

UNIVERSITY OF CAPE COAST

ROLES OF STAKEHOLDERS IN THE PROVISION OF GUIDANCE AND
COUNSELLING PROGRAMMES IN SENIOR HIGH SCHOOLS IN THE
UPPER WEST REGION, GHANA.



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BY

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

JULY 2019

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:

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:

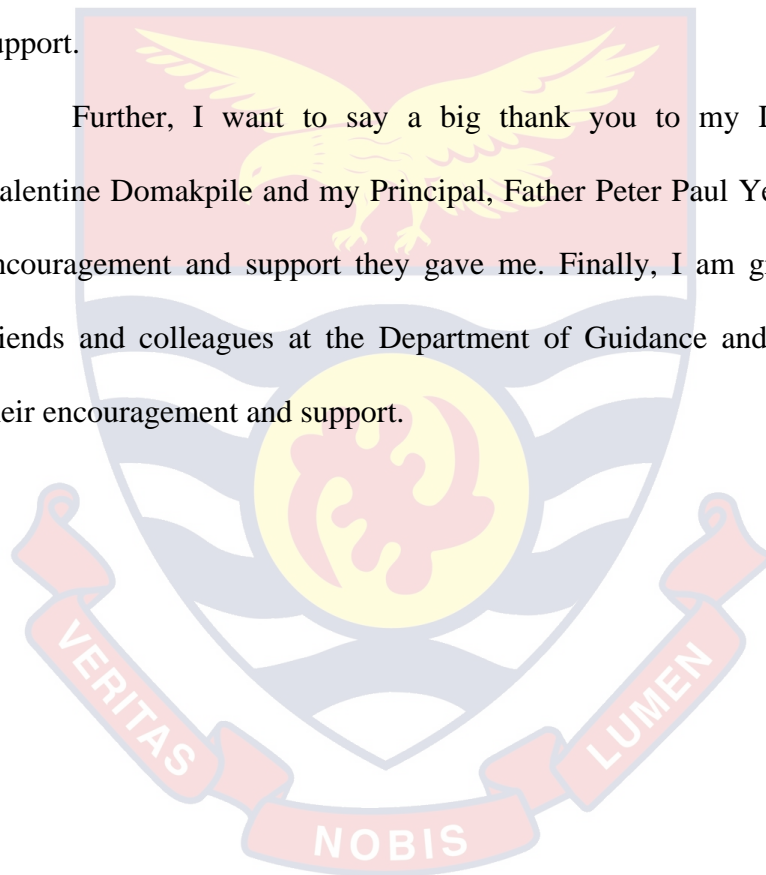
ABSTRACT

The purpose of this study was to evaluate the roles of stakeholders in the guidance and counselling programmes in senior high schools in the Upper West Region. The descriptive survey design was adopted for the study, using a sample of school heads (7), teachers (292), district directors (3), guidance and counselling coordinators (7) and students (380) in the Upper West Region of Ghana. Five sets of questionnaire were used in collecting data for the study. Data collected were analysed descriptively using means and standard deviations. The study found that students participated in guidance programmes, guidance and counselling coordinators assisted students to cope with school challenges, teachers and school heads cooperated with counsellors in handling difficult students while district directors provided guidance and counselling coordinators with support in their work. The study found that even though government ensured that schools had professionally trained counsellors, there was not much financial support from government. The study also found that training, expertise and experience helped guidance and counselling coordinators discharge their duties well. Finally, the study found that the challenges encountered in the delivery of guidance and counselling programmes were inadequacy of facilities, lack or inadequate support from government, inadequacy of training for coordinators and negative perceptions about counselling. It was concluded that the stakeholders played their roles in supporting guidance and counselling programmes. It was recommended that government provide financial support and budget allocation for guidance and counselling programmes in senior high schools.

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Further, I want to say a big thank you to my District Director, Valentine Domakpile and my Principal, Father Peter Paul Yelletuo for all the encouragement and support they gave me. Finally, I am grateful to all my friends and colleagues at the Department of Guidance and Counselling for their encouragement and support.



DEDICATION

To my wife Hilda Gala



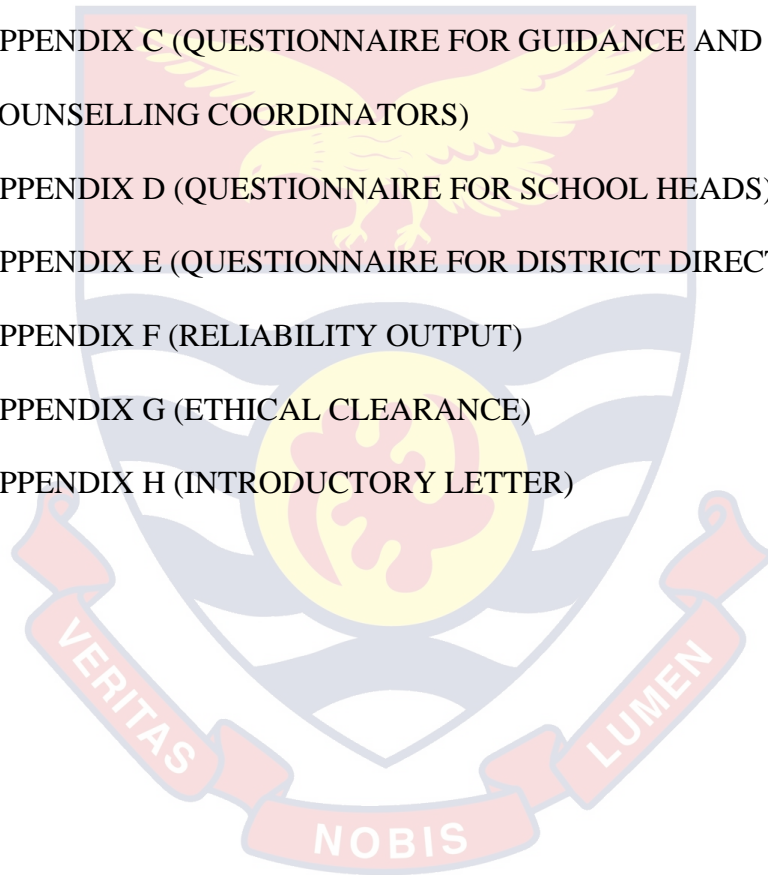
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CHAPTER ONE

INTRODUCTION

According to Gatua (2014), most young people in schools go through a lot of developmental issues which make them vulnerable to several behavioural problems. This inadvertently affects their academic work and overall attitude in school. In order to help students deal with these challenges, Collins (2007) opined that guidance and counselling is an ultimate tool that can help increase pupils'/students' social and emotional capacity for adjustment. However, in many countries especially African countries, the provision of guidance and counselling has not assumed a desirable position despite having been in existence for a long time (Oluwatosin, 2016). This study therefore attempted to uncover the role that stakeholders of guidance and counselling play in the provision of guidance services.

Background to the Study

The work of guidance and counselling professionals has changed over time. At the turn of the 20th century, school guidance and counselling professionals did not exist, rather, teachers used a few minutes of their day to provide pupils/students vocational guidance (Hatch & Bower, 2002). In the early 1900s, an influx of various types of pupils/students in the public/private schools occurred as a result of the industrial revolution, initiating the development of the school guidance movement. The need for guidance and counselling services in all educational institutions cannot be overstated due to the astronomic complexities of modern life that have placed heavy demands

and responsibilities on educational institutions and pupils/students who are continuously confronted with numerous personal, academic, social and emotional needs which when ignored could ultimately create more serious problems for students (Weiten, 2007). The role of the guidance and counselling professional is therefore to help prevent behaviour problems, relate vocational interest to curriculum programme/subjects and help develop appropriate character traits in individuals. In this regard, Brigman and Campbell (2007) offered that guidance and counselling is the leading school agency that develops, strengthens and maintains fundamental principles of adjustment among school pupils/students.

Guidance and counselling has therefore been viewed as necessary educational and informed process whereby people assist one another by facilitating growth and positive adjustment through self-understanding (Kolo & Adamu, 2001). Similarly, Egbo (2013) described counselling as a transformative process of assisting people to learn all that are to be learnt both in and outside the school. The implication is that guidance and counselling coordinators or professionals contribute to the effective achievement of educational outcomes. In confirming how important guidance and counselling is, Peters, Shertzer and Vanltoose cited in Kankam and Onivehu (2000) posited that the success of any educational enterprise depends on effective school guidance and counselling programme. Teno (2007) also argued that counselling is the 'life-wire' of school and where this is not provided for, there is bound to be a career problem, frustration, academic imbalance and unhealthy relationship among students in the school. This demands therefore that guidance and counselling personnel have proper professional, theoretical

and conceptual underpinning that undergird practice of effective guidance and counselling in schools. These requirements can involve having a professionally trained counsellor, adequate guidance and counselling facilities and the support and backing of policy makers in the country.

All these requirements are necessary because the counsellors' effectiveness in helping students is a function of many variables (Oluwatosin, 2016). The most fundamental among the variables that can affect guidance and counselling is the role played by stakeholders. These stakeholders include counsellors, guidance and counselling coordinators, school administrators and teachers, government and the students who are the main focus of guidance and counselling. In the study of Popoola and Oluwatosin (2002) conducted on rating counsellor's effectiveness in the school, the various stakeholders such as students (clients), counsellors/teachers and the supervisors rated counsellor's effectiveness differently. The difference implied that the different stakeholders are involved in guidance and counselling differently. The roles of these stakeholders are mostly however intertwined. For instance, the role of district guidance and counselling coordinators is closely related to the role of government. Whichever the case, the effectiveness of guidance and counselling services is influenced and ascertained better by the stakeholders who are involved in it directly or indirectly (Popoola & Oluwatosin, 2002).

All over the world, school guidance and counselling programmes play vital role in preventing educational, personal, social and emotional problems among students of every level of education. In Ghana, the importance of guidance and counselling has been well acknowledged as observed in the government of Ghana White Paper on the report of the Anamuah-Mensah

(2007) Education Reform Committee. The report showed that guidance and counselling was a necessary process in assisting pupils and students in the educational sector. On the basis of this, it was advocated that there should be effective guidance and counselling at all levels of education in Ghana.

It is however important to note here that despite the essentiality of guidance services, many schools still lack school counsellors and where they exist, there is the need for them to have the right training to be able to effectively assist students (Nyarko-Sampson, 2013). The seemingly absence of the professional expertise and qualification, theoretical orientation and conceptual backing, professional and specialized approaches in the running of guidance and counselling programmes in our institutions are further aggravating the problem. This can ultimately affect the entire teaching and learning process in schools. From this, it is evident that guidance and counselling is an imperative force which demand dynamic process and professional expertise as well as support of educational authorities and stakeholders in complementing teaching and learning process that ultimately guarantee pupils/students achievement in school. It is against this background that the study was conducted to investigate and assess the roles of stakeholders on the impact of guidance and counselling programmes in senior high schools in the Upper West region.

Statement of the Problem

An organized guidance and counselling programme is essential in assisting students cope with the stresses that they face while in and out of school. Some of these stresses according to Melgosa (2001) include physical and psychological changes they face due to adolescence. The challenge of

adolescents according to Melgosa (1997) include adapting to their new image, facing the growing academic demands establishing vocational goals, learning to control their sexuality, emotional and psychological independence from their parents. Students at their developmental stages therefore need an effective guidance and counselling programme in schools to assist them (Melgosa, 2001). Phenomenal and unprecedented economic and social upheavals or changes for the past years have changed the ways human beings manage their lives (Shayo, cited in Appiah, 2013). As a result, all lessons of past cannot effectively deal with the challenges of modern times. Effective guidance and counselling in all institutions of learning have now become an imperative.

Young people need to be guided in the relationship between health and the environment, employable skills, as well as knowledge and attitudes that lead to success and failure in life. The need for guidance and counselling has therefore become necessary for promoting the well-being of the child. Effective guidance and counselling should aim at improving self-image of the youth and facilitate achievement in life tasks. Guidance and counselling should empower the youth to participate fully in and benefit from the economic and social development of the nation. This is confirmed in the view of Shayo cited in Appiah (2013), that there is deep and strong conviction that under proper conditions, people can help others with their problems. In dealing with adolescents in Senior High School the role of the counsellor is imperative in helping students in the management of the effects of the negative life events. The counsellors will liaise with the stakeholders to help these students manage their challenges. Therefore, in schools, when the

collaboration between teachers and pupils/students is good, pupils/students can learn in practical ways. Guidance is therefore not incidental, and/or collection of isolated activities. It requires adequate training to come to the understanding of these principles as well as the contribution of all other stakeholders. Stakeholders need to play effective roles in order ensure that guidance and counselling in programmes in schools impact positively on students.

In spite of the very importance of stakeholders in guidance and counselling, the researcher has observed that it appeared that no study has been done in the Upper West Region to ascertain the role of stakeholders in guidance and counselling. Again, the researcher observed that some school counsellors and guidance and counselling coordinators do not have the required standard level of training and education. This affects the overall influence of the counsellors and guidance and coordinators on the guidance and counselling programme. This provides a gap in the literature that needs to be bridged and therefore necessitates the study.

Further, out of the several studies carried out on guidance and counselling programmes in schools such as that of Nyarko-Sampson (2010) which focused on Teacher Trainees' Appraisal of Guidance and Counselling Programmes in Colleges of Education in Southern Ghana and that of Sedofia (2011) which evaluated Guidance and Counselling Programme in Colleges of Education in Volta Region of Ghana, none sought to specifically identify the roles of stakeholders. In the Northern Region, the study of Asamari (2015) which sought to interrogate the provision of guidance and counselling services in colleges of education in Northern Ghana and assess the perception of

students, counsellors and principals towards these services did not specifically seek to find the roles of stakeholders in guidance and counselling. The study of Nyarko-Sampson (2013) which examined tutors' participation in guidance and counselling programmes in Colleges of Education in Northern Ghana was focused only on tutors' participation in guidance and counselling programmes. Other stakeholders such as directors of education and school heads were not involved in the study. The study of Nyarko-Sampson however focused on only colleges of education. In this regard, the objective of the current study in investigating and assessing the roles of stakeholders in the impact of guidance and counselling in schools in the senior high schools in the Upper West region is considered urgent.

Purpose of the Study

The study was meant to evaluate the roles of stakeholders in guidance and counselling programmes in senior high schools in the Upper West region. Specifically, the study sought to:

1. Identify the specific roles of stakeholders of guidance and counselling in senior high schools in the Upper West region,
2. Determine the level of Government support for guidance and counselling programmes in senior high schools in the Upper West region,
3. Determine the level of support from school administration and teachers in the guidance and counselling programmes in senior high schools in the Upper West region,
4. Identify the extent to which factors such as level of expertise, competence and experience influence the roles of guidance and

counselling coordinators in senior high schools in the Upper West region, and

5. Identify the challenges encountered in the delivery of guidance and counselling programmes in senior high schools in the Upper West region.

Research Questions

On the basis of the purpose of the study, the following research questions guided the study:

1. What are the specific roles of stakeholders of guidance and counselling in senior high schools in the Upper West Region?
2. What is the level of Government support for guidance and counselling programmes in senior high schools in the Upper West Region?
3. What is the level of support from school administration and teachers in the guidance and counselling programmes in senior high schools in the Upper West Region?
4. To what extent do factors such as level of expertise, competence and experience influence the roles of guidance and counselling coordinators in the guidance and counselling programmes in senior high schools in the Upper West Region?
5. What are the challenges encountered in the delivery of guidance and counselling programmes in senior high schools in the Upper West Region?

Significance of the Study

The study would be of significance in several ways to several stakeholders of education. Specifically, the study will be significant to policy makers including the Ministry of Education (MoE) and Ghana Education Service (GES). The results of the study would help bring to light whether the recommendations of the education reform review committee and subsequent Government white paper on the endorsement of the committee's recommendations have been operationalised. The knowledge of this would help policy makers to identify the gaps in the carrying out of guidance and counselling in the Upper West Region and take steps to bridge some of such gaps. Again, the results of the study would be of significance to school authorities in the sense that they would be helped to know the roles they have to play in making guidance and counselling effective in their schools.

Further, the findings of study would be of significance to guidance and counselling coordinators at the district level and in the various senior high schools. They would be enlightened to know how they can improve the guidance services provided in schools. This would help to address the needs of students in schools. Finally, the results of the study would serve as a form of literature for further study in the area of the role of stakeholders in guidance and counselling.

Delimitation of the Study

The current study was delimited in its scope of coverage. It covered the role played by stakeholders including the government, district coordinators of guidance and counselling, counsellors in senior high schools. Other stakeholders such as parents were not involved in the study. Aside the scope of

coverage, the study was also delimited in its geographical coverage. The study was delimited to the Upper West Region. Therefore, counselling coordinators outside the Upper West region will not be included in the study.

Limitations of the Study

The major challenge this study faced had to do with large scope of coverage of the study. The Upper West region is a large region and as such a lot of time was spent in reaching all the respondents. Even though this did not affect the results of the study, it delayed the time that should have been spent in carrying out the study.

Definition of Terms

The key terms used in the study are defined as to how they are operationalized in the study:

Counselling: A guidance service focused on helping individuals or groups develop the ability to manage their problems and prevent future occurrence of problems.

Guidance: Is used to refer to a programme or services provided to individuals based upon the need of each individual and understanding of their immediate environment to enable them succeed in the school environment.

Guidance and Counselling programme: This is used to refer to the programme of activities aimed at helping students cope with the school environment and achieve success in every aspect of their lives.

Roles of Stakeholders: This is used to refer to the involvement of stakeholders as well as the discharge of their duties in guidance and counselling activities in senior high schools.

Stakeholders of Guidance and Counselling: In this study, this is used to refer to individuals who are directly or indirectly influential in the outcome of the guidance and counselling programme. They include government, school administration and teachers, students as well as guidance and counselling coordinators.

Organisation of the Study

This study was organised in five chapters. The first chapter covered the introduction of the study. It includes the background to the study, statement of the problem, purpose of the study as well as the research questions of the study. Again, it covered the significance of the study, the delimitation of the study, the limitations of the study, the definition of terms and the organisation of the study. The second chapter of the study reviewed literature related to the study. The literature review covered three main areas including the theoretical and conceptual framework as well as the review of related empirical literature. Chapter three of this study described the methods and procedures that were used in the study. It covered areas such as the research design, study area, population, sampling procedure, the data instrument, data collection procedure, and the data processing and analysis. In the chapter four, the results of the study were presented. The data collected was analysed and the results were presented in tables according to the research questions. The results were then interpreted and discussed in the same chapter four. The fifth and final chapter of the study involved the summary, conclusions and the recommendations. The chapter also outlined some implications of the results of the study for counselling as well as some suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

Introduction

The purpose of this study was to evaluate the roles of stakeholders in the impact of guidance and counselling programmes in senior high schools in the Upper West Region. This chapter reviewed the literature related to the current study. The review covered the theoretical framework, conceptual framework and the review of related empirical studies.

Theoretical Framework

The main theory upon which the current study was based is the Role Theory. The theory is reviewed in the current study because it is based on the assumptions that people act in accordance with their specific delineated roles and responsibilities. If all the people assigned some roles perform it in the right order then there will be successful achievement of the goals of the institution in question.

Role Theory

Role theory began from the work of Merton (1957). Role theory is a perspective in social psychology that considers most of everyday activity to be the acting out of the roles of socially defined categories. This theory is applied to the context of guidance and counselling in the sense that each stakeholder has specific roles to play in the success of the guidance and counselling programme. Each role is a set of rights, duties, expectations, norms and behaviours that a person has to face and fulfill within a particular social

setting. According to Merton (1957), role theory is based on the following assumptions:

- a. People define roles for themselves and others based on social learning and reading.
- b. People form expectations about the roles that they and others will play.
- c. People subtly encourage others to act within the role expectations they have for them.
- d. People will act within the roles they adopt.

Therefore, the role theory model is based on the observation that people behave in a predictable way, and that an individual's behaviour is context specific. The behaviour is however usually based on the social position of the individual as well as other factors such as the kinds of people around him/her. Role as a word became more prominent in sociological discourse through the theoretical works of George Herbert Mead, Jacob L. Moreno, Talcott Parsons, and Ralph Linton. As a result, two of Mead's concepts, thus, the mind and the self are the main precursors to the role theory (Hindin, 2007). A role can thus be viewed as a social position, behaviour associated with a social position, or a typical behaviour.

Some theorists have put forward the idea that roles are essentially expectations about how an individual ought to behave in a given situation, while others consider it means how individuals actually behave in a given social position (Pfeffer & Salancik, 1975). Others have suggested that a role is a characteristic behaviour or expected behaviour, a part to be played, or a script for social conduct. A key insight of this theory is that role conflict

occurs when a person is expected to simultaneously act out multiple roles that carry contradictory expectations.

In relating the role theory to the current study, it can be inferred that if all stakeholders are have their specific roles in guidance and counselling defined then they can all contribute to establishing an effective guidance and counselling system in schools. Specifically, roles such as the government should provide the financial and budgetary support for guidance and counselling and ensuring that guidance and counselling coordinators have the required expertise can help improve the guidance and counselling programme in schools.

Conceptual Framework

The conceptual framework upon which the current study was based is shown in Figure 1. The framework was constructed by the researcher based on the key variables within the study.

Figure 1 shows the conceptual framework upon which the study was based. The conceptual framework is based on the key variables under consideration in the study. It can be seen that some specific roles are played stakeholders in guidance and counselling programmes in schools. These roles are what determine the success or otherwise of the guidance and counselling programmes. However, there are other factors that can influence the success of the guidance and counselling programmes. These factors include the support received from the government as well as teachers and school heads and the characteristics of the school counsellors or guidance coordinators. Thus, high support from government, teachers and administrators along with high level of expertise and experience on the part of guidance coordinators can increase the

possibility of success of guidance and counselling programmes. However, it can be seen that running guidance and counselling programmes can be affected by several challenges. Some of these challenges can be infrastructure based, training based and negative perceptions about guidance and counselling. The key variables within the framework are explained in detail in the next section.

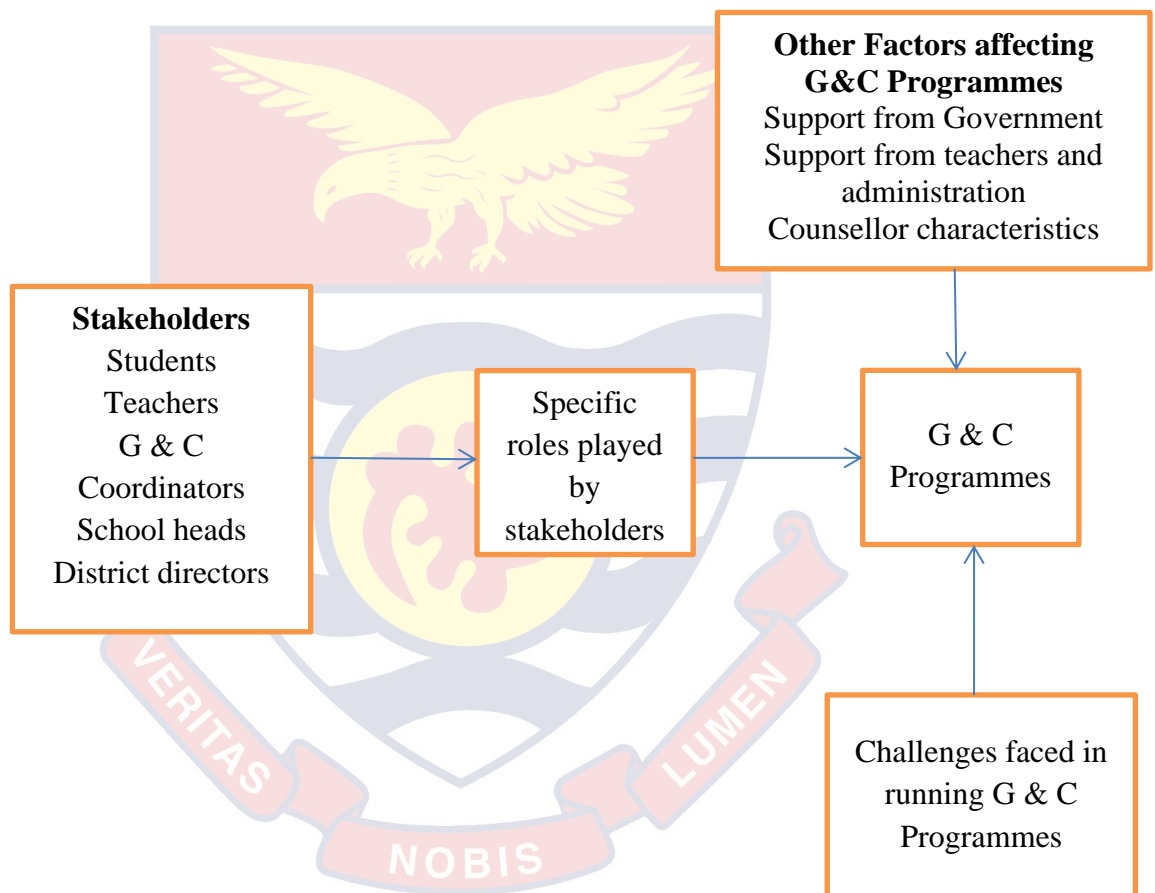


Figure 1: Conceptual Framework (Roles of stakeholders in guidance and counselling programmes)

Source: Researcher's Own Construct

Conceptual Review

Historical Development of Guidance and Counselling

School counselling historically started formally around the twentieth century, the foundations of guidance and counselling principles can be traced to the ancient Greece and Rome with the philosophical teaching of Plato and Aristotle. Some of the techniques and skills of modern-day guidance counsellors were practiced by Catholic priests in the middle-ages. The rise of industrialization in the late 1800s in Europe and the United States drastically changed work environments and living conditions in these industrial areas, cities like London, Manchester, Detroit, Boston New York and Chicago grew at tremendous rates largely through immigration of people from rural areas who were in need of work. Since many people were searching for employment, the industrialists took advantage over the situation employed and paid their workers low salaries. Many workers also found the working hours required by these industrial establishments unbearable because they had to work from morning till evening and sometimes deep in the night. Those who were employed were made to overwork. Living conditions of the workers were deplorable and they lived in slums. In the wake of these, societies were aroused to the need of saving the people in these industrial cities.

The 1900 was a period of change, for a spirit of reform emerged in reaction to the impersonal industrial system and chaotic conditions of urban in the United States of America and Europe (Zunker, 1994). Some philosophers, educators and social workers needed to form guidance and institutions to guide men and women and especially children to realize their potentials for growth. Further, the first decade of the twentieth century, through the

leadership of Frank Parsons, who is often referred to as the father of vocational guidance, the vocational Bureau of Boston was established in 1908. By these concerted efforts, organized guidance was introduced in the United States of America.

In Ghana, the beginning of guidance and counselling in Ghana can be traced to the time when the government attempted to organize a national system of vocational guidance to assist young people discover suitable employment. By 1960, there were several employment centres and by 1962 there was a strong demand for vocational guidance so that the chief officer and ministry of labour agreed to the establishment of a National System of Vocational Guidance (Ackumey, 2003). The establishment of a National System of Vocational Guidance was an attempt to make the education system reflect the economic development and the manpower needs of the country (Pecku, 1972). This in the view of Pecku was because the expansion of the economy was not keeping pace with the educational expansion and the educational facilities were not of balance with manpower needs of the country. In addition, majority of youth were dissatisfied and frustrated because they could not get the jobs they wanted since their training did not prepare them for specific jobs.

In 1974, the need for resourceful and meaningful education led to adoption of a new structure and content of education in Ghana which emphasized including other things, the needs of the individual, the community in which he or she lives and the country as a whole (Ackumey, 2003). Educational reforms at that time therefore sought to bring out the best of every individual and equip them with useful skills.

Formally, the first directive for the establishment of school guidance and counselling programmes in second cycle institutions in Ghana was issued by the Ghana education Service on November 4 1976 (Ackumey, 2003). Ackumey opined further that two more directives were issued in 1980 for the inclusion of guidance and counselling in first cycle schools. Hence in addition to the existing content, vocational, technical and business subjects were added to the school curriculum. This suggests that Ghana found guidance and counselling in the educational set up as a crucial ingredient to coping with the dynamic nature of our present technological world.

Anamuah-Mensah Committee Report on Guidance and Counselling in Ghana

The Committee was of the view that any education system, which wishes to achieve set goals, must pay particular attention to Guidance and Counselling. This view was underscored by participants in the regional fora who called for guidance and counselling at all levels of the educational system. They made this call because of the benefits of guidance and counselling. The committee outlined the following benefits of guidance and counselling:

- a. Provides the opportunity for individuals to better understand themselves, their potentials and their relationship to the world in which they live.
- b. Assists students/pupils in the making of choices, plans and decisions or adjustments to situations in order to develop positive behaviour.

- c. The lack of guidance and counselling is the major cause for the rising wave of indiscipline, dropouts, drug abuse, among others, in schools and society.

On the basis of these, children need to be assisted or guided in the early stages of schooling to discover and develop their natural talents. They should be counselled on the choice of subjects, professional requirements and employment prospects. Further, counselling should be used to provide moral support for children and to resolve learning and behavioural problems to help reduce the incidence of premature exit from the school system. In spite of all these, the committee argued that guidance and counselling in schools have not been effective due to a number of reasons including:

- a. lack of professional personnel and inadequate funding;
- b. lack of public awareness.

The Committee therefore made the following recommendations for guidance and counselling:

1. The University of Cape Coast and University College of Education of Winneba in collaboration with the GES should expand access to the training of guidance and counselling co-ordinators and special needs educators, for all levels of education;
2. Guidance and counselling units should be set up in all second cycle schools and for clusters of schools at the basic level. All tertiary institutions should also set up Guidance and Counselling Centres. These units and centres should be well resourced to enable them function effectively. Professionally qualified staff should be made to man the units;

3. GES should ensure that at the pre-tertiary level, periodic group counselling is offered on relevant, social and academic issues;
4. The GES should mount public awareness programmes on the importance of guidance and counselling services and parents should be encouraged to avail themselves of such services.

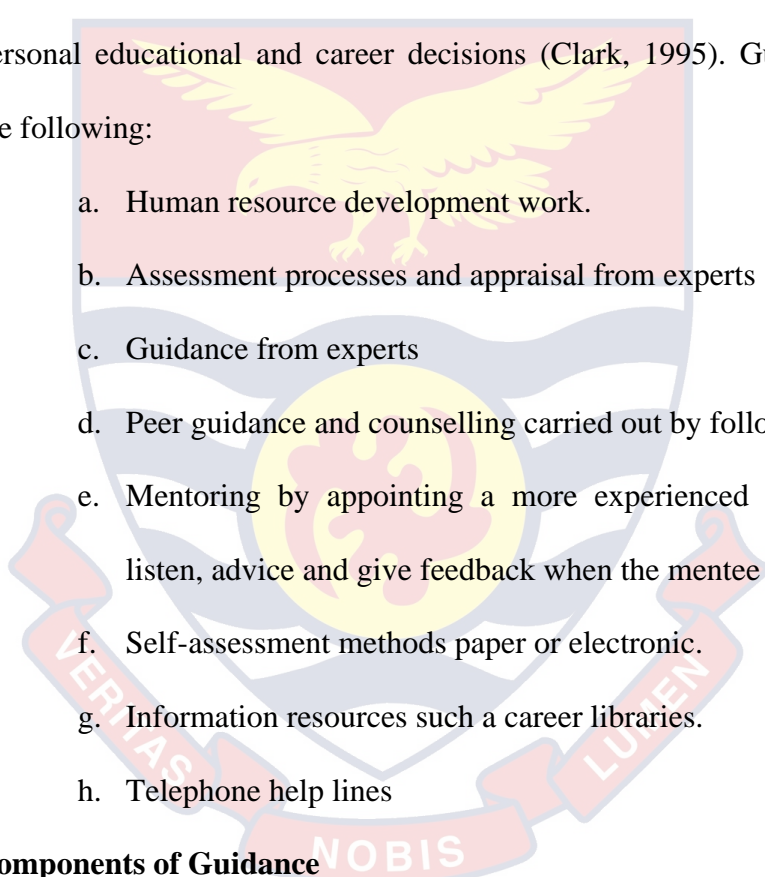
It is the view of the researcher that attention should be given to the report and recommendations of the committee to identify the extent to which the recommendations are being enforced. This therefore informs the current study.

The Concept of Guidance

Guidance can be viewed as a process, developmental in nature, by which an individual is helped to understand, accept and use his/her abilities, aptitudes and interests, and attitudinal patterns in relation to his/her aspiration (UNESCO, 1998). Guidance as an educational process entails the experiences which help learners to understand accept themselves and live effectively in the society. Guidance can also be viewed as a programme or services provided to individuals based upon the need of each individual and understanding of their immediate environment and the influence of environmental factors on the individual as well as the unique features of each school (Makinde, 1998). Guidance is therefore designed to assist individuals adjust to their environment, develop the ability to set realistic goals for themselves, and improve their education. As a process, guidance is not an instant one-off event but involves a series of actions or progressive steps which move towards a goal. The Commonwealth of Learning (2010) offered another definition by indicating that guidance is the process through which an individual is helped

to choose a suitable occupation, make the necessary preparations for it such as enrolling in a training programme, entering into it and developing in it. This is mainly career guidance and is a continuous process since an individual is likely to reevaluate the career choice at various points in his/her life and may make changes at any point in his/her career.

The purpose of guidance is to provide learning experience to enable individuals to acquire knowledge, skills and competencies related to making personal educational and career decisions (Clark, 1995). Guidance involves the following:

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- a. Human resource development work.
 - b. Assessment processes and appraisal from experts
 - c. Guidance from experts
 - d. Peer guidance and counselling carried out by follow-employed etc.
 - e. Mentoring by appointing a more experienced person who can listen, advice and give feedback when the mentee asks for this.
 - f. Self-assessment methods paper or electronic.
 - g. Information resources such a career libraries.
 - h. Telephone help lines

Components of Guidance

According to Maes (cited in UNESCO, 1998) guidance comprises the following components:

1. Educational Guidance: Educational guidance when distinguished from any other form of guidance is concerned with the provision of assistance to pupil in their choices in and adjustment to the curriculum and school life in general. Educational guidance is therefore essential

in the counselling service. Guiding young people to pursue the right type of education is necessary while ensuring that the right balance is kept in order to meet the human resource needs of a nation. Educational guidance is therefore the process of helping an individual to plan a suitable educational programme and make progress in it (UNESCO, 2000). The individual may be helped in choosing subjects, courses, schools, colleges, and be provided with study skills, time tabling skills, note taking skills, skills for taking examinations and other forms of academic counselling (Fry, 1994).

2. Vocational Guidance: Vocational guidance is a process for helping individuals to choose occupation prepares for it enter it and develop in it. Vocational happiness requires that a person's interest, aptitudes and personality be suitable for his/her work. Vocational guidance gives individuals an understanding of the work and essential human needs as well as familiarizing individuals with such terms as the dignity of labour and work value. To sum it up, Bedal (1978) viewed vocational guidance as the process of helping an individual to choose an occupation, prepare for it, enter it and progress in it. Vocational guidance was originally thought to be provided only prior to training and employment. However, it is a lifelong process for many individuals at various stages of their lives. At such stages, individuals reconsider and re-diagnose their capabilities and match them against the opportunities available. Again, vocational guidance is aimed at helping pupils/students to make not only specific choices but also good decisions. There is the need to assist pupils/students to have realistic

career expectations (Bhusumane, 1993). Students do not know the routine features that characterize work. In industry, for instance, the mental health hazards of work difficulties include an increase in drug use, alcoholism, absenteeism, depression, withdrawal and other forms of mental disturbance. The pupils/students should be supported to be aware of such hazards as well as of actual working conditions (Makinde, 1983).

3. **Personal-social Guidance:** Personal-social guidance is the process of helping an individual to know how to behave with consideration towards other people. Basically, personal-social guidance helps the individual to understand himself, know how to get on with others, learn manners and etiquette, pursue leisure time, practice social skills, develop family and family relationships and understand social roles and responsibilities.

The Concept of Counselling

Counselling is viewed as both an art and a science whereby two or more persons are involved in a helping relationship with the counsellor usually being an educated, trained, professionally qualified and normally should be licensed and certificated as a helper and the client being the one looking for help. The objective of the counselling relationship is geared towards helping the clients to solve issues, concerns or problems that arise from a move to cope with life in an increasingly complex world (Maples, 1996). Again, according to the American Counselling Association (2007), counselling can be defined as a relatively short-term theory based process of helping individuals who are basically psychological healthy to resolve developmental and

situational problems. In the view of Kelechi and Ihuoma (2011), the goal of guidance and counselling is to make it possible for an individual to see and explore his or her unlimited endowed options.

Further, counselling can be seen as a process in which clients learn how to make decisions and formulate new ways of behaving, feeling and thinking. Counsellors therefore focus on the goals that their clients wish to achieve, assist clients explore their present levels of function and the changes that must be made to achieve the targeted personal objectives. Therefore, counselling involves both choice and change evolving through distinct stages such as exploration, goal setting and action (Brammer cited in Shayo, 2011). Counselling encompasses various subspecialties which include school, college or university counselling, marriage and family counselling, mental health counselling, rehabilitation, addiction counselling, and career counselling. Each of these subspecialties has specific educational, experimental, theoretical, philosophical and conceptual requirements for the practitioner which require adequate training and qualification. On the basis of all these, a precise definition of counselling is given by Gladding (1996), as a relatively short-term, interpersonal, theory based processes of helping persons who are basically psychologically healthy to resolve developmental and situational problems.

Counselling is conducted with persons, who are considered to function within the “normal range” having adjustment, development, or situational concerns, and their problems requiring short-term intervention (Swan & Swan, 2007). Swan and swan argued further that, these persons are not considered “sick” but ‘stuck’ and as such sometimes just need information that helps

them clarify and use the information they already possess. Counselling activities are guided by ethical and legal standards and go through distinct stages from initiation to termination.

Further, counselling is theory-based and takes place in a structured setting which requires office space suitable for privacy and confidentiality. Counsellors therefore draw from a number of theories and work in a structured environment, such as an office setting, with various individuals, groups and families.

Types of Counselling

There are two major types of counselling. They are individual counselling and group counselling.

Individual Counselling

This denotes one to one counselling. It occurs between the professionally trained counsellor (Therapist) and his or her client (counselee). The objective of this is to help the client to understand himself, clarify and direct his thought in order to make a worthwhile decision. The process allows clients problems to be alleviated. Frumboitz and Thoreson cited in Ojo (2005) argued that individual counselling mainly aims to bring about change in the individual client either by altering maladaptive behaviour, learning the decision making process or preventing problems.

Group Counselling

It is a session of counselling which takes place between the professionally trained counsellor and a group of people. The number in the group normally ranges from seven to at least ten in order to have cohesive group and an effective well controlled counselling session. Members of the

group are clients or counselees whose tasks or problems have similar dimensions or pattern meant for resolution and solving. In group counselling, an atmosphere of freedom of expression and speech are normally encouraged and enforced. The clients are free to express themselves individually as counselling progresses so that problems to be resolved would be opened for all to consider and benefit from it. The counsellor's role is to help open up the problem with professional competence and knowledge that he possesses. The counsellor is therefore not just a member of the group but he is to direct the affairs and situations within the group.

Classification of Counselling as a Professional Discipline

To ensure that counsellors and guidance coordinators are playing their professional and required roles in schools, there are some professional requirements expected from counsellors and guidance coordinators. According to the American Counselling Association (ACA, 2007), counselling is a profession that demands and requires practitioners to complete a prescribed course of study that normally leads to a 'master' degree or a doctorate degree. Counsellors are members of organisations that set professional and ethical standards and promote state licensing and certification by association. According to Wittmer and Lowsch cited in Appiah (2013), the process of certification and licensing and the adherence to ethical codes assures and guarantees the public that the counsellor meets minimal educational and professional standards. Ndirangu (2000) has also revealed that the teacher-counsellor should be well grounded in clinical psychology where it is dictated by the maxim that all behaviour caused.

Aside these professional requirements, counsellors are expected to possess personal qualities of maturity, empathy and warmth. These qualities are expected to be brought to bear during counselling sessions. In general, counselling is active differs significantly from passively listening to problems. Counselling therefore deals with personal, social vocational, empowerment and educational concerns and as such counsellors are required to work only in areas in which they have expertise backed by professional training and qualification (Swan & Swan, 2007).

Comprehensive school guidance and Counselling Programme

Guidance and counselling has been viewed as the leading school agency that develops, strengthens and maintains fundamental principles adjustment among school pupils/students (Brigman & Campbell, 2007). However, to ensure that the mandate of guidance and counselling fully achieved, there is the need to establish a comprehensive guidance and counselling programme. Comprehensive guidance and counselling programmes are the "umbrella programmes" of the 1990s (Gysbers, 1990), designed to provide all students with life competencies through personal, social, and career counselling. Abandoning the traditionally passive, service approach to counselling, comprehensive guidance and counselling programmes employ four interactive components that take the vagueness out of the school counsellor's role (Gysbers & Henderson, 1988):

1. The Guidance Curriculum -- Counsellors provide structured, competency based activities in the classroom or in group situations, using this focused time with students to focus on content areas such as

self-knowledge, educational and occupational exploration, and career planning (NOICC, 1989).

2. Individual Planning -- Counsellors help students think ahead and think for themselves, teaching them how to plan rigorous and coherent sequences of courses, as well as monitor and manage their lives.
3. Responsive Services -- Counsellors meet the immediate needs of students confronting personal or educational challenges.
4. System Support -- Counsellors work to sustain and enhance the implementation of comprehensive counselling and guidance programmes.

Schools emphasizing acquisition of the basic skills recognize the critical role counsellors can play in helping students plan a demanding sequence of academic and vocational courses that will prepare them both for employment and post-secondary education. School counsellors promote the idea that vocational education is better supported when vocational and academic education are seen as complementary strategies for student success, not as competing programmes of study. Therefore, without a comprehensive counselling and guidance program to address the needs of all students, developmental needs are overlooked and students may be unable to achieve their targets in school.

Comprehensive counselling and guidance programmes call for counsellors' reduced involvement in administrative and clerical work while at the same time strengthening the counsellor's accountability for effectively helping all students prepare for the world beyond school (Gysbers, 1990). Having realised the importance of comprehensive guidance and counselling

for programmes for students, there is the need to ensure that schools implement comprehensive guidance and counselling programmes. However, implementing comprehensive counselling and guidance programmes has been a low priority in the school reform movement. Levi and Ziegler (1991) argued that this low priority could be due to:

- a. hesitancy of school counsellors to vocalize their positions,
- b. school counsellors' traditional isolation from schools' mainstream instructional programmes, or
- c. school counsellors' limited involvement in educational reforms.

In the current study, the researcher is of the view that there can be an effective comprehensive guidance and counselling programme if every stakeholder of guidance and counselling is fully involved. Thus, by each performing their roles, a comprehensive guidance and counselling programme can be established.

Stakeholders in Guidance and Counselling and their Roles

In this study, the main stakeholders that are considered to be of relevance in the study are the government, guidance and counselling coordinators in schools and school administrators as well as teachers.

Counsellors

According to Karega (2008), learning in schools is often interrupted by the deviant behavioural patterns of the adolescents. This is because pupils/students carry along with them a host of adolescent challenges. They are highly influenced by technological change and transformation. Again the senior high school students experience erratic physiological changes resulting in unpredictable mood swings, social development and changes that are

evident such as becoming defiant to authority (Conger & Peterson, 1984). These are situations where the counsellor is very much needed to assist students who might be having such experiences.

Counsellors play several roles in schools in assisting students cope with their challenges. For instance, counsellors also play a role in helping pupils/students deal with losses. It has been revealed by Kottler (2004) that young people in school persistently experience difficult emotions due to losses that they seem to face. Some of the losses can be demise of a relative, loss of personal property and even body changes (Conger & Peterson, 1984). The counsellor's work with pupils/students is therefore to help them go through the grieving process constructively. Macharia (2007) indicated in this regard that guidance coordinators and counsellors step up pupils/students ability to accept the losses, untangling oneself from ties with the lost item/person and reinvesting one's energy into forming new relationship setting new goals and cultivating fresh dreams and aspirations.

Again, Wanjama, Njenga, and Henok (2006) have identified school counsellors as key to influencing students management of the fundamental emotional reactions which mostly determine the behaviour of the students. In doing this, Castillo (1978) opined that anyone who hopes to nurture a child should first get to know and accept him/her for who he/she is otherwise success will evade even his/her best affairs. As a result, Makewa (2008) concedes that it is important to understand the youth's world as a counsellor. It is then that the counsellor will be able to help young people better.

Further, counsellors and educational psychologists have a critical role to play in helping teachers, parents and the students with behavioural problems

to avoid being 'excluded' from school and develop further mental health problems. The role of counsellors can be summed up in the sense that counsellors in schools assist students in several capacities including educational guidance which involves assisting students in their school life choices; vocational guidance which involves assisting the individual in choosing and preparing for an occupation compatible with his interests and aptitudes; and personal-social guidance which involves assisting the individual to behave and relate appropriately with other members of the society and their specific environments (Ipaye, 1995; Odeck, 1999). In summing it up, Oluwatosin (2016) posited that the school counsellor's counselling services specifically should involve providing assistance in the improvement of student to student relationship, student to teacher relationship, student/ parent conflict resolution, students' study skill, academic adjustment as well as proper selection of school subjects.

However, counsellor effectiveness in counselling depends on counselling being considered in its broad sense and integrated and as such whether group or individual, the counselling process should be handled sensitively and discreetly (Lang, 1993). Even though school counselling as phenomenon is a recent development in schools (Yagi, 1997), it has been seen in Ghana as a necessary ingredient or driving force behind education mainly carried out by the school counsellor. In Ghana, every school is supposed to have a trained and professional counsellor to do both individual and group counselling. The guidance and counselling programme in schools is integrated within the school system and carried out according to structured schedule. In the primary and junior High school, there are to be guidance and counselling

teachers to support with specific guidance and counselling needs of pupils/student.

Teachers and school administration

Abolade (2000) viewed teaching as a set of activities which are designed to bring about changes in the behaviour of learners. In a similar vein, Bamgbaiye cited in La'ah (2015) described teaching as explaining, demonstrating guiding and counselling by the teacher in order to effect changes in the learner. According to Okoye (2010) therefore, the main aim of teaching is to help someone acquire or change some skills, attitude, knowledge idea or appreciation. Again, in the view of Nnabuike (2012), the work of the teacher is to assist students to learn through deliberate and conscious manipulation of information knowledge, skill, value, attitude and habits of students in order to bring about learning and ultimately result in desirable changes in behaviour and character. Essentially it is to bring about some desirable changes in students. Further, Okoye (2010) argued that teaching could be said to be effective only when the teachers have been able to achieve the set objectives for teaching and learning. However, the achievement of set objectives can be derailed by the challenges of students.

Therefore, when teachers succeed in reducing their difficult and challenging students' (social and academic) exclusion, through a firm collaborative and supportive relationship and individualized educational plan, students significantly increase their social and academic resilience and thus become less prone to disruptive behaviours (Cooper & Jacobs, 2011; Goldstein & Brooks, 2007; Schmidt, 2010). Teachers therefore require specialized support as they strongly emphasize the rising complexity of

students' social, emotional and behavioural difficulties (Antoniou, Polychroni, & Kotroni, 2009; Kauffman & Landrum, 2013).

According to Gathuthi, Wambui and Kimengi (2007), administrators and heads of institutions could play several roles in contributing to the success of guidance and counselling programmes in schools. Some of these roles include the provision of material resources, ensuring students' awareness, ensuring teacher counsellor competency and involving other teachers in the programme. Gysbers (2008) also added that students be made aware of the importance of guidance services to encourage them to participate in it. This is the duty of school administration. They must put in place strategies to make guidance services more obvious and relevant to students.

Government

According to Ghana Government White Paper on the report of the Education Reform Review Committee (2004) on the role of guidance and counselling, Government underscored the importance placed on guidance and counselling as a necessary process in assisting pupils and students in making the right choices and decisions, and in promoting discipline in schools. According to the White Paper report, Government will institute measures towards giving a new lease of life to guidance and counselling in educational institutions in the country. The Government in endorsing the position and recommendations of the education reform review committee has recognized guidance and counselling as an imperative ingredient in pushing educational development and advancement. The government took steps in doing this by pledging to change the status of guidance and counselling and giving it the needed policy backing, budgetary funding and ensuring that the right people

with professional and academic qualification serve as guidance and counselling coordinators in schools. In addition, to address the challenges facing the provision of guidance services in schools, Makinde (1983) has recommended that governmental allocate budgetary funding for guidance and counselling activities in the educational systems in Africa.

Review of Related Empirical Studies

The review of empirical literature is very necessary for the study. It reveals through previous studies what has been done and what needs to be done. The review was done according to the research questions of the study

Specific Roles of Stakeholders of Guidance and Counselling

Stakeholders such as students, teachers, guidance and counselling coordinators, school heads and district directors play several roles in guidance and counselling. Some researchers have evaluated these roles. Boutwell and Myrick (2006) contend that guidance and counselling plays a major role in promoting students success through a focus on social and emotional adjustment. According to Mutie and Ndambuki (1999) schools counsellors play a vital and immense role in holistic growth and development of students. Weissberg and Myrisk (2007) confirmed this by arguing that students typically do not learn or exist alone but rather in close collaboration with their school counsellors, peer counsellors and with encouragement from significant others. The implication of these views is that corroborative and systematic guidance and counselling services are mandatory for excellence in academic, personal competencies, social and emotional adjustment.

Further, Brigman and Campbell (2007) revealed that school counsellors help pupils/students acquire effective mastery of social and

emotional competencies for easy adjustment which is associated with greater well-being, better academic achievement and desired behaviours. Similar to this, Horgan (2003) described the role of guidance counsellors as equipping students with competence in area of social and emotional adjustment to enable them obtain abilities to generate and coordinate flexible, adaptive response to daily needs, demands and pressure in a more profitable and constructive manner. It is in this regard that UNESCO (2006) argued that a hallmark of students' behaviour rests on the guidance and counselling service. Similarly, a study in the UK showed that school-based counselling is associated with significant reductions in psychological distress, comparable with outcomes achieved by traditional child and adolescent mental-health services (Cooper, Pybis, Hill, Jones, & Cromarty, 2013). There are several other empirical evidences to affirming the claims students with difficulties in school especially psychosocial difficulties are better served by school-based counsellors (Adelman & Taylor, 2010; Kauffman & Landrum, 2013; Simpson & Mundschenk, 2012; Wyn, Cahill, Holdsworth, Rowling, & Carson, 2000).

Assisting in managing or reducing difficulties is not done only for students but even for teachers. For instance, it has been shown that the counsellor plays the role as a source of positive support for teachers aimed at helping them overcome their personal and professional resistance and limitations (Kourkoutas, 2012; Lehr & McComas, 2005; Solomon & Nashat, 2010). Many other researchers have indicated that several emerging issues strongly suggest that there is an urgent need for school-based counsellors to increase their efforts in order to ensure appropriate specialised counselling

assistance to teachers who need it (Erchul & Sheridan, 2008; MacBeath, Galton, Steward, MacBeath, & Page, 2006).

The meta-analysis conducted by Whiston, Tai, Rahardja, and Eder (2011) concluded that counsellor implemented interventions impacted students' GPA and achievement tests and also effective in decreasing discipline referrals and increasing student problem solving skills. These findings imply that the counsellor's roles involve helping students manage behaviour problems and to cope academically. Brigman and Campbell (2003) also that observed that in the United States, students who participated in the counsellor implemented classroom guidance and small group interventions performed better on the Florida Comprehensive Assessment Test (FCAT) in the areas of Mathematics and Reading. The students also improved their behavior, when compared to their counterparts, who did not participate in the counselling interventions. Students, thus, have to participate in counselling programmes since the participation can affect them positively.

In addition, Bickelhaupt (2011) used small group counselling and incentives at an elementary school to increase attendance by 12% for the students who participated in the programme. Similarly, Edwards (2013) used individual counselling and incentives to address attendance at a middle school. At the conclusion of the interventions, the school non-attendance rate dropped from 26% to 19%. Along the same lines as the study of Bickelhaupt's and Edwards' studies, with the exception of the incentives, Enea and Dafinoiu (2009) used individual counselling to help decrease truancy rates for high school aged students. The students who were in the experimental group had a 61% decrease in their truancy rate, while there was not a decrease in truancy

rate for the control group. The findings of all these studies imply that counsellors play roles of shaping the behaviours and attitudes of students.

Further, Ahmad (2013) explored the role that can be taken on teachers' role in school guidance and counselling. It was found that the role of teachers in guidance and counselling is to help improve the quality of relationships between students and teachers and also encourage students for counselling. Amerikaner and Summerlin (2012) also carried out a study to find out how students viewed their counsellors and teachers in Chicago. By sampling 200 students from the 3rd and 4th grades to respond to questionnaires, the study revealed that most counsellors and teachers had no plans to provide leadership in the development, promotion, and facilitation of school counselling. Thus, the counsellors or teacher-counsellors were not playing their roles as expected of them in making guidance and counselling effective.

Consistent with this, Alemu (2013) assessed the provision and perceived importance of guidance and counselling in Secondary Schools of East Harerge Zone and Hareri Region, Ethiopia. By adopting the survey design and using a sample size of 336 participants, the study showed that the school community had poor awareness about the presence of guidance and counselling services, lack of written plans, specific roles and responsibilities, private counselling rooms and loose coordination among principals, teacher-counsellors plagued the provision of guidance and counselling. It can be inferred from these findings that counsellors did not have any specific roles and responsibilities assigned to them. Nduta and Gichuho (2013) also carried out a study to investigate stakeholders' involvement and perception towards guidance and counselling in Kambaa Division Secondary Schools in Kiambu

County, Kenya. Descriptive survey method of data collection was employed. The findings of the study revealed that parents are least involved in the follow-up of the guidance and counselling services. The implication is that among all the other stakeholders of guidance and counselling, parents are the least involved in guidance and counselling programmes.

Abu-Dabat and Alhamam (2013) conducted a study aimed at identifying the role of the teacher in counselling the academic delay among pupils of the essential stage of the primary school in West Amman. The subjects of the study consisted of 53 teachers from different schools, twenty five female teachers and twenty eight male teachers in the academic years 2012 - 2013. To achieve the objectives of the study, questionnaire was prepared and developed which contained (22) paragraphs that were divided in the fields, the first of which was the teacher's ability to conduct counselling for 'the academic delay'. The other was the teacher's ability to deal with the reforming of the academic delay. The capability and the stability of the tool were examined by using the C.O formula (0.77). To answer the question of the study, the Arithmetic means, the standard deviation (T) test, and the analysis of single differentiation were used. The results showed that the teachers indicated that they played active roles in helping students with academic delays.

Daniels (2013) conducted a study on the need for counsellors to support teaching and learning in Schools of Skills and investigated challenges that emerged when school counsellors facilitate school development. A mixed methods approach that employed both qualitative and quantitative techniques was adopted in an attempt to construct a rich and meaningful picture of school

counselling practice within School of Skills. Participants included principals, counsellors and educators at four schools of skills situated in the Western Cape. The data collection process included interviews and questionnaires. Semi-structured individual interviews were conducted with the four principals and the four school counsellors and questionnaires including both open-ended and closed questions were completed by educators. The findings illuminated the psycho-social barriers experienced by learners and how school counsellors can support learners. The roles of school counsellors were varied and involved the provision of support to various members of the school community in addition to teaching and administration. Challenges faced by school counsellors were highlighted as lack of human resources, lack of support and workload.

Amoah, Kwofie and Kwofie (2015) also conducted a study on the roles of school counsellors in students' career choice. Using the mixed method approach the study sought answers to; what specific role the school counsellor play to assist SHS students' career choice and also whether there is any significant relationship between the role played by school counsellors and students' choice of career. The results from the study showed that students strongly agreed that career guidance and counselling, career goal identification, organization of career days and conferences, administration of occupational interest inventory on students were among career intervention roles by the school counsellor influence their choice of career. Further, there was a positive correlation between the role of the counsellor and its influence on students' choice of career. The researchers recommended that based on the

findings of the study there should be frequent intervention programmes to support students make well informed choices.

In addition, Rantissi (2002) sought to examine the new position of school counsellor within the Arab schooling system and the issues of role conflict. The review of the literature assisted in the construction of the questionnaire along with the design of a new comprehensive school counselling framework that comprised five major role categories expected to be fulfilled by the school counsellors in any school setting. The study aimed to approach every school counsellor occupied within this sector (census approach) in order to collect descriptive data on both their demographic variables along with the data regarding their expectations and actual roles performed. The major research tool to collect the data was a closed questionnaire that was used both in the pilot and main study. The study also examined the expectations of the members of the role set which included a group of head teachers, class teachers, students and parents. The results of this study indicated that the school counsellors, head teachers, class teacher and students had a set of expectations which differed from the actual roles that the school counsellors actually perform. Other results indicated that it was not true that the head teachers, class teachers and parents expected more than the school counsellors to execute comprehensive guidance programs. Furthermore, it was shown that the role categories that have been proposed in the comprehensive school counselling role framework developed in this thesis are expected to be fulfilled by the group of school counsellors, head teachers and class teachers, but to a lower extent by the group of students and parents.

Perera-Diltz and Manson (2008) surveyed American school counsellors to determine what responsibilities they perceived to be most appropriate. This study showed that five duties were consistently supported by 75% of counsellors, including individual counselling, group counselling, consultation, collaboration, and record keeping.

Taylor (2004) agreed that, as a link between the school and the administration, a well-trained and sufficient strong directorate can smooth the implementation of policy through acting as a means of two ways communication, by bringing pressure to bear that the schools are properly equipped, and ensuring that such equipment is properly used.

The District Director is primarily responsible for the establishment and effective management of guidance and counselling programme in the schools in the specific districts. Chuenyane (1999) contended that, for any guidance programme in our schools to succeed; it must have the unqualified backing and support of the District director, the school principal and his/her entire staff, the learners and community. Chuenyane maintained that the District Director needs to justify the creation of guidance and counselling posts, participate in the final selection of guidance and counselling personnel, and give direction and leadership during the formulation of guidance and counselling policy. The District Director needs to oversee the planning, implementation and evaluation of guidance and counselling programme.

All the stakeholders have active roles to play in school guidance and counselling. However, Mallory and Jackson (2007) suggested that it is of utmost important for principals and school counselors to clearly discuss the explicit roles and responsibilities of each stakeholder of guidance and

counselling in schools. Janson, Militello, and Kosine (2008) put forth an example of such specificity by clarifying the role of the school counselor as it relates to testing and argued that interpreting achievement test results is considered an appropriate activity for school counselors while administering such tests is not. When a proper understanding of roles and responsibilities is communicated between school counselors and other stakeholders, it enhances the relationship in a manner that will have a positive impact on school guidance and counselling.

Level of Government Support for Guidance and Counselling Programmes

Guidance and counselling programmes can be successful with the support of government. The facilities and resources required for effective running of guidance and counselling programmes are usually provided by governmental support. Internationally, the negative attitudes of most governments negatively impacts on the provision of school guidance services. In Nigeria (Bulus, 2001), China (Hui, 2002), Kenya (Karangu & Muola, 2011), South Africa (Mahlangu, 2011), Uganda (Rutondoki, 2000) and Zambia (Tamilenthil & Mbewa, 2012), have shown that schools have inadequate resources because of the negative attitudes of the governments towards guidance services.

Governments with negative attitudes are unlikely to requisite adequate human, material, technological, time and financial resources for school guidance services. According to Duquette (2006), most governments do not create an even ground for the involvement and participation of all stakeholders of education in the provision of school guidance services because of negative attitudes. The lack of participation and involvement of stakeholders of

education in school guidance services may interfere with the collaborative and corroborative pooling of expertise and other resources that can facilitate the holistic development of children.

Alemu (2013) assessed the provision and perceived importance of guidance and counselling in Secondary Schools of East Harerge Zone and Hareri Region, Ethiopia. The study revealed that there was lack of private counselling rooms. This was attributed to the fact that the guidance and counselling programme was not receiving the needed financial support. The implication is that the government was not very supportive of guidance and counselling programmes. Kamore and Tiego (2015) also assessed the factors hindering the efficiency of guidance and counselling services in addressing school discipline in high schools in Kenya with specific focus on secondary schools in Murang'a County. The study mainly focused on the teachers in charge of guidance and counselling in secondary schools. A descriptive survey research method and purposive sampling were used. Data was collected using questionnaires to probe the issues under the study. The study revealed that guidance and counselling departments were ineffective because of the lack of clear government policies to guide guidance and counselling services in secondary schools. This implied that government did not support guidance and counselling programmes not only in terms of funds but also in terms of policies.

Mogbo, Obumneke-Okeke and Anyachebelu (2011) examined the challenges of facing the ever changing frontiers of knowledge in various fields in the society and the task of helping individuals to adjust to these changes, call for proper implementation of guidance and counseling services in schools.

The study also suggested what roles stakeholders should play for proper implementation of guidance and counseling services. Based on the findings, it was recommended among others that guidance services be started at the primary school level, where a model guidance centre and organogram, model infrastructure and equipment be put in place to guide all schools in federation, be they public or private schools. Finally, the researchers emphasized adequate funding for maintenance and sustainability of guidance and counseling services in schools.

Nyan (2014) investigated students' and teachers' perceptions of counselling services in Pallisa District. The study was purely quantitative guided by a cross-sectional survey design involving 30 teachers and 255 students selected from 10 schools. The secondary schools in Pallisa District were selected using simple random technique. Data was collected using a self-administered questionnaire for both teachers and students. It was analyzed using SPSS computer package. At single variable level, descriptive statistics (frequencies, percentages and graphs) were used while at the two variable level, Pearson's correlation coefficient index and regression analysis techniques were employed. The study revealed a moderate positive relationship between teacher-students' perception, resource availability, talent availability and counseling services in secondary schools. From the study findings it was concluded that teacher-students' perception, resource availability and talent availability were positively related with counseling services in secondary schools. From the study conclusions, it was recommended that if counseling services were to be improved in secondary schools in Pallisa District, the Ministry of Education and Sports, parents, the

community and Non-Governmental Organizations should facilitate by creating awareness to both teachers and students about the importance of guidance and counseling. The government should provide more resources both financial and non-financial to improve guidance and counselling schools.

Further, Majoko (2013), investigated challenges in School Guidance and Counselling (SGC) services provisions for children with disabilities in Zimbabwean inclusive primary schools as a context for strategizing on overcoming them and proposing a model of School Guidance and Counselling services provisions for children with disabilities. The survey design, which was mainly quantitative in nature, was used. Self-administered questionnaires were used to collect data. Three hundred inclusive primary school administrators and three hundred school counsellors participated in the study. The Statistical Package for the Social Sciences, version 11.0 was used to analyze data. Frequency tables, ratios and Chi-square tests were computed. The study revealed that Zimbabwean inclusive primary school counsellors lacked training in School Guidance and Counselling and Special Needs Education. The school counsellors also lacked experience in teaching children with disabilities and the stakeholders had negative attitudes towards School Guidance and Counselling provisions for children with disabilities. It was further revealed that inclusive primary schools lacked materials and supplies, time, finance, physical and curricular resources. The study revealed that there was no mandatory School Guidance and Counselling policy and legislation, clear mission statement, School Guidance and Counselling Framework, school counsellor certification requirements nor a School Guidance and Counselling national model. These facilities, together with

Special Needs Education, experience in teaching children with disabilities and staff development, were found to positively impact on SGC services provisions for children with disabilities. School counsellors' training in School Guidance and Counselling, advocacy on disabilities, stakeholders' collaboration, passing mandatory School Guidance and Counselling policy and legislation, adequate budgetary and time allocation were seen as strategies to overcome challenges in SGC services provisions for children with disabilities in Zimbabwean inclusive primary schools. It was recommended that School Guidance and Counselling services provisions for children with disabilities in Zimbabwean inclusive primary schools would improve if there would be promulgation of mandatory School Guidance and Counselling policy and legislation, school counsellors' training in School Guidance and Counselling, requisition of adequate resources and development of positive attitudes among stakeholders.

All these studies put the responsibility of sustaining school guidance and counselling at the doorstep of government. The implication is that the government in every society plays a major role in the success of guidance and counselling in schools.

Level of Support from School Administration and Teachers in Guidance and Counselling Programmes

School administrators and teachers are major stakeholders of guidance and counselling programmes in schools. The success or otherwise of guidance and counselling programmes therefore depends to a large extent on the roles played by school administrators and teachers. Alemu (2013) assessed the provision and perceived importance of guidance and counselling in Secondary

Schools of East Harerge Zone and Hareri Region, Ethiopia and found that school counsellors did not have the support and backing needed from school administration and teachers. Similarly, Kamore and Tiego (2015) assessed the factors hindering the efficiency of guidance and counselling services in addressing school discipline in high schools in Kenya with specific focus on secondary schools in Murang'a County and found the lack of administrative support for guidance and counselling. Specifically, Kamore and Tiego revealed that guidance and counselling programmes experienced a lack of facilities and financial support by school administration. Wambu and Fisher (2015) also reviewed the historical development of guidance and counselling in Kenya, the current challenges, and the future prospects for guidance and counselling. They revealed that the continuous support by policy makers, school administrators, teachers, parents, students, community, and training institutions is paramount for school counselling to maintain significant positive impact on students. Their study therefore advocated for the support of school administrators and teachers in guidance and counselling programmes. The support of the school principal is crucial in the successful implementation and maintenance of a comprehensive school guidance and counselling program. Wambu and Fisher (2015) concluded therefore that with the right support and goodwill from all the stakeholders, the future of school counselling in Kenya is bright.

Costanza (2014) examined the views of current administrators on the roles and tasks of school counselors, and on the relationship between counselors and principals. The participants were chosen from a convenience sample of one head principal and three assistant principals of a high school

located in the northeastern United States. The research included a mixed methods design to incorporate a researcher-designed survey based on information from a list of appropriate and inappropriate tasks for school counsellors as deemed by the American School Counsellors Association (ASCA), and a focus group discussion on the relationship each principal had with the school counseling department. The results showed that there remains an inconsistent gap in the amount of exposure each principal had in relation to the ASCA National Model from their administrator certification training. Therefore, principals who are administrators did not fully play their roles in guidance and counselling.

According to Edwards, Grace and King (2014), an effective relationship between school administrators and school counselor is essential in schools to ensure that students have successful academic work. To have an effective relationship, there must be communication, trust and respect, leadership, and collaborative planning between the administrators and the school counselor (Ponec & Brock, 2000). School administrators and school counselors are both instrumental leaders in the schools and they are most effective when they are able to carry-out their appropriate roles. It is thus important that school heads assign appropriate counselling duties and responsibilities and not administrative and coordination responsibilities. Allowing the school counselor to implement counseling programmes will help school heads to identify and address issues that contribute to academic failure. Zalaquett (2005) described counselors and school heads as being “natural partners,” who should form a relationship based on a positive regard for the role of each professional.

Igoki (2013) sought to find out the impact of head teachers' support on implementation of guidance and counseling in secondary schools in Mombasa District. The objectives of the study were; to identify the nature of support given by the head teachers to guidance and counseling departments, to establish the adequacy of the head teacher's support on implementation of guidance and counseling services, to determine the challenges faced by teacher-counselors in executing their guidance and counseling duties and to establish the measures that can be undertaken to improve guidance and counseling in secondary schools in Mombasa District. The study employed the descriptive survey research design. The study targeted all the 23 public secondary schools in Mombasa District, from where a sample of 12 (52.2%) schools was selected using stratified random sampling technique. The study participants were 12 head teachers, 12 teacher counselors, and 240 students, a total of 264 participants. Two questionnaires and an interview schedule were used for data collection. The researcher used questionnaires to collect data from teacher counselors and students, while an interview schedule was used to guide interviews with head teachers. Quantitative data was analyzed using frequencies and percentages, and the results reported in summary form using frequency tables, pie charts and bar charts. Qualitative data was organized into themes and concepts and then analyzed in order to answer the research questions. The study found that, the head teachers' support to guidance and counseling was inadequate and this coupled with challenges facing teacher counselors such as heavy workloads, lack of facilities, inadequate time and limited knowledge due to lack of training makes guidance and counseling not to achieve the intended purpose. The study findings highlighted measures that

can be taken to improve guidance and counseling in secondary schools and recommended that head teachers should put in more energy in support and provision of material resources to guidance and counseling.

Keats and Laitsch's (2010) conducted a study on school counselling in Canadian. They found that in-school administrators often demand that the school counsellor work to support the general needs of the school rather than focus specifically on his or her counselling role. When school counsellors are required to perform non-counselling duties it causes confusion in role definition for the members of the school team, which subsequently limits effectiveness of team collaboration. Keats and Laitsch also indicated that in-school administrators may struggle to define the role of the school counsellor due to limited guidelines; therefore, school counsellors are likely to experience inconsistent and unclear workplace expectations.

Unfortunately, researchers also indicate that it is not uncommon for in-school administrators to request engagement in non-counselling duties, including student supervision, clerical work, academic assessment, discipline, and support of special education programming (Bardhoshi & Duncan, 2009; Keats & Laitsch, 2008; Kirchner & Setchfield, 2005; Perera-Diltz & Manson, 2008).

From the studies reviewed, it can be implied that in most schools and places, guidance and counselling programmes do not have the support of school administrators and teachers. However, the support of school administrators and teachers is integral to the success of guidance and counselling programmes.

Impact of Level of Expertise, Competence and Experience on the Roles of Guidance and Counselling Coordinators

In assessing the roles of stakeholders in guidance and counselling, among which is the guidance and counselling coordinator, the level of expertise, competence and experience of the coordinator is vital. The training or level of qualification of counsellors and guidance and counselling coordinators is of necessity in ensuring the effective provision of guidance and counselling. In the study by Egbochuku (2008) among secondary school students in Benin City in Nigeria, it was revealed that insufficient counsellors; inadequate availability of counselling facilities; and the qualification of guidance and counselling personnel had impact on the delivery of quality guidance and counselling services. Specifically, the study showed that there was a significant positive relationship between qualifications of guidance and counselling personnel and the quality of guidance services delivered. The finding of Egbochuku is consistent with the findings of several other studies. Specifically, Oladele (1987) reported that the quality of counselling services rendered depended a great deal on the training of the counsellors. The implication is that the level of training of counsellors determines the quality of the guidance services provided. Bezanson and Kellet (2001), Pérusse and Goodnough (2005) and Sumarah and Lehr (2002) are researchers who have all reported that the support of stakeholders such as teachers, parents, and school administration as well as training of counsellors were necessary for effective delivery of guidance services. Eyo, Joshua and Esuong (2010) have posited after their study in the Cross River State in Nigeria, that secondary education board should open well equipped counselling units in both urban and rural

schools and appoint qualified counsellors to man the units and create awareness of guidance services. This was because the effective provision of guidance services is related to the level of expertise and qualification of counsellors.

In the study of Nyarko-Sampson (2013) which examined tutors' participation in guidance and counselling programmes in Colleges of Education in Northern Ghana, several revelations were made. The descriptive survey research design was adopted for the study. The findings revealed, among other things, that tutors should have an appreciable level of training in guidance and counselling. This is because the level of training can impact on the success or otherwise of the guidance and counselling programme. In support of this, Wambu and Fisher (2015) revealed that in Kenya, the appointment of Guidance and Counselling Department heads by the Teachers Service Commission (TSC) should now take into account the training of such individuals. Additionally, TSC should ensure that each school has a trained full time school counsellor who does not have the dual responsibility of teaching and counselling.

School counsellors are mostly expected to be trained professionals. However, there are cases of untrained persons who are in charge of guidance and counselling in the schools. Heward (2003) opined that guidance counsellors are to be professionals trained in psychological perspective who can typically render numerous tangible services to parents, students and teachers of all students.

Challenges Encountered in the Delivery of Guidance and Counselling Programmes

Several researchers and authors have identified some challenges that are encountered in the delivery of guidance and counselling programmes. Charema (2008) came out with several findings after the study in Botswana. Charema revealed that inadequate training, inadequate counselling facilities (e.g. a private room, reading and counselling materials) lack of time, and too much workload for counsellors hindered the effective provision of counselling in secondary schools as perceived by the school counsellors. These challenges reflect the view that some people responsible for ensuring that all necessary requirements are put in place for effective delivery of guidance and counselling were not playing their roles well.

In addition, 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. By using descriptive survey design with a sample of 585 education stakeholders (400 students, 100 teachers and 85 parents) selected from 10 schools in the state, the study made several revelations. The study revealed that all the stakeholders perceived counselling services to be adequate and also effective. Oluwatosin however indicated that the provision of guidance services is faced with some challenges. In concluding therefore, Oluwatosin stated that even though provision of guidance services in schools in Ekiti State in Nigeria faced some challenges, education stakeholders perceived it to be very effective. Along similar lines, Nyamwange, Nyakan and Ondima (2012) assessed the challenges facing secondary school guidance

and counselling in Nyamira District in Kenya. The study adopted an ex-post facto descriptive survey design selecting a sample of 147 respondents, comprising 21 head teachers, 21 teacher- counsellors and 5 students from 21 schools via purposive and simple random sampling techniques. After collecting data by the use of questionnaires, the study came out with several findings. It was shown that lack of adequate guidance and counselling training for teacher-counsellors, inadequate resources, and lack of requisite support for guidance and counselling programmes affected the provision of guidance and counselling. The implication of the findings was that the government through the ministry of education was not playing their roles in ensuring guidance and counselling received the necessary support to function.

Lapan, Gysbers, Stanley, and Pierce (2012) also found lower student-to-school counselor ratios were statistically associated with lower discipline incidents and higher graduation rates. It is thus clear that a lower student-to-school counselor relationship can help deal with dropout rates and discipline problems. This is of importance because school counsellors were not enough to meet the number of students. Dollarhide, Smith, and Lemberger (2007) also revealed that school heads frequently assign counselors to non-counseling duties thus diminishing the school's comprehensive counseling program. This is problematic because of the increasing demand for more from counselors.

Egbo (2015) sought to find out Challenges to effective Guidance and Counselling as perceived by Counsellors in Secondary Schools in Enugu State Nigeria. The study was restricted to the views of counsellors and teacher counsellors in public secondary schools in Enugu State, Nigeria. Descriptive survey design was used. A sample of 400 counsellors and teacher counselors

were selected through simple random counselling technique. The instrument used to collect data was questionnaire. Mean and Standard Deviation were used to answer the research questions while t-test statistics was used to answer the null hypotheses at 0.05 level of significance. The findings showed that counsellors in secondary schools in Enugu State, Nigeria perceived negative attitude of people and lack of funds as challenges to counselling services.

Boitt (2016) evaluated the challenges in the implementation of guidance and counselling programme in Baringo county secondary schools in Kenya. The study employed a survey design. The population of the study was 23 extra county secondary schools, with 23 teacher counsellors. Purposive sampling was used to select the number of schools and teacher counsellors to be included in the study. The sample comprised of 23 schools and 23 teacher counsellors. A total of 23 respondents constituted the study sample. The data was collected through an open ended questionnaire. Piloting of the instrument was done to improve validity and the test items were validated by experts in the Department of Counselling, Psychology and Educational Foundations. Descriptive statistics was utilized to analyse the data with the aid of SPSS version 20 for windows. An analysis of the findings indicated that lack of time and funding, inadequate facilities, uncooperative clients and lack of qualified personnel were among the challenges facing the implementation of the guidance and counselling programme. It was concluded that there were challenges in implementation of the guidance and counselling programme in Baringo county secondary schools. Based on the findings it was recommended that the teacher counsellors need to be provided with training, facilities and funds by the government and school administration. It was further

recommended teacher counsellors be employed on full time basis, time allocated for guidance and counselling sessions and the workload of teacher counsellors be reduced.

In addition, Ngumbi (2004) examined the challenges teachers face while implementing the G & C programme in public secondary schools. The study aimed at investigating how well the G & C teachers were skilled, finding out how well schools were equipped with G&C facilities and how the G & C departments were supported by the school administration. In addition, the study sought to determine the attitude of teachers towards G&C services and identification of other challenges that the G & C programme faced in secondary schools. Finally, ways were suggested in which these challenges could be overcome. The research design employed was ex-post facto. A sample of 60 teachers and 10 headteachers from Kikuyu Division was arrived at through proportionate stratified sampling of schools and purposive sampling of teachers. Instruments used in the study were teachers' and head teachers' questionnaires to collect data and their validity was established as adequate. Data from the questionnaire was analyzed and interpreted using descriptive statistics, in particular frequencies and percentages. From the findings it was established that the G & C teachers did not have adequate G & C skills and lacked sufficient administrative support, especially on financial provision to run the programme effectively. Additionally, challenges such as lack of motivation of teachers and inadequate time to render G & C services. The study further established that in spite of teachers having a positive attitude towards the G & C programme, its ability to boost the teaching and learning process and improve discipline among students was wanting. The study

identified remedies to address these challenges. These included: provision of resources and funds toward G&C programmes in schools, initial training and in servicing of G&C teachers, motivation of G&C teachers, creating time for G&C programme in the school timetable and involving all stakeholders in G&C issues.

In Ghana, some studies have been carried out in seeking out the issues that affect the provision of guidance services. Larsey (2013) carried out a study to assess the challenges facing counsellors in Senior High schools in the Kpando Municipality in the Volta Region of Ghana. The results of the study showed that lack of clear policy on guidance activities, too much work load for counsellors, lack of support from principals/teachers, lack of equipment, and the lack of professional development training for counsellors were the major challenges facing the effective delivery of guidance services in Senior High schools in the Kpando Municipality. All these challenges point to the fact that some stakeholders (government and school administration) were not doing their work as expected of them. In a similar vein, Akpa cited in Asamari (2015) revealed that insufficient time allocated to guidance and counselling programmes, inadequate number of trained counsellors, lack of funds and office accommodation were the major challenges facing the provision of guidance and counselling services in colleges of education in the Volta Region. Again, this points to the fact that some of the stakeholders were not performing their roles well. Sackey (2007) has also recommended that reduction of teaching load of counsellors, provision of office accommodation, and sponsorship packages for counsellors to attend seminars and workshops to update their knowledge and skills in counselling are measures that can help

enhance the delivery of guidance services in secondary schools in the Central Region of Ghana. From Sackey's view, it is evident that when all stakeholders are playing their roles, there can be an effective delivery or provision of guidance services. Finally, Bobga (2016) revealed that guidance and counselling in Cameroon faced several challenges including the lack of trained counsellors, lack of commitment of government officers, lack or inadequate funding and the blurred role of counsellors or guidance and counselling coordinators.

Chapter Summary

This chapter reviewed literature related to the study. The review was done under three main sections, the theoretical framework, conceptual review and the review of related empirical studies. The main theory that the study was based on is the Role theory. Concepts relating to guidance and counselling were also reviewed. In the literature review, it was found that guidance and counselling coordinators are needed in ensuring that students and teachers both have success in the teaching and learning process. Again, it was realized that the level of training of guidance and counselling coordinators as well as support from government and other stakeholders are key in achieving success in guidance and counselling. However, it was realized that even though several studies have been carried out on the provision of guidance and counselling in Ghana, none appeared to specifically look at the role of stakeholders in the provision of guidance and counselling. This therefore provided a gap in the literature to be bridged by the current study.

CHAPTER THREE

RESEARCH METHODS

The purpose of this study was to evaluate the roles of stakeholders in the impact of guidance and counselling programmes in senior high schools in the Upper West region. This chapter dealt with the research methods of the study. It covers the research design, population, sampling procedures, data collection instrument, data collection procedure, and the data processing and data analysis.

Research Design

In carrying out this study, the descriptive survey research design was used. The descriptive survey was used within the quantitative approach. Descriptive survey has been described by Amedahe (2002), as the design which involves collecting data that enable the researcher to answer research questions and test hypotheses that describe the current status of the subject under study in their natural settings. The purpose of descriptive survey design is therefore to study the relationships that exist, practices that prevail, beliefs and attitudes held, the processes that are going on and the effects felt or trends that are developing (Best & Kahn, 2001). Thus, in the context of the current study, descriptive survey is to help evaluate the roles of stakeholders of guidance and counselling.

Descriptive survey designs have several advantages. According to Morrison (1993), descriptive survey helps gather data on a one-shot basis and hence is economical and efficient, generates numerical data, captures data

from multiple choices such as, closed questions, test scores or observation schedules. This is confirmed Sayer (2000), who argued that the descriptive survey design allows information to be collected systematically and fully within a limited time with limited resources. Again, Neuman (2000) opined that descriptive survey is helpful in indicating trends in attitudes and behaviours, and enabling generalization of the findings of a study. In this study, descriptive survey helped to identify the roles of the various stakeholders (counsellors, administrators and government) and how these roles affect the provision of guidance services.

In spite of these advantages, descriptive survey designs have some limitations. According to Rose, Spinks and Canhoto (2015), descriptive survey is limited particularly when a single respondent is asked to report on behalf of a whole organisation. In the instance, where the respondents are not very knowledgeable about the activities of the organisation, there might not be consensus among the respondents on the issue of discussion which may lead to unreliable data. To overcome this however, sampling several or multiple respondents can help improve the reliability of the data obtained through descriptive surveys. Regardless of this demerit, the descriptive survey design was considered appropriate for the study because it helped to describe the roles of the various stakeholders (counsellors, administrators and government) and how these roles affect the effective provision of guidance and counselling as it exists in the Upper West region.

Population

Population in research has been described by Osuala (2005) as comprising the totality of units having certain defined characteristics in common. In other words, it is the group of interest to the researcher and to which the result of the study will be generalised. In the current study, the population of study included staff and students. The staff comprised the district directors of education, school heads, teachers and guidance and counselling coordinators in the Upper West Region. The upper West region has 11 districts and 32 Senior High Schools. The population of students was 28,260 while the population of the staff (district directors of education, school heads, teachers, and guidance and counselling coordinators) was 1,516.

Sample and Sampling Procedure

Sample in research has been defined as the segment of the population that is selected for an investigation (Ofori & Dampson, 2011). It is a portion of the population selected for the study and as such is expected to mirror the population from which it comes (Trochim, 2005). This sample size was selected based on Krejcie and Morgan's (1970) table for determining sample size. Based on the population of staff of 1516, a sample of 308 was chosen for the study while a sample of 380 students was selected for the population of 28,260. In all, a total of 688 respondents were involved in the study.

The sample was selected via proportional stratified sampling procedure. The respondents were selected based on the stratas of their various populations. Stratified sampling according to Gravetter and Forzano (2009) is useful when a researcher wants to describe each individual segment of the population or wants to get views from different segments within a population.

The respondents were put into strata and then sampled randomly. According to Ahmed (2009), in proportional stratified random sampling, the proportion of each stratum sampled is identical to the proportion of the stratum in the population. The main advantage of this technique according to Gravetter and Forzano is that it guarantees that each of the different subgroups will be well represented with relatively large groups of individuals in the sample. It is therefore appropriate for examining and comparing subgroups.

In this study, the various strata encountered were teachers, school heads, guidance and counselling coordinators, district directors of education and students. Thus, respondents in these categories were sampled for the study. In getting the number of respondents for each category, the sample size of each stratum was obtained by calculating on the basis of the size of each stratum within the main population. Thus, for each category of respondent, the sample size was based on the size within the population. In doing so, the size of stratum within the population was divided by the main population and multiplied by the sample size of the study. Thus, using the equation $\frac{n}{N} \times S$ with n (size of stratum), N (size of population) and S (Overall sample size).

After obtaining the sample size for each stratum, the actual respondents were sampled at random. This ensured that in each stratum, every individual had the chance of been selected. Selecting the respondents at random help take away biases thereby reducing the margin errors in the sampling. The sample distribution of the respondents is shown in Table 1.

Table 1 – *Population and Sample Distribution of Respondents*

Category	Population	Sample
District Directors of Education	11	2
Guidance and Counselling Coordinators (SHS)	32	7
Senior High School Heads	32	7
SHS Teachers	1,441	292
SHS Students	28,260	380
Total	29,776	688

Source: Data from Regional Education Office and Researcher’s own Calculation

Data Collection Instrument

Data was collected in this study by using questionnaires. A questionnaire is a research instrument used in collecting data made of carefully constructed questions to obtain self-reported answers about general and personal issues (Gravetter & Forzano, 2009). In this study, the questionnaire was designed to solicit information about the roles of stakeholders affecting the provision of guidance and counselling. The instruments therefore measured constructs relating to the roles of the different stakeholders in guidance and counselling.

Questionnaires have several advantages. For instance, Kumar (1999) opined that using questionnaires ensures that there is anonymity since there is no face to face interaction as in interview. This anonymity can help make the data more reliable because the respondents will be willing to respond more honestly since there will be no way to determine which individual responded to which question. However, the disadvantages of the written questionnaire

include not having the flexibility of interviews. Again, the use of questionnaires can be problematic since questions can be answered only when they are sufficiently easy and straightforward to be understood with the given instructions and definitions.

Five different sets of questionnaire were used in the study, one set of questionnaire each for school heads, teachers, district directors, students and guidance and counselling coordinators. The questionnaires were self-designed and were on the four-point Likert-type scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The section on the roles of the stakeholders was however on a scale of Very Often (VO), Often (O), Rarely (R) and Never (N).

In developing the questionnaires, the research did an extensive review of literature relating to the study. The results from the various studies informed the items on the questionnaires. The questionnaires were then validated by my supervisors and also subjected to reliability test after carrying out a pilot study.

The questionnaire for the school heads had five sections. Section A covered the demographic characteristics of the respondents with three items. Section B covered the specific roles of school heads in guidance and counselling with five items. Section C also covered the support obtained from government for guidance and counselling made up of six items. Section D dealt with the level of support school heads give to guidance and counselling programmes made up of four items. The final section (E) covered the challenges encountered in the delivery of guidance and counselling

programmes in schools made up of six items. Overall, the questionnaire for school heads was made up of 24 items.

The questionnaire for teachers was made up of three sections. The first section (A) covered the demographic data of the respondents made up of two items. Section B covered the specific roles of teachers in guidance and counselling made up of five items. The final section (C) covered the support teachers give to guidance and counselling programmes made up of four items. Overall, the questionnaire for the teachers was made up of 11 items.

The questionnaire for the district directors was open-ended and made up of four sections. Section A covered the demographic characteristics of the respondents made up of two items. Section B covered the specific roles of district directors in guidance and counselling. Section C covered the support given by the government for guidance and counselling programmes. The final section (D) covered the challenges encountered in the delivery of guidance and counselling programmes in schools.

The questionnaire for the guidance and counselling coordinators in the schools was made up of six sections. Section A covered the demographic characteristics of the respondents made up of two items. Section B covered the specific roles of guidance and counselling coordinators made up of five items. Section C covered the level of support from government for guidance and counselling programmes made up of six items. Section D dealt with the support from school heads and teachers for guidance and counselling programmes made up of six items. Section E dealt with the influence of level of expertise, competence and experience of guidance and counselling coordinators on their roles and was made up of five items. The final section

(F) covered the challenges encountered in the delivery of guidance and counselling programmes in schools made up of six items. The last questionnaire was for the students. It had two main sections with the first section covering the demographic characteristics of the respondents made up of three items. The last section covered the roles played by students in guidance and counselling and was made up of five items. Overall, the questionnaire for students was made up of eight items.

Validity and Reliability

The validity of the questionnaire was ascertained by my supervisors. According to Bhattacharjee (2012), validity refers to the extent to which an instrument adequately represents the underlying construct or content that it is supposed to measure. My supervisors assessed the content validity of the data collection instrument because expert advice is usually the best way to ascertain the content validity of an instrument. Content validity refers to the extent to which the content of an instrument measures what it intends to measure. Content validity was used because it will help ensure that the questionnaire measures every objective of the study. My supervisors therefore check for the content validity of the instrument.

Further, the reliability of the instrument was also ascertained. Jackson (2011) has defined reliability as the consistency or stability of a data collection instrument in measuring what it is supposed to measure. The internal consistency method of reliability was used. The reliability of the questionnaire was obtained after the pilot test of the instrument. The reliability was obtained by calculating Cronbach Co-efficient Alpha. The pilot test was done with 30 teachers, 50 students, two school heads, two guidance and counselling

coordinators and two district directors of education in the Upper East Region. The reliability co-efficient obtained for the different sets of questionnaires were students (0.756), teachers (0.932), school heads (0.821), guidance and counselling coordinators (0.852) and district directors (0.775).

The reliability coefficients for the various sub-sections on the student' questionnaire were section B (0.866), C (0.705) and D (0.787). For the teachers' questionnaire, the reliability coefficients were section B (0.891) and C (0.847). The reliability coefficients for the guidance and counselling coordinators questionnaire were B (0.803), C (0.825), D (0.835), E (0.805) and F (0.820). For the school heads, the coefficients were B (0.810), C (0.820), D (0.803), and E (0.805). Finally, the reliability coefficients for the district directors' questionnaire were B (0.750), C (0.715) and D (0.755).

All the reliability coefficients obtained were beyond 0.7 and therefore all the questionnaires were deemed reliable for the study. Fraenkel and Wallen (2000) have indicated that a reliability co-efficient greater than 0.7 implies that the instrument is reliable enough for research.

Data Collection Procedures

In carrying out the data collection, the first step was to obtain ethical clearance from the Institutional Review Board in the University of Cape Coast. After getting the ethical clearance, the researcher took an introductory letter from the Department of Guidance and Counselling. The introductory letter was taken to the various schools and districts to be able to get the permission to collect data from the respondents.

The researcher then sought for the consent of the respondents by giving them an informed consent form to fill. After obtaining the consent of

the respondents, the researcher administered the questionnaires to the respondents. In administering the questions to the respondents, the purpose of the study was explained to the respondents and they were given the chance to ask questions and decide ultimately whether to participate in the study or not.

The researcher administered the questionnaires in person after which he waited for the respondents to complete answering the questionnaires before taking them back. Respondents were not permitted to take the questionnaires to their homes. This helped obtain a 100% return rate of the questionnaires. A period of six weeks was used in collecting the data.

Data Processing and Analysis

The data collected was checked manually for errors. The data was inputted using Statistical Product for Service Solution (SPSS) and coded and analysed through the use of the SPSS. The demographic data of the respondents was analysed descriptively using frequencies and percentages. The data for the all the research questions was analysed using means and standard deviations. However, the data obtained from the district directors was analysed thematically.

Ethical Considerations

The researcher adhered to some ethical issues in carrying out this study. The researcher gave consideration to consent as already indicated in the section on data collection procedure. The consent form explained the purpose of the study to the respondents so they can make their own choice. Again, the researcher gave the respondents the freedom to decide and respond to the items on the questionnaire in their own way. Thus, the researcher did not force the respondents to respond to the questionnaires in some pre-determined way.

This ensured that there was autonomy of the respondents and also helped avoid prejudice.

In addition, the researcher assured the respondents of confidentiality and anonymity. Thus, the respondents' identity as individuals was not required in the study. Again, the information obtained from the respondents were kept private and confidential. The researcher ensured that the data collected are kept safe and not exposed to the public. The results of the study were however used as bases for recommendations on improving the provision of guidance services in the Upper West Region and the country at large. Finally, the researcher ensured that any work quoted are properly cited and referenced using the American Psychology Association (APA) system of referencing while doing paraphrasing to avoid plagiarism.

Chapter Summary

This chapter covered the research methods involved in the study. The descriptive survey design was adopted for the study, using a population of school heads, teachers, students, district directors, guidance and counselling coordinators and students in the Upper West Region of Ghana. Four sets of questionnaire will be used in collecting data for the study. A period of six weeks was used in collecting the data and the data collected were analysed according to the research questions for the study.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

The study intends to evaluate the roles of stakeholders on the impact of guidance and counselling programmes in senior high schools in the Upper West Region. This chapter presented the results and discussion of the study.

Results

The demographic characteristics of the respondents are presented first followed by the results for the research questions.

Demographic Characteristics of Respondents

The demographic characteristics of the respondents are presented in this section. The section covers the demographic characteristics of students, teachers, guidance and counselling coordinators, school heads and district directors. These are presented in Tables 2, 3, 4 and 5. A sample of 380 students, 292 teachers, seven guidance and counselling coordinators, seven school heads and three district directors were involved in the study.

Table 2 - *Demographic Characteristics of Students*

Characteristic	Frequency (f)	Percentage (%)
Gender		
Male	186	48.9
Female	194	51.1
Age		
Below 16	15	3.9
17 and above	365	96.1

Source: Fieldwork (2018)

Table 2 covers the demographic characteristics of the students. It is shown that majority of the respondents (194, 51.1%) were females while 186(48.9%) were males. In terms of age, 365(96.1%) were 17 years and above while only 15(3.9%) were below 16 years and above.

The demographic characteristics of the teachers are presented in Table 5.

Table 3 - *Demographic Characteristics of Teachers*

Characteristic	Frequency (f)	Percentage (%)
Gender		
Male	248	84.9
Female	44	15.1
Age		
Below 25	4	1.4
26-50	284	97.2
51 and above	4	1.4

Source: Fieldwork (2018)

It is shown in Table 3 that majority of the respondents (248, 84.9%) were males while 44(15.1%) were females. It is also clear in the table that majority of the respondents (284, 97.2%) were between the ages of 26 and 50.

The demographic characteristics of the guidance and counselling coordinators are presented in Table 4. It is shown that 5(71.4%) of the respondents were males while the remaining 2(28.6%) were females. In terms of age, Table 4 shows that 5(71.4%) were between the ages 26 to 50 while the remaining 2(28.6%) were 51 years and above.

Table 4 – *Demographic Characteristics of Guidance and Counselling Coordinators*

Characteristic	Frequency (f)	Percentage (%)
Gender		
Male	5	71.4
Female	2	28.6
Age		
26-50	5	71.4
51 and above	2	28.6

Source: Fieldwork (2018)

The demographic characteristics of the school heads are presented in Table 5.

Table 5 - *Demographic Characteristics of School Heads*

Characteristic	Frequency (f)	Percentage (%)
Gender		
Male	3	42.9
Female	4	57.1
Age		
26-50	1	14.3
51 and above	6	85.7

Source: Fieldwork (2018)

Table 5 shows that 4(57.1%) of the school heads in the study were females while 3(42.9%) were males. In terms of age, 6(85.7%) of the school heads were 51 years and above while only one respondent was between the ages of 16 and 50.

All the three district directors involved in the study were males and were all beyond the ages of 51.

The demographic characteristics of the respondents are relevant in this study because they have an influence on the roles of the respondents in guidance and counselling.

Research Questions

Research Question 1: What are the specific roles of stakeholders of guidance and counselling in senior high schools in the Upper West Region?

This research question sought to identify the specific roles of the various stakeholders. The data was analysed using means and standard deviations. The cut off point for determining a higher mean from lower mean was 2.50. Mean values greater than 2.50 are considered high and vice versa. A higher mean implies that most of the respondents agreed to the specific statement. The results are presented in Tables 6, 7, 8 and 9.

Table 6 – *Specific Roles Played by Students*

Statement	Mean	Std. Dev.
Students participate in G and C programmes	2.59	0.97
Students encourage their peers to participate in G and C programmes	2.33	1.07
Students provide feedback on the success of G and C programmes	2.35	1.04
Students engage in peer counselling for colleagues who do not visit the counselling unit	2.37	0.99
Students assist guidance and counselling coordinators in the organization of guidance programmes	2.32	0.99
Mean of Means and SD	2.39	1.01

Source: Fieldwork (2018)

Table 6 shows that the statement ‘students participate in G and C programmes’ recorded the highest mean of 2.59 and a standard deviation of 0.97. This was the only statement with a mean above 2.50. Next to this, the

statement ‘students engage in peer counselling for colleagues who do not visit the counselling unit’ recorded a mean of 2.37 and a standard deviation of 0.99. These results imply that majority of the respondents agreed that they participate in guidance and counselling programmes and also engage in peer counselling for those who are not able to visit the counselling unit. On the other hand, the statement with the lowest mean was ‘students assist guidance and counselling coordinators in the organisation of guidance programmes (M=2.32, SD=0.99)’. Thus, this statement had the agreement of the least number of respondents.

The specific roles played by the teachers are presented in Table 7.

Table 7 – *Specific Roles played by teachers*

Statement	Mean	Std. Dev.
Providing consultation to counsellors	2.34	0.76
Assisting counsellors in handling problems of students	2.82	1.05
Serving as resource person for guidance programmes	1.98	0.92
Cooperating with counsellors in handling difficult students	2.83	1.14
Referring students with issues to the counsellor	2.71	0.89
Mean of Means and SD	2.54	0.95

Source: Fieldwork (2018)

Table 7 shows the specific roles played by the teachers. It is clear that the statement ‘cooperating with counsellors in handling difficult students’ recorded the highest mean of 2.83 while the statement ‘Serving as resource person for guidance programmes’ recorded the lowest mean of 1.98 and standard deviation of 0.92. This implies that most of the respondents agreed to

cooperating with counsellors in handling difficult students compared to serving as resource persons for guidance programmes. The other significant roles of the teachers were assisting counsellors in handling problems of students (M=2.82, SD=1.05) and referring students with issues to the counsellor (M=2.71, SD=0.89).

The specific roles played by the guidance and counselling coordinators are presented in Table 8.

Table 8 - *Roles played by G and C Coordinators*

Statement	Mean	Std. Dev.
G and C coordinators assist students cope with challenges	3.86	0.38
G and C coordinators organise guidance programmes for students	3.86	0.37
G and C coordinators help solve emotional and behavioural problems of students	3.71	0.49
G and C coordinators help students make career choices	3.71	0.48
G and C coordinators work with administrators and teachers to handle disciplinary issues	3.43	1.13
Mean of Means and SD	3.71	0.57

Source: Fieldwork (2018)

Table 8 shows the specific roles played by the G and C Coordinators. All the statements in the table had mean values greater than 2.50. This implies that there was high agreement for all the statements. It is revealed that most of the respondents agreed to the statements ‘G and C coordinators assist students cope with school challenges (M=3.86, SD=0.38) and G and C coordinators

organise guidance programmes for students (M=3.86, SD=0.37). From the results in the table, it can be inferred that guidance and counselling coordinators assisted students cope with school challenges, organized guidance programmes and helped students deal with emotional problems as well as make career choices.

The specific roles played by the school heads are presented in Table 9.

Table 9 – *Specific Roles played by School Heads*

Statement	Mean	Std. Dev.
Providing consultation to counsellors	2.71	0.49
Assisting counsellors in handling problems of students	3.14	0.89
Serving as resource person for guidance programmes	2.43	0.79
Cooperating with counsellors in handling difficult students	3.43	0.53
Referring students with issues to the counsellor	2.86	0.38
Mean of Means and SD	2.91	0.62

Source: Fieldwork (2018)

Table 9 shows the specific roles played by school heads. It is clear from the table that majority of the respondents agreed to cooperating with counsellors in handling difficult students (M=3.43, SD=0.53). Most of the respondents also agreed to assisting counsellors in handling the problems of students (M=3.14, SD=0.89). On the other hand, the level of agreement among the respondents to serving as resource persons for guidance programme was low since it recorded the lowest mean of 2.71 and a standard deviation of 0.49.

Comparing the mean of means across the various stakeholders, students (M=2.39), teachers (M=2.54), G and C Coordinators (M=3.71) and

school heads ($M=2.91$), it can be realised that the mean for the G and C coordinators was higher than the mean for the other stakeholders. This implies that the G and C coordinators were playing their roles more than the other stakeholders.

The open-ended questions posed to the district directors revealed some major themes. The major themes were providing the guidance and counselling coordinators with the needed support, providing supervision for guidance programmes and engaging all other stakeholders for success in guidance programmes. The directors indicated that on some occasions, district directors served as resource persons for guidance programmes.

Research Question 2: What is the level of Government support for guidance and counselling programmes in senior high schools in the Upper West Region?

This research question was intended to bring out the level of government support for guidance and counselling programmes. Guidance and counselling (G and C) coordinators, school heads and district directors were required to provide answers to this question. The questionnaire was on a scale of 'Strongly Disagree=1', 'Disagree=2', 'Agree=3' and 'Strongly Agree=4'. The data obtained from the coordinators and school heads was analysed using means and standard deviations. A cut-off point of 2.50 was set to determine which mean was higher or lower. Thus, a mean value greater than 2.50 was considered high and a mean value less than 2.50 was considered low. A higher mean implies a higher level of agreement to the specific statement. The results are presented in Tables 10 and 11.

Table 10- *G and C Coordinators views of the Level of Support from Government*

Statement	Mean	Std. Dev.
Government has budget allocation for guidance and counselling in schools	1.14	0.38
Government organises training and refresher course for guidance and counselling coordinators	1.86	0.69
Government provides facilities for guidance and counselling in schools	1.57	0.53
Government ensures that schools have professionally trained counsellors	2.57	0.98
Government provides extra financial motivation for guidance and counselling coordinators	1.43	0.69
Government monitors the provision of guidance and counselling in schools	1.88	0.69
Mean of Means and SD	1.74	0.66

Source: Fieldwork (2018)

Table 10 shows the level of government support for guidance and counselling programmes as indicated by the guidance and counselling coordinators. It can be seen that most of the means are lesser than 2.50 implying that most of the respondents disagreed to the statements. The statement with the highest mean however was government ensures that schools have professionally trained counsellors (M=2.57, SD=0.98) implying that this statement had the agreement of most of the respondents. The implication of the results in Table 11 is that apart from ensuring that schools had professionally trained counsellors, the government did not provide much support particularly in terms of budget allocation (M=1.14, SD=0.38) and financial motivation for coordinators (M=1.43, SD=0.69).

The views of school heads on the level of government support are presented in Table 11.

Table 11 - *School Heads' views of the Level of Support from Government*

Statement	Mean	Std. Dev.
Government has budget allocation for guidance and counselling in schools	1.43	0.53
Government organises training and refresher course for guidance and counselling coordinators	1.71	0.49
Government provides facilities for guidance and counselling in schools	1.71	0.49
Government ensures that schools have professionally trained counselors	1.57	0.53
Government provides extra financial motivation for guidance and counselling coordinators	1.29	0.76
Government monitors the provision of guidance and counselling in schools	1.57	0.79
Mean of Means and SD	1.55	0.59

Source: Fieldwork (2018)

Table 11 shows the views of the school heads on the level of government support for guidance programmes. From Table 13, it is evident that most of the respondents disagreed to all the statements since all the statements recorded very low means, all below 2.50. The implication of the results is that most of the respondents disagreed to government providing extra financial motivation for guidance and counselling coordinators (M=1.29, SD=0.76) and budget allocation for guidance and counselling in schools (M=1.43, SD=0.53).

Comparing the mean of means of the level of government support according to the G and C coordinators and the school heads, it can be seen that the G and C coordinators ranked higher.

The district directors in the study however indicated that government ensured that senior high schools had professionally trained counsellors and providing training and refresher courses for guidance and counselling coordinators. The district directors also indicated that government monitors provision of guidance programmes. All these supports were provided through the district directors.

Research Question 3: What is the level of support from school administration and teachers for the guidance and counselling programmes in senior high schools in the Upper West Region?

This research question was meant to identify the level of support from teachers and school administration in the provision of guidance and counselling. Teachers, school heads and guidance and counselling coordinators were required to answer this research question. The data was analysed using means and standard deviations. A cut-off point of 2.50 was set to determine which mean was higher or lower. Thus, a mean value greater than 2.50 was considered high and a mean value less than 2.50 was considered low. A higher mean implies a higher level of agreement. The results are presented in Tables 12, 13 and 14.

Table 12 - *Level of Support from teachers (Views of Teachers)*

Statement	Mean	Std. Dev.
Ensuring that students access guidance and counselling programmes	2.91	0.84
Supporting G & C coordinators in delivery of their duties	3.19	0.92
Providing resources that can help G & C coordinators	2.56	0.97
Mean of Means and SD	2.89	0.91

Source: Fieldwork (2018)

Table 12 shows the level of support given by teachers in the delivery of guidance programmes. All the means recorded were above 2.50 implying higher means. It is clear from the table that most of the respondents agreed that teachers supported G & C coordinators in the delivery of their duties (M=3.19, SD=0.92). Again, the respondents agreed that teachers ensured that students access guidance and counselling programmes (M=2.91, SD= 0.84) and provided other resources that can help G & C coordinators (M=2.56, SD=0.97). Thus, overall, it can be inferred that the teachers indicated that they gave support to the success of guidance and counselling.

The views of school heads on the level of support they give to guidance and counselling are shown in Table 13.

Table 13 - *Level of Support from School Administration (Views of School Heads)*

Statement	Mean	Std. Dev.
School administrators allocate a portion of their school budget to support guidance and counselling programmes	1.14	0.38
School administrators apportion specific times for guidance and counselling programmes in their schools	2.71	0.76
School administrators give G & C coordinators the freedom to operate	3.43	0.53
Mean of Means and SD	2.43	0.56

Source: Fieldwork (2018)

Table 13 shows the level of support that school administration gives to guidance and counselling in senior high schools. It is made clear from the table that the main support given by school administration is giving guidance

and counselling coordinators the freedom to operate (M=3.43, SD=0.53). The school heads also indicated that school administration apportioned specific times for guidance and counselling programmes (M=2.71, SD=0.76). However, the school heads did not agree that school administrators allocated portion of school budget to guidance and counselling programmes (M=1.14, SD=0.38). It can be realised therefore that the support from school administration was in the form of freedom to operate and specific times for guidance and counselling programmes but not in terms of finances.

The views of guidance and counselling coordinators on the support they receive from teachers and administrators are presented in Table 14.

Table 14 - *Level of Support from School Heads and Teachers (Views of G& C Coordinators)*

Statement	Mean	Std. Dev.
School administrators allocate a portion of their school budget to support guidance and counselling programmes	2.00	0.82
School administrators apportion specific times for guidance and counselling programmes in their schools	2.86	0.89
Teachers consult with coordinators to help students	2.86	0.69
Teachers keep an eye on students who access counselling	2.29	0.76
Students are referred to G & C coordinators by teachers and administrators	2.85	0.69
School administrators give G & C coordinators the freedom to operate	2.71	0.49
Mean of Means and SD	2.49	0.72

Source: Fieldwork (2018)

Table 14 shows the level of support that guidance and counselling coordinators receive from teachers and administrators. It is clear from the table that four statements recorded means greater than 2.50 while the remaining two statements recorded means less than 2.50. It is revealed by the coordinators that school administrators apportioned specific times for guidance and counselling programmes in their schools ($M=2.86$, $SD=0.89$). Again, it was shown that teachers consult with G and C coordinators to help students ($M=2.86$, $SD=0.69$). Students were also referred to G and C coordinators by teachers and administrators ($M=2.85$, $SD=0.69$). The implication of these results is that support was received from teachers and administrators but not in financial terms.

Comparing the views of the guidance and counselling coordinators and the school heads, it can be inferred that the mean of means of the G and C coordinators ranked higher (2.49) than that of the school heads (2.43).

Research Question 4: To what extent do factors such as level of expertise, competence and experience influence the roles of guidance and counselling coordinators in senior high schools in the Upper West Region?

This research question sought to identify the extent to which the level of expertise, competence and experience affect the roles of guidance and counselling coordinators in senior high schools in the Upper West Region. The guidance and counselling coordinators were required to answer this question. The data obtained was analysed using means and standard deviations. A higher mean implies a higher level of agreement. The results are presented in Table 15.

Table 15 - *Influence of level of expertise, competence and experience on the roles of G and C Coordinators*

Statement	Mean	Std. Dev.
Expertise of G & C coordinators help them assist students fully	3.29	0.49
Training equips G & C coordinators with the needed knowledge to perform their roles	3.86	0.38
Training helps G & C coordinators adhere to all ethical issues	4.00	0.00
Experience of G & C coordinators helps them discharge their duties well	3.86	0.38
The level of professionalism of G & C coordinators depend on their level of training	4.00	0.00
Mean of Means and SD	3.80	0.25

Source: Fieldwork (2018)

Table 15 shows the extent to which the expertise, competence and experience of the coordinators affect the performance of their roles. All the respondents agreed that training helps G and C coordinators adhere to all ethical issues (M=4.00, SD=0.00) and that the level of professionalism of G and C coordinators depend on their level of training (M=4.00, SD=0.00). Some of the ethical issues that G and C coordinators adhered to are confidentiality, consent, and non-maleficence.

Again, the coordinators indicated that training equips G and C coordinators with the needed knowledge to perform their roles (M=3.86, SD=0.38) and that experience of coordinators helps them discharge their duties well (M=3.86, SD=0.38). The implication of the results is that training and experience equips G and C coordinators with the needed skills to be able to deliver their duties well.

Research Question 5: What are the challenges encountered in the delivery of guidance and counselling programmes in senior high schools in the Upper West Region?

This research question sought to identify the challenges encountered in the delivery of guidance and counselling programmes in senior high schools in the Upper West Region. Guidance and counselling coordinators and school heads were required to answer this question. The data obtained was analysed using means and standard deviations. A higher mean implies a higher level of agreement. The results are presented in Table 16.

Table 16 - *G and C Coordinators Views on the Challenges Encountered in Delivery of Guidance and Counselling Programmes*

Statement	Mean	Std. Dev.
Facilities to carry out guidance and counselling not adequate	3.57	0.53
Training and courses on guidance and counselling for coordinators not adequate	3.43	0.53
Lack or inadequate support from government for guidance and counselling	3.57	0.53
Inadequate support from school administration	3.00	0.81
Lack or inadequate support and cooperation from teachers	3.00	0.82
Negative perceptions about guidance and counselling programmes	3.00	0.58
Mean of Means and SD	3.26	0.63

Source: Fieldwork (2018)

Table 16 shows the views of the G and C Coordinators on the problems of guidance and counselling. It is shown that major problems of guidance and counselling as indicated by the respondents included facilities not adequate (M=3.57, SD=0.53), lack or inadequate support from government (M=3.57, SD=0.53). The respondents also indicated that training and courses

on guidance and counselling for coordinators not was adequate (M=3.43, SD=0.53).

Furthermore, it can be seen from Table 16 that the other problems of guidance and counselling were inadequate support from government, school administration and teachers. There was also an indication that there are negative perceptions about guidance and counselling.

The views of school heads on the problems of guidance and counselling are presented in Table 17.

Table 17 - *School Heads' Views on the Challenges Encountered in Delivery of Guidance and Counselling Programmes*

Statement	Mean	Std. Dev.
Facilities to carry out guidance and counselling not adequate	3.43	0.53
Training and courses on guidance and counselling for coordinators not adequate	3.43	0.53
Lack or inadequate support from government for guidance and counselling	3.43	0.53
Inadequate support from school administration	2.43	0.98
Lack or inadequate support and cooperation from teachers	2.43	0.98
Negative perceptions about guidance and counselling programmes	3.29	0.49
Mean of Means and SD	3.07	0.67

Source: Fieldwork (2018)

Table 17 shows that the major problems of guidance and counselling identified by the school heads include inadequate facilities (M=3.43, SD=0.53), inadequate training and courses for coordinators (M=3.43, SD=0.53) and inadequate support from government (M=3.43, SD=0.53).

Negative perceptions about guidance and counselling programmes ($M=3.29$, $SD=0.49$) was also identified as a problem in schools. However, inadequate support from administrators and teachers was the least identified problem.

Discussion

Specific Roles played by stakeholders in Guidance and Counselling

In terms of the specific roles of stakeholders, the study showed that students participated in guidance and counselling programmes and engaged in peer counselling for those who are not able to visit the counselling unit. The students did not however assist guidance and counselling coordinators in the organisation of guidance programmes. In the organization of guidance programmes, what is mostly expected of students is their participation as well as helping their colleagues who are not able to participate. The findings are in support of the findings of Weissberg and Myrick (2007) who revealed that students are in integral part of the guidance programme in schools. They are those who participate in the programme and also engage in peer counselling after acquiring the right and needed skills.

The study also found that teachers cooperated with counsellors in handling difficult students, assisted counselors in handling problems of students and provided consultation to counselors. Teachers are the people who are mostly close to students and therefore can have a closer look at the behaviours and problems of students. In this regard, teachers are in the best position to assist counselors handle difficult or stubborn students and also help solve the problems of students. These findings are in line with the findings of several researchers. For instance, Kourkoutas (2012) revealed that teachers and counselors work together in schools on any difficulties in the schools.

Solomon and Nashat (2010) also pointed out that teachers assist and are assisted to manage any issues they may encounter. The importance of the roles of teachers in the guidance programme has been confirmed in several other works (Erchul & Sheridan, 2008; MacBeath, Galton, Steward, MacBeath, & Page, 2006).

The study further revealed that guidance and counselling coordinators assisted students to cope with school challenges, organized guidance programmes and helped students deal with emotional problems as well as make career choices. These are the fundamentals required from school counselors. Concern for the wellbeing of students as well as their overall development is what counselors are needed in schools for. This finding is in line with the finding of Brigman and Campbell (2007) which revealed that school counsellors help pupils/students acquire effective mastery of social and emotional competencies for easy adjustment in schools. This is important because good adjustment is associated with greater well-being, better academic achievement and behaving in appropriate ways. In a similar vein, Horgan (2003) described the role of guidance counsellors as equipping students with competence in area of social and emotional adjustment to enable them obtain abilities to generate and coordinate flexible, adaptive response to daily needs, demands and pressure in a more profitable and constructive manner. It is in this regard that UNESCO (2006) argued that a hallmark of students' behaviour rests on the provision of guidance services in schools. School-based counselling is associated with significant reductions in psychological distress which may be common among students (Cooper et al, 2013). Several other researchers have supported the view that school

counselors are need to help students empirical evidences to affirming the claims students with any difficulties in school (Adelman & Taylor, 2010; Kauffman & Landrum, 2013; Simpson & Mundschenk, 2012).

The study also showed that school heads cooperated with counsellors in handling difficult students and handling the problems of students. District directors also provided guidance and counselling coordinators with the needed support, supervised guidance programmes and engaged all other stakeholders for success in guidance programmes. District directors on some occasions served as resource persons for guidance programmes. Thus, both school heads and district directors play important roles in the provision of guidance services in schools. The findings corroborate the findings of Nduta and Gichuho (2013) that all stakeholders of guidance and counselling except parents play significant roles in the provision of guidance services. School heads being the main authorities in schools can determine the extent to which guidance programmes are successful while directors in education usually provides supervisory roles for guidance programmes.

Level of Support from Government for Guidance and Counselling

The study showed that most of the guidance and counselling coordinators revealed that the government ensured that schools have professionally trained counsellors. The guidance and counselling coordinators however indicated that the government did not provide much support particularly in terms of budget allocation and financial motivation for coordinators. The school heads indicated that the government did not provide extra financial motivation for guidance and counselling coordinators and did not provide budget allocation for guidance and counselling in schools. The

district directors indicated that government ensured that senior high schools had professionally trained counsellors and provided training and refresher courses for guidance and counselling coordinators. The district directors also indicated that government monitored provision of guidance programmes. All these views from the different categories of respondents imply that even though government ensured that professional counsellors were available, they did not provide much support (financially) for guidance programmes.

These findings support the findings of Alemu (2013) that in schools in Ethiopia the guidance and counselling programme was not receiving the needed financial support because the government was not very supportive of guidance and counselling programmes. Kamore and Tiego (2015) also found that in schools in Kenya, Murang'a County, guidance and counselling departments were ineffective because of the lack of clear government policies to guide guidance and counselling services in secondary schools as well as lack of financial support. This was supported by the findings in the current study. In most societies, particularly in Africa, guidance and counselling has not received much support financially from various governments. This is in spite of the recognition that guidance and counselling is important in schools. Governments in some countries like Ghana are however providing support in terms of regulations concerning schools having trained and professional counsellors. However, going by the findings of the study, the government needs to do more especially financially to support guidance and counselling in senior high schools.

Level of Support from Teachers and Administrators for Guidance and Counselling

The study found that the teachers indicated that they supported guidance and counselling coordinators in the delivery of their duties, ensured that students access guidance and counselling programmes and provided other resources that can help guidance and counselling coordinators. In essence, the teachers indicated that they gave support to the success of guidance and counselling.

The school heads also revealed that the main support given by school administration is giving guidance and counselling coordinators the freedom to operate and apportioned specific times for guidance and counselling programmes. It can be realised therefore that the support from school administration was in the form of freedom to operate and specific times for guidance and counselling programmes but not in terms of finances.

The guidance and counselling coordinators revealed that school administrators apportioned specific times for guidance and counselling programmes in their schools. Again, the coordinators revealed that teachers consulted with them to help students and also received referrals of students from teachers and administrators. The implication of these results is that support was received from teachers and administrators but not in financial terms.

The findings are good sign that school administrators and teachers are recognizing the importance of guidance and counselling in schools. This why guidance and counselling coordinators were given the freedom to operate as well as support in organising guidance programmes. The findings are in

contrast with the findings of Alemu (2013) that in secondary schools of East Harerge Zone and Hareri Region, Ethiopia, school counsellors did not have the support and backing needed from school administration and teachers. Similarly, Kamore and Tiego (2015) found that in Kenya, with specific focus on secondary schools in Murang'a County, there was a lack of administrative support for guidance and counselling. Specifically, Kamore and Tiego revealed that guidance and counselling programmes experienced a lack of facilities and financial support by school administration. The lack of financial support was however confirmed in the current study.

Support received from teachers and administrators is very important in guidance and counselling for varied reasons. Wambu and Fisher (2015) found that in Kenya, the continuous support by policy makers, school administrators, teachers, parents, students, community, and training institutions is paramount for school counselling to maintain significant positive impact on students. It is therefore advocated that school administrators and teachers provide maximum support for guidance programmes. More specifically, the support of the school head is crucial in the successful implementation and maintenance of a comprehensive school guidance and counselling program.

Influence of Level of Expertise, Competence and Experience on the Roles of Guidance and Counselling Coordinators

The study revealed that training helps guidance and counselling coordinators adhere to all ethical issues and that the level of professionalism of coordinators depend on their level of training. Again, the coordinators indicated that training equips them with the needed knowledge to perform their roles and that experience also helps them discharge their duties well. The

implication of the results is that training and experience equips guidance and counselling coordinators with the needed skills to be able to deliver their duties well. Counselling is a professional activity requiring high level of training, expertise and experience on the part of the coordinators or counsellors. The findings are in line with the findings of Oladele (1987) who reported that the quality of counselling services rendered depended a great deal on the training of the counsellors. The implication is that the level of training of counsellors determines the quality of the guidance services provided. Eyo et al (2010) also revealed that secondary education board in Nigeria should open well equipped counselling units in both urban and rural schools and appoint qualified counsellors to man the units to help ensure that guidance services are effectively provided. The level of expertise of the counsellors enhanced the effectiveness of guidance services provided. This finding is similar to the finding of the current study. In support of this, Wambu and Fisher (2015) revealed that in Kenya, the appointment of Guidance and Counselling Department heads by the Teachers Service Commission (TSC) should now take into account the training of such individuals. Additionally, Wambu and Fisher revealed that the TSC should ensure that each school has a trained full time school counsellor who does not have the dual responsibility of teaching and counselling. Nyarko-Sampson (2013) also found that tutors should have an appreciable level of training in guidance and counselling. This is because the level of training can impact on the success or otherwise of the guidance and counselling programme. The similarity among all the findings implies that the level of training, expertise, qualification and experience of

school counsellors is important to the success of guidance and counselling programmes.

Problems of Guidance and Counselling

Regarding the problems of guidance and counselling, guidance and counselling coordinators revealed that the major problems of guidance and counselling included inadequacy of facilities, lack or inadequate support from government and inadequacy of training and courses on guidance and counselling for coordinators. Other problems indicated by the coordinators included inadequate support from government, school administration and teachers and negative perceptions about guidance and counselling.

The views of school heads also indicated the same problems as the guidance and counselling coordinators. They revealed that the the major problems of guidance and counselling include inadequacy of facilities, inadequacy of training and courses for coordinators and inadequacy of support from government. Negative perception about guidance and counselling programmes was also identified as a problem in schools. However, inadequate support from administrators and teachers was the least identified problem even though the guidance and counselling coordinators indicated it as a major challenge. This contradiction could be because the school heads were not forthcoming about the actual issues.

In summing up all the problems of guidance and counselling as indicated by the guidance and counselling coordinators and the school heads, it is realised that there are several similarities. The common problems from the two categories of respondents are inadequacy of facilities, inadequacy of training and courses for coordinators and inadequacy of support from

government as well as negative perception about guidance and counselling. The facilities required include a private room as well as reading and counselling materials. These findings are in line with the findings of Charema (2008) that in Botswana, inadequate training and inadequate counselling facilities hindered the effective provision of counselling in secondary schools as perceived by the school counsellors. In a similar vein, the findings are in consonance with the findings of Nyamwange et al (2012) that in Nyamira District in Kenya, lack of adequate guidance and counselling training for teacher-counsellors, inadequate resources, and lack of requisite support for guidance and counselling programmes affected the provision of guidance and counselling. In Ghana, Larsey (2013) found that in senior high schools in the Kpando Municipality in the Volta Region of Ghana, there was a lack of support from principals/teachers, lack of equipment, and the lack of professional development training for counsellors were the major challenges of guidance and counselling. Akpa cited in Asamari (2015) also revealed that inadequate number of trained counsellors, lack of funds and office accommodation were the major challenges facing the provision of guidance and counselling services in colleges of education in the Volta Region. All these challenges point to the fact that some stakeholders (government and school administration) were not doing their work as expected of them. This assertion is made because several researchers have reported that the support of stakeholders such as teachers, parents, and school administration as well as training of counsellors are deemed necessary for effective delivery of guidance services (Bezanson & Kellet, 2001; Pérusse & Goodnough, 2005; Sumarah & Lehr, 2002).

Chapter Summary

This chapter presented the results and discussion of the study. A sample of 292 teachers, 380 students, seven school heads, seven guidance and counselling coordinators and three district directors were involved in the study. The results showed that all the stakeholders played their roles in ensuring the success of guidance and counselling programmes in senior high schools in the Upper West Region. The study also pointed out that even though government was concerned about having professional counsellors in schools, they did not provide much financial support for guidance and counselling programmes. There was also support from teachers and school administration. The training, expertise and experience of guidance and counselling coordinators were also deemed to have an impact on how the guidance and counselling coordinators played their roles. Finally, it was found that the major problems of guidance and counselling programmes were inadequacy of facilities, training and financial support as well as negative perceptions about counselling. The results were discussed in relation with similar previous studies.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter presents the summary, conclusions and recommendations of the study. Implications for counselling and suggestions for further research are also presented in this chapter.

Summary

The purpose of this study was to evaluate the roles of stakeholders in the impact of guidance and counselling programmes in senior high schools in the Upper West region. Specifically, the study sought to answer five research questions:

1. What are the specific roles of stakeholders of guidance and counselling in senior high schools in the Upper West Region?
2. What is the level of Government support for guidance and counselling programmes in senior high schools in the Upper West Region?
3. What is the level of support from school administration and teachers in the guidance and counselling programmes in senior high schools in the Upper West Region?
4. To what extent do factors such as level of expertise, competence and experience affect the roles of guidance and counselling coordinators in the guidance and counselling programmes in senior high schools in the Upper West Region?

5. What are the challenges encountered in the delivery of guidance and counselling programmes in senior high schools in the Upper West Region?

Literature related to the study was reviewed under three main sections, the theoretical framework, conceptual review and the review of related empirical studies. The main theory that the study was based on is the Role theory. Concepts relating to guidance and counselling were also reviewed. The literature review showed that guidance and counselling coordinators are needed in ensuring that students and teachers both have success in the teaching and learning process. Again, it was realized that the level of training of guidance and counselling coordinators as well as support from government and other stakeholders are key in achieving success in guidance and counselling. However, it was realized that even though several studies have been carried out on the provision of guidance and counselling in Ghana, none appeared to specifically look at the role of stakeholders in the provision of guidance and counselling. The study therefore aimed to bridge this gap in the literature.

The descriptive survey design was adopted for the study, using a population of school heads, teachers, district directors, guidance and counselling coordinators and students in the Upper West Region of Ghana. Five sets of questionnaire were used in collecting data for the study. Data collected was analysed descriptively according to the research questions for the study.

Major Findings

In terms of the specific roles of stakeholders, the study showed that students participated in guidance and counselling programmes and engaged in peer counselling for those who are not able to visit the counselling unit. The students did not however assist guidance and counselling coordinators in the organisation of guidance programmes.

The study also found that teachers cooperated with counsellors in handling difficult students, assisted counselors in handling problems of students and provided consultation to counselors. The study further revealed that guidance and counselling coordinators assisted students to cope with school challenges, organized guidance programmes and helped students deal with emotional problems as well as make career choices.

The study also showed that school heads cooperated with counsellors in handling difficult students and handling the problems of students. District directors also provided guidance and counselling coordinators with the needed support, supervised guidance programmes and engaged all other stakeholders for success in guidance programmes. District directors on some occasions served as resource persons for guidance programmes. Thus, both school heads and district directors play important roles in the provision of guidance services in schools.

The study showed that most of the guidance and counselling coordinators revealed that the government ensured that schools have professionally trained counsellors. The guidance and counselling coordinators however indicated that the government did not provide much support particularly in terms of budget allocation and financial motivation for

coordinators. The school heads indicated that the government did not provide extra financial motivation for guidance and counselling coordinators and did not provide budget allocation for guidance and counselling in schools. The district directors indicated that government ensured that senior high schools had professionally trained counsellors and provided training and refresher courses for guidance and counselling coordinators. The district directors also indicated that government monitored provision of guidance programmes.

In addition, the study found that the teachers indicated that they supported guidance and counselling coordinators in the delivery of their duties, ensured that students access guidance and counselling programmes and provided other resources that can help guidance and counselling coordinators. The school heads also revealed that the main support given by school administration is giving guidance and counselling coordinators the freedom to operate and apportioned specific times for guidance and counselling programmes.

The guidance and counselling coordinators revealed that school administrators apportioned specific times for guidance and counselling programmes in their schools. Again, the coordinators revealed that teachers consulted with them to help students and also received referrals of students from teachers and administrators.

The study revealed that training helps guidance and counselling coordinators adhere to all ethical issues and that the level of professionalism of coordinators depend on their level of training. Again, the coordinators indicated that training equips them with the needed knowledge to perform their roles and that experience also helps them discharge their duties well.

Finally, the study found that the major problems of guidance and counselling as indicated by the guidance and counselling coordinators included inadequacy of facilities, lack or inadequate support from government and inadequacy of training and courses on guidance and counselling for coordinators. Other problems indicated by the coordinators included inadequate support from government, school administration and teachers as well as negative perceptions about guidance and counselling. The school heads also indicated the major problems of guidance and counselling include inadequacy of facilities, inadequacy of training and courses for coordinators and inadequacy of support from government. Negative perception about guidance and counselling programmes was also identified as a problem in schools.

Conclusions

In general, it is concluded that the stakeholders played their roles in supporting guidance and counselling programmes. Specifically, the following conclusions are drawn from the findings of the study:

1. In terms of the specific roles of stakeholders, students participate in guidance programmes, teachers cooperate with counsellors in handling difficult students, guidance and counselling coordinators assist students to cope with school challenges and organize guidance programmes. School heads also cooperate with counsellors in handling difficult students and handling the problems of students. District directors on the other hand provide guidance and counselling coordinators with the needed support.

2. The government ensured that schools have professionally trained counsellors but did not provide financial support for guidance and counselling programmes
3. Teachers and school administrators support guidance and counselling coordinators in the delivery of their duties as well as in the organization of guidance and counselling programmes.
4. Training of guidance and counselling coordinators, their level of expertise and experience as well as their overall qualification can improve the guidance services provided in senior high schools.
5. The major problems of guidance and counselling in senior high schools include inadequacy of facilities, lack or inadequate support from government and inadequacy of training and courses on guidance and counselling for coordinators and negative perceptions about guidance and counselling.

Recommendations

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

1. It is recommended that the government provide financial support and budget allocation for guidance and counselling programmes in senior high schools. This could be done by ensuring that any financial allocation made to senior high schools cover guidance and counselling programmes.
2. School heads should work in collaboration with district directors to provide the needed support for guidance and counselling coordinators

in senior high schools. This is to ensure collaborative effort in supporting guidance and counselling programmes.

3. School guidance and counselling coordinators should work together with teachers and school heads to ensure that guidance and counselling programmes are effective. The support can be in the form of encouraging students to patronize counselling and engaging in consultations to facilitate the guidance and counselling programme.
4. Government should work through the Ministry of Education and the Ghana Education Service to ensure that guidance and counselling coordinators receive intermittent training and refresher courses to improve their work in schools. The training and refresher can be provided through the regional and district education offices.

Implications for Counselling

1. School counsellors should train students to engage in peer counselling to assist their colleagues who might not be able to access counselling services.
2. School counsellors should keep on upholding the highest ethical standards in their work with students.

Suggestions for further Research

It is suggested that further research investigate how to improve the roles that stakeholders play in guidance and counselling. This will help establish empirical means in improving the roles of stakeholders in guidance and counselling.

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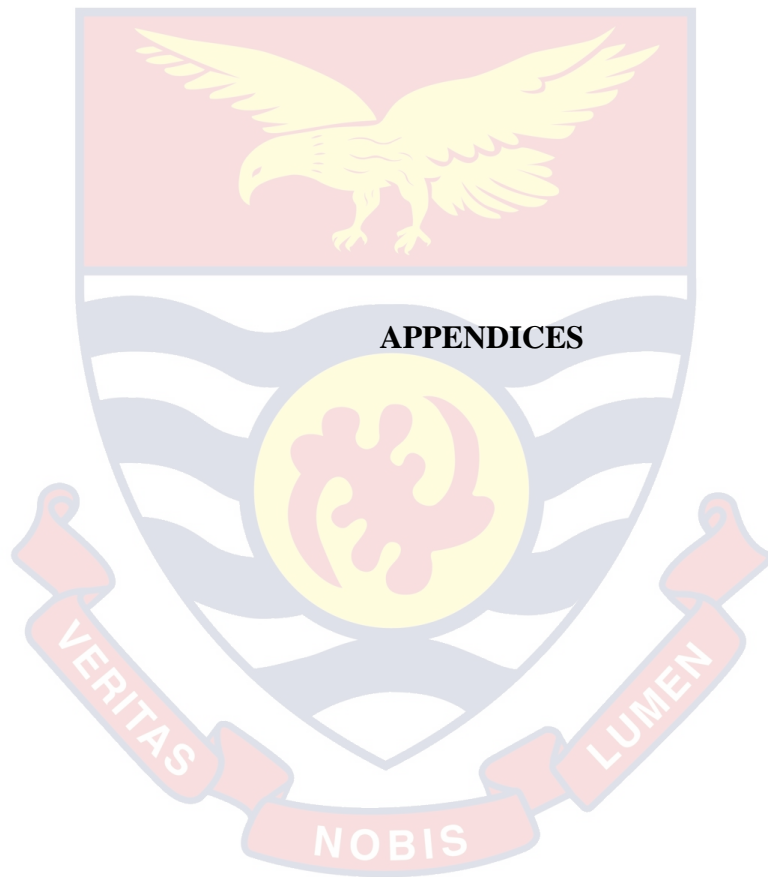
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APPENDIX A

UNIVERSITY OF CAPE COAST

COLLEGE OF EDUCATION STUDIES

DEPARTMENT OF GUIDANCE AND COUNSELLING

QUESTIONNAIRE FOR TEACHERS

The questionnaire is designed to help in understanding the roles of stakeholders in the provision of guidance and counselling. This is a research being undertaken by a graduate student of the University of Cape Coast and so I will be grateful if you will provide honest responses to the questions on this questionnaire. Since the purpose of this questionnaire is basically academic, I assure you that your responses will be kept confidential.

Thank you.

Please respond by ticking [✓] and writing where necessary.

SECTION A

Background Information

Direction: Kindly provide the required information or put a tick (✓) in the appropriate column to indicate your response to each of the items in this section.

1. Gender:	Male	<input type="checkbox"/>	Female	<input type="checkbox"/>		
2. Age:	Below 25	<input type="checkbox"/>	26-50	<input type="checkbox"/>	51 and above	<input type="checkbox"/>

Direction: Kindly put a tick (✓) in the appropriate column to indicate your response to each of the items in this section.

SECTION B: Specific roles of teachers in G & C programmes

Please indicate the extent to which you engage in the following activities.

Use the scale Very Often (VO), Often (O), Rarely (R) and Never (N).

Statement	VO	O	R	N
1. Providing consultation to counsellors				
2. Assisting counsellors in handling problems of students				
3. Serving as resource person for guidance programmes				
4. Cooperating with counsellors in handling difficult students				
5. Referring students with issues to the counsellor				

SECTION C: Level of support teachers give to guidance and counselling programmes

Statement	SA	A	D	SD
1. Ensuring that students access guidance and counselling programmes				
2. Supporting G & C coordinators in the delivery of their duties				
3. Providing other resources that can help G & C coordinators				

Please indicate any other form of support you give to guidance and counselling programmes in your school:

APPENDIX B

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
DEPARTMENT OF GUIDANCE AND COUNSELLING
QUESTIONNAIRE FOR STUDENTS

The questionnaire is designed to help in understanding the roles of stakeholders in the provision of guidance and counselling. This is a research being undertaken by a graduate student of the University of Cape Coast and so I will be grateful if you will provide honest responses to the questions on this questionnaire. Since the purpose of this questionnaire is basically academic, I assure you that your responses will be kept confidential.

Thank you.

Please respond by ticking [√] and writing where necessary.

SECTION A
Background Information

Direction: Kindly provide the required information or put a tick (√) in the appropriate column to indicate your response to each of the items in this section.

1. Gender: Male Female
2. Age: Below 16 17 and above
3. School Name:

Direction: Kindly put a tick (√) in the appropriate column to indicate your response to each of the items in this section.

Section B: Specific roles of students in guidance and counselling

Please indicate the extent to which you engage in the following activities.

Use the scale Very Often (VO), Often (O), Rarely (R) and Never (N).

Statement	VO	O	R	N
Students participate in guidance and counselling programmes				
Students encourage their peers to participate in guidance and counselling programmes				
Students provide feedback on the success of guidance and counselling programmes				
Students engage in peer counselling for colleagues who do not visit the counselling unit				
Students assist guidance and counselling coordinators in the organisation of guidance programmes				

Any other role:

.....

.....

.....

.....

.....

APPENDIX C

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
DEPARTMENT OF GUIDANCE AND COUNSELLING
QUESTIONNAIRE FOR GUIDANCE AND COUNSELLING
COORDINATORS

The questionnaire is designed to help in understanding the roles of stakeholders in the provision of guidance and counselling. This is a research being undertaken by a graduate student of the University of Cape Coast and so I will be grateful if you will provide honest responses to the questions on this questionnaire. Since the purpose of this questionnaire is basically academic, I assure you that your responses will be kept confidential.

Thank you.

Please respond by ticking [✓] and writing where necessary.

SECTION A

Background Information

Direction: Kindly provide the required information or put a tick (✓) in the appropriate column to indicate your response to each of the items in this section.

		<input type="checkbox"/>	<input type="checkbox"/>
1. Gender:	Male	<input type="checkbox"/>	Female <input type="checkbox"/>
2. Age:	Below 25	<input type="checkbox"/>	26-50 <input type="checkbox"/>
			51 and above <input type="checkbox"/>

Direction: Kindly put a tick (✓) in the appropriate column to indicate your response to each of the items in this section.

SECTION B: Specific roles of G & C Coordinators

Statement	SA	A	D	SD
1. Guidance and counselling (G & C) coordinators assist students cope with school challenges				
2. G & C coordinators organise guidance programmes for students				
3. G & C coordinators help solve emotional and behavioural problems of students				
4. G & C coordinators help students make career choices				
5. G & C coordinators work with administrators and teachers to handle disciplinary issues				

SECTION C: Level of Government support for guidance and counselling programmes

Use the following to guide you in choosing the option as it applies to you:

SA= Strongly Agree, **A =** Agree, **D=** Disagree, **SD=** Strongly Disagree.

Statement	SA	A	D	SD
1. Government has budget allocation for guidance and counselling in schools				
2. Government organises training and refresher course for guidance and counselling coordinators				
3. Government provides facilities for guidance and counselling in schools				
4. Government ensures that schools have professionally trained counsellors				
5. Government provides extra financial motivation for guidance and counselling coordinators				

6. Government monitors the provision of guidance and counselling in schools				
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SECTION D: Level of support from school heads and teachers for guidance and counselling programmes

Statement	SA	A	D	SD
1. School administrators allocate a portion of their school budget to support guidance and counselling programmes				
2. School administrators apportion specific times for guidance and counselling programmes in their schools				
3. Teachers consult with G & C coordinators to help students				
4. Teachers keep an eye on students who are receiving help from G & C coordinators				
5. Students are referred to G & C coordinators by teachers and administrators				
6. School administrators give G & C coordinators the freedom to operate				

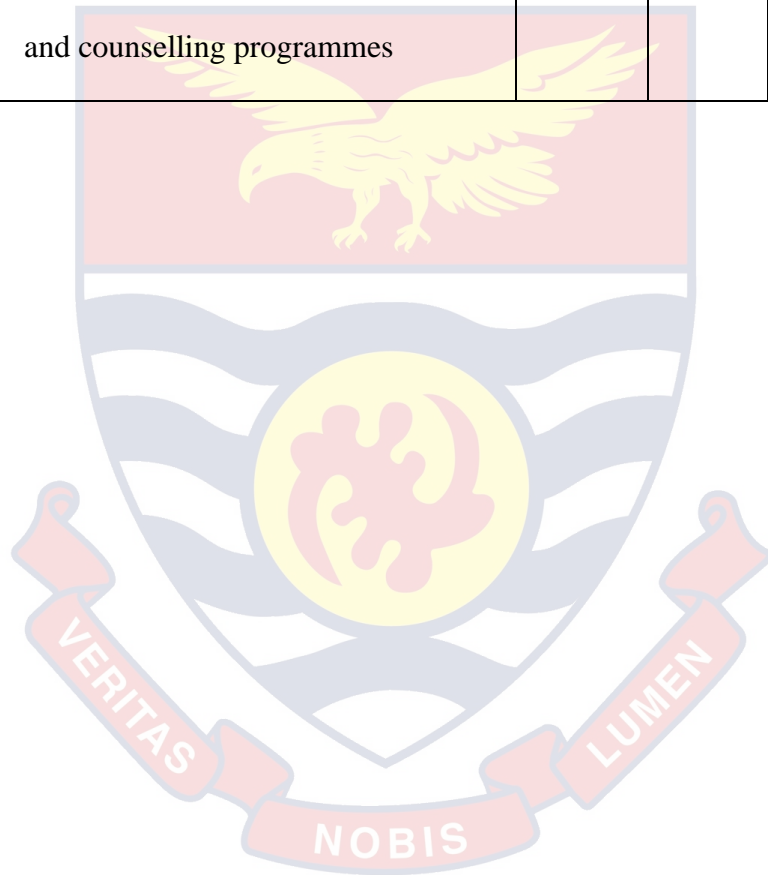
Section E: Perception of how level of expertise, competence and experience of guidance and counselling coordinators affect their roles

Statement	SA	A	D	SD
1. Expertise of G & C coordinators help them assist students fully				
2. Training equips G & C coordinators with the needed knowledge to perform their roles				
3. Training helps G & C coordinators adhere to all ethical issues				
4. Experience of G & C coordinators helps them discharge their duties well				
5. The level of professionalism of G & C coordinators depend on their level of training				

SECTION F: Problems of guidance and counselling in schools

Statement	SA	A	D	SD
1. Facilities to carry out guidance and counselling not adequate				
2. Training and courses on guidance and counselling for coordinators not adequate				
3. Lack or inadequate support from				

government for guidance and counselling				
4. Inadequate support from school administration				
5. Lack or inadequate support and cooperation from teachers				
6. Negative perceptions about guidance and counselling programmes				



APPENDIX D

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
DEPARTMENT OF GUIDANCE AND COUNSELLING
QUESTIONNAIRE FOR SCHOOL HEADS

The questionnaire is designed to help in understanding the roles of stakeholders in the provision of guidance and counselling. This is a research being undertaken by a graduate student of the University of Cape Coast and so I will be grateful if you will provide honest responses to the questions on this questionnaire. Since the purpose of this questionnaire is basically academic, I assure you that your responses will be kept confidential.

Thank you.

Please respond by ticking [✓] and writing where necessary.

SECTION A

Background Information

Direction: Kindly provide the required information or put a tick (✓) in the appropriate column to indicate your response to each of the items in this section.

- | | | | | | | |
|--------------|----------|--------------------------|--------|--------------------------|--------------|--------------------------|
| | | <input type="checkbox"/> | | <input type="checkbox"/> | | |
| 1. Gender: | Male | <input type="checkbox"/> | Female | <input type="checkbox"/> | | |
| 2. Age: | Below 25 | <input type="checkbox"/> | 26-50 | <input type="checkbox"/> | 51 and above | <input type="checkbox"/> |
| 3. Position: | | | | | | |

Direction: Kindly put a tick (✓) in the appropriate column to indicate your response to each of the items in this section.

Section B: Specific roles of school heads in guidance and counselling

Please indicate the extent to which you engage in the following activities.

Use the scale Very Often (VO), Often (O), Rarely (R) and Never (N).

Statement	VO	O	R	N
1. Providing consultation to counsellors				
2. Assisting counsellors in handling problems of students				
3. Serving as resource person for guidance programmes				
4. Cooperating with counsellors in handling difficult students				
5. Referring students with issues to the counsellor				

SECTION C: Level of Government support for guidance and counselling programmes

Use the following to guide you in choosing the option as it applies to you:

SA= Strongly Agree, A = Agree, D= Disagree, SD= Strongly Disagree.

Statement	SA	A	D	SD
1. Government has budget allocation for guidance and counselling in schools				
2. Government organises training and refresher course for guidance and counselling coordinators				

3. Government provides facilities for guidance and counselling in schools				
4. Government ensures that schools have professionally trained counsellors				
5. Government provides extra financial motivation for guidance and counselling coordinators				
6. Government monitors the provision of guidance and counselling in schools				

SECTION D: Level of support administrators give to guidance and counselling programmes

Statement	SA	A	D	SD
1. School administrators allocate a portion of their school budget to support guidance and counselling programmes				
2. School administrators apportion specific times for guidance and counselling programmes in their schools				
3. School administrators give G & C coordinators the freedom to operate				

Please indicate any other form of support you give to guidance and counselling programmes in your school:

SECTION E: Problems of guidance and counselling in schools

Statement	SA	A	D	SD
1. Facilities to carry out guidance and counselling not adequate				
2. Training and courses on guidance and counselling for coordinators not adequate				
3. Lack or inadequate support from government for guidance and counselling				
4. Inadequate support from school administration				
5. Lack or inadequate support and cooperation from teachers				
6. Negative perceptions about guidance and counselling programmes				

APPENDIX E

UNIVERSITY OF CAPE COAST

COLLEGE OF EDUCATION STUDIES

DEPARTMENT OF GUIDANCE AND COUNSELLING

QUESTIONNAIRE FOR DISTRICT DIRECTORS

The questionnaire is designed to help in understanding the roles of stakeholders in the provision of guidance and counselling. This is a research being undertaken by a graduate student of the University of Cape Coast and so I will be grateful if you will provide honest responses to the questions on this questionnaire. Since the purpose of this questionnaire is basically academic, I assure you that your responses will be kept confidential.

Thank you.

Please respond by ticking [✓] and writing where necessary.

PART 1

Background Information

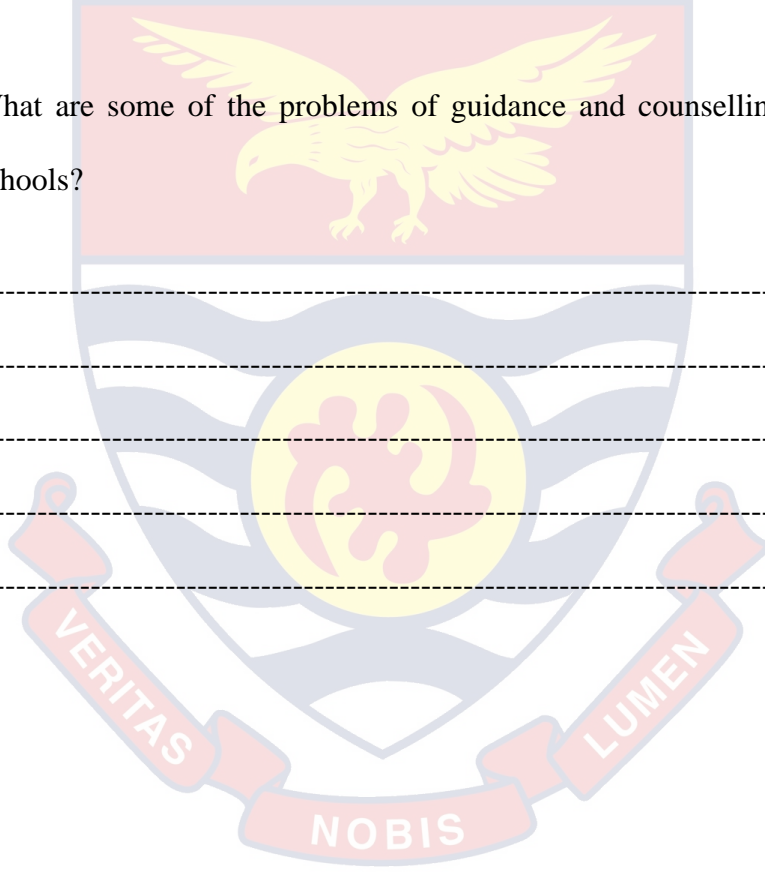
Direction: Kindly provide the required information or put a tick (✓) in the appropriate column to indicate your response to each of the items in this section.

1. Gender:	Male	<input type="checkbox"/>	Female	<input type="checkbox"/>		
2. Age:	Below 25	<input type="checkbox"/>	26-50	<input type="checkbox"/>	51 and above	<input type="checkbox"/>

What are some the specific roles that district directors play in guidance and counseling programmes in senior high schools?

What are some the ways that government support guidance and counselling programmes in senior high schools?

What are some of the problems of guidance and counselling in senior high schools?



APPENDIX F
RELIABILITY OUTPUT

TEACHERS

Reliability Statistics

Cronbach's Alpha	N of Items
.932	8

STUDENTS

Reliability Statistics

Cronbach's Alpha	N of Items
.756	6

SCHOOL HEADS

Reliability Statistics

Cronbach's Alpha	N of Items
0.821	20

GUIDANCE AND COUNSELLING COORDINATORS

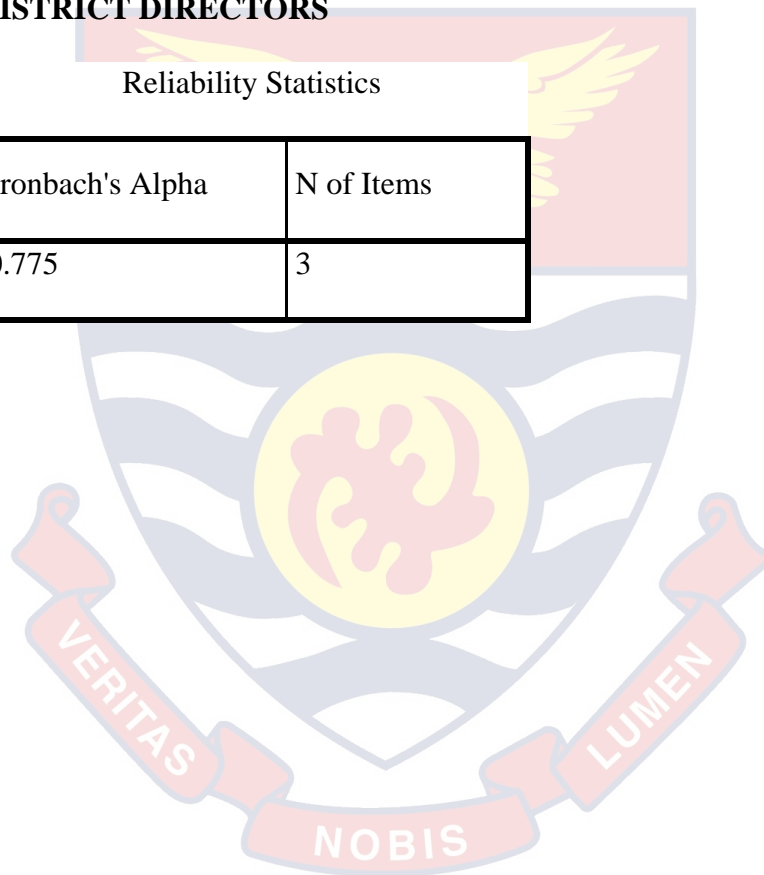
Reliability Statistics

Cronbach's Alpha	N of Items
0.852	28

DISTRICT DIRECTORS

Reliability Statistics

Cronbach's Alpha	N of Items
0.775	3



APPENDIX G

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/12/18-26
Your Ref:



Date: May 28, 2018

Dear Sir/Madam,

ETHICAL REQUIREMENTS CLEARANCE FOR RESEARCH STUDY

The member, CES-ERB
Prof. J. A. Omonosho
jo.omonosho@ucc.edu.gh
0244784739

The Chairperson, CES-ERB
Prof. K. Edjah
kedjah@ucc.edu.gh
0244742357

The secretary, CES-ERB
Prof. Linda Dzama Forde
lforde@ucc.edu.gh
244786680

The bearer, James D. Dassah, Reg. No. 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 wishes to undertake a research study on the topic:

An evaluation of the role of stakeholders on the impact of guidance services in Senior High Schools in the Upper West 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 H

INTRODUCTORY LETTER

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

Tel: 033201551
Fax: 033201546

UNIVERSITY POST OFFICE
CAPE COAST, GHANA



Our Ref DG/C/L.2/VOL. 1-07

4th June, 2018

Your Ref

TO WHOM IT MAY CONCERN

LETTER OF INTRODUCTION

We introduce to you, James D. Domanko 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: *"The role of stakeholders on the impact of guidance and Counselling services in the Senior High Schools in the Upper West Region"*. 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