution for students is shown in Table 3

Table 3: *Sample Distribution of Students by Gender, School and Level of Study*

Category	Enchi College		Sewfi Wiawso College		Total
	Male	Female	Male	Female	
	Level 100	26	34	22	
Level 200	48	23	47	20	138
Total	131		119		250

Source: Researcher’s Calculation

The sample distribution for the staff is shown in Table 4.

Table 4: *Sample Distribution of Staff*

Category	Enchi College	Sewfi Wiawso College	Total
Tutors	27	32	59
Administrators	1	1	2
Counsellors	1	1	2
Total	29	34	63

Source: Researcher's Calculation

### **Data Collection Instruments**

In carrying out the current study, a questionnaire was used in collecting data. A questionnaire can be described as a set of questions concerned with some specific topic or related group of topics, given to a sampled group of individuals for the purpose of gathering data on a problem under consideration (Best & Kahn, 2006). The use of questionnaire as a data collection instrument was chosen because of the several advantages it offers. For instance, the use of questionnaire saves time and money. Leedy and Ormrod (2005) have argued that questionnaires ensure anonymity and increase the researcher's chances of receiving honest responses. This happens because participants cannot be traced with their questionnaires to find out who they really are. In furtherance, questionnaires can be easily analysed and interpreted than data obtained from other sources particularly unwritten sources (Leedy & Ormrod, 2005).

However, the use of questionnaires can also be plagued with some limitations. Cohen et al., (2003) opined that questionnaires do not provide flexibility for participants to express themselves as in interviews and do not allow the researcher to correct misunderstandings or incorrect answers due to confusion or misinterpretation of questions. In this current study, however, this limitation did not affect the study since the questionnaire contained items

that are clearer and do not give room misunderstandings. Rose, Spinks and Canhoto (2015) have opined that since questionnaires rely on self-report, the accuracy and honesty of respondents can be problematic. Specifically, when respondents choose answers that conform to what is seen to be socially desirable or responsible. This tendency has been described by Rose et al. as social desirability bias. In this current study, however, the researcher made the respondents aware of the fact that their responses did not create any personal problems for them and that the results from the study were mainly used for academic purposes and for making general recommendations for the proper organisation of guidance services. Again, the names of the respondents were not taken and so there was no way to trace a particular answer to a particular respondent. In doing this, it was expected that the respondents felt free to answer the questionnaires in an honest manner as much as possible.

The questionnaire was an adapted instrument used by Adzakpa (2016). Adzakpa's instrument was meant to investigate the perception of teacher trainees about guidance services. However, this study sought to assess the provision and utilisation of guidance services in colleges of education. It is in this sense that the questionnaire was adapted. In adapting the questionnaire, some changes were made. For instance, Adzakpa's questionnaire had two open-ended sections on the reasons for low patronage of guidance services and measures to improve delivery of guidance services. These were scrapped and replaced with closed-ended sections comprising teacher trainees' patronage of guidance services as well as challenges encountered in the provision of guidance services.



The questionnaire had six sections in all. The first section (A) covered the demographic characteristics of the respondents. The second section (B) sought for responses on the guidance services present in the colleges. The third section (C) sought for information on the effectiveness of the provision of the guidance services in the schools. Section D sought for information on the utilization of guidance services by students while the section (E) addressed the challenges of the provision of guidance services in the colleges. The final section (F) was focused on the ways by which provision of guidance services in the colleges could be improved.

With the exception of the Section A, the items under the rest of the sections on the questionnaire were structured on a five point likert-type scale comprising 'Never (N)', 'Rarely (R)', 'Sometimes (S)', 'Often (O)' and 'Always (A)'. 'Never' was weighted as 1, 'Rarely' as 2, 'Sometimes' as 3, 'Often' as 4 and 'Always' as 5. In order to determine high and low scores, a cut-off point was established as follows: Range between the highest and lowest possible scores. Thus,  $5-1=4$ . The midpoint of the range was obtained as 4 divided by 2. Establishing the cut-off point therefore involved subtracting the midpoint of the range from the highest possible score. Thus,  $5-2=3$ . Therefore, 3 was obtained as the cut-off point which means, any mean value of 3 or more was regarded as high whereas any mean value of 3 or less was regarded as low.

### **Validity**

The validity of the questionnaire was ascertained. This was done by giving a draft copy of the questionnaire to my supervisors for them to check the content validity. Content validity of an instrument refers to the degree to

which the items on the instrument cover the entire range of what it is intended to measure (Rubin & Babbie, 2016). Thus, if the items on the questionnaire adequately measure the objectives of the study, then the instrument was deemed to be content valid. My supervisors checked the content validity because in the view of Nitko (1996), expert judgment is what is used to provide evidence of content validity.

### **Pilot testing**

In validating the instrument, a pilot test was carried out. The pilot testing was done with 30 students and 20 staff (tutors and counsellor) from the Komenda College of Education in Komenda. Sample size of 50 participants was chosen to give room for more students and staff to participate in the pilot testing to have fair judgment on the instrument. Komenda College was chosen because it is a College of Education in the Central Region which is deemed to have similar characteristics with the colleges of education in Western Region such as Enchi College of Education, Sefwi- Waiwso and Holy Child College of Education. For instance, Komenda College had a college counsellor and had a functioning counselling unit just like the colleges used in the main study. Pilot testing of the instruments was important because it helped to establish the reliability of the instrument and also to change and review some of the parts of the instrument. For instance, in the first draft of the instrument the section on the ways to improve the provision of guidance services was closed-ended. However, this was changed to open-ended because it was realized that the respondents may have their own suggestions on how to improve the provision of guidance services which could not be captured in the closed-ended section.

### **Reliability**

Kendi (2012) has defined reliability as the extent to which results are consistent over time. Put simply, reliability shows whether there is consistency in the degree to which the instrument measures what it is intended to measure. The reliability was obtained by calculating the Cronbach co-efficient alpha of the instrument after the pilot test. A cronbach co-efficient alpha of 0.95 was obtained for students' questionnaire while a co-efficient of 0.92 was obtained for the staff questionnaire (See Appendix B and C).

### **Data Collection Procedures**

Before the data collection, the researcher obtained ethical clearance from the Institutional Review Board in the University of Cape Coast. After that an introductory letter was taken from the Department of Guidance and Counselling. This letter was taken to the Principals of the selected Colleges of Education so as to get the permission to carry out the study.

On each day of data collection, informed consent of the students was sought. They were asked of consent and were made to understand that participation is voluntary and that they can back out any time. The purpose of the study was explained to them to enable them make the choice of participating in the study or not. None of the respondents backed out of the study

The researcher administered the questionnaire herself with assistance from three research assistants. The research assistants were M.Phil. Guidance and Counselling students who had knowledge about research. As such, they were just briefed on the purpose of the study. By collecting the data

personally, the researcher was expecting that it would help ensure a high return rate of the questionnaires. There was a 100% return rate of the questionnaire. A period of two weeks was used in collecting the data.

### **Ethical Considerations**

The researcher adhered to several ethical issues in this study. An ethical clearance was obtained from the Institutional Review Board of the University of Cape Coast. By getting the ethical clearance, it was established that the study is ethically sound. Issues such as consent, autonomy, confidentiality, anonymity, plagiarism and prejudice were addressed by the researcher. The consent of the participants was obtained before carrying out the study.

After obtaining consent, the researcher ensured that there was participant autonomy. In this regard, the researcher did not force her choices on the participants. They were given the chance to respond to the questionnaire in the way they want, albeit, within the framework of the purpose of the study to avoid total deviation from the concept of the study. Again, the researcher ensured that anonymity of the participants was maintained throughout the course of the study. Therefore, any personal information that might make identification of individual participants easy such as names was not collected. However, information such as gender of participants was collected since the gender of respondents was of important consideration in the purpose of the study.

The researcher ensured that there was confidentiality. Participants were assured of confidentiality and the researcher made efforts to ensure that. The data collected was not shared with an external party without the consent of the

respondents or authorities of the schools except in circumstance of threat to life or survival. Again, the data was stored in a safe place to ensure that no person can get access to it without the consent of the researcher. In furtherance, the researcher made sure that statements obtained from the literature were paraphrased and if quoted verbatim, the authors duly and appropriately cited and referenced using the American Psychological Association (APA) style of referencing. This helped ensure that there was no plagiarism. Finally, the researcher ensured that there was no prejudice of any form in carrying out the entire study and particularly during the results presentation and discussion stage. The results obtained were presented without any attempt to manipulate the data.

### **Data Processing and Analysis**

After the data collection, the data was checked manually for errors, coded and entered using the Statistical Product and Services Solution (SPSS) version 21. The analysis was done both descriptively and inferentially. The demographic data was analysed descriptively using frequencies and percentages. The statistical tools that were used for the analyses of the research questions and hypotheses are shown in Table 5.

Table 5: *Statistical tools for analyses of data*

Research Question/Hypothesis	Statistical Tool
Research Question 1	Descriptive Statistics (Frequencies and Percentages)
Research Question 2	Descriptive Statistics (Means and Standard Deviations)
Research Question 3	Descriptive Statistics (Means and Standard Deviations)
Research Question 4	Descriptive Statistics (Means and Standard Deviations)
Research Question 5	Thematic Analysis
Hypothesis 1	Independent Samples <i>t</i> -Test
Hypothesis 2	Independent Samples <i>t</i> -Test
Hypothesis 3	Independent Samples <i>t</i> -Test
Hypothesis 4	One-Way ANOVA
Hypothesis 5	One-Way ANOVA
Hypothesis 6	Independent Samples <i>t</i> -Test
Hypothesis 7	Independent Samples <i>t</i> -Test

Source: Researcher's Plan

### Summary

This chapter presented the methods involved in carrying out the study. The descriptive survey design was adopted for the study. A sample of 250 students, 63 staff (61 tutors and 2 counsellors) making a total of 313 respondents was selected for the study through purposive, stratified and simple random sampling procedures. The data was collected using a questionnaire adapted from Adzakpa (2016). Data collected was analysed according to the research questions and hypotheses for the study.

## CHAPTER FOUR

### RESULTS AND DISCUSSION

#### Introduction

This chapter presents and discusses the results of the study. The results are presented first before the discussion. The results are presented in two sections. The first section describes the demographic characteristics of the respondents while the second section answers and tests research questions and hypotheses, respectively.

#### Section A: Demographic Characteristics of Respondents

This section covered the demographic characteristics of the respondents. The demographic characteristics cover the gender, age and the college of the respondents. The demographic characteristics are presented in Tables 6 and 7.

Table 6: *Demographic Characteristics of Students (N=250)*

Demographic Characteristics	Frequency (f)	Percentage (%)
Name of College		
WATICO	119	47.6
ENCHICO	131	52.4
Gender		
Male	144	57.6
Female	106	42.4
Age		
25 or below	184	73.6
26-35	66	26.4

Source: Fieldwork Survey, (2018)

Table 6 shows the demographic characteristics of the students in the study. It is shown that 131 (52.4%) of the respondents were from ENCHICO while 119 (47.6%) were from WATICO. Again, it is shown that 144 (57.6%) were males while 10 (42.4%) were females. In terms of age, majority of the students (184, 73.6%) in the study were 25 years or below while 66 (26.4%) were between 26 and 35 years. The demographic characteristics of the respondents are of relevance because they have the potency of influencing students' views as well as their patronage of guidance services. Table 7 presents the demographic characteristics of the staff in the study.

Table 7: *Demographic Characteristics of Staff (N=63)*

Demographic Characteristics	Frequency (f)	Percentage (%)
Name of College		
WATICO	34	54.0
ENCHICO	29	46.0
Gender		
Male	48	76.2
Female	15	23.8
Age		
26-35	11	17.5
Above 35	52	82.5
Category		
Tutor	59	93.6
Administrator	2	3.2
Counsellor	2	3.2

Source: Fieldwork Survey, (2018)

Table 7 shows the demographic characteristics of the staff in the study. It is shown that 34 (54%) of the respondents were from WATICO while 29 (46%) were from ENCHICO. Also, majority of the respondents (48, 76.2%) were males while 15 (23.8%) were females. Regarding age, 52 (82.5%) of the



respondents were above 35 years while only 11 (17.5%) were between 26 to 35 years. Finally, Table 7 shows that 59 respondents corresponding to 93.6% were tutors while two respondents each were administrators and counsellors.

### Answers to Research Questions

**Research Question 1:** Which guidance services are provided in the colleges of education in the Western Region?

This research question sought to find out the guidance services provided in the Colleges of Education in the Western Region. The data were collected on a multiple response scale and analysed using frequencies and percentages. The results are presented in Table 8.

Table 8: *Guidance Services Provided in the Colleges of Education in the Western Region*

Service	Students (N=250)		Staff (N=63)	
	Freq.	%	Freq.	%
Appraisal	186	74.4	44	69.8
Consultation	143	57.2	39	61.9
Counselling	212	84.8	59	93.7
Evaluation	128	51.2	32	50.8
Follow-up	130	52.0	31	49.2
Information	185	74.0	47	74.6
Orientation	222	88.8	52	82.5
Placement	35	14.0	8	12.7

Source: Fieldwork Survey, (2018)

Table 8 shows the common guidance services provided in the Colleges of Education sampled as reported by students and staff. It is shown that the most common guidance services reported by the students were orientation (89%), counselling (85%), Appraisal (74%) and Information (74%). The

service which was the least provided, was Placement service as indicated by 14% of the students.

The staff respondents also indicated that the most common guidance services provided were counselling (94%), orientation (83%) and information (75%). Similar to the views of the students, the staff reported that placement was the least provided guidance service as indicated by 13% of them. In essence, similarities are observed in the views of the students and those of the staff concerning the guidance services provided in the Colleges of Education in the Western Region of Ghana.

**Research Question 2:** What is the extent to which guidance services are provided in Colleges of Education in the Western Region?

This research question was meant to identify the level at which the guidance services were effectively provided. The data were analysed using means and standard deviations. Having been established that with a cut-off point of 3, any mean value more than 3 was regarded as high and a mean value less than 3 regarded as low. A higher mean implied that most of the respondents agreed to the statement while a lower mean implied that most of the respondents disagreed to the statement. The results for each of the guidance services are presented in Tables 9 to 16.

#### **Extent to which appraisal service is provided**

The results for the level at which appraisal service is provided are presented in Table 9.

Table 9: *Level of Provision of Appraisal Service*

Statement	Students			Staff		
	M	SD	Level	M	SD	Level
Appraisal service exists in this College which is concerned with providing data that will highlight the individuality of each student.	3.53	1.42	High	3.56	1.25	High
There is no personal record file (cumulative record) for each teacher-trainee in this college.	1.98	1.42	Low	2.11	1.31	Low
The counsellor helps teacher-trainees to know interest, skills, values and aptitude using data from appraisal service	2.96	1.39	Low	3.08	1.29	High
Mean of Means and Standard Deviations	2.82	1.41	Low	2.92	1.28	Low

Source: Fieldwork Survey, (2018)

Table 9 shows the level of provision of appraisal service. It can be seen that the statement with the highest mean for both category of respondents was ‘appraisal service exists in this College which is concerned with providing data that will highlight the individuality of each student.’ Among the students, the statement had a high mean of 3.53 and a standard deviation of 1.42. For the staff respondents, the statement had a mean of 3.56 and a standard deviation of 1.25. Also, it was shown that the counsellor helps teacher-trainees to know their interests, skills, values and aptitude using data from appraisal service (Students, M=2.96, SD=1.39; Staff, M=3.08, SD=1.29). Overall, the mean of means for students (2.82) and staff (2.92) imply that the provision of appraisal service was not high since the values are below 3.0.

**Extent to which consultation service is provided**

Table 10 shows the results for the extent of the provision of consultation service.

Table 10: *Level of provision of Consultation Service*

Statement	Students			Staff		
	M	SD	Level	M	SD	Level
The consultation service in this college helps get information, opinions or advice from teachers, parents and others.	3.09	1.45	High	3.43	1.27	High
The College Counsellor usually meets teacher-trainees' parents/guardians to discuss personal, academic and vocational issues concerning trainees.	2.72	1.54	Low	2.87	1.44	Low
The college counsellor discusses with tutors concerning teacher-trainees' academic performance.	3.27	1.39	Low	3.27	1.29	High
The school counsellor meets with parents to discuss students' welfare	2.37	1.48	Low	2.30	1.30	Low
Mean of Means and Standard Deviations	2.86	1.46	Low	2.97	1.33	Low

Source: Fieldwork Survey, (2018)

In Table 10, it can be observed that the statement ‘the consultation service in this College helps get information, opinions or advice from teachers, parents and others’ recorded the highest mean of 3.43 for staff. By implication, through consultation, information is obtained from all the significant people in the lives of students. Also, it is shown that in carrying out consultation, the College counsellor discusses with tutors concerning teacher-trainees' academic performance. This statement recorded the highest mean for

students (M=3.27, SD=1.39) and the second highest for the staff (M=3.27, SD=1.29). This means that discussion of teacher-trainees academic performance with tutors was effectively done by counsellors. The mean of means for students (2.86) and staff (2.97) however show that overall, the provision of consultation was not high since the values are below 3.0.

**Extent to which counselling service is provided**

The extent to which counselling service is provided is resented in Table 11.

Table 11: *Level of Provision of Counselling Service*

Statement	Students			Staff		
	M	SD	Level	M	SD	level
This college offers counselling which assist teacher-trainees to solve problems, understand themselves and their world.	3.84	1.37	High	3.68	1.24	Low
The College Counsellor assists teacher-trainees to overcome their learning difficulties.	3.91	1.18	High	3.76	1.27	High
Teacher-trainees individually meet the college counsellor to discuss issues regarding career.	3.34	1.56	High	3.44	1.31	High
In this College, teacher-trainees are provided with counselling services to meet their needs.	3.37	1.39	High	3.49	1.33	High
Mean of Means and Standard Deviations	3.62	1.38	High	3.59	1.29	High

Source: Fieldwork Survey, (2018)

It is shown in Table 11 that both students and staff indicated that the college counsellor assists teacher-trainees to overcome their learning difficulties. This statement recorded the highest mean for both students (M=3.91) and staff (3.76). Next to this, the statement ‘this College offers counselling services which assist teacher-trainees to solve problems, understand themselves and their world’ recorded a mean of 3.84 for students and 3.68 for staff.

The results imply that the respondents viewed counselling service as effective in helping teacher-trainees solve their problems and understanding themselves and their world. It can be observed that the views of the students and the views of staff are not different. Thus, this was an actual reflection of the situation in the colleges sampled. The mean of means for students (3.62) and staff (3.59) however show that overall, the provision of counselling was high since the values are greater than 3.0.

**Extent to which evaluation service is provided**

The results for the extent to which evaluation service is provided are presented in Table 12. The respondents were provided with statements reflecting the extent to which evaluation service is effectively provided in the selected colleges.

*Table 12: Level of Provision of Evaluation Service*

Statement	Students			Staff		
	M	SD	Level	M	SD	Level
The college counsellor periodically conducts activities to determine the effectiveness of the guidance and counselling programme in the College.	2.94	1.53	Low	3.14	1.49	High
Questionnaires or interviews are used to collect data on guidance and counselling services to verify whether the services are effectively achieving its goals in this college.	2.94	1.53	Low	3.14	1.49	High
Teacher-trainees are actively involved in evaluation of guidance services in this college.	3.12	1.51	High	3.41	1.35	High
Mean of Means and Standard Deviations	3.00	1.52	High	3.26	1.42	High

Source: Fieldwork Survey, (2018)

In Table 12, the effectiveness in the provision of evaluation service is shown. It can be observed that teacher-trainees are actively involved in evaluation of guidance and counselling services in this college (Students, M=3.12, SD=1.51; Staff, M=3.41, SD=1.35). The statement ‘the College Counsellor periodically conducts activities to determine the effectiveness of the guidance and counselling programme in the College’ recorded a mean of 2.93 and a standard deviation of 1.52 for students and a mean of 3.24 and a standard deviation of 1.41 for staff. Finally, the respondents indicated that questionnaires or interviews were used to collect data on guidance services to verify whether the services are effectively achieving its goals in this College (Students, M=2.94, SD=1.513 Staff, M=3.14, SD=1.49). The overall mean of means for students (3.00) and staff (3.26) show that the provision of evaluation was high since the mean values were beyond 3.0.

**Extent to which follow-up service is provided**

The results for the effectiveness in follow-up service are presented in Table 13.

Table 13: *Level of Provision of Follow-up Service*

Statement	Students			Staff		
	M	SD	Level	M	SD	Level
The counsellor provides follow up service by finding out how teacher-trainees are doing after being counselled.	2.97	1.36	Low	3.30	1.32	High
After graduation teacher-trainees are monitored at their stations to find out how they are performing on the job.	2.89	1.53	Low	3.08	1.47	High
Mean of Means and Standard Deviations	2.93	2.45	Low	3.19	1.39	High

Source: Fieldwork Survey, (2018)

Regarding the effectiveness of the follow-up service, it can be seen from Table 13 that most of the staff respondents indicated that the counsellor provides follow up service by finding out how teacher-trainees are doing after being counselled (M=3.30, SD=1.32). Again, the staff respondents indicated that after graduation teacher-trainees are monitored at their stations to find out how they are performing on the job. Even though, the views of the students were not different, their level of agreement was not at the same level as the staff respondents. The mean of means for students (2.93) and staff (3.19) show that the provision of follow-up was high in the view of the staff but low in the view of the students.

**Extent to which information service is provided**

Table 14 shows the results for level at which information service is provided.

Table 14: *Level of Provision of Information Service*

Statement	Students			Staff		
	M	SD	Level	M	SD	Level
There is an information service in this college which helps trainees understand, accept and utilize their abilities in relation to their aspiration.	3.06	1.45	High	3.08	1.32	High
The counsellor makes information available to teacher-trainees on other educational opportunities after College.	3.05	1.45	High	3.25	1.32	High
The counsellor does not offer information on how to manage healthy home and family relationship.	2.90	1.51	Low	2.44	1.35	Low
The College Counsellor offers information service to teacher-trainees through individual and group counselling	3.12	1.48	High	3.32	1.31	High
Mean of Means and Standard Deviations	2.83	1.47	Low	3.02	1.33	High

Source: Fieldwork Survey, (2018)



In Table 14, the statement ‘the College Counsellor offers information service to teacher-trainees through individual and group counselling’ recorded the highest mean for both students (M=3.12) and staff (3.32). Again, it was indicated that the counsellor makes information available to teacher-trainees on other educational opportunities after College. The statement had a mean of 3.05 and a standard deviation of 1.45 for students and a mean of 3.25 and standard deviation of 1.32 for staff. In carrying out information service, the respondents indicated that the teacher-trainees are helped to understand, accept and utilize their abilities in relation to their aspiration (Students, M=3.06, SD=1.45; Staff, M=3.08, SD=1.32). The overall mean of means for students (2.83) and staff (3.02) shows that the provision of information was high in the view of the staff but low in the view of the students.

**Extent to which information service is provided**

The results for level at which orientation service is provided are presented in Table 15.

Table 15: *Level of Provision of Orientation Service*

Statement	Students			Staff		
	M	SD	Level	M	SD	Level
My college has an orientation programme for newly admitted teacher-trainees	4.49	0.96	High	4.25	1.19	High
Fresh teacher-trainees were introduced to the facilities (library, canteen, bungalows etc) that exist in the college.	4.00	1.34	High	3.94	1.33	High
The guidance services offered in the college were introduced to new teacher-trainees.	3.64	1.42	High	3.89	1.28	High
The orientation service helped teacher-trainees to adjust better to the college environment	4.12	1.05	High	3.81	1.24	High
Mean of Means and Standard Deviations	4.06	1.19	High	3.97	1.26	High

Source: Fieldwork Survey, (2018)

Table 13 shows the level at which orientation service is effectively provided. It is shown that the statement 'my College has an orientation programme for newly admitted teacher-trainees' recorded the highest mean for both students (M=4.49) and staff (M=4.25). Thus, in the colleges sampled, both students and staff indicated that orientation was provided for newly admitted teacher-trainees. From the point of view of the students, the statement 'the orientation service helped teacher-trainees to adjust better to the College environment' recorded a mean of 4.12 and a standard deviation of 1.05. This means, orientation was effective in helping teacher-trainees adjust to the College environment. From the staff respondents, the statement 'fresh teacher-trainees were introduced to the facilities (library, ICT Lab., canteen, bungalows etc.) that exist in the College' recorded a mean of 3.94 and a standard deviation of 1.33. This means that to most of the staff respondents, orientation service introduced the fresh teacher trainees to facilities in the College.

From the foregoing, it is evident that the respondents (both students and staff) viewed orientation service as being provided effectively in introducing teacher-trainees to facilities in the school and helping the teacher-trainees adjust better to the College environment. The mean of means for students (3.06) and staff (3.97) show that the provision of orientation was high since the mean values were beyond 3.0.

#### **Extent to which placement service is provided**

The respondents were required to indicate the extent to which placement service was provided in their colleges. The results of the views of

the students and the staff concerning the effectiveness in the provision of placement are presented in Table 16.

Table 16: *Level of Provision of Placement Service*

Statement	Students			Staff		
	M	SD	Level	M	SD	Level
Placement services are offered in the college to make teacher-trainees aware of opportunities available in and outside college.	2.12	1.46	Low	2.25	1.40	Low
The counsellor does not help teacher-trainees to select their elective subjects in this college.	2.99	1.54	Low	2.62	1.52	Low
Other job opportunities available to teachers are made known by the College Counsellor.	2.72	1.43	Low	2.19	1.35	Low
The College counsellor assesses the personal characteristics of students during counselling to help them take up appointments at the end of educational pursuit.	2.49	1.27	Low	2.54	1.40	Low
Mean of Means and Standard Deviations	2.58	1.43	Low	2.40	1.42	Low

Source: Fieldwork Survey, (2018)

Placement, having been established to be the least provided guidance service, Table 16 shows the extent which little provision of the service was effective. It can be seen that the statement with the highest mean was ‘the counsellor does not help teacher-trainees to select their elective subjects in this College’ for both students (M=2.99) and staff (M=2.62). Most of the respondents agreeing to this statement imply that College counsellors were not very involved in teacher-trainees selection of elective subjects.

However, it is shown by the respondents (Students) that other job opportunities available to teachers were made known by the College Counsellor (M=2.72, SD=1.43). The statement ‘the College counsellor assesses the personal characteristics of students during counselling in order to help teacher-trainees take up appointment at the end of educational pursuit’ also recorded means of 2.54 for staff and 2.49 for students. Thus, a section of the respondents viewed this activity as taken up by College counsellors. Overall, it can be observed that the means of all the items were all below 3.0 and not close to the highest expected mean of 5.0 implying that most of the respondents did not concur with the statements. This confirmed the result shown in research question 1 that placement was viewed as the least provided guidance service. The mean of means for students (2.58) and staff (2.40) also confirmed the view that placement was not provided much.

**Research Question 3:** What is the level of utilization of guidance services by trainees in the colleges of education in the Western Region?

This research question was meant to identify the level at which teacher-trainees utilize guidance services in their colleges. The data were analysed using means and standard deviations. A higher mean implied that there was agreement among most of the respondents for the specific statement. The results are shown in Table 17.

Table 17: *Teacher-Trainees Utilization of Guidance Services*

Statement	Students			Staff		
	M	SD	Level	M	SD	Level
Seek information about the guidance services available in college	3.10	0.93	High	3.06	0.99	High
Visit the counsellor to share academic issues	2.99	1.04	Low	3.03	1.08	High
Attend seminars/talk programmes on issues of importance to students	2.67	1.01	Low	2.73	0.95	Low
Seek counselling for their personal issues	3.04	0.94	High	3.03	0.97	High
get access to all guidance services	2.85	1.05	Low	3.05	0.97	High

Source: Fieldwork Survey, (2018)

Table 17 shows the levels at which trainees utilize guidance services. From the point of view of the students, it can be seen that trainees seek information about the guidance services available in college during orientation programme (M=3.10, SD=0.93) and also seek counselling for their personal issues (M=3.04, SD=0.94). Again, it can be observed from table 14 that the staff respondents indicated that teacher-trainees seek information about the guidance services available in college during orientation programme (M=3.06, SD=0.99) and get access to all guidance services (M=3.05, SD=0.97). The implication of the results in the table is that teacher-trainees mostly seek information about guidance services during orientation, get access to guidance all services and patronize counselling usually for their personal and academic issues.

**Research Question 4:** What are the challenges encountered in the provision of guidance services in the Colleges of Education in the Western Region?

This research question was meant to find out the challenges encountered in the provision of guidance services in Colleges of Education. The data was analysed using means and standard deviations. A higher mean implied that there was agreement among most of the respondents for the specific statement. The results are shown in Table 18.

Table 18: *Challenges facing the Provision of Guidance Services*

Item	Students			Staff		
	M	SD	Level	M	SD	Level
Lack of awareness of guidance services	2.58	1.04	Low	2.46	1.01	Low
Lack of private office space for counselors	2.76	1.12	Low	2.38	1.01	Low
Lack or insufficient logistics	2.81	1.02	Low	2.78	0.89	low
Overloading of counsellor with many teaching hours in addition to counseling	2.76	1.09	Low	2.65	0.99	Low
Lack of support from tutors	2.67	1.13	Low	2.57	0.93	Low
Counsellors not keeping clients' issues confidential	2.10	1.11	Low	1.71	0.96	Low

Source: Fieldwork Survey, (2018)

Table 18 shows the challenges encountered in the provision of guidance services. It can be observed that the top three common challenges according to the students in the study are lack or insufficient logistics (M=2.81, SD=1.02), lack of private office space for counsellors (M=2.76, SD=1.12) and Overloading of counsellor with many teaching hours in addition to counselling (M=2.76, SD=1.09). on the part of the staff respondents, the top three challenges encountered in the provision of guidance services are lack or

insufficient logistics ( $M=2.78$ ,  $SD=0.89$ ), lack or insufficient time for guidance services ( $M=2.65$ ,  $SD=0.99$ ) and lack of support from teachers and administration ( $M=2.57$ ,  $SD=.93$ ). These were the challenges that the respondents indicated were hindering the provision of guidance services in the Colleges of Education sampled.

**Research Question 5:** What measures can help improve the provision of guidance services in the colleges of education in the Western Region?

This research question aimed at revealing the measures that the respondents believe would help improve the provision of guidance services in the colleges of education. The part of the questionnaire answering this research question was open-ended. As a result, the respondents were required to provide their own answers. The response rate on this particular question was about 90% for students as 226 respondents out of the total 250 responded to this question. For the staff, the response rate was about 92% as 58 out of the 63 respondents gave an answer to this question.

The key themes identified from the answers given by the students were provision of private office space for counselling, bringing in more trained counsellors, provision of necessary logistics, sufficient time for guidance and counselling programmes, support from tutors and administrators, and increasing awareness of guidance and counselling programmes. Among the staff respondents, the key themes identified were provision of office space for counselling, provision of necessary logistics, sufficient time for guidance and counselling programmes, doing proper follow-up, and support from tutors and administrators. The views expressed by the students and administrators were similar. This implies that the views were genuine.

**Hypotheses One:**

H<sub>01</sub>: *There is no significant difference in the utilization of guidance services by male and female students.*

This hypothesis was aimed at establishing the difference in the utilization of guidance services by male and female students. In testing the hypothesis, an independent samples t-test was used. The results are presented in Table 19.

Table 19: *Independent Samples t-test for Gender Difference in the utilization of Guidance Services by Male and Female Students*

Gender	N	Mean	SD	Df	t-value	Sig (2-tailed)
Male	144	14.7	3.79	248	.144	.886
Female	106	14.6	4.03			

Source: Field Survey, (2018)

Table 19 shows the gender difference in the utilization of guidance services among students. It is shown that there is no significant difference in the utilization of guidance services by male and female students ( $t [248] = .144, p > .05$ ). Even though the mean of the males was slightly higher (14.7) than that of females (14.92), the difference was not significant at the .05 significant level. This implies that male and female students did not vary in their utilization of guidance services. The null hypothesis is, therefore, not rejected.

**Hypotheses Two:**

H<sub>02</sub>: *There is no significant difference between male and female students in their perception of challenges encountered in the provision of guidance services.*



This hypothesis sought to identify the difference between male and female students in their perception of challenges encountered in the provision of guidance services. The hypothesis was tested by using the independent samples t-test. The results are presented in Table 20.

Table 20: *Independent Samples t-test for Gender Difference in the Perception of Challenges Encountered in the Provision of Guidance Services*

Gender	N	Mean	SD	Df	t-value	Sig (2-tailed)
Male	144	15.75	4.81	248	.258	.796
Female	106	15.58	5.24			

Source: Field Survey, (2018)

Table 20 shows the gender difference in the perception of challenges encountered in the provision of guidance services. It is shown that there is no significant difference in male and female students' perception of challenges encountered in the provision of guidance services ( $t [248] = .258, p > .05$ ). Even though the mean of the males was slightly higher (15.75) than that of females (15.58), the difference was not significant at the .05 significant level. It can thus be inferred that male and female students did not differ in their perceptions of the challenges encountered in the provision of guidance services. The null hypothesis is, therefore, not rejected.

**Hypotheses Three:**

*H<sub>03</sub>: There is no significant difference in students' utilization of guidance services on the basis of their class level.*

This hypothesis aimed at finding out the difference in students' utilization of guidance services on the basis of their class level. The hypothesis

was tested by using the independent samples t-test. The results are presented in Table 21.

Table 21: *Independent Samples t-test for Difference in the utilization of Guidance Services on the basis of Class Level*

Level	N	Mean	SD	Df	t-value	Sig (2-tailed)
100	112	14.77	3.82	248	.380	.704
200	138	14.58	3.95			

Source: Field Survey, (2018)

Table 21 shows the difference in the utilization of guidance services on the basis of class level. There was no significant difference in the utilization of guidance services on the basis of class level ( $t [248] = .380, p > .05$ ). The implication of the results is that the mean of the level 100 students (14.77) was not significantly different from the mean of the level 200 students (14.58). Based on the results, the null hypothesis is not rejected.

**Hypotheses Four:**

*H<sub>04</sub>: There is no significant difference in students' utilization of guidance services on the basis of ages.*

This hypothesis is for finding out if any significant difference exists in students' utilization of guidance services on the basis of age. This hypothesis was tested by using the One Way ANOVA. The results are presented in Table 22, 23 and 24.

Table 22: ANOVA of Age Difference in Students' Utilisation of Guidance Services

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	208.410	2	104.205	7.239*	.001
Within Groups	3555.366	247	14.394		
Total	3763.776	249			

Source: Field survey (2019)

\*Significant,  $P < .05$  level

It can be seen in Table 22 that there is a significant difference in students' utilization of guidance services on the basis of their ages [F(249=7.239,  $p < .05$ ). The probability value (p-value) of .001 is less than .05 significant level. Based on the results, the null hypothesis is rejected. The implication of the results is that students varied in their utilisation of guidance services on the basis of their ages. Since difference was observed, there was the need to conduct a *post-hoc* analysis to identify which specific age groups are causing the differences. Tukey *post-hoc* analysis was used. The results of the *post-hoc* analysis are presented in Tables 23 and 24.

Table 23: Post-Hoc Multiple Comparisons of Age Groups (Tukey HSD)

(I) A4	(J) A4	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
20 or below	21-25	-1.20024	.56714	.089	-2.5375	.1370
	26 and above	1.58865*	.65071	.040	.0543	3.1230
21-25	20 or below	1.20024	.56714	.089	-.1370	2.5375
	26 and above	2.78889*	.73346	.001	1.0594	4.5183
26 and above	20 or below	-1.58865*	.65071	.040	-3.1230	-.0543
	21-25	-2.78889*	.73346	.001	-4.5183	-1.0594

\*. The mean difference is significant at the 0.05 level.

It can be seen in Table 23 that there is a significant difference between the ages 20 or below and 26 and above in their utilisation of guidance services ( $p=.040$ ). Again, significant difference is observed between the ages 21 to 25 and 26 and above ( $p=.001$ ) in their utilisation of guidance services. However, there is no significant difference between the ages 20 or below and 21 to 25 in their utilisation of guidance services ( $p=.089$ ). The implication of the results is that age difference observed in the utilisation of guidance services is found between students within the ages of 20 or below and 26 and above years as well as 21 to 25 and 26 and above years. A summary of the means of the specific age groups are presented in Table 24. This gives further explanation to the results in the Multiple Comparisons table.

Table 24: *Summary Table for Post Hoc Test*

		Subset for alpha = 0.05		
	A4	N	1	2
Tukey HSD	26 and above	45	13.0444	
	20 or below	139		14.6331
	21-25	66		15.8333
	Sig.		1.000	.160

Means for groups in homogeneous subsets are displayed.

It is seen in Table 24 that the means of students in age groups 20 or below years (14.63) and 21- 25 years (15.83) were not significantly different from each other. However, each of them was significantly different from the mean of the students in the age group 26 and above years (13.04). Hence, the significance difference observed in the ANOVA results of Table 20 was caused by the fact that the mean of students aged 26years and above (13.04) was significantly lower than those of 20 years or below (14.63) and 21 – 25

years (15.83). This confirms and provides further clarity to the results in Table 23.

Furthermore, the results in Table 24 indicate that students within the ages of 20 or below and 21 to 25 years patronise guidance services more than students who were aged 26 and above years. This is because the mean scores of 14.63 and 15.83 are significantly higher than the mean score of 13.04.

**Hypotheses Five:**

*H<sub>05</sub>: There is no significant difference in students’ perception of challenges encountered in the provision of guidance services on the basis of their ages.*

This hypothesis was meant to identify the difference in the perception of challenges encountered in the provision of guidance services on the basis of the ages of students. The One-Way ANOVA test was used in testing this hypothesis. The results are presented in Table 25, 26 and 27.

Table 25: *ANOVA of Age Difference in Students’ Perceptions of Challenges Encountered in the Provision of Guidance Services*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	307.421	2	153.711	6.456	.002
Within Groups	5880.979	247	23.810		
Total	6188.400	249			

Source: Field survey (2019) Significant at .05 level

Table 25 shows that there is a significant difference in students’ perceptions of challenges encountered in the provision of guidance services on the basis of their ages [F(249)=6.456, p<.05]. The probability value (p-value) of .002 is less than .05 significant level and as such the null hypothesis is rejected. It can be inferred thus that students vary in their perceptions of the

challenges encountered in the provision of guidance services on the basis of their ages.

Having found significant difference there was the need to conduct *post-hoc* analysis to identify the specific areas where the differences are occurring. Tukey *post-hoc* analysis was used. The results are presented in Tables 26 and 27.

Table 26: *Post Hoc Multiple Comparisons of Age Groups (Tukey HSD)*

(I) A4	(J) A4	Mean Differenc e (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
20 or below	21-25	2.61761*	.72941	.001	.8977	4.3375
	26 and above	.69640	.83690	.683	-1.2769	2.6697
21-25	2s0 or below	-2.61761*	.72941	.001	-4.3375	-.8977
	26 and above	-1.92121	.94332	.106	-4.1455	.3031
26 and above	20 or below	-.69640	.83690	.683	-2.6697	1.2769
	21-25	1.92121	.94332	.106	-.3031	4.1455

\*. The mean difference is significant at the 0.05 level.

Table 26 shows clearly that there is a significant difference between the means of the students aged 20 or below and 21 to 25 ( $p=.001$ ). However, this is the only significant difference observed since the other probability ( $p$ ) values are insignificant. This implies that the age difference observed in the ANOVA table was because of the significant difference between students aged 20 years or below and those aged 21 to 25 years. The specific mean scores of the various age groups are presented in the summary table in Table 27.

Table 27: Summary Table for Post Hoc Test

	A4	N	Subset for alpha = 0.05	
			1	2
Tukey HSD	21-25	66	13.8788	
	26 and above	45	15.8000	15.8000
	20 or below	139		16.4964
	Sig.		.060	.686

Means for groups in homogeneous subsets are displayed.

Table 27 shows that mean score of students aged 20 years or below (16.49) is significantly different from students aged 21 - 25 years (13.88), being found indifferent subsets for  $\alpha=0.05$ . However, the mean score of students aged 20 years or below (16.49) was not significantly different from the mean score of students aged 26 years and above (15.8). Likewise, the mean score of students aged 21 - 25 years (13.88) was not significantly different from the mean score of students aged 26 years and above (15.8). Based on the results in Table 25, it can be inferred that since the mean score of students aged 20 years or below was higher, they perceived more challenges than the other age groups.

The mean score of students aged 26 years and above (15.80) was similar to those of students aged 21- 25 years (13.88) and students aged 20 years or below ( 16.50). However, the mean of students aged 21-25 years (13.88) was significantly different (lower) from the students aged 20 years or below (16.60). Hence, the significance difference observed in the ANOVA results of Table 23 was caused by the fact that the means of students aged 21- 25 years (13.88) and those aged 20 years or above (16.50) were significantly different from each other.

Furthermore, the results in Table 27 indicate that students who are 20 years or below and those aged 26 years and above perceived more challenges than those aged 21-25 years.

**Hypotheses Six:**

*H<sub>06</sub>: There is no significant difference in students' perception of challenges encountered in the provision of guidance services on the basis of their class level*

This hypothesis sought to identify the difference in the perception of challenges encountered in the provision of guidance services on the basis of the class levels of students. The hypothesis was tested by using the independent samples t-test. The results are presented in Table 28.

Table 28: *Independent Samples t-test for Difference in Perception of Challenges Encountered in the Provision of Guidance Services on the basis of Class Level*

Level	N	Mean	SD	Df	t-value	Sig (2-tailed)
100	112	16.38	4.96	248	1.998	.047
200	138	15.12	4.95			

Source: Field Survey, (2018)

Table 28 shows that the difference in the perception of students about the challenges encountered in the provision of guidance services on the basis of the class levels of students is significant ( $t [248] = 2.998, p < .05$ ). The mean of the level 100 students was higher (16.38) than that of the level 200 students (15.12), implying that the level 100 students perceived more challenges than the level 200 students. The null hypothesis is rejected on the basis of the results, suggesting that there is a significant difference in the perception of



challenges encountered in the provision of guidance services on the basis of the class levels of students.

**Hypotheses Seven:**

*H<sub>07</sub>: There is no significant difference in students' perception of challenges encountered in the provision of guidance services on the basis of their ages.*

This hypothesis identified the difference in the perception of challenges encountered in the provision of guidance services on the basis of the ages of students. The independent samples t-test was used in testing this hypothesis. The results are presented in Table 29.

Table 29: *Independent Samples t-test for in Perception of Challenges Encountered in the Provision of Guidance Services on the basis of Age*

Age	N	Mean	SD	Df	t-value	Sig (2-tailed)
25 or below	184	16.33	5.28	248	4.214	.000
26-35	66	13.88	3.50			

Source: Field Survey, (2018)

It can be seen in table 29 that the difference in the perception of challenges encountered in the provision of guidance services on the basis of the ages of students is significant ( $t(248) = 4.214, p < .05$ ). The mean of the students aged 25 and below was higher (16.33) than that of the students between the ages of 26 and 35 years (13.88), implying that the students aged 25 and below perceived more challenges than the students between the ages of 26 and 35. The results suggest that there is a significant difference in the perception of challenges encountered in the provision of guidance services on the basis of the ages of students. The null hypothesis is therefore rejected.

## Discussions

### Provision of Guidance Services in Colleges of Education

In answer to the first research question, the study found that the most common guidance services provided in the colleges of education sampled were orientation, counselling, appraisal and information. The service which was the least provided however, was placement. In most schools, orientation and counselling services are very commonly provided since they are deemed relevant to the welfare of students. Appraisal and information services are also relevant to the daily activities as well as the overall assessment of students. These could be the reasons why these services were the most commonly provided.

The findings support the findings of several studies. For instance, the study of Ocansey (1992) revealed that orientation, appraisal, counselling, and information services were offered in schools in Ghana. In a similar vein, Braimah (2010) assessed guidance services in Senior High Schools in the Tamale Metropolis and found that the counselling and orientation services were the most popular services that were offered to students. Braimah, however, found that information, appraisal, placement, evaluation, consultation and referral services were provided on a minimal level. Nyarko-Sampson (2010) also found that orientation and counselling were the common guidance services provided to teacher-trainees in Colleges of Education in the Eastern and Greater Accra regions. In addition, Aidoo (2011) conducted a study on the administration of guidance and counselling in the colleges of education in Ghana and concluded that orientation and counselling services were the popular guidance services rendered to students in the colleges. The

similarities among all the studies imply that even though there is ongoing awareness of the different guidance services, they are not provided at the same level for students.

### **Extent to which Guidance Services are Provided**

Regarding the extent to which the various guidance services are provided, the study revealed that orientation service was provided effectively in introducing teacher-trainees to facilities in the school and helping the trainees adjust better to the college environment. This finding is consistent with the finding of Stephenson (1999) that, orientation service is an organized group of activities through which students are given assistance to make adjustment to the school or college. Teacher-trainees are therefore helped to adjust to college environment through orientation.

The study also showed that counselling service was effective in helping teacher-trainees solve their problems and understanding themselves and their world. Placement service, having been established to be the least provided guidance service, the study showed that counsellors were not very involved in teacher-trainees selection of elective subjects. However, college counsellors helped teacher-trainees know job opportunities after school by assessing the personal characteristics of the trainees. Therefore, placement service was not as effective as it could be. In the view of Taylor and Buku (2006), placement service provides the link between school and the working world. The finding confirmed the finding of Yuksel-Sahin (2009) who found that placement service was not very effective in Schools and Colleges.

Regarding consultation service, the study showed that through consultation, information was obtained from all the significant people in the

lives of students. The discussion of teacher-trainees academic performance with tutors was also effectively done by counsellors. Information service was also found to be effectively carried through individual and group counselling. The counsellor also made information available to teacher-trainees on other educational opportunities after college as well as helping teacher-trainees to understand, accept and utilize their abilities in relation to their aspirations.

In terms of the effectiveness of appraisal service, the study found that appraisal service in the colleges was concerned with providing data that will highlight the individuality of each student. Also, it was shown that the counsellor helped teacher-trainees to know their interests, skills, values and aptitude using data from appraisal service. Further, the study showed that teacher-trainees were actively involved in evaluation of guidance services in the college and that evaluation of the effectiveness of the guidance and counselling programme in the colleges was done periodically. The evaluation was done using questionnaires or interviews to verify whether the services were effectively achieving their goals in the college. Finally, concerning the follow-up service, the study showed that the counsellor provides follow up service by finding out how teacher-trainees are doing after being counselled and ensured that after graduation teacher-trainees were monitored at their stations to find out how they are performing on the job. Several previous studies have found that evaluation and follow-up are not effective in schools (Mensah, 2007; Aidoo, 2011; Nyarko-Sampson, 2010; Nyarko-Sampson, 2013; Sedofia & Ocansey, 2013). This was contrary to the findings of the current study.

Overall, it can be inferred from the findings of the current study that most of the services were effectively provided even though some of them (such as placement) could be improved. The findings supported the findings of Aidoo (2011) that teachers and students rated guidance services as good but not satisfied with the operations of guidance services. Based on the findings, it was suggested that guidance services in colleges of education in Ghana could be improved.

### **Students' Utilization of Guidance Services**

In connection with students' patronage of guidance services, it was found that teacher-trainees mostly seek information about guidance services during orientation, get access to guidance all services and patronise counselling services usually for their personal and academic issues. The implication is that students utilize guidance services provided in their colleges. This finding could be because students get positive feedback from patronising guidance services. When people get their issues resolved whenever they meet the counsellor, they are more likely to continue utilizing the service of the counsellor.

The findings contrasted the findings of Ackom (1992) which revealed that despite students' awareness of the existence of guidance services in their schools, students hardly consulted counsellors in their decision-making. The study of Brooks and Cole (2012) in Netherlands also found that most students had negative perceptions about counsellors as good services providers and as such did not consult counsellors concerning their personal issues. This was not supported by the findings of the current study. Even though school guidance could improve school students' behaviours, most students do not believe in

counsellors' advice which was often based on an individuals' academic performance (Dollarhide & Saginak, 2008). As a result, the students did not utilize guidance services. The contradiction between the findings of the current study and the other studies is a sign that there is an increasing awareness of the importance of utilizing guidance services among students.

Finally, the study revealed that there was no significant difference in the utilizing of guidance services by male and female students. Even though the mean of the males (14.7) was slightly higher than that of females (14.6), the difference was not significant at .05 level. This implies that male and female students did not vary in their utilization of guidance services. This finding could be attributed to the fact that students of different genders are not given different treatments by the College counsellors. As a result, they are likely to approach guidance services in the same manner.

The findings are similar to the findings of Yuksel-Sahin (2009) which revealed that there was no statistically significant difference regarding the perception of guidance and counselling services in terms of gender. This therefore results in no difference in the utilization of guidance services among male and female students. Mintah (2012) also found that there was no statistically significant difference in male and female students' perception of guidance services in Schools in the Ho Municipality. Therefore, the participation of male and female in guidance programmes were not different. These studies imply that both males and females have the same attitude towards guidance services in schools.

### **Differences in the Utilisation of Guidance Services on the Basis of Age**

The study found that there was a significant difference in the utilization of guidance services of students on the basis of age. Specifically, it was found that students aged 20 years or below and those aged 21 to 25 years, patronised guidance services more than students aged 26 years and above. This is because the mean scores of 14.63 and 15.83 were significantly higher than the mean score of 13.04. Overall, it can be inferred that ages of students influence their utilization of guidance services. This result is in line with those of several studies. For instance, the literature on help-seeking has consistently shown that students who are in their 20s and who have a college education have more positive attitudes toward seeking professional help and are more likely to seek help, than older persons without college education (Vessey& Howard, 1993). The implication is that students patronised guidance and counselling differently in terms of their age. This is understandable since students of different ages are likely to have different needs that will make them seek counselling. The finding could be because in colleges, younger students are likely to have difficulty managing their lives and as such need guidance as compared to older students. For older students, their experiences may equip them with some skills to handle their own issues. Again, the results could be because older students felt they did not need guidance and counselling and as such, will not patronise guidance services.

### **Difference in the Perceptions of the Challenges Encountered in the Provision of Guidance Services on the Basis of Ages**

Finally, the study revealed that the difference in the perception of challenges encountered in the provision of guidance services on the basis of

the ages of students was significant. Specifically, it can be inferred that since the mean score of students aged 20 years or below was higher, they perceived more challenges than the other age groups. Overall, it is clear that students vary in their perceptions of the challenges encountered in the provision of guidance services on the basis of their ages. Since it has been established earlier that younger students patronised guidance services than older students, it is not surprising that they perceived more challenges than other groups of students.

This finding contradicts that of Arku (2015) who found that age had no influence on the perceived embarrassment that comes with sharing one's problems with the counsellor. Thus, the perceptions of students regarding the hindrances to guidance and counselling was not influenced by their age. The contradiction between the finding of the current study and that of Arku could be due to the variances in the instrument used in the study. Specifically, Arku measured challenge to patronising counselling only in terms of the embarrassment that students felt whilst the current study measured the challenges in terms of facilities, counsellor characteristics and awareness of counselling. In this sense, it is not surprising that there are contradiction between the finding of the current study and that of Arku. This finding appears novel since most studies do not assess the difference in the perception of challenges encountered in guidance and counselling on the basis of age.

### **Challenges Encountered in the Provision of Guidance Services**

The study revealed that the main challenges encountered in the provision of guidance services were insufficient logistics, lack of private office space for counsellors, insufficient time for guidance services and lack of support from teachers and administration. These were the challenges that the



respondents indicated were hindering the provision of guidance services in the Colleges of Education sampled. The findings are in line with the findings of Atta-Frimpong (2013) who conducted a study to find out whether St. Joseph's College of Education's Guidance and Counselling programme was effectively run. He found that the provision of guidance services was constrained by some challenges like lack of office accommodation, insufficient logistics and improper awareness creation. Similarly, Bempah (2010) assessed the guidance programme being offered in Wesley College of Education and found that the guidance programme faced problems such as no counselling room; no fixed counselling schedule; the counsellor not working with other tutors and lack of administrative support. These challenges are not only in Ghana as Owino (2013) investigated the nature of guidance services in Schools in the Eldoret Municipality of Uasin Gishu County in Kenya and revealed that lack of physical and human resources characterized the nature of guidance services in the area.

### **Measures to Improve Provision of Guidance Services**

The study revealed that the means of improving the provision of guidance services were providing private office space for counselling, bringing in more trained counsellors, provision of necessary logistics, sufficient time for guidance and counselling programmes, support from tutors and administrators, doing proper follow-up and increasing awareness of guidance and counselling programmes. Making reference to the key challenges identified in the previous research question, these measures appear to be suitable in improving the provision of guidance services.

The findings of the current study confirm the findings of Nyarko-Sampson (2010) who recommended that College of Education authorities allocate offices or a permanent place for counselling purposes. Similarly, Atta-Frimpong (2013) recommended that there should be reduction of counsellors' work schedule, to enable them have much attention for the guidance programme, provision of counselling office and logistics, in-service training for counsellors and awareness creation could help improve the provision of guidance services in the colleges. The similarities among the findings imply that when these measures are adopted in different settings they can help improve guidance services.

#### **Gender Difference in the Perceptions of the Challenges Encountered in the Provision of Guidance Services**

The study revealed that there was no significant difference in male and female students' perception of challenges encountered in the provision of guidance services. Thus, male and female students did not differ in their perceptions of the challenges encountered in the provision of guidance services. This finding confirms the findings of Nyarko-Sampson (2016) who sought to find out the perception of students on guidance and counselling services provided to students of Colleges of Education in Volta region, Ghana and found that there was no statistically significant difference in respondents' perception of guidance and counselling needs on the basis of gender. However, the finding of the current study is in contrast with the finding of Salami (1998) who found that the students' perceptions of counselling were influenced by their gender. The implication of the view of Salami (1998) is

that students differ in their perceptions of guidance services on the basis of gender.

### **Differences in the Utilisation of Guidance Services on the basis of Class Level**

The study showed that there was no significant difference in the utilization of guidance services on the basis of class level. The implication of the results is that level 100 students did not differ significantly from level 200 students in terms of their utilization of guidance services. This finding is in line with the finding of Bolu-Steve and Oredugba (2017) who found that there was no significant difference in how students viewed guidance and counselling on the basis of class level. Similarly, Arehedo, Adomeh and Alude (2009) vividly emphasized on the role of the school counsellor in the implementation of universal basic education at all levels. Thus, they claimed that guidance services were utilised in the same way at all levels of education. This is because in the view of Carey and Harrington (2010), counselling services assist students at all levels to become fully acquainted with occupational and educational opportunities that is at their disposal. Thus, class level does not influence the utilization of guidance services.

### **Difference in the Perceptions of the Challenges Encountered in the Provision of Guidance Services on the Basis of Class Level**

The study showed that differences in the perception of challenges encountered in the provision of guidance services on the basis of the class levels of students was significant. The level 100 students perceived more challenges than the level 200 students. The finding of the current study confirms the finding of Salami (1998) that students' perceptions of counselling

were influenced by their level of education. Similarly, Nyarko-Sampson (2016) found a statistically significant difference in students' perception of guidance and counselling services on the basis of class levels. Contrary to the finding of the current study, Arku (2015) examined University of Cape Coast (UCC) male students' attitudes towards counselling and found that level of education had no influence on the perceived embarrassment that comes with sharing one's problems with the counsellor. This implies that Arku found that the level of education of students did not influence their perceptions of the challenges that hinder their patronage of counselling.

### **Chapter Summary**

In this chapter, the results of the study were presented along with the discussion of the results. The study comprised 250 students and 63 staff members. Five research questions were answered and seven hypothesis were tested. The study found that the most common guidance services provided in the colleges of education sampled were orientation, counselling, appraisal and information. The service which was the least provided however, was placement. The study showed again that most of the services were effectively provided even though some of them (such as placement) could be improved.

In addition, the study revealed that students utilize guidance services provided in their colleges. The study also showed that the main challenges encountered in the provision of guidance services were lack or insufficient logistics, lack of private office space for counsellors, lack or insufficient time for guidance services and lack of support from teachers and administration.

It was found that the means of improving the provision of guidance services were providing private office space for counselling, bringing in more

trained counsellors, provision of necessary logistics, getting sufficient time for guidance and counselling programmes, support from tutors and administrators, doing proper follow-up and increasing awareness of guidance and counselling programmes.

The study revealed that there was no significant difference in the utilization of guidance services by male and female students. Again, there was no significant difference in male and female students' perception of challenges encountered in the provision of guidance services. There was also no significant difference in the utilization of guidance services on the basis of class level.

Further, the study revealed that there was a significant difference in students' utilization of guidance services on the basis of their age. The age difference observed in the utilisation of guidance services was found because students within the ages of 20 or below and 21 to 25 years patronised guidance services more than students who were aged 26 and above years. There was also a significant difference in students' perceptions of challenges encountered in the provision of guidance services on the basis of their age. Students who were 20 years or below and those aged 26 years and above perceived more challenges than those aged 21-25 years. Finally, it was found that there was a significant difference in the perception of challenges encountered in the provision of guidance services on the basis of the class levels of students as well as the age of students.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings, conclusions, recommendations and implications for counselling. Sections on contribution to knowledge and suggestions for further research are also part of this chapter.

#### **Summary of the Study**

The purpose of this study was to assess the provision and utilisation of guidance services in the colleges of education in the Western Region of Ghana. Specifically, the study sought to answer five research questions and test seven hypotheses:

1. Which guidance services are provided in the colleges of education in the Western Region?
2. What is the extent to which guidance services are provided in colleges of education in the Western Region?
3. What is the extent to which guidance services are utilised by trainees in the colleges of education in the Western Region utilize guidance services?
4. What are the challenges encountered in the provision of guidance services in the colleges of education in the Western Region?
5. What measures can help improve the provision of guidance services in the colleges of education in the Western Region?

## Hypotheses

H<sub>0</sub>1: There is no significant difference in the utilization of guidance services by male and female students.

H<sub>1</sub>1: There is a significant difference in the utilization of guidance services by male and female students.

H<sub>0</sub>2: There is no significant difference between male and female students in their perception of challenges encountered in the provision of guidance services.

H<sub>1</sub>2: There is a significant difference between male and female students in their perception of challenges encountered in the provision of guidance services.

H<sub>0</sub>3: There is no significant difference in students' utilization of guidance services on the basis of their class level.

H<sub>1</sub>3: There is a significant difference in students' utilization of guidance services on the basis of their class level.

H<sub>0</sub>4: There is no significant difference in students' utilization of guidance services on the basis of ages.

H<sub>1</sub>4: There is a significant difference in students' utilization of guidance services on the basis of ages.

H<sub>0</sub>5: There is no significant difference in students' perception of challenges encountered in the provision of guidance services on the basis of their ages.

H<sub>1</sub>5: There is a significant difference in students' perception of challenges encountered in the provision of guidance services on the basis of their ages.

H<sub>0</sub>6: There is no significant difference in students' perception of challenges encountered in the provision of guidance services on the basis of their class level.

H<sub>1</sub>6: There is a significant difference in students' perception of challenges encountered in the provision of guidance services on the basis of their class level.

H<sub>0</sub>7: There is no significant difference in students' perception of challenges encountered in the provision of guidance services on the basis of their ages.

H<sub>1</sub>7: There is no significant difference in students' perception of challenges encountered in the provision of guidance services on the basis of their ages.

Literature related to the study were reviewed. The main theories reviewed were goal setting theory, evaluation theory and the person-centered theory. The researcher designed her own conceptual framework based on the variables in the study. Again, concepts related to guidance services were also reviewed. Empirical literature related to the study were reviewed under sub-headings related to the objectives of the study. The descriptive survey design was adopted for the study. A sample of 250 students, 63 staff (61 tutors and 2 counsellors) making a total of 313 respondents was selected for the study through purposive, stratified and simple random sampling procedures. The data was collected using a questionnaire adapted from Adzakpa (2016). Data collected was analysed according to the research questions and hypotheses for the study.



## Major Findings

The study found that the most common guidance services provided in the colleges of education sampled were orientation, counselling, Appraisal and Information. The service which was the least provided however, was Placement. Regarding the level at which the various guidance services are provided, the study revealed that orientation service was provided effectively in introducing teacher-trainees to facilities in the school and helping the teacher-trainees adjust better to the college environment.

The study also showed that counselling service was effective in helping teacher-trainees solve their problems and understanding themselves and their world. Again, counsellors were not involved in teacher-trainees selection of elective subjects. However, college counsellors helped teacher-trainees to know job opportunities after school by assessing the personal characteristics of the trainees.

Information service was also found to be effectively carried through individual and group counselling. The counsellor also made information available to teacher-trainees on other educational opportunities after college as well as helping teacher-trainees to understand, accept and utilize their abilities in relation to their aspirations.

The study found that appraisal service in the colleges was concerned with providing data that will highlight the individuality of each student. Also, it was shown that the counsellor helped teacher-trainees to know their interests, skills, values and aptitude using data from appraisal service. Further, the study showed that teacher-trainees were actively involved in evaluation of guidance and counselling services in the college and that evaluation of the

effectiveness of the guidance and counselling programme in the colleges was done periodically.

The study showed that counsellors provide follow up service by finding out how teacher-trainees are doing after being counselled and ensured that after graduation, teacher-trainees were monitored at their stations to find out how they are performing on the job. Overall, the study showed that most of the services were effectively provided even though some of them (such as placement) could be improved.

The study revealed that teacher-trainees mostly seek information about guidance services during orientation, get access to guidance services and utilize counselling usually for their personal and academic issues. The study further revealed that the main challenges encountered in the provision of guidance services were insufficient logistics, lack of private office space for counsellors, insufficient time for guidance services and lack of support from teachers and administration.

Further, the study revealed that the means of improving the provision of guidance services were providing office space for counselling, bringing in more trained counsellors, provision of necessary logistics, sufficient time for guidance and counselling programmes, support from tutors and administrators, doing proper follow-up and increasing awareness of guidance and counselling programmes.

The study revealed that there was no significant difference in the patronage of guidance services by male and female students. Again, there was no significant difference in male and female students' perception of challenges encountered in the provision of guidance services. There was also no

significant difference in the utilization of guidance services on the basis of class level.

Further, the study revealed that there was a significant difference in students' utilization of guidance services on the basis of their age. The age difference observed in the utilisation of guidance services was found because students within the ages of 20 or below and 21 to 25 years patronised guidance services more than students who were aged 26 and above years. There was also a significant difference in students' perceptions of challenges encountered in the provision of guidance services on the basis of their age. Students who were 20 years or below and those aged 26 years and above perceived more challenges than those aged 21-25 years. Finally, it was found that there was a significant difference in the perception of challenges encountered in the provision of guidance services on the basis of the class levels of students as well as the age of students.

### **Conclusions**

Several conclusions can be drawn from the findings of the study. In the first place, with the exception of placement service which is minimally provided in colleges of education, most of the guidance services are provided effectively. This was against the trend in literature where guidance services are always deemed to be ineffective. Secondly, it can be concluded that teacher-trainees utilize guidance services mostly in terms of orientation and counselling for personal and academic issues. This conclusion is also a sharp deviation from most of the commonly held beliefs that students do not utilize guidance services.

In addition, the study concludes that guidance programmes are still hindered by several challenges, most of which are infrastructural, schedule and support related. To be able to improve the provision of guidance services, responding to these challenges are the measures that can help. It is also concluded that the gender of a student has no determining impact on whether the person utilizes guidance services or not. Male and female students therefore do not vary in their attitude towards and participation in guidance services in colleges of education. In terms of perception of challenges encountered in the provision of guidance services, gender of students does not play a significant role.

It is also concluded that class level does not affect the patronage of students in guidance services. However, age was identified to be significant in determining students' patronage of guidance services as well as their perceptions about the challenges in the provision of guidance services. This implies that age was a major factor in that need to be considered. Finally, it can be concluded that class level of students can affect their perceptions about the challenges encountered in the provision of guidance services.

### **Recommendations**

The following recommendations are made based on the findings of the study:

1. College authorities should work with college counsellors to ensure that other guidance services such as placement service be provided more often for students. This will help since, placement was viewed as the service which was the least provided.
2. College authorities should provide more offices at the counselling centre for effective counselling work.

3. College authorities should collaborate with college counsellors to incorporate more guidance and counselling activities on the academic calendar of the college. This was viewed as a challenge in the current study and therefore, increasing the time spent on the provision of guidance services can help assist guidance and counselling activities.
4. Tutors and administrators should work with and support college counsellors to enable them perform their duties to the best of their abilities.
5. Counsellors should ensure that awareness of guidance services is increased. This can be done by putting up details of guidance and counselling activities on campus. By increasing the awareness of guidance services through seminars, organizing guidance talk, sharing fliers about guidance services provided, among others; students will be encouraged to utilize guidance services the more.

### **Implications for Counselling**

College counsellors can focus much of their services on personal and academic issues since these were the issues that the teacher-trainees were seeking counselling for. Also, college counsellors can involve themselves in teacher-trainees selection of elective subjects. By involving themselves, they can help in the placing of teacher-trainees in subjects that can suit their personalities.

In addition, counsellors should work on their follow-up activities. Students who have sought counselling should not be left to wander without keeping track of their progress whether in school or out of school. The

respondents identified doing proper follow-up as a measure that can help improve the provision of guidance services in the colleges.

### **Contribution to Knowledge**

In most previous literature, the findings pointed to the perception that guidance services have always been ineffectively provided in schools. The current study however found that with the exception of placement service, which was minimally provided in colleges of education, most of the guidance services were provided effectively.

Secondly, the study found students' patronage of guidance services to be high. This deviated from most of the commonly held beliefs that students do not utilize guidance services. Therefore, this finding from the current study makes another important contribution to the existing knowledge on the provision and utilisation of guidance services in Colleges of Education in Western Region, Ghana.

### **Suggestions for Further Research**

The researcher suggests that further studies should adopt a purely qualitative approach or mixed methods design in getting information on the perceptions of students about guidance services. This can help to obtain in-depth, rich and experiential information about guidance services so as to help improve the provision of guidance services in Colleges of Education in Ghana.

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**APPENDICES**

**APPENDIX A**

**QUESTIONNAIRE**

**UNIVERSITY OF CAPE COAST**

**COLLEGE OF EDUCATION STUDIES**

**DEPARTMENT OF GUIDANCE AND COUNSELLING**

**QUESTIONNAIRE FOR TUTORS, STUDENTS AND COUNSELLORS**

Dear Respondent,

This study seeks to evaluate the “Provision and Utilisation Guidance Services in Colleges of Education in Western Region, Ghana”. The purpose of the study is basically academic and therefore I would be very grateful if you share your views honestly by supplying your response on every item on the questionnaire. The information you provide will help make recommendations to improve guidance services in colleges of education. You are assured of confidentiality and anonymity.

Please respond by ticking [] or by writing, where necessary.

Thanks for your co-operation.

**SECTION A: Demographic Characteristics**

1. Name of College.....
2. Level.....
3. Gender: Male (  ) Female (  )
4. Age: 20 or Below (  ); 21 – 25 years; 26 and Above (  )

**Section B – Guidance Services Existing in Colleges**

Please indicate which of the following guidance services exist in your college.

Please tick as many as apply.

<b>Guidance Service</b>	<b>Tick</b>
Appraisal	
Consultation	
Counselling	
Evaluation	
Follow-up	
Information	
Orientation	
Placement	

Please indicate your level of agreement by using this Key: ‘Never (N)’, ‘Rarely (R)’, ‘Sometimes (S)’, ‘Often (O)’ and ‘Always (A)’. Please tick (✓) against the statement in accordance with your level of agreement with the sentence.

**Section C – Extent to which Guidance Services are provided**

<b>Orientation Service</b>	<b>N</b>	<b>R</b>	<b>S</b>	<b>O</b>	<b>A</b>
1. My college has an orientation programme for newly admitted teacher-trainees					
2. Fresh teacher-trainees were introduced to the facilities (library, canteen, bungalows etc.) that exist in the college.					

3. The guidance services offered in the college was introduced to new teacher-trainees.					
4. The orientation service helps teacher-trainees to adjust better into the college environment					
<b>Counselling Service</b>	<b>N</b>	<b>R</b>	<b>S</b>	<b>O</b>	<b>A</b>
1. This college offers counselling services which assist teacher-trainees to solve problems, understand themselves and their world.					
2. The College Counsellor assist teacher-trainees to overcome their learning difficulties					
3. Teacher-trainees individually meet the College Counsellor to discuss issues regarding career opportunities					
4. In this College, teacher-trainees are provided with proper counselling services to meet their needs					
<b>Placement Service</b>	<b>N</b>	<b>R</b>	<b>S</b>	<b>O</b>	<b>A</b>
1. Placement services are offered in the college to make teacher-trainees aware of opportunities available in and outside college.					

2. The counsellor does not help teacher-trainees to select their elective subjects in this college.					
3. Other job opportunities available to teachers are made known by the College Counsellor.					
4. Teacher-trainees take up appropriate appointments at the end of educational pursuit, considering personal characteristics offered by placement service					
<b>Consultation Service</b>	<b>N</b>	<b>R</b>	<b>S</b>	<b>O</b>	<b>A</b>
1. The consultation service in this college helps get information, opinions or advice from teachers, parents and others.					
2. The College Counsellor usually meets teacher-trainees' parents/guardians to discuss personal, academic and vocational issues concerning trainees.					
3. The college counsellor discusses with tutors concerning teacher-trainees' academic performance.					
4. The information received from parents, tutors and others is beneficial to teacher-trainees academic and socio-personal development					

<b>Information Service</b>	<b>N</b>	<b>R</b>	<b>S</b>	<b>O</b>	<b>A</b>
1. There is an information service in this college which helps trainees understand, accept and utilize their abilities in relation to their aspiration.					
2. The counsellor makes information available to teacher- trainees on other educational opportunities after college.					
3. The counsellor does not offer information on how to manage healthy home and family relationship.					
4. The College Counsellor offers information service to teacher-trainees through individual and group counselling					
<b>Appraisal Service</b>	<b>N</b>	<b>R</b>	<b>S</b>	<b>O</b>	<b>A</b>
1. Appraisal service exists in this college which is concerned with providing data that will highlight the individuality of each student.					
2. There is no personal record file (cumulative record) for each teacher-trainee in this college.					
3. The counsellor helps to know your interest, skills, values and aptitude using data from appraisal service					

<b>Evaluation Service</b>	<b>N</b>	<b>R</b>	<b>S</b>	<b>O</b>	<b>A</b>
1. The college counsellor periodically conducts activities to determine the effectiveness of the guidance and counselling programme in the college.					
2. Questionnaires or interviews are used to collect data on guidance and counselling services to verify whether the services are effectively achieving its goals in this college.					
3. Teacher-trainees are actively involved in evaluation of guidance and counselling services in this college.					
<b>Follow up Service</b>	<b>N</b>	<b>R</b>	<b>S</b>	<b>O</b>	<b>A</b>
1. The counsellor provides follow up service by finding out how teacher-trainees are doing after being counselled.					
2. After graduation teacher-trainees are monitored at their stations to find out how they are performing on the job.					

**Section D - Teacher-trainees patronage of guidance services**

Statement	SD	D	A	SA
1 .Teacher-trainees seek information about the of guidance services available in college during orientation programme.				
2. Teacher-trainees visit the counselling center to share academic issues with the counsellor.				
3. Teacher-trainees attend seminars/talks on issues of importance to students.				
4. Teacher-trainees seek counselling for their personal issues.				
5. Teacher-trainees get access to a guidance services				

**Section E - Challenges facing Guidance and Counselling services**

Statement	SD	D	A	SA
1. Lack of awareness of guidance services				
2. Lack of private office space for counsellors				
3. Lack or insufficient logistics				
4. Overloading of counsellor with many teaching hours in addition to counselling				
5. Lack of support from tutors				
6. Counsellors not keeping clients' issues confidential				



**Section F- Ways of Improving Guidance and Counselling Services**

From your perspective, write down at least two (2) ways to improve the provision of guidance services in your college.

1.-----

-----

2.-----

-----

3.-----

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Thank you for helping to complete this questionnaire.

**APPENDIX B**

**RELIABILITY STATISTICS FOR STAFF**

**Case Processing Summary**

		N	%
Cases	Valid	20	100.0
	Excluded <sup>a</sup>	0	.0
	Total	20	100.0

**Reliability Statistics**

Cronbach's Alpha	N of Items
.921	48

APPENDIX C

RELIABILITY STATISTICS FOR STUDENTS

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded <sup>a</sup>	0	.0
	Total	30	100.0

Reliability Statistics

Cronbach's Alpha	N of Items
.952	48

APPENDIX D

ETHICAL CLEARANCE

UNIVERSITY OF CAPE COAST  
COLLEGE OF EDUCATION STUDIES  
ETHICAL REVIEW BOARD

UNIVERSITY POST OFFICE  
CAPE COAST, GHANA



Our Ref: CES-ERB/ucc.edu/v2/18-45  
Your Ref: .....

Date: May 28, 2018

Dear Sir/Madam,

ETHICAL REQUIREMENTS CLEARANCE FOR RESEARCH STUDY

Chairman, CES-ERB  
Prof. J. A. Omotosho  
[jomotosho@ucc.edu.gh](mailto:jomotosho@ucc.edu.gh)  
0243784739

Vice-Chairman, CES-ERB  
Prof. K. Edjah  
[kedjah@ucc.edu.gh](mailto:kedjah@ucc.edu.gh)  
0244742357

Secretary, CES-ERB  
Prof. Linda Dzama Forde  
[lforde@ucc.edu.gh](mailto:lforde@ucc.edu.gh)  
0244786680

The bearer, Gifty Agyeiku, Reg. No ED/SCP/16/0014 is an M.Phil. / Ph.D. student in the Department of Guidance and Counselling in the College of Education Studies, University of Cape Coast, Cape Coast, Ghana. ~~He~~ / She wishes to undertake a research study on the topic:

Provision and utilisation of guidance services in Colleges of Education in the Western Region of Ghana

The Ethical Review Board (ERB) of the College of Education Studies (CES) has assessed ~~his~~/her proposal and confirm that the proposal satisfies the College's ethical requirements for the conduct of the study.

In view of the above, the researcher has been cleared and given approval to commence ~~his~~/her study. The ERB would be grateful if you would give ~~him~~/her the necessary assistance to facilitate the conduct of the said research.

Thank you.  
Yours faithfully,

Prof. Linda Dzama Forde  
(Secretary, CES-ERB)

APPENDIX E

INTRODUCTORY LETTER

UNIVERSITY OF CAPE COAST  
COLLEGE OF EDUCATION STUDIES  
FACULTY OF EDUCATIONAL FOUNDATIONS  
**DEPARTMENT OF GUIDANCE AND COUNSELLING**

Telephone: 0332091854  
Email: [dgc@ucc.edu.gh](mailto:dgc@ucc.edu.gh)

UNIVERSITY POST OFFICE  
CAPE COAST, GHANA



Our Ref:  
Your Ref: DGC/L.2/VOL.1/ 23

3<sup>rd</sup> July, 2018

TO WHOM IT MAY CONCERN

LETTER OF INTRODUCTION

We introduce to you, Gift Agyeiku a student pursuing an M.Phil Programme in Guidance and Counselling at the Department of Guidance and Counselling of the University of Cape Coast. As a requirement, he is to submit a Thesis on the topic: "*Provision and Unitisation of the Guidance Services in the Colleges of Education in the Western Region, Ghana*". We are by this letter affirming that, the information he will obtain from your institution will be solely used for academic purposes.

We would be most grateful if you could provide him the necessary assistance.

Thank you.

A handwritten signature in black ink, appearing to read 'Bakari Yusuf Dramanu'.

Dr. Bakari Yusuf Dramanu  
HEAD OF DEPARTMENT