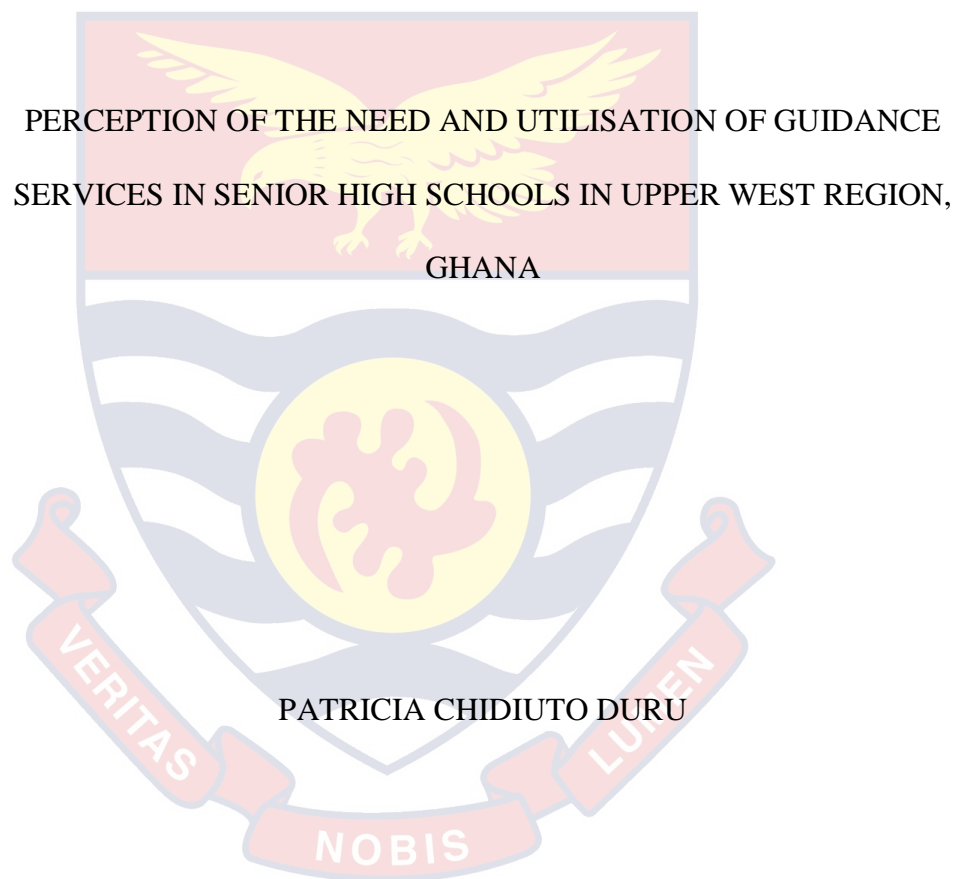


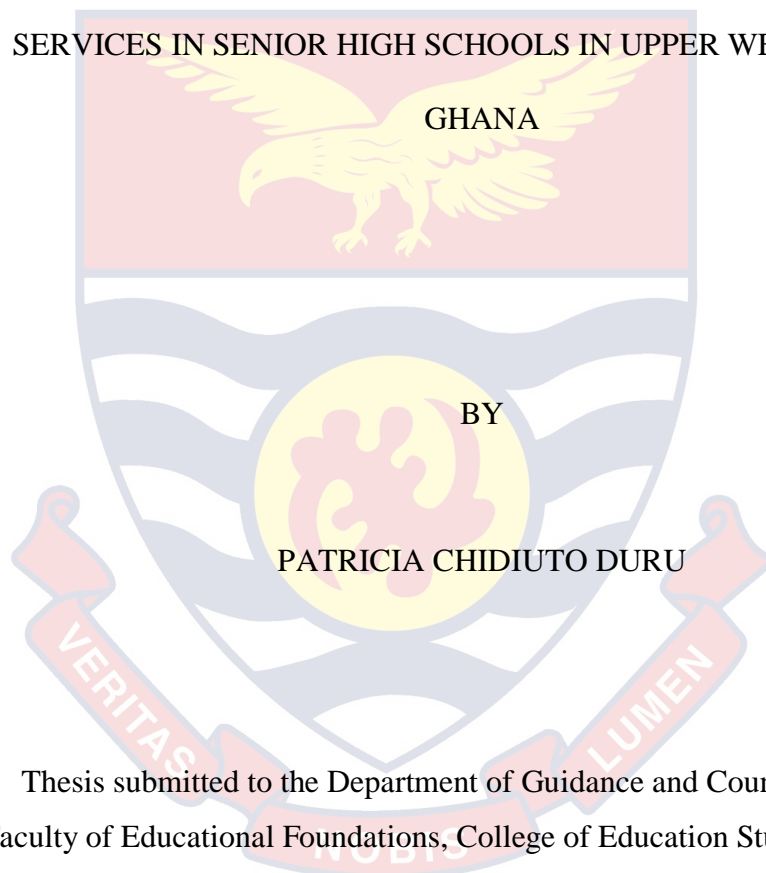
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PERCEPTION OF THE NEED AND UTILISATION OF GUIDANCE
SERVICES IN SENIOR HIGH SCHOOLS IN UPPER WEST REGION,



GHANA

BY

PATRICIA CHIDIUTO DURU

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

DECEMBER 2019

DECLARATION

Candidate's Declaration

I hereby declare that this submission of this thesis is my own original work 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 by the University of Cape Coast.

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

Name:

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

Name:

ABSTRACT

The purpose of the study was to investigate the perception of the need and utilisation of guidance service in senior high schools in Upper West Region, Ghana. The study employed the descriptive research design. Purposive and simple random sampling techniques were used to select six senior high schools, and 357 respondents for the study. The main data collection instrument was a questionnaire titled “Perception of Need and Utilisation of Guidance Services Questionnaire” (PNUGSQ) with Cronbach’s alpha reliability coefficient of 0.74. The data collected were analysed using frequencies, percentages, means, standard deviations, and Pearson’s Product Moment Correlation Coefficient. SPSS software version 22 was used for data analysis. The findings showed that among the various types of guidance services, referral and appraisal services were the least accessed by the students. The large group approach was mostly used in providing guidance services to senior high school students. The study also indicated that students had a positive perception about the need for guidance services in their schools but seldom utilised these services. Lastly, the results of the study indicated a weak negative correlation between students’ perception on the need of guidance services and their utilisation. It was recommended that the Ghana Education Service (GES) and heads of senior high schools should ensure that professional or trained guidance coordinators should use appraisal services more and also use one-on-one approach in providing guidance services to students in order to raise and sustain the interest of students in utilisation of guidance services provided to them.

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Finally, my profound thanks go to the people of goodwill who have helped me and have worked tirelessly behind the scenes. I wish to state however that anyone found in this work whether marginal or substantial remains my sole responsibility.

DEDICATION

To my cherished parents, late Mr. & Mrs. D. Emuka who planted the seed of education in me, and to my religious family of the Society of The Holy Child

Jesus (SHCJ)



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CHAPTER ONE

INTRODUCTION

Background to the Study

Guidance services provided in schools are handled by teachers who have no professional training in guidance and also over burdened with teaching periods. According to Guez and Allen (2000), current developmental trends in the educational sector in Africa such as the free education and universal education for all have brought about new educational challenges in schools and the country as a whole. They further indicated that many young people attend school with little or no expectation of what they are to do, as well as, what kind of vocation they are to do when they complete school. In addition, these young people have very little understanding of who they are, their cultural background, society, economic and even the political environment.

It is obvious today that many young people who graduate from school end up with no jobs, and those who have jobs keep on changing them trying to explore the labour market just to find a vocation that meets their interests or capabilities. A lot of the young people who graduate from school do not know about their potential. Hence, there is the need to assist students to know themselves, that is, their personalities, values, abilities, beliefs and interests. According to Lasode, Lawal, and Ofodile (2017), students should be guided to obtain the needed skills to manage the different life situations they

may encounter in the future. Guidance, therefore, should prepare senior high school students for the life ahead of them, as well as, aid them develop the right attitudes, behaviours and values that would make them profitable members in their communities. Guez and Allen (2000) asserted that guidance activities build a positive self-image in young people and create a belief and value system that guide their attitudes and behaviours. Furthermore, they indicated that guidance programmes should engage the young people in various activities that help them to know their rights and perform their responsibilities within their families, schools, and society.

From a historical perspective, Taylor and Buku (2006) reported that the establishment of the guidance programme in the curriculum of secondary education in Ghana began in 1960. This came about due to the cry of many for the better training of their wards to meet the labour needs in Ghana. At that time, there was a contrast between the manpower demands in the growing businesses and the available workforce, as well as, a contrast between the requisite skills and available skills possessed by the workforce. There was the urgency to put in place ways to increase the skilled labour to meet the manpower demands. The secondary schools' curriculum therefore crafted to provide hands-on skills that would better equip students for skilled jobs (Gybers & Henderson, 2001). For the purpose of avoiding problem behaviours, Erford (2003) as cited in Kesson (2013) indicated that during the period of 1940s to 1950s, Williamson created a framework of directive guidance which was employed and widely used. This framework related vocational interests to subjects in the curriculum and developing talents. Then after, a non-directive framework for students' guidance, created

by Rogers (1902-1987) which focused on identifying student needs and problems, in order to restructure teaching to meet students' needs. This in addition, formed the foundation for secondary educational systems at that time to include social dimension and morale perspective in education.

The fundamental idea behind guidance services generally depends on the point that many individuals need guidance when confronted with the reality of making the right choices that affect themselves and others (Martin, 2002; Lasode, Lawal, & Ofodile, 2017). For senior high school students, these significant choices are mainly based on their personal needs, social needs, educational choices, and career choices. Batt, Nic-Gabhainn and Falvey (2002) described 'guidance' in senior high schools as a whole intervention which helps learners to make the right choices concerning their lives. Shoffner and Williamson (2000) established the fact that a well-deployed school guidance programme will aid students to answer questions about their uniqueness, that is, questions about their individual development. Guidance activities should provide learners with understanding of the things they can do to contribute to their society. A guidance programme, therefore, should equip students to have a better knowledge about themselves, their educational opportunities and career chances for the goal of making informed decisions (American School Counsellor Association, 2010).

Guidance as a specialised field has a broader scope of undertakings that support individuals in learning institutions to comprehend their uniqueness, their difficulties, and sphere of contact (Eyo, Joshua, & Esuong, 2010; Lunenburg, 2010). Also, Oniye and Alawaye (2008) shared the view

that essential guidance services can lead to the development of active study habits in connection to how individuals make good use of their chattels and achieve their abilities for finest development. Idowu and Adeoye (1990) also opined that guidance is a planned intervention process in and around a school system which the total development of students is enthused in areas relating to their personal, social, career, emotional and academic concerns.

Guidance in schools can be explained as a series of learning experiences as long as in an evolving categorisation that assists students to develop self-management skills which will lead to operative picks and verdicts about their lives. Department of Education and Science (2005) and Chireshe (2011) add that guidance incorporates three separate, but intertwined areas of personal and social development, educational guidance and career guidance.

Perception can be referred to as how one thinks about or understands someone or something. The senior high schools students have different perceptions towards guidance services. This perception influences how they utilise the guidance services.

Guidance plays an essential role in the educational system. It has been observed that the perception and utilisation of guidance services are not encouraging in the senior high school level. The wrong perception of students toward guidance services have been one of the reasons for non-utilisation of guidance services among senior high school students (Denga, 2001). In fact, one of the greatest aims of guidance in schools is to assist the students to develop effective study habits. The challenges of students, especially those who have academic abilities and potentialities and unable to cope with academic work as a result of lack of interest, poor reading skills and study

habits, lack of information and orientation can be associated with poor attitude toward guidance services (Mutie & Ndambuki, 2011). It is clear that some students find it problematic to fine-tune to new environment because of non-utilisation of guidance services.

It can be said that in the early 20th century, guidance services played vital role in the changing process and industrialisation in the American society. According to Sammut (1997) as cited in Mikaye (2012), guidance services were set up in 1968 by the department of education as a recommendation from a consultant sent over to Malta by United Nation's Educational Scientific and Cultural Organisation (UNESCO). Globally, guidance services are important elements in managing discipline in all societies. Mikaye (2012) also revealed that it would be very challenging for any community to perform well without the application of discipline.

In 1955, guidance emerged in Ghana when the government of Ghana made an attempt to organise a national system of vocational guidance by instituting youth employment services for youth under 20 years who had completed Middle School (Taylor & Buku, 2006). It was designed to give vocational guidance to help people find apt employment. The dynamics of socio-economic, educational and cultural systems ensuing to multifaceted shapes due to the advancement in science and technology pose some challenges to the guidance programmes in schools. Many children attend and leave school without considering what they intend to do. They are not able to understand their uniqueness and their socio-economic and political environs because the learners are unable to meet their needs. It seems imperious that obligatory structures and conditions are being put in order for the

implementation and operative guidance programme in schools to make the education system in Ghana produce individuals with requisite skills that will help to decrease the unrest and delinquency rate of the young individuals who are the most susceptible. An all-inclusive and an operative guidance is needed since it will play a giant role in modeling the future of individuals and the nation, thereby, eradicating the peril of ill-education.

Mweemba (2016) argues that students' perception of guidance has remained an illusion, despite the provision of guidance services in senior high schools. One of the basic assumptions with regard to guidance services is that it enables an individual to be proficient in solving his/her own problems. However, no one is entirely self-reliant. Humans, at any given point in time, face tasks and may need backing to overcome their challenges. In reality, the ability to solve problems is not completely innate. When an individual is guided and offered the necessary assistance, he or she will be able to make good decisions and choices as well.

Statement of the Problem

Gumisiriza (2012) shared the view that senior high school students involved themselves in high risk behaviours such as drugs, alcohol abuse and sexual relationships. This is not different from what senior high school students in the Upper West Region of Ghana do. Reports have shown that several challenges faced by senior high school students in the Upper West Region including the elopement of students are mainly girls. A report from Action-Aid Ghana indicated that an average of fifty girls within the ages of 15 and 17 were abducted every year for marriage in the Jirapa, Lambussie/Karni and Sissala East districts (*Ghana News Agency*, 2012).

Moreover, cases of drug abuse and pregnancy among teenage students have been reported in various schools in the Upper West Region. A recent case reported by the *Ghanaian Chronicle* (2017) lamented that the teenagers in the Upper West Region, especially students, mixed Tramadol, a sedative drug, with Five-Star energy drink, meant for its high concentration of caffeine to drink. Also, Andoh (2015) revealed that the Upper West Region documented the highest prevalence rate of teenage pregnancy between 2012 and 2014, such that fifteen out of every hundred teenagers in the region got pregnant.

The question is how do students in senior high schools perceive the need and utilisation of guidance services offered to them in the Upper West Region? The researcher therefore, seeks to investigate students' perception of the need and utilisation of guidance services implemented in senior high schools in Upper West Region so as to ensure that they have a smooth academic advancement, a comprehension of their personalities, including strengths and weaknesses with regards to their choice of vocations and also shape their lives through an enhanced social-personal development.

Purpose of the study

This study sought to investigate the perception of the need and utilisation of guidance services in senior high schools in Upper West Region, Ghana in terms of gender, class level and the moderation effect of challenges on the perception of the need and utilisation of guidance services.

Research Objectives

The objectives of this study are to:

1. Identify the types of guidance services provided in the senior high schools in the Upper West Region.

2. Determine the approaches used in the provision of guidance services to students in senior high schools in the Upper West Region.
3. Determine the approaches used in providing guidance services in the senior high schools in the Upper West Region that students participate in.
4. Determine the approaches used in providing guidance services in the senior high schools in the Upper West Region that students prefer most.
5. Examine students' perception of the need for guidance services in senior high schools in the Upper West Region, Ghana.
6. Examine the relationship between students' perception of the need of guidance and their utilisation of guidance services.
7. Identify the challenges, if any, faced by students in the utilisation of guidance services in senior high schools in the Upper West Region

Research Questions

The following questions guided the conduct of this study:

1. Which types of guidance services are provided to students in senior high schools in the Upper West Region?
2. Which are the approaches used in providing guidance services to students in senior high schools in the Upper West Region, Ghana?
3. Which approaches used in providing guidance services do students in the senior high schools in the Upper West Region participate in?
4. Which approach used in providing guidance services do students senior high schools in Upper West Region prefer most?
5. What is students' perception of the need for guidance services in

senior high schools in the Upper West Region, Ghana?

6. To what extent do students in senior high school in the Upper West Region utilise guidance services?
7. What are the challenges, if any, students faced in the utilisation of guidance services in senior high schools in the Upper West Region?

Research Hypotheses

H₀₁: There is no significant difference in students' perception of the need for guidance services in senior high schools in Upper West Region, Ghana on the basis of gender.

H_{A1}: There is a significant difference in students' perception of the need of guidance services in Upper West Region, Ghana on the basis of gender.

H₀₂: There is no significant difference in the utilisation of guidance services among students in senior high schools in Upper West Region, Ghana on the basis of class level.

H_{A2}: There is a significant difference in the utilisation of guidance services among students in senior high school in Upper West Region, Ghana on the basis of class level.

H₀₃: There is no significant relationship between students' perception of need for guidance services and their utilisation of services.

H_{A3}: There is a significant relationship between students' perception of guidance services and their utilisation of the services.

H₀₄: There is no significant moderation effect of the challenges students face on their perception of need for guidance services and their utilisation of the services.

H_{A4}: There is a significant moderation effect of the challenges students face

on their perception of need for guidance services and their utilisation of the services.

Significance of the Study

It is the hope of the researcher, that this study will benefit students, school guidance personnel, educational administrators and researchers. The researcher also anticipates that students will benefit through the increased awareness of guidance services provided in their schools resulting in increased access. They may likewise realise its importance in addressing problems confronting them, their needs and interests. Guidance teachers will benefit from it by evaluating how they provide guidance services to their students. Such evaluation would enable them weigh and demonstrate their professional preparation or competency in order to strengthen areas of deficiency. Educational administrators on the other hand may accept and treat guidance with utmost importance by giving necessary support, leadership and favourable school policies. The study will further contribute and enhance new information on the perceptions and utilisation of guidance services in Ghana and elsewhere. Researchers embarking in the capacities of guidance and its services might discover the results of this study as useful literature for future research.

Delimitations of the Study

Delimitations of a research study according to Cresswell (2009) are useful in addressing how the study is narrowed in scope. The study focused on the perception of the need guidance and utilisation of guidance services among senior high school students in Upper West Region, Ghana. Also, it was confined to six senior high schools in the Upper West Region, which

comprised two male schools, two female schools and two co-education schools (both male and female), which were all government educational institutions. The schools were chosen for as case study to enable the researcher obtain the perception of students from different perspectives. Besides, their long existence, prominence and reputation in the region made them better study sites. In fact, since students in mission and urban school setup might exhibit varied guidance needs, their perceptions too might be heterogeneous. The study also focused mainly on guidance services and excluded SHS 1 students.

Limitations of the Study

The study used the descriptive-survey design whose limitation was that results could change over a period. Hence, results will not be taken as a constant for the group surveyed as perceptions, actions or characteristics may change over time.

Definition of Terms

Awareness: It is the ability to know, perceive, feel, or being cognizant of things. Broadly, it is the state of being conscious of something. It is also the consciousness that something exists, or understanding of a condition at a given time based on one's information or experience. It refers to participants knowing whether services are available in their schools.

Elopement: To run away with somebody in order to marry him or her secretly (Oxford Dictionary, 2015). In this current study, the term elopement is used to refer to the situation whereby a man runs away with a woman secretly with the consent of her parents or guardians in order to marry her without the young woman's consent.

Guidance: This can be defined as a process of guiding an individual by providing alternatives for him or her to personally decide on what to do. It is seen as help given by a trained individual to pupils to help them in making informed and compounded decisions on different aspects of their lives through realisation of one's potentials. In this particular study guidance means assistance offered by a trained or appointed teacher in the guidance department to help pupils make desirable choices, adjustments and solve various problems in their educational, vocational or social-personal life thereby living a satisfying life.

Perception: It refers to the thinking, understanding, meaning, views or opinions attached to an activity, programme or a situation through ones' cognition. It is also defined as the process whereby people interpret sensory impressions into a comprehensive view of the environment around them, though it may sometimes be based on unreliable information. Perception is likened to reality in many practical situations and generally directs human conduct. In this study therefore, perception means the awareness, the impression, the thinking, feeling, interpretations, comprehension, views, regard and the meaning students attach to school guidance services offered in school.

Satisfaction: It is the pleasant feeling one gets when one receives something he/she wants, or when one has done or doing something one wants to do. It is also the condition of having a desire or need fulfilled. It also refers to whether participants were pleased with the services received.

School guidance services: These are services and activities designed in schools by guidance personnel for the purposes of helping the students to

address their academic challenges. They are organised within the school programme to assist pupils with their developmental needs. These services are comprehensive in nature in order to meet holistic individual needs.

Utilisation: The act of putting something to use, bringing something to bear, and using it for a particular purpose.

Organisation of the Study

The study was organised into five chapters. Chapter one dealt with the background to the study, the statement of the problem, objectives of the study, the specific purpose of the study, and the research questions and hypotheses. Additionally, it covers the significance of the study, delimitations, limitation of the study, and operational definitions of terms.

Chapter two presents literature review, which was pertinent in addressing the research objectives in relation to what other scholars have done. It also presents the theoretical and conceptual framework for the study. Furthermore, it compares and contrast empirical on available literature on the subject and identifies existing knowledge gaps.

Chapter three focuses on the research methodology which consists of the design for the research, study area, targeted population, sampling technique, sample, data collection instrument and the procedure for data collection. Chapter four presents results and discussion for the study. It examines and discusses results from the data collected and analysed. The major findings are discussed with reference to literature reviewed. Lastly, chapter five presents the summary of the results of the study, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter deals with the review of related literature. It is subdivided into the following headings: theoretical and conceptual framework, the historical development of guidance, types of guidance services, perception of students on the need of guidance services, how guidance is provided in senior high schools, utilisation of guidance services, and challenges/problems faced by students in accessing guidance services

Theoretical Review

This study was underpinned by three theories; the Maslow's theory of needs, the Gibson's theory of direct perception and Gregory's theory of indirect perception. To begin with, the concept of need shall be briefly looked at before discussing the Maslow's theory of needs and then the theories of perceptions.

The Concept of Needs

The Macmillan Dictionary (2004) defines a need as a situation in which it is necessary for something to be done. A need in itself can be defined in diverse ways. According to Sharma (2005), a need is the lack of something that if present would further the welfare of an organism. A need however exists when a desire to attain or acquire something makes someone to act, react or feel in a certain way. Murray (1938) as cited in Amaning (2009)

described a need as a hypothetical force that serves to organise perception, intelligence and action of the individual. He continued by saying that unsatisfied needs would sustain an individual until satisfaction had been attained. So many Psychologists such as Murray, Kurt Lewin, Alderfer and Maslow have propounded need theories. However, for the purpose of this study Maslow's theory of needs was adopted.

Maslow's Theory of Need

Most people would have heard about Maslow and his hierarchy of needs. Although many use to think of them to be five basic needs but, Maslow later increased the hierarchy by adding three other needs in between and at the top bringing to the total of eight. Thereafter, he arranged them in a hierarchical order to imply that one is motivated primarily by a need only when those of the lower level needs have been met. Consequently, before one is motivated by cognitive or self-actualisation needs, one would have taken care of the basic needs such as the physiological, safety or security, belonging and esteem needs.

According to Engler (2014), the physiological needs at the base of the hierarchy are the most basic needs of all that refers to the survival and maintenance of any living organism. Engler (2014) stated that if those basic needs are not met for a long time, the individual may not be motivated enough to attain the other needs as described in Maslow's hierarchy of needs. Maslow (1970) indicated that physiological needs include the need for food, sleep, shelter, and so on. Feist and Feist (2008) posited that physiological needs are different from the other needs in two significant ways. Firstly, they are the basic needs that can be wholly satisfied or even over satisfied. Secondly,

physiological needs are recurring in nature. For example, eating food is a recurring physiological need. Hunger is a global reality as 795 million people in the world exist without the nutrition their minds and bodies need, which then prevents them from being able to work, go to school, or improve their lives (Food and Agriculture Organisation, 2015).

The next level of the hierarchy is known as the safety needs. These needs are the individual's desires for an orderly and a stable world. According to Feist and Feist (2008), safety needs include physical security, dependence, stability, freedom and protection from such threatening forces as fear, danger, illness, anxiety, and chaos. Maslow (1970) also identified the need for law, structure and order as safety needs. Safety needs are identified to be different from physiological needs and thus they cannot be overly satisfied, thus we cannot have too much of safety need. For instance, a child who is helpless or a young person who is dependent may need some amount of discipline and structured routine. The absence of these needs make the child or the young person insecure and anxious. Anyone that lives in an unsafe environments or who feels insecure in his/her job may require some quality time and efforts trying to protect himself/herself and his/her belongings (Amaning, 2009; Engler, 2014).

The third level of Maslow's theory of needs is the love and belongingness needs. According to Feist and Feist (2008), when physiological and safety needs are partially satisfied, the individual is inspired by love and belongingness needs like the need for friendship. In addition, the motivation for love is ordinarily strongest when the need is only partially satisfied (Feist & Feist, 2008). The individual at this level looks for intimacy in his/her

relationships with other people like his/her neighbours, family, and professionals in the same field of work. Maslow noted that belongingness and love needs are increasingly more difficult to meet in our technological society (Maslow, 1970 as cited in Engler, 2014).

Self-esteem needs as described by Maslow are in two kinds. These are the need for self-respect and respect from others. Engler (2014) indicated that self-esteem centres on confidence, achievement, freedom, mastery, competence and independence. Furthermore, she posited that respect from others focuses on acceptance, appreciation, recognition as well as status. It is obvious that when self-esteem needs are not attained, the individual has feelings of discouragement, inferiority and weakness. Wagner, Hoppmann, Ram, and Gerstorf (2015) shared the same view with Engler (2014) that for most people especially the young ones in our society, the need for respect from others is not so much of a concern however for the aged it is very appreciated. Engler (2014) further indicated that self-esteem needs are more than just one's reputation or prestige. She added that self-esteem needs reveal the passion for mastery, adequacy, competence, strength, independence, achievement, freedom, and confidence to do things in this world. Thus, it is based on the competence of the individual and not on other's opinion (Feist & Feist, 2008). Once an individual meets his/her esteem needs, he/she stands on the path of self-actualisation.

The fifth and sixth levels of the Maslow's eight hierarchical needs are the cognitive and aesthetic needs. These needs form a small but important part on their own in the hierarchy of needs. The cognitive need is the desire to know, solve problems and overcome challenges, as well as, the desire for

understanding and curiosity (Maslow, 1970). Once knowledge is vital to the satisfaction of each need. Individuals can satisfy their physiological needs by their knowledge on how to get the food, safety needs by the knowledge on how to house themselves, love needs by the knowledge of how to interact with people, esteemed needs by attaining some knowledge and acquiring some level of self-confidence with that knowledge. People can achieve self-actualisation by fully using their cognitive potentials. Feist and Feist (2008) asserted that when people cannot satisfy their cognitive needs they become pathological. According to Engler (2014), the need to know is more important and comes before the need to understand. For example, children are naturally curious when their cognitive impulses are satisfied, before they seek for more understanding.

Furthermore, aesthetic is the need for symmetry, order and beauty (Amaning, 2009). Maslow was convinced by peculiar clinical studies that in some people, aesthetic needs are priority. For example, Maslow (1970) indicates that some individuals in some unique way get sick from unclean environment but are cured by beautiful surroundings. Such individuals actively yearn for things and their desire can only be fulfilled by beauty. Aesthetic needs are not universal, and they are also not severely delineated from the needs of the other needs in the hierarchy; they interrelate with the other needs (Maslow, 1970; Feist & Feist, 2008).

The next hierarchy of need is the self-actualisation needs. When the earlier needs of an individual are met, the need for self-actualisation may emerge if the individual has the confidence to choose them. They include the desire for self-fulfillment to realise all of one's potential to become everything

that one wants to be. The descriptions of these needs are very complex because they are so special and vary from person to person. Generally, self-actualisation refers to the longing to satisfy one's highest potential in life.

Transcendence is the eighth and the last level in Maslow's hierarchy of needs. It is the need to help others find self-fulfillment and realise their potentials. According to Hutt (2000) as cited in Awabil (2002), Maslow was of the view that as one develops wisdom, he/she becomes more self-actualised and transcendence; one will automatically know what to do in a wider variety of situation. The overview of Maslow's eight hierarchical needs is depicted in the diagram below:

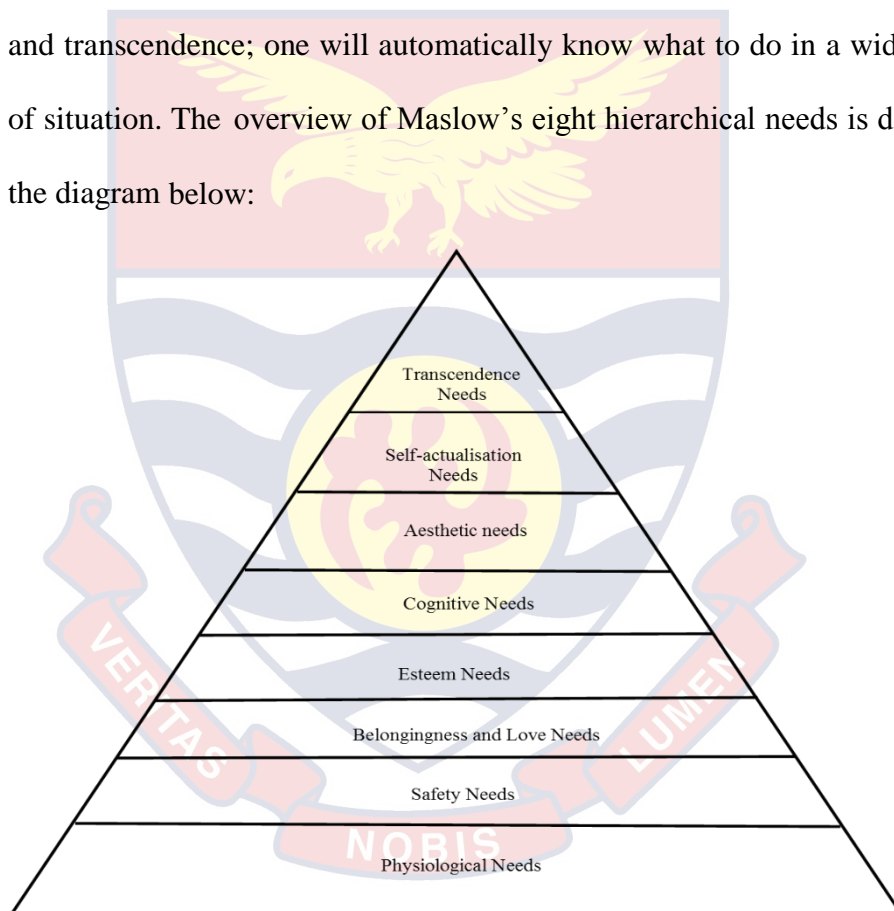


Figure 1: Maslow's Eight Hierarchical Needs

Source: Hutt (2000) cited in Awabil (2002)

Maslow's theory indicates that if a student lacks any of the eight needs, it could negatively have an impact on the student's academics, emotions, and social life. The recognition of the lack of any of the needs stated in Maslow's theory may cause an individual especially a student to sought for guidance.

Gibson's Theory of Direct Perception

Gibson's theory of direct perception assumes that the content and quality of sensory inputs of an individual perform an important role in determining the final percept. Sensory input in this sense signifies the basis of reasoning and by this nature it promotes more sensory data processing. Demuth (2013) calls this processing of data, perception. Gibson's theory postulates that we extract information from the external environment, which is necessary for our survival. The pressures within the environment cause the individual's receptor to be created and formed, so that he/she becomes sensitive to the vital stimulus from the environment that makes the individual adapt to the environment. Base on this, Gibson came to the conclusion that from the analysis of data collected from an environment one may obtain all the relevant information concerning objects [an activity and programme] through the direct perception of their perceivable qualities, which include information about their essence and potential application. This can be explained, using an example of a ladder, that if a person looks at it, he/she might also see the possibility to climb up or down. The example is applicable to all common events that an individual does with objects including unusual or abstract ways of use.

Gibson (1950), as cited in Mweemba (2016), realised that, to some extent, our perception is stimulated by our active approach. He argued that perception does not mean focusing only on one's attention and perceptual accommodation. Gibson's core idea was that the opinion that one's perception is based on his/her volume of information of his/her sensory inputs, which he/she further processes only by revealing and clarifying the available

information. The implication of this theory is that students may perceive guidance services from different angles. Therefore, to uncover how students perceive guidance services offered in their senior high schools, this model can be applied in a society, community and school environments where there are so many pressures which students are exposed to, which require guidance services. For example, there is crime, fear of the unknown, withdrawnness, drug abuse (smoking, alcoholism), handling sexual information, illnesses, financial problems, academic failure and career uncertainty. These act as stimuli which will then determine students' perception of guidance services. In other words, students will create and form perceptions of guidance services based on what they have heard and seen in the external environment. Gibson's direct theory of perception shows that sensory information is always perceived from one direction. This can help the guidance personnel to analyse perceptions of students and provide guidance services to them by simply considering their perceived raw sensory data to the complex analysis of their sensory data perceived through visual systems.

Gregory's Theory of Indirect Perception

The key feature of this theory as an example of the top-down theories of perception is the involvement of higher cognitive functions in the perception process based on the interpretation of perceived contents. According to the theories of indirect perception, perception is only possible via mental representation. Gregory's theory assumes that the perception process is an active process of retrieving sensory stimuli, evaluating the sensory stimuli, interpreting and organising the sensory stimuli. Perception is seen as the end product of the relationship between stimulus and internal

hypotheses, potentials and knowledge of the viewer, while the feelings (emotions) and motivation of the individual play significant roles in this process. Perception is hence affected by a wide variety of individual factors that can lead to an insufficient interpretation (Eysenck, 2008).

Gregory believes that sensory data which can be found on receptors are some kind of energy samples which are of no relevance by themselves. The importance of sensory data is based on existing experience. Perception deals with receptors, as well as, the brain. Information acquired by sensory receptors are not specific and must be approached by higher cognitive functions. In this context Gregory talked about looking for a hypothesis that will collect and interpret sensory information in the most relevant way. Gregory thinks that a subject needs ideas and contents more than the summative of sensory information. Experience is a vital element in interpretation. He explained that for interpretation of sensory information, experience is more relevant than sensory image (Demuth, 2013). The context, the expectations and the motivations are among the key words and statements in Gregory's theory.

So, Gregory concludes that, to see means to believe, that the object given is what is being received, but also, that one's perception is determined by his/her attitudes, emotions and expectations. Therefore, through their experiences of guidance services, students will have expectations based on what they have heard and seen. This sensory information does not automatically mean to perceive, but to perceive always means that students would have integrated their feelings into a bigger context of beliefs and opinions. Since perception goes beyond mere collection of information,

students' perceptions of guidance would be based on active involvement of higher cognitive functions, which are responsible for constructing.

Gregory's indirect theory of perception helps a guidance personnel to understand that a student's perception is not based on only what he/she sees but also based on the student's prior knowledge. The combination of what the eyes see and the knowledge stored in one's brain affect one's perception. This theory also shows the importance of the appraisal service used by the guidance personnel in his/her course of providing effective guidance services.

Conceptual Review

Meaning of Perception

To describe perception from the etymologically point of view, the word "perception" comes from the Latin word, 'percipere', or 'perceptio', which means "to perceive, to receive, to collect, or to take action of possession, and apprehension with the mind or senses. Perception has been explained by the use of instinctive knowledge. These include sense, awareness, recognition, understanding, idea, impression, consciousness, notion, apprehension, observation and conception (Demuth, 2013; Akurugu, 2010; Eysenck, 2008; Guo, 2002; Bai, 2001). For psychology, cognitive science and philosophy, perception is seen as the process of obtaining awareness or understanding of sensory data (Bai, 2001). Fazio and Williams (1986) (as cited in Akurugu, 2010) indicated that perceiving ideas and concepts can be looked at from two perspectives. These are the "conscious recognition and interpretation of sensory stimuli", and the "result of the act of perceiving" (p. 512). Consciously recognising and interpreting sensory stimuli form the foundation for the comprehension of learning and knowing.

Fazio and Williams (1986) as cited in Akurugu (2010) explain perception as “those subjective experiences of objects or events that ordinarily result from stimulation of the receptor organs of the body. This stimulation is transformed or encoded into neural activity by specialised receptor mechanisms and is relayed to more central regions of the nervous system where further neural processing occurs”. They further indicated that perception is seen as the last neural processing, which produces perceptual experience; and thus perception occur without outside motivation of the receptor organs.

The online business dictionary (2018) defined perception as “the process by which people translate sensory impressions into a coherent and unified view of the world around them. Though necessarily based on incomplete and unverified (or unreliable) information, perception is ‘the reality’ and guides human behavior in general”. The researcher adopted the definition of perception used in the field of psychology as indicated by Bai (2001) because most people who provide professional guidance service in education may have some background of psychology in education.

Meaning of Utilisation

The word ‘utilisation’ is the noun form of the verb ‘utilise’. According to Collins English Dictionary (2014), the word ‘utilise’ means “to make practical or worthwhile use of something.” Utilisation therefore is the act of putting something to use, bringing something to bear, and using it for a particular purpose. This simply implies that utilisation is synonymous to the term ‘use’. The term ‘use’ was contextually described by Lasode, Lawal, and Ofodile (2017) in a similar study where they described the word ‘use’ to refer

to the frequency in which participants visit the school guidance and counselling office for services. The researcher will however adopt the meaning of the term ‘use’ as described by Lasode, Lawal, and Ofodile (2017) as utilisation for the purpose of the study.

Concept of Guidance

Guidance simply derives its meaning from the root word ‘guide,’ which is translated to direct, lead, aid, assist, show the way, manage, inform or steer (Makinde, 1993). Guidance may be defined as a developmental process by which a person is helped to comprehend, agree and use his/her skills, interests, talents and attitudinal behaviours in relation to his/her own aspirations (UNESCO, 1998 as cited in Appiah, 2013).

Guidance is seen as a programme or service to individuals on the basis of the needs of the individual, as well as, the comprehension of the individual’s environment, the impact of environmental elements on the person and the special characteristics within the school (UNESCO, 2002). Guidance is intended to assist everyone adjust to his/her environment, build the skill to set achievable goals, and advance the individual’s education. Guidance can therefore be thought of as a process, concept, service and educational construct.

Guidance as a process, guidance is not a simple issue because it deals with series of actions or progressive steps, which move towards the attainment of a goal. According to Watts and Kidd (2000), it is “a range of processes designed to enable individuals to make informed choices and transitions related to their educational, vocational and personal development” (p. 489). Guidance is hence a process that shapes and develops human

character instead of being just a one-time event. For instance, assisting students individually, or in smaller groups to make educational, personal, or vocational choices (Hornby, 2003). Guidance is therefore a process, not an end result. The solution of a particular or given problem is not as crucial as learning to solve problems.

Guidance as a concept (mental image), deals with use of one's understanding to help an individual. Watts and Kidd (2000) stated that the understanding of the concept of guidance in the 21st Century perceives guidance as developing the career (vocational) guidance services of an individual in preparation for a vocation. They further argued that guidance from a wider view is "strongly established as an educational concept" (p. 494), and therefore not limited to education because it can also be used in terms of "good parenting". Hence, it is applicable to the major role that learning institutions are often connected with, as well as, in the role of teachers as a substitute to parents.

Guidance as an educational construct (intellectual synthesis), represents the delivery of experiences that help learners to know themselves. It also includes experiences that aid each student to know himself/herself, appreciate himself/herself, and live meaningfully in his/her community. For example, the guidance personnel and programme regarded as directing the students into some educational undertaking (choice of subjects and acceptable code of ethics) and professional occupations (Makinde, 1993; UNESCO, 2000).

Furthermore, guidance as a service (activities carried out to meet a demand), refers to several institutional procedures and processes to achieving

a helping relationship. It is also the formalised actions taken by schools to make guidance effective and available to all students. Some authors have identified four major services, which are personal, educational, social, and vocational guidance (Olugbenga & Ogidan, 2014; Taylor & Buku, 2006; UNESCO, 2000).

According to Fruehling (2009), educational guidance is a process of assisting learners to gain the necessary self-understanding and self-direction in making informed choices and to move towards achieving personal goals. It focuses on the comprehensive development of the individual learner through series of programmes designed to maximise learning, inspire career development and respond to personal and social concerns that prevent individual growth. This definition underscores the important roles that educational guidance play in the lives of students. What makes educational guidance critical is its immediate and future impact that the service has on students' lives (Assoah, 2007). Thus, the individual is guided to take good decisions and solve personal challenges that are likely to impact negatively on the present as well as future life. According to UNESCO (2002), educational guidance is relevant in learning institutions in the following ways:

1. Educational guidance provides the opportunity for teenagers to the right kind of instruction to pursue. This motivates anyone to maximise his/her involvement in the community.
2. It helps young people in making informed decisions concerning their education. Individuals have to know the choices that have to be made, and determine whether the choice is between subjects, curricula, schools or colleges. They have to know subject combinations or

options, what the subject involves in the classroom, available courses and where each course leads, the available schools and colleges, admission requirements, and educational opportunities.

3. It speeds up the gradual movement of youngsters from the home to school, from primary to secondary school, from secondary to post-secondary educational institutions, and to the world of work. The final transition from the educational system to the labour force appears to be most important and challenging for students.
4. It builds the confidence of students to manage examination fears. The fright of failing and the desire for better grades are serious causes of pressure among learners.
5. It assists learners to build good study behaviours. Learners are helped to develop proficiency in writing (note-taking), reading, and academic performance.
6. It brings about useful learning experiences to learners. Learners translate their curriculum knowledge to vocational groups.

The motive behind educational guidance is to assist students to be successful in their educational endeavours and to aid them to achieve their educational aims and objectives. This helps the individual to comprehend individual's educational problems and to also ensure that these problems are well taken care of. Educational guidance also assists the students to realise both their present and future educational needs and opportunities. This can be seen when students are given assistance to adjust to the school, select both curricular and extracurricular offerings of the school and planning, preparing

and carrying through an appropriate plan execution of development (Taylor & Buku, 2006).

Taylor and Buku (2006) stipulate that educational guidance is the act of helping individuals in planning a reliable education programme and gaining from it. It helps learners to select appropriate subjects depending on their abilities and interests. Through educational guidance, the students are able to pursue the right type of education, make concrete decisions about their educational detections, facilitates the smooth transition of children from different levels of education, especially home to the school, from basic to senior high school, senior high school to tertiary institution and to the world of work. It also gives the students meaningful educational experiences, assists them to cope with examination pressure, especially yearning for high grades and the fear of failure.

Educational guidance assists students to devise good habits of studying. It is also realised that students are able to recognise their academic potentials. Since the students know their abilities and interests in a particular discipline, they can easily adjust to the situation they find themselves.

From the World Book Encyclopedia (2001: 422), Guidance in education is the way of assisting individual students to take decisions about their lives. This can be seen in all levels of education. Guidance assists the students to know themselves by concentrating on their interest, abilities and needs in relation to their home, school and community. Educational guidance is therefore a process which ensures that the right environment for the education of the individual is created, to assist the individual in selecting the school and subjects he/she likes, the development of the right learning habits,

and how to balance the individual's school life with the other activities in his/her environment (Taylor & Buku, 2006).

Vocational guidance is the process of assisting individuals to make the right choice of vocation, prepare well for that vocation, get into it, and make progress in the vocation (UNESCO, 2000). Vocational guidance offer learners with an understanding of the field of work. According to Akyinba (2013) several youths experience difficulties in vocational development. These challenges may consist of inadequate knowledge concerning their own interests and aptitudes, inadequate occupational information, indecisiveness, unwillingness to change and problem-solving skills. Vocational guidance is therefore important in helping students with problems develop their vocation. It was initially assumed to be provided prior to training and employment. Moreover, vocational guidance has become a necessary process for several people at different stages of life. Learners are to re-examine their abilities and match them to the available opportunities. Vocational guidance is intended to help learners make not only precise choices, but also, the right decisions. Flexibility and readiness to make adjustment are crucial for a learner just as the ability that one requires to commit himself/herself to a specific goal.

According to Olugbenga and Ogidan (2014), vocational guidance provides assistance in solving problems, making a choice for a vocation, preparing for that vocation, entering into that vocation and making the necessary adjustments for achievements concerning the vocation. On the other hand, the aims of vocational guidance are: i) to help individuals to familiarise with the world of work and the different requirements; ii) to help the individual make the right appraisal of his/her strengths and weaknesses in

connection to the vocation requirements presented to him/her by his/her environment (Olugbenga & Ogidan , 2014).

Personal/social guidance is aimed at solving students' social and emotional problems. For normal development, the student requires peace, acceptance and security both from school and home. In order to get rid of personal maladjustments such as unhappiness, annoyance, anger, excessive frustration and many others, students must be helped to cope with problems and difficulties of the school and the home (Olugbenga & Ogidan, 2014). Personal guidance, therefore involves making personal adjustments in various circles of life – physical, moral, spiritual, social and emotional (Taylor & Buku, 2006).

According to UNESCO (2000), and Jones (1934), personal guidance aims at the following: i) helping the individual to develop gradually his/her life goals that are socially acceptable and brings self-satisfaction; ii) helping the individual to plan his/her life in such a way that he/she is able to attain his/her goals; iii) helping the individual to consistently grow in his/her abilities to adjust to his/her goals; iv) helping the individual to live peacefully with others so that he/she may be encouraged to their development and to his/her own life goals; and v) helping the individual to grow in his/her self-directive ability, thus self-realisation.

Nature of Guidance

Guidance service by nature, is seen as a helping service. It involves self-oriented and problem-solving activities. Thus, the nature of guidance can be viewed from two perspectives (Crow & Crow, 1962). Firstly, the understanding of one's personal behaviours, abilities, motives, skills, aptitudes, interests and

socio-cultural, and economic background. Secondly, the understanding of one's environment, the opportunities, and demands that the environment presents in terms of education and vocation. Crow and Crow (1962) described guidance as the process of linking these two perspectives of understanding guidance so that they become infused with a new meaning in an individual's life. Sharma (2005) saw the nature of guidance as creating within a child the hunger and will to discover and understand himself/herself by knowing his/her strengths and weaknesses so as to help in planning his/her future growth and activities in a way that will bring maximum satisfaction and achievements.

Scope of Guidance in Senior High Schools

The senior high schools play a pivotal role in the educational history of any country. Despite it being a key stage in the life of an individual, through this period, the students also enter their adulthood. In reality, at this stage, guidance is very crucial in the students' lives. According to Rao (2006), there are two main factors that directly call for guidance in senior high schools. Through that the students are to:

1. Make academic choice that ultimately determines their vocational future
2. Become sexually mature.

Rao (2006) further highlighted that guidance programme needs to be introduced in senior high schools to meet the diverse needs of the educational system, administration and students. In introducing guidance in the senior high schools, Rao (2006) reported that it will help:

1. in the total development of the students.
2. in the proper choice of courses.

3. in the proper choice of careers.
4. the students in vocational development.
5. to develop readiness for choice and change to face new challenges.
6. to reduce the mismatching between education and employment and help in the efficient use of manpower.
7. to motivate the youth for self-employment.
8. to help the students in their period of turmoil and confusion.
9. to identify and help students in need of special help.
10. to ensure the proper utilisation of time spent outside the classroom.
11. to minimise the incidence of indiscipline.

Furthermore, the student body is heterogeneous in composition. It constitutes people from different cultural backgrounds being nurtured to take proper care of young ones. Hence, it is necessary for a programme that will help detect the innumerable groups derived from diverse cultural backgrounds and afford their various desires. For instance, guidance programmes in the senior high schools will be more appropriate in this situation (Gibson & Mitchell, 1998). In addition, the curriculum that is found in senior high schools is both subject matter and practical oriented. There is always emotional stress which should be tactfully handled by subject tutors and the co-operation from guidance teachers.

Gibson and Mitchell (2005) opined that the fundamental guidance activities in schools should comprise appraisal, counselling, placement, follow-up, research and evaluation. Oladele (2000) also added that senior high school students have to take two main decisions. They have to decide whether to progress to the university or be in the world of work. The introduction of

guidance at the senior high schools should furnish the educational, vocational, socio-personal needs of the students. This will enhance proper decision making of the students in senior high schools.

Conceptual Framework

The conceptual framework of this study was developed from the review of theories/concepts and empirical literature of scholars in relation to the topic. This framework is also based on the Maslow's theory of needs (Maslow, 1970; Feist & Feist, 2008), Gibson's theory of direct perception (Gibson, 1950; Demuth, 2013), and Gregory's theory of indirect perception (Eysenck, 2008; Demuth, 2013). The components considered in this framework (see Figure 2) are therefore guided by the reviewed literature for the study. Hence, this framework is ideal for this study as it provides the various parameters that characterised the students' perception of the need and utilisation of available guidance services provided in the senior high school.

From figure 2, the conceptual framework indicates that for a student to make a decision to access guidance services available in his/her school, he/she must first identify a need for which he/she requires help or guidance. Without the recognition of a need of guidance services, a student will not be motivated to seek for guidance. Hence, the need of the student must be one that he/she needs to be guided in meeting that need. Maslow's theory of needs indicates that when one's needs are satisfied or at least relatively satisfied, the next need in the hierarchy is motivated. The needs of senior high school students would generally result from educational, social, interpersonal, and vocational or career needs (Olugbenga & Ogidan, 2014; Taylor & Buku, 2006; UNESCO, 2000).

Based on available reviewed literature, a senior high school student may or may not access the guidance services provided in his/her school. This situation may arise due to the challenges encountered by the student. These challenges will be the moderating variables that will determine whether or not a student will utilise guidance services. These challenges include unfit room/place for guidance; location of guidance office being far; unethical attitude of guidance personnel; inadequate time for guidance; having only a single sex guidance personnel and cultural or religious beliefs of students (Chaturika, 2015; Ndhlovu, 2015; Nyambura, 2014).

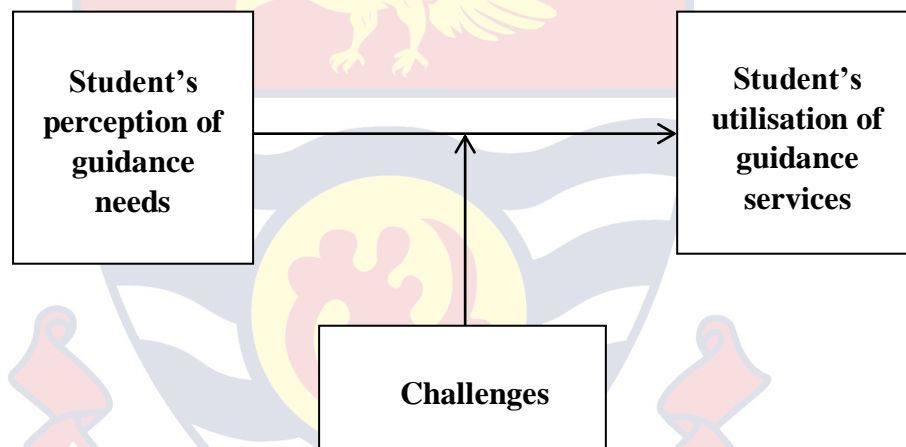


Figure 2: Conceptual Framework for Students' Perception of Guidance Needs and Utilisation of Services in Senior High Schools

Source: Author's Construct (2019)

Historical Development of Guidance in the Western World

Guidance first started in the large industrial towns in the United State of America (Taylor & Buku, 2006). In the nineteenth century there was a boom in industrial establishments in towns like Detroit, Boston, New York and Chicago. This attracted many people, both skilled and unskilled to these towns to look for jobs either to be better paid or just to be able to earn a

humble living. The results of these massive shifts to the industrial areas were that: there were overcrowding in these industrial towns; housing was a problem; living conditions deteriorated as facilities became overstretched and crime wave became a big threat as people of different backgrounds came in with different motives. All these led to poor and insecure economic conditions in these parts of USA. The attention of humanitarian movements was attracted to come in to help the poor and the suffering people in the society due to these poor conditions.

Guidance movement in the world therefore began with focus on giving information about vocational guidance and planning. Vocational education was said to be part of both organised and unorganized ways of acquiring job confidence and exposure by individuals for the achievement of job proficiency. Vocational planning was considered as a way of assisting people to develop, accept the picture of themselves, and the roles in their vocation. This was to examine this notion against reality, and to appreciate the satisfactory benefits. According to UNESCO (2000) the early development of guidance began at the later part of nineteenth century and became popular in America by the twentieth century. This movement was initiated by Frank Parsons in 1909. Frank Parsons was first to have coined “Vocational Guidance” in the book “Choosing a Vocation.” However, George Merrill was credited to be the first to present an organised work on guidance at California School of Mechanical Arts in San Francisco, California, USA in 1885. It was recorded that Merrill’s first contribution in the field of guidance was massive (UNESCO, 2000). His method helped students to discover all the trades learnt in the school, to offer advice for job opportunities and follow-up of graduates

after the completion of their education.

Among other prominent individuals who influenced the field of guidance movement were Davis, Weaver, and Goodwin. In 1911, Goodwin held a city-level guidance programme in Cincinnati, USA. In 1912, Weaver made a lot of efforts to introduce guidance in schools in New York. It is known that several institutions that worked with guidance were established by Weaver. Lastly, the UNESCO (2000) report indicated that Davis organised school-wide guidance programmes in 1912, which he used to promote the movement of guidance by making it to become a part of the school system. The commencement of personnel work in business was another aspect in the expansion of guidance movement. In 1913, Munsterberg introduced and encouraged job-analysis practices in business. This job-analysis method steered the establishment of group tests of psychological ability. In 1626, the first document on vocational choices “The Universal Plaza of All the Professions of the World” authored by Tomaso Garzoni came into sight. Nonetheless, it was not until the twentieth century that formal guidance activities were handled by expert personnel (Gysbers & Henderson, 2001).

Guidance Movement in Africa

Literature on development of guidance in Africa is scarce. However, the development of guidance in Africa would be viewed from two broad perspectives, thus, the informal or traditional guidance and formal or organised guidance. Before the advent of formal guidance in schools, informal guidance was already in existence such that traditional practitioners functioned basically as advisers. According to UNESCO (2000), the inception of guidance on the African continent could be traced to the nineteen fifties in

nations like Nigeria, which made a lot of progress in the field. Makinde (1983) as cited in Taylor and Buku (2006) indicated that in 1959, a group of Roman Catholic Sisters in Nigeria organised formal career guidance for their final year students shortly before their last examination. Other African countries like Swaziland, Malawi, Zambia, and Tanzania had no existence of guidance services until the late nineteen sixties.

However, since the introduction of guidance services in those countries the emphasis has been on vocational guidance, location of employment, awareness of the world of work, and decrease in examination fear (Taylor & Buku, 2006). There is, however, a relief that since the realisation of several African countries about the relevance of guidance services in schools, a lot of them have now instituted guidance in their schools. Even though few countries have gone far with guidance, some are still doing their best to improve. It is also important to note that some countries now train teachers in schools to provide effective guidance services.

Guidance Movement in Ghana

The initial guidance in Ghana was the traditional form of guidance that took the form of advice-giving. This was a kind of voluntary service administered in schools by heads of institutions, chaplains, teachers, and housemasters, and in some instances prefects in schools. Beyond the school environment, parents and guardians guided their children and relations as they were naturally expected to do so by society.

According to Taylor and Buku (2006) in 1955, the first effort made to establish formalised guidance in Ghana was when the Ministries of Labour, Social Welfare, and Education worked together to create a Youth Employment

Department. The Youth Employment Department in Ghana was formed to accommodate the unemployed middle school leavers who were less than twenty years with the intention of posting them into appropriate jobs after giving vocational guidance. Ackumey (1989) asserted that about thirty youth employment centres were established in Ghana by 1961. By 1976, the government developed a policy through the directive of Ghana Education Service (GES) for the setting up of guidance and counselling programmes in the country's second cycle institutions. The University of Cape Coast was mandated for the training of Guidance and Counselling officials to serve in the second cycle schools and by 1981, about 200 Guidance Coordinators had been trained and posted to the Regional and District offices of GES (Taylor & Buku, 2006).

Types of Guidance Services

Guidance services are not foreign in the Ghanaian society. The traditional society provided certain services such as giving advice, which could be termed guidance. Such assistance seems to be offered in times of crisis. This type of assistance was not organised. It was neither structured nor systematic (Taylor & Buku, 2006). Notwithstanding, it helped the client. However, with the introduction of Western Education, teachers, administrators and chaplains in senior high schools have practiced guidance. With the passage of time, attempts have been made to provide systematic guidance in schools, colleges and universities. It is true that human beings are always beset with problems and fortunately our methods of problem solving have advanced greatly in recent years. The giving of professional guidance service has become an accepted and vital part in our society (UNESCO,

2000). Guidance in the colleges has become necessary due to the greater complexity of modern life style. This has resulted in increased pressure that can be seen from maladaptive behaviours and hindrances to learning. Guidance should, therefore, aim at correction of maladjustment (Olugbenga & Ogidan, 2014).

For guidance to be effective and useful, it must become an integral part of the educational programme. This is because guidance is part of the educational system (Taylor & Buku, 2006). Regarding guidance as part of education is very necessary because ignorance of guidance in the senior high schools on the part of students is a clear indication that, they have not been exposed to the guidance in the junior high schools.

Olugbenga and Ogidan (2014) stated that guidance service is classified according to the area of life in which the problems occur. Guidance services most commonly found in schools are organised around the Orientation or adaptive services, Appraisal services, Information or distributive services, Counselling services, Consultation services, Referral services, Placement services, Follow-up services, Evaluation services and Remedial services.

Orientation or Adaptive Service

Orientation services are organised to help new students adjust well in any new environment (Olugbenga & Ogidan, 2014). At the beginning of each academic year, new students are admitted into primary, secondary, training colleges and other tertiary institutions. Many of these students get lost emotionally, psychologically and socially in their new school environment. This could be as a result of the new students missing the psychological support of their parents, former teachers and friends. In addition, the

administrative set up, rules and regulations may appear completely different from what they are used to. Therefore, orientation service is organised to help new students make adjustments during such critical changeover periods.

Programmes are drawn up to familiarise them with the overall school situation. They are introduced to physical plants, administrative setup, rules and regulations governing students' conducts, the use of school facilities, new course contents, teaching staff and how the school guidance programme can serve their needs. In schools where there are guidance coordinators, orientation service enables new students to interact with their guidance coordinators for the first time (Taylor & Buku, 2006).

Appraisal or Data Collection Service

The appraisal service is organised to collect, analyse and use diversity of objective and personal psychological and social information about each student. It is for the purpose of better understanding students in order to assist them to understand themselves (Taylor & Buku, 2006). Without adequate and reliable information on any individual, it will be a difficult task to help the individual solve his/her problems or plan realistically. It is also a way of helping an individual to acquire and organise useful information about him/her. This helps him/her to know his/her strengths and weaknesses to enable him/her make reasonable choices from all alternatives at his/her disposal (Olugbenga & Ogidan, 2014). Systematic analysis of student's information permits teachers, guidance personnel, parents and school authorities to help students. This can only be realised through sound techniques of collecting, organising, interpreting and using relevant student information. A study by Yuksel-Sahin (2009) evaluated guidance and

counselling services using 204 teachers. Using percentages and multiple regression analysis, the study revealed that the top three most utilised guidance services were consultation services, counselling services, and information gathering services.

Information or Distributive Service

While the appraisal service collects information about the student, the information service gives information to the students (Taylor & Buku, 2006). The orientation, appraisal and information services aim at giving students the right kind of knowledge in social, vocational and educational opportunities. When this is done, it empowers students to make informed decisions and choices. The main objective of the information service is to stimulate individual student to evaluate themselves and their opportunities (Olugbenga & Ogidan, 2014). The service also aims at making feasible choices in the light of students' unique characteristics and opportunities. This helps the student to accept responsibilities for the choice and effect a course of action in consonance with the choice. Information service may be emotional or moral, social, educational, vocational or recreational.

Counselling Service

Counselling plays an integral part in the provision of guidance. According to McLeod and McLeod (2015), counselling is a form of interpersonal contact where one seeks to explore or resolve a troubling personal aspect of a practical issue. It happens when an individual consults someone else (a counsellor) about a problem that is preventing him/her from living his/her life in a way in which he/she would wish. Counselling is therefore a process that allows a student to explore his/her own feelings. It

has been described as the core of all guidance services (Lunenburg, 2010). Counselling is a service designed to help a student analyse his/her capabilities, achievements, interests and confused ideas, hopes, fears, feelings and aspirations to make decisions or deal effectively with self and the reality of his/her environment.

Consultation Service

This service brings together the guidance coordinator and other people including professionals to help the student. These people exchange ideas about the student, collect as much information as they can and plan what could be done for him/her. Taylor and Buku (2006) state that, here, the guidance coordinator mediates between the client and other professional people who may know the cause of student's worry to provide or suggest ways by which the guidance coordinator can offer better service to the client. The guidance coordinator consults on behalf of the client with the client's consent. It may involve discussion with people concerned with clients' welfare for example parents/guardians, doctors, and psychiatrists.

Referral Service

Referral service is one of the guidance services meant for students who are not subject to be guided and counseled by the guidance personnel in a normal group. It is a service arranged for the purpose of providing specialised help to students (Taylor and Buku, 2006). The student is advised by the guidance personnel to go for special help from specialised or professional persons because the student needs much care to overcome his/her problems. As long as referral service is concerned, the guidance personnel needs to follow-up on the student's progress and therefore, the guidance personnel

must establish a good relationship with the referred student and the referral agency for fulfilling the referral service of guidance.

Placement Service

Placement is organised to improve the development of learners by helping them to select and make use of opportunities within the school and in the field of work (Olugbenga & Ogidan, 2014). According to Taylor and Buku (2006), placement starts with information and ends when students have been able to carry out their plans and have been followed up to find out the progress they are making. They further indicated that it is concerned with helping students to move from one level of educational training to the next, for instance from senior high school to the training college and from the training college to the university.

According to Makinde (1990) as cited in Bempah (2010) placement occurred in three phases:

1. Pre-placement – information about available opportunities.
2. Placement – development and implementation of plans.
3. Post placement – helping the student to adapt and adjust to placement.

(p. 36)

Placement can be vocational, educational or personal/social. It helps the student to identify a place where he/she will utilise his/her abilities to the satisfaction of his/her interests and needs. A study by Yuksel-Sahin (2009) revealed that placement services, evaluation services and follow-up services were reported as the least utilised guidance services in schools.

Follow-up Service

The follow-up service is a systematic method of finding out how individuals are getting on in places where they have been placed. As guidance coordinators work with students, it is necessary to follow them up in order to assess their progress. Any mistake and problems that are detected could then be resolved. According to Makinde (1990) as cited in Bempah (2010), the measurement of guidance outcome is very important since it is used in appraising the effectiveness or otherwise of the entire guidance programme. Feedback from follow-up techniques may include mail survey (questionnaire), personal interview and telephone interview. Bempah (2010) stressed that follow-up services are often overlooked. It deals with students who have left the school either as drop outs or graduates. Upon their strengths and weaknesses, the Counsellor can assist other students in many more ways that are positive. Follow-up service is also concerned with the impact of guidance programme on student.

On the other hand, Omotosho (1995) as cited in Taylor and Buku (2006), follow-up studies of former students are efficient ways in which educational institutions can use for measuring the effects of school. Teachers, administrators and parents are concerned with what is happening to students while they are in school, and after they have left school. Without such knowledge about students, neither the instructional programme nor the guidance services can be evaluated in terms of the effect they have on the lives of the students. It is through an organised follow-up programme that data can be gathered and used to evaluate the effectiveness of school policies and practices.

Evaluation Service

It is the use of scientific methods to find out whether a programme is working well and is effectively achieving its goals (Olugbenga & Ogidan, 2014). Unlike the other services, evaluation services are not direct services to students or clients, but more for the benefit of school officials and the community and the guidance programmes. Through evaluation it becomes possible for the school to discover the extent to which the programme has achieved its desired goals and what changes or improvements are needed. Makinde (1990) as cited in Bempah (2010) is of the opinion that successes cannot be easily quantified. However, the researcher is of the view that questionnaires covering the intangible outcomes can be responded to by the clients. In this way, it may be quantified for evaluation purposes.

Remedial Service

According to Taylor and Buku (2006), remedial services are practical measures adapted to enrich exceptional students especially those that need more attention to cope with regular classes. This type of guidance service is mostly made available to students with reading, speech or any form of learning difficulties. Remedial services are special arrangement for those exceptional students. For example, in the case of a student with difficulty in speech articulation, an arrangement may be made for tape-recorder to aid him/her in learning. Remedial services require extra and hearty efforts by the guidance personnel or teacher for the well-being of the needy students.

The need for guidance

The need for guidance can never be over emphasised as society keeps increasing in complexity. The society is said to be built on individuals, hence

the strength and harmony of these individuals determine the foundation of a resilient society (Braithwaite, 2010). This suggests that the optimal development of each individual should be the most valued goal of any society.

The development of an individual mind alone through the various subjects taught in class is not enough to build the total development of that individual for a strong society. There must be a change in the whole educational system to recognise that an individual will remain a barbarian to his/her society until he/she knows more about himself/herself. The knowledge of an individual about himself/herself can only be done through guidance programmes.

According to Bempah (2010), the process of vocational development deals with the whole life span of an individual. This process begins at the very early stage of an individual's life and continues till after retirement from active service from work. The individual goes through the stage of growth, exploration, maintenance and decline (Amaning, 2009). The shift from education to work can be expedited by providing opportunities that encourage self-exploration relating to the world of work while the individual is still in school.

Moreover, considering the high number of graduate job seekers that flow into the labour market yearly, the educational system of the country should structure the guidance programme in schools to be able to guide a good number of young people who would make the decision to go into self-employment. Students will need to be guided in the choice of career that best fits them.

Empirical Review

Perception of students on the need for guidance services

The principle behind the setting up of guidance services is to prepare students for life. The preparation of students for life involves fulfilling their educational, personal/social, and career needs through guidance services. Thus, a student who is able to make right decisions in these areas may have positive perceptions about guidance services. This assertion is supported by Nyambura (2014) and Eyo, Joshua, and Esuong (2010) study, where a majority of students had positive perceptions about the guidance services provided to them. Both studies indicated that students argued that they were able to progress well in their education, solved their problems objectively and identified their endowed abilities in various areas of activities. It can be said from the afore discussion, that when a student is satisfied with his/her educational guidance, needs like knowing his/her efficient study methods and implementing them, learning how to learn, manage and use time effectively, becoming aware of his/her own potentials and knowing how to utilise it, as well as, knowing how to adapt to his/her school environment will lead to a student having a positive perception about the guidance services offered to him/her.

According to Mweemba (2016), students may be satisfied with guidance services if they are able to form harmonious relationship with the people around them, as well as, know themselves, and improve their problem-solving and communication skills. She added that students may also need to improve their social skills, make effective decisions, and cope with test anxiety. Kuzgun (2000) as cited in Nyan (2014) indicated that a

learner whose vocational guidance need is met, is aware of his/her own interests, abilities, and values.

On the other hand, Mander (2013) posited that students tend to be reluctant to utilise guidance service when it is available to them. She added that the unwillingness of students to make use of available guidance services may be affected by the type of perceptions, beliefs and attitudes that they hold toward guidance services. Students who have a wrong perception towards guidance services perceive the services to be for those who have problems with their academics (Mander, 2013). It should be noted that such a perception of students does not only lead to their unwillingness to access guidance services but also make students to avoid accessing guidance services even when they have a problem. A study conducted in Kenya's Starehe district by Fgatabu (2012) revealed that majority of secondary school students had negative attitude towards guidance services. He further explained that the students' negative attitudes were due to lack of confidence in the guidance teachers. Also, he indicated inadequate time for guidance service on the part of the guidance teachers as one of the reasons why students did not utilise the available guidance service in their school.

A study by Duncan and Durell (2007) indicated that black students in colleges have preferences about who they believe will be the most helpful when in times of trouble. They added that the unique identity of black students coupled with their self-belief and the person to whom they trust are developed at home and from their community. This suggests that ethnicity, cultural background and religious beliefs of individuals are factors that influence students' perception on the need for accessing guidance services in

their schools. According to Gardner (2007), black students with a high level of ethnic consciousness preferred counsellors who were ethnically similar to themselves. Also, Terrell and Terrell (1984) as cited by Duncan and Durell (2007) indicated that black students who were found to be more mistrusting as measured by the cultural mistrust inventory (1981) were more likely to terminate from therapy prematurely.

How guidance services are offered in Senior Higher Schools

Guidance services provided in senior high schools are primarily meant to help students cope with life pressures that confront them. Although guidance services exist in some senior high schools, yet some students still avoid accessing the services. There is the need therefore to identify challenges faced by students in accessing guidance services in order to improve them in senior high schools. There are two ways of delivering guidance services in educational settings like the senior high schools, thus individual or group guidance. It should be noted that the nature of the problem or matter at hand will determines whether individual or group guidance approach should be used. Ndhlovu (2015) referred this as, “procedure in guidance service”. He indicated that the procedure in guidance service refers to how guidance is offered or delivered. He further cautions guidance teachers that although the case determines the procedure one should select, hence, both have their own advantages and disadvantages.

Other scholars like Kochhar (2012) and Okumu (2012) are also of the opinion that guidance teachers need to meet students individually or in group meetings. Methods or techniques such as observations, brainstorming, role playing, problem solving and discussions are used in group guidance (Open

University of Tanzania, 2013). A study by Mapfumo and Nkoma (2013) in Zimbabwe showed that group guidance services were mainly provided during formal classroom lessons and therefore there were minimal one-on-one guidance. It should be noted that such situations may discourage students from accessing guidance services because they may not be able to share their problem(s) to the whole class due to the fear of being laughed at. Therefore, school guidance teachers need to consider other ways of providing guidance services to cater for all students' needs.

Utilisation of guidance services

According to Kochhar (2013), the absence of educational data has made it difficult for learners to make the right selection of courses or subjects and school to attend. Educational guidance helps students to improve their study skills, as well as, motivate them to concentrate on their study materials, deal with procrastination, forgetfulness and use appropriate study techniques. Students handle their own activities by preparing a time-table for personal activities and studies. The development of learners' expertise in note-taking and sitting for examinations help learners reduce their fear and stress (Ndhlovu, 2015). Again, Ndhlovu (2015) posits that educational guidance at senior high schools plays a key role in helping students develop skills such as developing new ways of thinking, association and forming positive attitudes that will benefit and assist them as they learn.

Lunenburg (2009) asserts that the function of educational guidance is to make room for each learner to reach his/her full potential in the areas of educational, vocational, social and emotional development. Heads of senior high schools must therefore consider guidance services as an integral part of

education that is centered directly on the above function. The utilisation of guidance services prepares students to take up more responsibility for their decisions and also grow in their ability to comprehend and accept the outcomes of their choices (Gibson, 2008). The ability to make wise choices is not inherent but, like other abilities, it must be developed. This implies that any decision made has its foundation in reinforcement, which may arise due to the establishment of guidance services.

In planning for the future, career goals, and analysing skills and interests are some of the things students must develop whilst in senior high school. Career information through career guidance service should be offered to students. For instance, senior high school guidance service officers can collaborate with other career experts and invite them as representatives from different industries or occupations to offer career guidance to students. When programmes of this nature take place, students are helped to solve career problems and increase their competence in making decisions and plans for the future like preparing for the world of work in life (Borders & Drury, 1992).

Challenges faced by students in the utilisation of guidance services

In spite of the many merits that guidance services provides, students may not fully utilise the services for different reasons. Chaturika (2015), in a study, revealed that 65% of students confirmed that they had less confidence in their school guidance teachers especially where individual guidance was concerned. In this respect, students mistrusted the guidance teachers whom they thought to be unfaithful. Ndhlovu (2015) cited confidentiality as one of the basic characteristics of guidance in which the guidance teacher is expected and gratified to keep and treat information given by the client confidential.

Nyambura's (2014) study also confirmed that the fear of breaking confidentiality was one of the reasons that kept students away from seeking guidance related help. A guidance teacher should know that adolescents feel that they are grown-ups and hence the teacher should not consider them to be little children. Students desire confidentiality from their guidance teachers. When students' issues are revealed, they develop a bad impression of the guidance service and from that perspective; students may not recognise their guidance teachers as being fully qualified for the job. In such a situation, students will be prevented from seeking guidance service.

In other studies, students indicated that the problems they faced in accessing guidance services came from the fact that the guidance office was either poorly located or in a dilapidated condition or did not exist at all. According to Chireshe (2006), majority of a students in the study conducted in Zimbabwean secondary schools indicated that guidance offices or rooms were located near the administration building, whereas a substantial number said that the guidance services were provided in an office far from the administration block and lastly a quarter indicated the services were conducted in a classroom.

In Nyambura's study (2014) in Juja Division of Thika County, Kenya revealed that guidance services were offered in the principal or deputy principal's office. Also dining halls and assembly halls were used as places for guidance. This is not surprising as Yunis (2006) posited that when guidance services are perceived as part of the school administration, students avoid accessing it. Chaturika (2015) indicated in his study that there was no place for school guidance in some senior high schools whereas in other senior

high schools there was evidence of a place, but they were not in good condition. This suggests that guidance services were provided in various places of which some were perceived as ‘unfit’ for the purpose, especially where a specific type of guidance service such as counselling is concerned. According to Ndhlovu (2015), “the venue or room where counselling takes place must be appropriate for such an exercise, the room should be quiet and free from disturbance or frequent interruptions” (p. 26).

Furthermore, the attitude of a guidance teacher can be a reason for students not to access guidance services. Some personal traits like quick temperedness, poor morals, bad listener, intolerance, impatience, favouritism, and judgmental attitude can be a stumbling block for many students when they observe any of these traits in the guidance teacher (Egbochuku, 2008). In Momanyi (2013) study, there was an indication that students were afraid to meet the school guidance coordinators because students perceived him to be impatient. To think of such sentiments being uttered by students suggest that the selection of guidance teachers should be carefully done. Nyambura (2014) supports the idea that students look forward to guidance teachers with qualities such as genuineness, acceptance, trustworthiness and empathy. She indicated that the attitudes of guidance teachers positively influenced students’ help-seeking behaviour of guidance services.

Additionally, the gender of the guidance teacher seems to be a reason why students do not access guidance services. Ndhlovu (2015) indicated that the need to have female guidance teachers in schools actually necessitated the development of guidance in America. In accordance with this, Yirgalem (2013) in a study revealed that female participants were not utilizing guidance

services due to fear of the male guidance teachers. In addition, Siamoongwa's (2004) showed in a study that, many students preferred guidance teachers of the opposite sex whereas only very few liked guidance teachers of the same sex. Chireshe (2006) study also concluded that female students preferred female guidance teachers while male students had a preference of male guidance teachers. From the above assertions, senior high schools need to respond to guidance needs of both male and female by providing female and male guidance teachers in the guidance office.

Summary

The chapter reviewed literature on guidance services in respect of the concept of guidance, historical development of guidance, types of guidance services, and perception of students on the need for guidance services, utilisation of guidance services and the challenges, if any, faced by students in accessing guidance services. However, the researcher identified a gap in the reviewed literature that no conceptual framework exists on perception and utilisation of guidance services in senior high schools.

CHAPTER THREE

RESEARCH METHODS

Introduction

The chapter describes the methodological procedures used to assess the perception and utilisation of students in senior high schools in the Upper West Region of Ghana. It describes the research design or approach, the study area, the population and the sample size, the sampling procedure, data collection instruments, data collection procedures and data analysis.

Research Design

Research design plays an important role in every research as it sets out the blueprint for data collection and gives a brief of the subjects or variables involved in a study and how they link to the problem under investigation. Lincoln and Denzin (2003) describe research design as the layout through which a researcher intends to explore a problem with the aim of ensuring that data gathered play a role in answering the research questions at utmost possibility and accurately. Ary, Jacobs and Razavich (2009) also described research design as a strategic framework for action.

The study employed the descriptive research design. Best and Khan (1993) described descriptive research as the conditions, events, or relationships that exist, such as revealing the nature of dominant attitudes, practices and conditions; views held, on-going processes; or trends established. Amedahe (2002) indicated that the objective in descriptive

research is the precise description of persons, objects, activities, and processes. He further explained that research is not a fact finding per se or asking of questions and reporting answers. Descriptive research involves one or combination of data collection methods (Amedahe & Asamoah-Gyimah, 2003). Fraenkle and Wallen (2000) listed the following as advantages of descriptive research, (i) it provides a good number of answers from many people (ii) it provides a meaningful picture of happenings and seeks to describe people's perception and behaviour on the basis of data gathered, and (iii) it can be used with greater confidence with regards to particular questions which are of special interest and values to a researcher.

On the other hand, Fraenkle and Wallen (2000) also indicated variety in responses or answers depending on the exact wording of the questions or statements, less trusty outcomes due to privacy and emotional issue that participants may not be completely truthful about as the demerits of descriptive research design. In addition to the above, they caution that descriptive research does not enable us to understand why people feel, think or behave in a certain manner, why programmes pose certain characteristics, why a particular strategy is used at a certain time and so forth. Irrespective of these shortcomings, the descriptive research design was deemed appropriate for the study because it helped the researcher to gain insight into perception of the need and utilisation of guidance services in senior high schools in Upper West Region, Ghana.

Study Area

The study area for this study is the senior high schools in the Upper West Region of Ghana. The Upper West Region is one of the sixteen regions

of Ghana. It is located at the north-western corner of Ghana between latitude 9.8° and 11.0° North and longitude 1.6° and 3.0 West. It shares boundaries with Republic of Burkina Faso to the north and west, to the south by Savanna region, and to the East by Upper East Region. It covers a geographical area of 18,476 square kilometers which represents 12.7% of the total land area of Ghana. It is the seventh largest region in Ghana in total area, and it is made up of eleven (11) districts. By virtue of its location, it has the potential for international and inter-regional trade and other bi-lateral relations.

The majority of the people of the Upper West Region are peasant farmers. The average farm size per each farmer is about 25 acres. Farming is mostly the daily activity for the farmers except on days culturally accepted as a day of rest. Farming activities are done either for subsistence or commercial purposes. For instance, maize, guinea corn and groundnuts are cultivated for domestic consumption. Guinea corn is used for the '*pito*' drink. Cotton and cowpea are also mainly produced as cash crops. The farmers depend largely on rainfall to cultivate crops like millet, guinea corn, rice, groundnuts, maize, yam, soya beans, sorghum, cotton, and cowpea. Cattle-rearing is another agricultural activity undertaken in the region.

The Upper West Region has 31 government senior high schools, three private senior high schools and three technical vocational schools; thereby making it a total of thirty-seven senior high schools in Upper West Region.

Population

The population of a study refers to all items or people which are sometimes known as the unit of analysis with the elements or characteristics that a researcher wants to study (Bhattacharjee, 2012). The unit of analysis

can be an item or entity such as an object, country or organisation, as well as, a person or group of persons of which scientific inferences are drawn. Creswell (2012) described a study population to be a term that refers to a complete set of individuals, objects or events with common observable characteristics in which a researcher is interested, which is similar to Ary, Jacobs and Razavich (2009) definition of population as a total or entire group of individuals to whom the findings of a study is apply.

The target population for this study comprised all 29,078 students from the 37 senior high schools in Upper West Region. The accessible population consisted of all students from the following six selected senior high schools: Kanton senior high school, Lassia-Tuolo senior high school, Nandom senior high school, St. Francis Xavier senior high school, St. Francis girls' senior high school, and St. Clare vocational senior high school. The total of this accessible population was 4,707.

Table 1- Accessible Population for the Study

	Nandom Senior High School	Kanton Senior High School	St. Francis Girls Senior High School	St. Clare Vocational School	St. Francis Xavier School	Lassia-Tuolo Senior High	Total
SHS 1 Students	279	668	365	47	91	177	1,627
SHS 2 Students	292	470	368	52	84	325	1,591
SHS 3 Students	282	389	377	51	87	303	1,489
Total	853	1,527	1,110	150	262	805	4,707

Source: Field data (2019)

Sample and Sampling Technique

Sampling refers to the process of selecting a sampling frame, which is the accessible section of the population targeted from which the sample will be drawn (Bhattacharjee, 2012). Sampling is done usually, because it is impossible to test every single individual in the population. It is also done to save time, money and effort. A sample refers to as a subset of a population or group of people that a researcher selects from a defined population and these are the individuals about whom information will be collected from (Amedahe, 2010).

However, six senior high schools were purposively chosen for this study, which comprised two mixed schools namely Kanton senior high School in Tumu, Sissala District and Lassia-Tuolo senior high school, Wa west district; two male sex schools - Nandom senior high school in Nandom district and St. Francis Xavier senior high school in Wa municipal; and lastly two female sex schools - St. Francis girls senior high school in Jirapa district and St. Clare vocational senior high school in Tumu district. The reason for the choice of these categories of schools is to have a variety of responses considering their school environment, and location. For instance, Nandom senior high school and St. Francis girls senior high school were among the first single sex missionary schools in Upper West Region and also have more of Christians in the locality; Whereas, Kanton senior high school is a mixed school with mixed religion.

The sample size chosen for the study was 357. The sample size determination table by Krejcie and Morgan (1970) indicates that a population of 4,707 requires a minimum of 357 participants for the sample for the study.

The researcher employed the purposive sampling method for the selection of the six senior high schools in Upper West Region. These schools were purposively selected because they are schools have guidance departments. Purposive sampling is a non-probability sample which involves a researcher consciously selecting some people or schools to use in a study based on previous knowledge of a population and the specific purpose of the research, objective of the study and the characteristics of the population (Bhattacharjee, 2012; Creswell & Plano-Clark, 2011).

The researcher employed simple random sampling in the selection of SHS 2 and SHS 3 students to respond to the questionnaire. A table of random numbers was used to randomly select the students for the study. Simple random sampling takes into account the fact that all elements or individuals in the population get equal chance of selection (Twumasi, 2001). The basic assumption underlying simple random sampling is that the elements or individuals in the population have similar characteristics or attributes (Bhattacharjee, 2012). Questionnaire forms were administered to SHS 2 and SHS 3 students for the collection of data because the researcher believed that these students may be aware of guidance services provided in the school and also would have had the opportunity to participate in guidance service programme considering the length of time spent in the school.

Table 2- *Sample Size of Participants*

Name of School	Nandom SHS	Kanton SHS	St. Francis SHS	St. Clare Vocational	St. Francis Xavier SHS	Lassia-Tuolo SHS	Total
SHS 2	34	54	43	6	10	37	184
SHS 3	33	45	44	6	10	35	173
Total	67	99	87	12	20	72	357

Source: Field data (2019)

Data Collection Instrument

There are a number of techniques/tools used to collect data in a descriptive research. For this study, a questionnaire titled “Perception of Need and Utilisation of Guidance Services Questionnaire” (PNUGSQ) was used as data collection instrument for the study. Some of the questions for students on the need of guidance services were adapted from a questionnaire prepared by Awabil (2002) and cited by Amaning (2009) as well as questions on perception and utilisation of guidance services from Kesson (2013). The Cronbach alpha reliability coefficient for the instrument was 0.74. The approval for the use of the instrument was given by the supervisors before the questionnaire was finally administered.

A questionnaire is a printed form containing usually a set of close-ended questions or statements with response alternatives and open-ended questions or statements with spaces for filling in responses (Amedahe, 2010). In other words, a questionnaire can be described as a list of organised and ordered questions or statements presented to participants in a uniform manner to which they provide responses. According to Amedahe (2010), a

questionnaire is used by the researcher to “measure”, among other things, (a) people’s attributes/characteristics, (b) what a person knows, (c) what a person likes and dislikes, (d), and what a person thinks (attitudes, beliefs, perceptions & opinions). Again, Fraenkel and Wallen (2000) and Bhattacharjee (2012) posited that questionnaires are useful tools used in collecting descriptive data for the measurement of attitudes, answering research questions and testing hypotheses. They are common and popular methods of conducting scientific research and provide a convenient way for gathering information from a target population. It can be sent through the mail which makes it easy to administer. Hence, researchers gather information by asking participants series of questions on a topic under study through a mechanism.

Questionnaires are inexpensive, easier to collect and analysed within a relatively short period of time. They are also easy to be replicated and tested for reliability due to the fixed set of questions asked (Mavodza, 2010). This instrument is appropriate for the study because it allows the participants enough time to fill the questionnaire. It is obvious that questionnaires are stable, consistent and a uniform measurement without variations.

The questionnaire was guided by the research questions. The questionnaire consisted closed-ended questions, which included Yes/No type of questions and Likert scale questions. According to Barlett, Kotrlik and Higgins (2001), the Likert scale is an ordinal scale, by which the answers of participants can be categorised to a hierarchical order, to measure attitude providing a range of responses to a given question or statement.

The questionnaire was divided into seven sections. Section A was made up of items which focused on the bio-data or background information of

the participants. Section B had 10 items on types of guidance services provided in the senior high schools. Section C also had 4 items which focused on the approaches used in providing guidance services to students in senior high schools. Section D had 8 items relating to the approaches used in providing guidance services which students participated and mostly preferred in the senior high schools in Upper West Region. Section E also had 8 items relating to students' perception on the need of guidance services in senior high schools. Section F contained 15 items on the extent to which students in senior high schools utilised guidance services in the Upper West Region. Lastly, section G consisted of 9 items relating to challenges, if any, faced by students in senior high schools in Upper West Region in accessing guidance services. The reliability coefficients recorded for the subscales B, C, D, E, F, and G were 0.75, 0.72, 0.70, 0.67, 0.74 and 0.68 respectively.

Reliability and Validity of Research Instrument

The goal of this research is to obtain measures that are valid and reliable and is echoed by Creswell (2005) who noted that validity is concerned with whether the finding of the study is authentic. This authenticity can best be done if the instruments for collecting the data produce what they are supposed to do. Nevell (1993) emphasised the importance of scrutinizing data gathering instruments to identify ambiguity or misleading questions and for instructions and suggesting improvements. Reliability of the research instrument is concerned with the consistency of the instrument providing results (Seidu, 2006).

To ensure the validity of the instrument and for that matter the authenticity of the outcome of the results, the questionnaire items were passed

through subject experts in Guidance and Counselling and Psychology in the Faculty of Education Foundations for their comments and suggestions. It was also checked against the literature reviewed and other similar instrument used by other researchers. After pre-testing, items which seem similar in the questionnaire were modified or reworded to suit the level of communication of the participants.

The reliability coefficient of the data collection instrument was established using the Statistical Package for the Social Science (SPSS) version 22. The Cronbach's alpha reliability coefficient of the instrument was 0.74. According to Fraenkel and Wallen (2000, p. 17), a reliability coefficient of 0.70 or higher of a data collection instrument, is preferred in research since at that level of reliability, it has the capability to collect useful data for research purposes.

Pre-testing of Research Instrument

Pre-testing of research instruments is important and is emphasised by Oppenheim (1992) as cited in Bird and Dominey-Howes (2008), and Wilson and McLean (1994) as cited in Chifurira, Mudhombo, and Chikobvu (2014), who indicated that pre-testing helps to establish reliability, validity and practicability of the questions. It serves among other things: to check feedback on the response categories for data analyses, to eliminate ambiguity of questions, to check the clarity of the questions. Moreover, Teijlingen (2001) also stressed the need for pre-testing a particular research instrument such as a questionnaire. Creswell et al. (2008) substantiate that pre-testing of a questionnaire is a procedure in which a researcher makes changes in an instrument based on feedback from a small number of individuals who

complete and evaluate the instrument.

In addition, Oppeheim (1992) as cited in Bird and Dominey-Howes (2008) also stated that everything about questions should be pre-tested, and nothing should be excluded. A pre-tested instrument used in data collection in a research performs several functions by principally increasing the reliability, validity and practicability of the instruments (Cohen, Cohen, West & Aikens, 2003). Alumode (2011), and Vanderstoep and Johnson (2009) asserted that pre-testing of instruments in research are to detect weaknesses, ambiguities and deficiencies. This helps the researcher to modify and correct the instruments before they are administered to actual sample of the study.

A pre-test was conducted using forty (40) selected students in SHS 2 and 3 from the University Practice senior high school in Cape Coast in the Central Region. The questionnaire was pre-tested in this school as the students in this school shared similar characteristics of the target population. This was done to check reliability and validity of the instrument. It also helped to make out some difficulties or ambiguities that may be identified for rectification before administering them to the sample that is to participate in the actual study.

Data Collection Procedure

The researcher obtained a letter of permission from the Ethical Review Board and introductory letter which were sent to all heads of the senior high schools selected for the study, for approval and questionnaire administration respectively. Copies of the questionnaire were made and distributed to the participants with the help of the tutors in the schools. The instructions to the questionnaires and the items were clearly explained to them. The researcher

personally participated in administering the questionnaire to the participants with the help of some tutors in the various schools. The students were given ample time to respond to the questionnaire.

A period of four weeks was used to retrieve all administered questionnaire from the participants. Each of the six senior high schools selected for the study were far away from each other, because each of them is located in different districts in the Upper West Region, Ghana. Also, some of the roads to the schools were untarred, rough and very dusty. Therefore, getting transportation to the selected schools for the study was very challenging as well as demanding. Additionally, most of the selected schools had activities going on in the schools, hence, the researcher spend several days in administering and collecting the questionnaire from the participants.

Data Processing and Analysis

The data collected were coded and analysed descriptively using the Statistical Package for the Social Science (SPSS) version 22. According to Field (2009), Statistical Package for the Social Sciences is a software application programme that is used for statistical analysis, manipulating of quantitative data, and also for producing tables and graphs that summarised the data collected. The survey questions were structured in a way that could easily be translated into a format that SPSS can analyse. Appropriate codes were assigned to all variables, and numerical labels used to identify the categories of each variable. The study employed descriptive and inferential statistics. Data were analysed with frequencies and percentages to answer research questions one and two using data from sections B and C respectively on the questionnaire. Research questions three to seven were analysed using

means and standard deviations based on data from sections D, E, F and G on the questionnaire. Hypotheses one and two were tested using independent samples t-test. Hypothesis three was tested using Pearson's Product Moment correlation Coefficient. Hypothesis four was tested using regression. Tests were conducted at 0.05 level of significance.

Ethical Consideration

All studies which involve human interactions have ethical implications. Hence, the researcher carefully explained the purpose, objectives, and data collection procedure to the participants, and emphasised that their participation was voluntary. Privacy and anonymity of all participants were of much importance to the researcher, and therefore all participants were assured of their confidentiality. They were informed that the data collected will strictly be used for academic purpose. This informed consent of the participants was obtained before their participation in the study. The use of offensive, discriminatory, or other unacceptable language were avoided in the formulation of the questionnaire. Proper acknowledgement of all sources of information was employed for the study.

Summary

This chapter described the methodology that was used to conduct the study and the procedure used to collect data from the participants. The study employed a descriptive research design. The population, study area, the sample and sampling procedures, the research instrument, as well as, the data collection procedure and the data processing and analyses were described in this chapter. The chapter further discussed the ethical considerations employed by the researcher in carrying out the research.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter deals with the data presentation and analysis. In this chapter, all data gathered for the study were organised, analysed and this was followed by discussion of the key issues related to the objectives of the study. Frequency tables have been provided to give statistical reflections on key issues. The main thrust of the study was to investigate the perception of the need and utilisation of guidance services in senior high schools in the Upper West Region, Ghana. The analysis of the findings was in two parts. Part A described the preliminary data which is devoted to the analysis and discussion of the socio-demographic data of the participants. Part B concentrated on the analysis and discussion of the data related to the objectives of the study.

Demographic Characteristics of the Participants

This section highlights the demographic characteristics of the participants used for the study, which comprises bio-data of the selected senior high schools in Upper West Region, Ghana.

Table 3- *Distribution of Participants by Gender*

Gender	Frequency	Percentage
Male	179	50.1
Female	178	49.9
Total	357	100

Source: Field survey, Duru (2019)

Table 3 indicates that, a total of 357 senior high school students in the Upper West Region were selected for the study and out of this number, 179 (50.1%) were males and 178 (49.9%) were females. This suggests that there were more males than female participants involved in the study.

Table 4- *Distribution of Participants by Age*

Age	Frequency	Percentage
13-15 years	27	7.6
16-18 years	213	59.7
19- 21 years	107	30.0
22 years and above	10	2.8
Total	357	100

Source: Field survey, Duru (2019).

Table 4 shows that 27 (7.6%) of the sample were within the 13-15 age range. Two hundred and thirteen (59.7%), one hundred and seven (30.0%) and ten (2.8%) of the sample were between the age ranges of 16-18, 19-21 and 22 years and above respectively.

Table 5- *Distribution of Participants by Class*

Class	Frequency	Percentage
SHS 2	184	51.5
SHS 3	173	48.5
Total	357	100

Source: Field survey, Duru (2019).

Table 5 describes the class level of the respondents involved in the study. One hundred and eighty-four (51.5%) were from SHS 2 while 173 (48.5%) were SHS 3 students selected for the study. The analysis shows that majority of the students involved in the study were from SHS 2.

Table 6- *Distribution of Participants by Student type*

Student type	Frequency	Percentage
Boarding	357	100
Day	0	0
Total	357	100

Source: Field survey, Duru (2019).

Table 6 shows that all the students used for the study were all boarders, which may imply that most senior high schools in the Upper West Region run the boarding system of education.

Table 7- *Distribution of Participants by Programme of Study*

Student type	Frequency	Percentage
General Science	168	47.1
General Art	64	17.9
Business	11	3.1
Home Economics	114	31.9
Total	357	100

Source: Field survey, Duru (2019).

Table 7 indicates the various programmes of study offered by participants from the selected senior high schools in Upper West Region of Ghana. One hundred and sixty-eight (47.1%) participants offered General Science; sixty-four (17.9%) participants offered General Art; eleven (3.1%) participants were Business students and one hundred and fourteen (31.9%) participants offered Home Economics. The table showed that most of the participants offered General Science and Home Economics programmes.

Research Question 1: Which types of guidance services are provided to the students in Senior High Schools in the Upper West Region?

This section dealt with the result of the data analysis on types of guidance services provided in senior high schools in the Upper West Region.

Table 8- *Types of Guidance Services Provided in Senior High Schools in Upper West Region*

	Yes		No	
	F	%	F	%
Does your school provide guidance services to students?	352	98.6	5	1.4
Orientation is organised for new students (Orientation)	346	96.9	11	3.1
Counselling is provided for students with problems (Counselling)	326	91.3	31	8.7
Other professionals are invited to help students with problems (Consultation)	241	67.5	116	32.5
Career conferences and seminars are organised for students (Information)	193	54.1	164	45.9
Students are sometimes asked to see other professionals outside the school like doctors, psychologists, etc. (Referral)	156	43.7	201	56.3
Students with reading, speech or any form of learning difficulties are assisted by the guidance personnel (Remedial)	194	54.3	163	45.7
Guidance personnel helps students to choose what to do after school such as selecting a course to pursue in tertiary institutions or a particular career (Placement)	217	60.8	140	39.2
Students fill assessment form when they seek for guidance service (Appraisal)	96	26.9	261	73.1
Students with special issues are followed up until they are fine (Follow up)	234	65.5	123	34.5

Source: Field survey, Duru (2019).

Table 8 dealt with the types of guidance services provided in the senior high schools in Upper West Region selected for the study. The table firstly revealed that all the selected schools provided guidance services to their

students, which was indicated by 352 (98.6%) participants out of 357 participants, used for the study. The analysis also showed that orientations were organised for new students admitted into school as indicated by 345 (96.9%) participants. With respect to the provision of counselling service to students with problems, 326(91.3%) participants answered yes while only 31(8.7%) of the participants indicated no. This small number of students, who indicated no, might not have accessed counselling service in the school.

In addition, 241(67.5%) participants indicated that they enjoyed consultation services from their schools. Thus, other professionals were invited to help students with some peculiar problems. Information services were also provided to the students. This was revealed by the analysis as the participants 193 (54.1%) indicated that career conferences and seminars were organised for students. On the other hand, 201(56.3%) participants out of the total participants of 357 indicated that students were sometimes asked to see other professionals like doctors and psychologists outside the school. This showed that referral service provided to students in the selected schools was minimal.

Furthermore, only 156(43.7%) participants indicated that they did access referral service in their school while 201(56.3%) of the participants specified that they did not access referral service in their school. Therefore, few students were sometimes asked to see other professionals outside the school like doctors, psychologists and the like. Again, 194(54.3%) of the participants revealed that remedial service was among the guidance services accessed in their school. Hence, students with reading, speech or any form of learning difficulties were assisted by the guidance personnel. Nevertheless,

163(45.7%) participants out of 357 indicated no, which meant that not much was done with regard to the students with reading, speech or any form of learning difficulties by the guidance personnel in their school.

Besides remedial service, 261(73.1%) of the participants in the study indicated that they never filled assessment forms when they sought for guidance service. This showed that not much appraisal service was provided to the students in the selected schools for the study even though few students, 96 (26.9%) revealed that there was a provision of appraisal service in their school. Additionally, 217(60.8%) of the participants used for the study answered yes to the provision of placement service in their school while 234 (65.5%) participants indicated that students with special cases who accessed school guidance services were followed up by guidance teachers until they felt better.

The study reveals that the following guidance services: orientation, information, counselling, consultation, follow up, remedial, placement and evaluation services were the most provided to senior high school students in Upper West Region in Ghana. This result contradicts the conclusion by Kesson (2013) and Braimah (2010) that guidance programmes in African schools and senior high schools in the Tamale Metropolis respectively have been observed to be lacking and ineffective. Even though the study also revealed that only referral and appraisal services were the least guidance services accessed by the senior high school students in Upper West Region, the result supports Mintah's (2012) assessment of the effectiveness of guidance and counselling in second cycle schools in the Kwaebibrem District in the Eastern Region that students were satisfied with the provision of

guidance services provided to them by their schools based on the fact that they benefitted a lot from the guidance services.

Research Question 2: Which are the approaches used in providing guidance services to students in Senior High Schools in Upper West Region, Ghana?

This section dealt with the result of the data analysis on the approaches used in delivering guidance services to senior high school students in the Upper West Region.

Table 9- *Approaches used in Providing Guidance Services*

Approaches	Frequency	Percentage (%)
None	3	0.8
One-on-one guidance	95	26.6
Small group guidance	21	5.9
Large group guidance	110	30.8
One-on-one & Small group guidance	8	2.2
Small group & Large group guidance	13	3.6
One-on-one & Large group guidance	70	19.6
One-on-one, Small group and Large group guidance	37	10.4
Total	357	100.0

Source: Field survey, Duru (2019)

From Table 9, 110 (30.8%) of the respondents indicated that the large group approach to guidance was used, 95 (26.6%) of respondents indicated one-on-one approach to guidance was used, 70(19.6%) indicated one-on-one and large group approaches to guidance were used. A small number 3 (.8%) indicated none of guidance approaches was used. The mostly used approach to guidance service was the large group guidance, and the least used was one-on-one and small group approach to guidance.

Research Question 3: Which approaches used in providing guidance services do students in the Senior High Schools in Upper West Region participate in?

This research question sought to determine the approaches used in providing guidance services in senior high schools in Upper West Region that students participated in. The results are presented in Table 10.

Table 10- *Approaches used in Providing Guidance Services that Students*

<i>Participated in.</i>		
Approaches	Frequency	Percentage (%)
None	15	4.2
One-on-one guidance	46	12.9
Small group guidance	38	10.6
Large group guidance	211	59.1
Small group & Large group guidance	13	3.6
One-on-one & Large group guidance	21	5.9
One-on-one, Small group and Large group guidance	13	3.6
Total	357	100.0

Source: Field survey, Duru (2019)

As shown in Table 10, 211 (59.1%) of the participants have participated in large group approach that was used in providing guidance, followed by one-on-one approach to guidance 46 (12.9%), then small group approach to guidance 38 (10.6%). The least approaches to guidance that students participated in, were small group and large group guidance 13 (3.6%) and one-on-one, small group and large group approach to guidance 13 (3.6%).

Research Question 4: Which approach used in providing guidance services do students prefer most in the Senior High Schools in Upper West Region?

The aim of this research question was to determine the approach used in providing guidance that students prefer most. The results for this research question are presented in Table 11.

Table 11- *Approach used in Providing Guidance Services that Students*

<i>Prefer Most</i>		
Approaches	Frequency	Percentage (%)
None	3	0.8
One-on-one guidance	218	61.1
Small group guidance	52	14.6
Large group guidance	84	23.5
Total	357	100.0

Source: Field survey, Duru (2019)

Table 11 revealed that 218 (61.1%) of the participants indicated that they preferred the one-on-one approach used in providing guidance, 84(23.5%) preferred large group approach to guidance. The least preferred approach to guidance was small group approach 52(14.8%). The effectiveness of large group approach in providing guidance have been supported by Schlossberg, Morris and Lieberman (2001). Their study concluded that “ninth grade students demonstrated improvement in their behaviour and school attitudes as a result of receiving six developmental guidance lessons whose topics were based on results from an earlier conducted needs assessment”.

However, the researcher is of the view that this large group approach would not be effective in meeting the guidance needs of senior high school students in Upper West Region considering the personal needs of adolescent students. Again, probing into this, revealed that most students prefer one-to-one approach to large group approach in accessing guidance services provided in senior high schools in Upper West Region.

Research Question 5: What are students’ perceptions of the need for guidance services in Senior High Schools in Upper West Region, Ghana?

This section presents the analysis of students’ perception of the need for guidance services in senior high schools in Upper West Region. Details of the results are presented in Table 12.

Table 12- *Students’ perception of the need for guidance service (N=357)*

Statements on Perception of Need	Yes		No	
	f	%	f	%
Provision of guidance service is needed in your school	354	99.2	3	0.8
Guidance services provided are beneficial to participant	335	93.8	22	6.2
Only students with low academic performance need guidance services	28	7.8	329	92.2
Every student need guidance services of some kind while in school	343	96.1	14	3.9
Guidance services have impact on a student's academic performance	342	95.8	15	4.2
Student's academic performance will be affected if he/she does not go for guidance services	218	61.1	139	38.9
I don't see the need of accessing guidance services in school because of my cultural beliefs	17	4.8	340	95.2
I don't see the need of accessing guidance services in school because of my religious beliefs	11	3.1	346	96.9

Source: Field survey, Duru (2019); f – Frequency; % - Percentage

From Table 12, majority 354 (99.2%) of the participants responded in affirmative that guidance services are needed in their school, 335 (93.8%) of the participants indicated that guidance services provided are beneficial to participants. Majority 329 (92.2%) of the participants, however, responded in negative that only students with low academic performance need guidance services. Similarly, majority 340 (95.2%) of the participants were not in support of the assertion that “I don't see the need of accessing guidance services in school because of my cultural beliefs”. In all, it can be said that students had a positive perception about guidance services.

According to Olugbenga and Ogidan (2014), Taylor and Buku (2006), and UNESCO (2000), the needs of senior high school students would generally result from educational, social, interpersonal, and vocational or career needs. This implies that the general needs of senior high school students has the potential of affecting students' academic performance if the right guidance service is not provided. The heads of senior high schools in Upper West Region should ensure that effective guidance services are provided to the students in the various schools to improve their academic performance. The result of this study supports the findings of Ansah (2015) that formal guidance and counselling services helped to improve students' academic performance.

Research Question 6: To what extent do Senior High School students in Upper West Region utilise guidance services?

Research Question 6 sought to determine participants' level of utilisation of guidance services. The responses of the participants are presented in Table 13.

With a mean range of 1.0 – 2.99 as no utilisation of guidance services, and 3.0 – 5.0 as utilisation of guidance services, Table 13 revealed

a mean of means of 3.39, which indicated the utilisation of guidance services provided in senior high schools in Upper West Region. This result (mean of means = 3.39) implies that even though senior high school students in the Upper West Region assess guidance services provided in their schools, they seldom utilised the services because the result was just a little above the mean = 3. For example, the results from Table 13 indicated a mean of 3.48 and standard deviation of 1.35 to the question “*I often attend guidance services.*” The overall standard deviation of 1.18 from Table 13 also implies that the data was not widely spread about the mean.

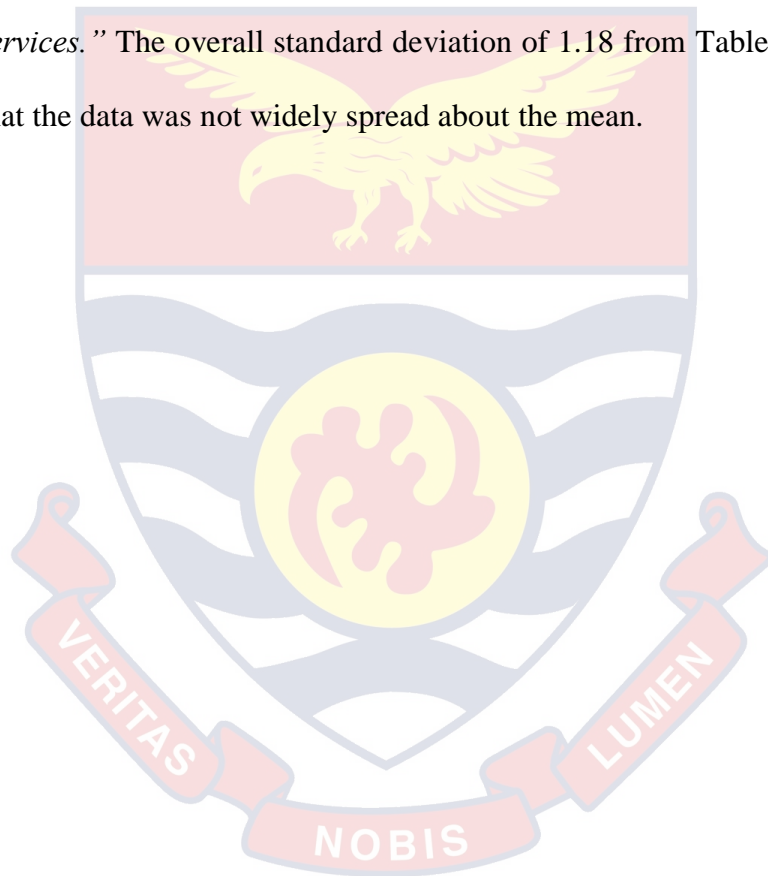


Table 13- The extent to which students utilise guidance services (*M: Mean, MM: Mean of means, SD: Standard Deviation*) (N-357)

Statements on utilisation of Guidance Services	M	SD
I have accessed guidance services in my school before	4.16	1.01
I often attend guidance services	3.48	1.35
I do go for guidance if I realise that I need it	3.72	1.38
I access guidance services if a teacher recommends it	3.14	1.38
I access guidance service when I see my friends attend guidance services	1.88	1.17
Guidance services help me to develop new study skills	4.40	0.93
Guidance service has helped me improve in my academic performance	4.35	0.91
Guidance services help me to socialise with friends	4.02	1.05
Guidance services help me to know my career path	4.37	0.92
Guidance services have helped me to solve personal problems	4.32	0.93
I access guidance service because the guidance teacher is friendly	2.89	1.46
I access guidance services because the guidance teacher is of the same gender	2.08	1.21
I access guidance services because my confidentiality is assured	3.41	1.37
I access guidance services because the guidance office or place of guidance is conducive	2.44	1.35
I access guidance services because the location of the office is near	2.13	1.25
Mean of Means(MM)/ Standard deviations	3.39	1.18

Source: Field survey, Duru (2019).

The finding of this study was encouraging as compared to Owusu, Yusif, Agyeman and Opoku-Amankwa's (2018) result of their study, which indicated that the senior high school students of Upper Denkyira East Municipality did not access guidance services in their schools even though guidance services were available. The finding however supports the finding of Awinsong, Dawson and Gidiglo's (2015) conclusion from their study, which indicates that senior high school students utilised counselling services, which is a type of guidance services in the forms of educational, vocational, and person-social counselling.

Research Question 7: What are the challenges, if any, faced by students in the utilisation of guidance services in Senior High Schools in Upper West Region?

This section of the analysis of data identifies the challenges, if any, faced by students in their utilisation of the guidance services in the selected senior high schools in the Upper West Region, Ghana.

Using a mean range of 1.0 – 2.99 as having challenges in the utilisation of guidance services and 3.0 – 5.0 as having major challenges in the utilisation of guidance services, Table 14 revealed a mean of means of 2.07 which indicates that students did have challenges in utilising guidance services provided in senior high schools in Upper West Region, Ghana. For instance, the results of Table 14 showed that most students disagreed with the statements such a statement as “the location of the place of guidance is far and that puts me off (M=2.36; SD=1.33)”; “the guidance teacher cannot keep confidential information (M=2.34; SD=1.29)”; “the guidance teacher is not of the same gender as me (M=2.21; SD=1.32); and “I have a negative

impression about the guidance services offered in my school” (M=1.89; SD=1.10).”

Table 14- *Challenges students face in the utilisation of guidance services (M: Mean, MM: Mean of means, SD: Standard Deviation) (N=357)*

Statements on Challenges Students Face	M	SD
The location of the place of guidance is far and that puts me off	2.36	1.33
The place of guidance is not relaxing and conducive	2.14	1.22
The guidance teacher's attitude is unethical	2.33	1.42
The guidance teacher cannot keep confidential information	2.34	1.29
The guidance teacher is not of the same gender as me	2.21	1.32
I have a negative impression about the guidance services offered in my school	1.89	1.10
If I'm dissatisfied with my first guidance experience then I will never access school guidance again	2.39	1.36
My culture does not allow me to access guidance services	1.47	0.72
My religion does not allow me to access guidance services	1.51	0.86
Mean of Means (MM)/ Standard deviations	2.07	1.18

Source: Field survey, Duru (2019)

Table 14 also showed an overall standard deviation of 1.18, which indicates a little spread of the data around the mean. The result of this study therefore concludes that students of senior high schools in the Upper West Region did face challenges in utilising guidance services in their schools. This finding supports Momanyi (2013), Chireshe (2006), and Siamoongwa

(2004) findings that location of the place of guidance service, gender of guidance teacher and guidance teacher’s attitude in not keeping confidential information among others were identified as challenges students faced in utilising guidance services in their schools.

Inferential statistics

This section presents the means and standard deviations of the following variables: perception, utilisation, and challenges. Table 15 presents the details.

Table 15- *Means and Standard Deviation of perception, utilization, and challenges*

Variables	Score range	Mean	SD
Perception	0 – 8	7.36	1.47
Utilisation	15 – 75	50.78	8.35
Challenges	9 – 45	18.63	5.71

Source: Field survey, Duru (2019)

From Table 15, participants have a good perception on the need of guidance services ($M = 7.36, SD = 1.47$), they utilised it to some extent ($M = 50.78, SD = 8.35$), and challenges faced by participants ($M = 18.63, SD = 5.71$).

Hypotheses Testing

Hypothesis 1:

H₀1: There is no significant difference in students’ perception of the need for guidance services in senior high schools in Upper West Region, Ghana on the basis of gender. The t-test of independent samples was used to test this hypothesis. The results are presented in table 16.

Table 16- *Independent samples t-test of students' perception of the need for guidance services on the basis of gender*

Variable	Gender	N	Mean	SD	t	df	Sig.
Perceptions	Male	179	7.52	1.78	2.07*	354	.040
	Female	178	7.20	1.05			

*Significant, $p < .05$

Table 16 shows a mean perception value of the need of guidance services for male students ($M = 7.52$; $SD = 1.78$) and perception of the need for guidance for female students ($M = 7.20$; $SD = 1.05$). The independent samples t-test reports a significant difference in students' perception of the need of guidance services in senior high schools in Upper West Region, Ghana on the basis of gender representing; $t(354) = 2.07$, $p < 0.05$. The researcher therefore rejected the null hypothesis. This means that the perceptions of students towards the need for guidance services in senior high schools in the Upper West Region differed between males and females in these schools. This result supports Moindi and Mayora's (2003) conclusion that there is a significant difference between male and female students' perception of guidance and counselling services in secondary schools in Eldoret Municipality, Kenya, where female students had a favourable perception of guidance and counselling services more than male students. In the current study, the male students had a higher mean value more than their female counterparts (Table 16).

Hypothesis 2

H₀2: There is no significant difference on the utilisation of guidance services of students in senior high school in Upper West Region, Ghana on the basis of class level.

Table 17- *Independent samples t-test of the utilisation of guidance services on the basis of class level.*

Variable	Class	N	Mean	SD	t	df	Sig.
Utilisation	SHS 2	96	51.16	8.56	.415	355	.608
	SHS 3	261	50.64	8.29			

Table 17 reveals an average utilisation of guidance services by SHS 2 students (M = 51.16; SD = 8.56) more than the average utilisation of guidance services by SHS 3 students (M = 50.64; SD = 8.29). Nonetheless, with this mean difference, the independent samples t-test reported that there is no statistical significant difference in the utilisation of guidance services in senior high schools in Upper West Region, on the basis of class level representing; $t(355) = .415, p = .608$. The researcher fails to reject the null hypothesis. This means that the utilisation of guidance services in senior high schools in the Upper West Region, Ghana do not differ between SHS 2 and SHS 3 students in the selected schools. However, SHS 2 students were found to be utilising guidance services slightly more than SHS 3 students (Table 17).

Hypothesis 3

H₀3: There is no significant relationship between students' perception of guidance services and their utilisation of services.

Table 18- *Correlation Coefficient of the relationship between students' perception and utilisation of guidance services (N = 357)*

Variables	N	Mean	SD	Pearson Correlation(r)	R ²	Sig.
Students' perception	357	1.42	0.097			
				-0.20*	.04	.000
Utilisation	357	3.39	0.557			

*significant, $p < .05$

Table 18 revealed a statistical significant relationship between students' perception of guidance services and their utilisation of services, $r = -0.20$, $p < .001$. The researcher rejected the null hypothesis that, there is no significant relationship between students' perception of guidance services and their utilisation. The Pearson Product Moment Correlation Coefficient indicates a significant, but weak negative correlation between students' perception for the need of guidance services and their utilisation of services ($r = -0.20$). This implies that students who had positive perception about guidance services were less likely to utilise guidance services. Perception about guidance services and utilisation of guidance services share 4% variances.

Hypothesis 4

H₀₄: Challenges students faced in accessing guidance services do not moderate the relationship between students' perception of need for guidance services and their utilisation of them.

To test the hypothesis that students' utilisation of guidance services is as a result of students' perceptions towards guidance services, and more specifically whether challenges students faced in accessing guidance services moderate the relationship between their perception of those services and their

utilisation, a hierarchical multiple regression analysis was conducted. In the first step, two variables were included: Perceptions and Challenges.

Table 19- *Moderation in regression analysis of challenges students face on students' perception of guidance services and their utilisation*

Model Summary									
Model	R	R ²	Adj. R ²	Std. Error	Change Statistics				
					R ² Change	F	df1	df2	Sig. F Change
1	0.27 ^a	0.071	0.066	0.54	0.071	13.63	2	354	0.000
2	0.27 ^b	0.072	0.064	0.54	0.0004	0.15	1	353	0.70

a. Predictors: (Constant), Challenges, Perceptions

b. Predictors: (Constant), Challenges, Perceptions, Moderator

c. Dependent Variable: Utilisation

Model Coefficients							
	B	Std. Error	T	Sig.	95% CI		
Constant	2.86	0.33	8.67	0.00	2.21	3.51	
Perceptions	0.17	0.20	0.87	0.39	-0.22	0.56	
Challenges	0.064	0.16	0.41	0.68	-0.24	0.37	
Interaction term	0.036	0.093	0.39	0.70	-0.15	0.22	

Table 19 indicates that these variables accounted for a significant amount of variance in the utilisation of guidance services, $R^2 = 0.071$, $F(2, 354) = 13.63$, $p = 0.000$. To avoid potentially problematic high multicollinearity with the interaction term, the variables were entered and an interaction term between students' perceptions and challenges students faced was created. This is in accordance with Aiken, West and Reno's (1991) suggestion on testing multiple regression and interpreting interactions.

Next, the interaction term between students' perceptions and the challenges students faced was added to the regression model, amounting to an

insignificant proportion of the variance in the utilisation of guidance services, $\Delta R^2 = 0.0004$, $\Delta F(1, 353) = 0.15$, $p = 0.70$ ($p > 0.05$). Table 19 also showed a result for the interaction term as, $b = 0.036$, $t = 0.39$, $p = 0.70$ ($p > 0.05$). Since the R^2 change and the interaction term were both not statistically significant, the researcher concluded that challenges students faced in accessing guidance services were not a moderating factor of the relationship between students' perception of guidance needs and their utilisation. This implies that the relationship between students' perception and their level of utilisation of guidance services was not influenced by the challenges they experienced. In other words, it can be said that, irrespective of the challenges students' faced, they did not affect how they perceived guidance services, and subsequently, their utilisation. Guidance personnel in senior high schools in the Upper West Region should create more awareness about the relevance of guidance services to give students' more positive perception about guidance and improve the utilisation of guidance services in their schools.

Summary

In this chapter, the collected data were analysed and interpreted in accordance with the research questions. The major findings were that among the various types of guidance services accessed by the students such as orientation, appraisal, information, counselling, and consultation, follow up, remedial, placement, referral and evaluation. Referral and appraisal services were the least accessed by the students. Additionally, the large group approach was the most used approach adopted in providing guidance services to senior high school students in the selected senior high schools in the Upper West Region, Ghana.

The study also revealed that students had a positive perception on the need and utilisation of guidance services in their schools. However, the independent samples t-test reported that there was no significant difference in students' perception of the need of guidance services in senior high schools in Upper West Region, Ghana on the basis of gender. The study further reveals that despite the availability of guidance services in the senior high schools, the students' seldom utilised the services. The independent samples t-test reported that there was no statistical significant difference in the utilisation of guidance services in senior high schools in Upper West Region on the basis of class levels. In addition, the Pearson Correlation Coefficient indicated a weak negative correlation between students' perception on the need of guidance services and their utilisation.

Finally, the study revealed that students of senior high schools in Upper West Region, Ghana did face challenges in utilising the availability of guidance services in their schools. The researcher therefore concluded that challenges students' faced in accessing guidance services was not a moderating factor of the relationship between students' perception of guidance needs and their utilisation.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Overview

This chapter looked at the summary of findings, the conclusions and recommendations. The findings were those important issues about the perception of the need and utilisation of guidance services in senior high schools in Upper West Region, Ghana that were discovered through the analysis of the field data collected from the questionnaires administered. The conclusion dealt with the summary of the entire research work. The recommendations were based on the findings that were identified during the field work.

Summary

The purpose of the study was to investigate the perception of the need and utilisation of guidance services in senior high schools in Upper West Region, Ghana. Specifically, the study intended to identify the types of guidance services provided in the senior high schools in Upper West Region, determine the approaches used in offering guidance services to students in senior high schools in Upper West Region, examine the approaches used in providing guidance services in the senior high schools in Upper West Region that students participated in, determine the approaches used in providing guidance services in the senior high schools in Upper West Region that students preferred most, examine students' perception of the need of guidance

services in senior high schools in Upper West Region, examine the relationship between students' perception of the need of guidance and their utilisation of guidance services, and identify the challenges, if any, faced by students in the utilisation of guidance services in senior high schools in Upper West Region, Ghana.

The population for the study comprised all 29,078 students from the 37 senior high schools in Upper West Region, Ghana. The accessible population consisted all students from the six selected senior high schools: Kanton senior high school, Lassia-Tuolo senior high school, Nandom senior high school, St. Francis Xavier senior high school, St. Francis girls' senior high school, and St. Clare Vocational senior high school. The total of these target population was 4,707. The study was delimited to these six selected senior high schools, which comprised two male sex schools, two female sex schools and two co-education schools (both male and female), which were all government educational institutions. A sample size of 357 was used for the study which consisted 184 SHS 2 and 173 SHS 3 students. The researcher employed the purposive sampling method for the selection of the six senior high schools in Upper West Region. The researcher employed simple random sampling in the selection of SHS 2 and SHS 3 students to respond to the questionnaire. The use of a table of random numbers was used to randomly select the students for the study. The main data collection instrument used for the study was questionnaire. The data collected were coded and analysed into frequencies, percentages, means and standard deviations and Pearson Product Moment Correlation Coefficient using SPSS software version 22.

The following emerged as the key findings from the study:

1. The study revealed that senior high school students in the Upper West Region were satisfied with the provision of guidance services provided to them.
2. The study showed that the large group was the most used approach in providing guidance services to senior high school students in the selected senior high schools in the Upper West Region, Ghana. This was due to the fact that guidance teachers seem to have very little time for one-on-one guidance with the students because of workloads and other responsibilities.
3. Students in the selected senior high schools in Upper West Region of Ghana mostly participated in the large group approach used in providing guidance services to them in their schools.
4. Students in the selected senior high schools in Upper West Region, Ghana preferred the use of one-on-one approach in accessing guidance services.
5. The study also indicated that students had positive perception for the need and utilisation of guidance services in their schools.
6. The study further showed the students in senior high schools in Upper West Region occasionally utilise guidance services in their schools due to the challenges such as distance to the guidance office and lack of confidentiality of the guidance personnel.
7. The study further showed that there was a statistically significant difference between the perceptions of students on the need of guidance services in senior high schools in Upper West Region,

Ghana on the basis of gender. The male students had a higher mean score than their female counterparts.

8. The independent samples t-test showed that there was no statistical significant difference in the utilisation of guidance services in senior high schools in Upper West Region on the basis of class levels.
9. The Pearson Product Moment Correlation Coefficient indicated a significant, but weak and negative correlation between students' perception of the need of guidance services and their utilisation.
10. Finally, the study revealed that the challenges students faced in accessing guidance services were not found to be a moderating factor for the relationship between students' perception of guidance needs and their utilisation of guidance services.

Conclusions

The conclusion drawn from the findings of the study was that students from the selected senior high schools in the Upper West Region had a positive perception for the need of guidance services, but they rarely accessed these services in their schools. Guidance personnel in senior high schools should make frantic efforts to influence students' perception which is important to their utilisation of guidance services in their schools. Providing students with relevant information about the usefulness of guidance services and matters that students can seek for help, will help them to understand and appreciate the provision of guidance services in their schools. This will increase the willingness of students to seek guidance services which will lead to increase utilising of guidance services in senior high schools in the Upper West Region.

The large group approach used in providing guidance services in the selected senior high schools in the Upper West Region seems less effective in addressing the personal needs of the students. One-on-one approach for providing guidance services in the senior high schools in the Upper West Region will be more effective in addressing the personal needs of the students.

The guidance services such as orientation, information, counselling, consultation, and follow-up available in the senior high schools in the Upper West Region were beneficial to the students. Although the students faced challenges in utilising guidance services provided in their schools, those challenges did not deter them from utilising guidance services. Guidance personnel should develop their understanding of students' life in the senior high schools should demonstrate high level of professionalism such as confidentiality, empathy and respect toward the students in providing guidance services. The attitude of the guidance personnel will encourage students to seek for guidance services.

Recommendations

The following recommendations were made based on the findings of the research:

1. Heads of senior high schools in the Upper West Region should ensure that professional or trained guidance personnel always handle the issue of provision of guidance services in their schools.
2. Guidance personnel in the senior high schools in Upper West Region should use the one-on-one approach as an effective means of providing guidance services to the senior high school students.

3. Guidance personnel in the senior high schools in the Upper West Region of Ghana should use the one-on-one approach in providing guidance services especially in the provision of counselling services to meet students' personal needs.
4. Guidance personnel in senior high schools in Upper West Region of Ghana should give more time to the provision of one-on-one guidance services to students.
5. Guidance personnel in senior high schools in Upper West Region of Ghana should create more awareness to the students through the provision of fliers and brochures on guidance services provided in the schools.
6. Heads of the senior high schools in Upper West Region, Ghana should ensure that guidance offices in their schools are closer to students as well as guidance personnel demonstrating professionalism such as confidentiality.
7. Guidance personnel should take advantage of social gatherings such as general assembly, boarding house meeting and entertainment sessions in senior high schools in Upper West Region of Ghana to particularly conscientise female students on the need of guidance services.
8. Guidance personnel in senior high schools in Upper West Region of Ghana should encourage the students to continue to utilise the guidance services provided in their schools.
9. Guidance personnel should investigate into other factors inhibiting students with positive perception about the need for guidance services

from utilising guidance services in senior high schools in Upper West Region of Ghana.

10. Guidance personnel should explore other moderating factors such as peer pressure and anxiety which could be responsible for the relationship between the students' perception of guidance needs and their utilisation in senior high schools in Upper West Region of Ghana.

Suggestions for Further Research

The following suggestions have been put forward for further research:

The current study on the perception of the need and utilisation of guidance services in senior high schools focused only on the students in the selected senior high schools in the Upper West Region, Ghana. The study could have included the guidance teachers, teachers and head teachers who help in the provision of guidance in the senior high schools. This could have helped assess the effectiveness of the provision of guidance services in senior high schools in the Upper West Region, Ghana.

The current study found out that students from the selected senior high schools seldom utilise guidance services available in their schools. Also, the study revealed that students had a positive perception of the need of guidance services in the schools and did face challenges in utilising them. Further study could be done to investigate into the reasons for the seldom utilisation of guidance services in senior high schools in Upper Region by students.

Lastly, similar study could be done in other regions in Ghana to add to the existing knowledge on guidance services in senior high schools.

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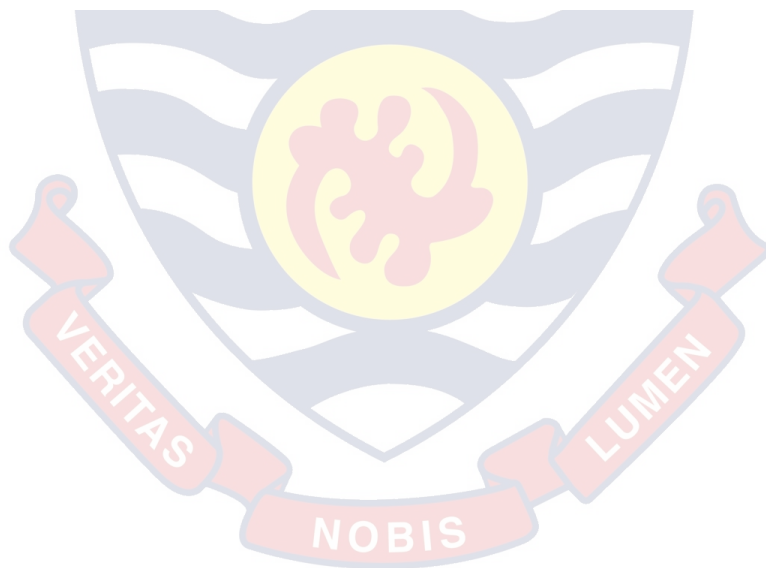
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APPENDICES



APPENDIX A
QUESTIONNAIRE

This questionnaire examines the perception of the need and utilisation of guidance services of students in Senior High Schools in Upper West Region, Ghana. Your response will contribute greatly towards meeting the objectives of the study and shall only be used for academic purposes. Any information provided shall be kept confidential.

SECTION A: BACKGROUND INFORMATION OF PARTICIPANTS

1. **Name of School:**
.....
2. **Gender:** Male Female
3. **Age:** 13 -15years 16-18years 19-21years 22 years and above
4. **Form:** SHS 2 SHS 3
5. **Student type:** Boarding Day
6. **Programme of Study:** General Science General Arts
Business Home Economics

SECTION B: PROVISION OF GUIDANCE SERVICES IN SCHOOL

7. Does your school provide guidance services to students? Yes No
8. Which of the guidance services listed below does your school provides?

Please, tick [✓] in front of those that apply to you:

- i. Orientation is organised for new students (Orientation)
- ii. Counselling is provided for students with problems (Counselling)

- iii. Other professionals are invited to help students with problems
(Consultation) []
- iv. Career conferences and seminars are organised for students
(Information) []
- v. Students are sometimes asked to see other professionals outside the
school like doctors, psychologists, etc. (Referral) []
- vi. Students with reading, speech or any form of learning difficulties are
assisted by the guidance personnel (Remedial) []
- vii. Guidance personnel helps students to choose what to do after school
such as selecting a course to pursue in tertiary school or a particular
career (Placement) []
- viii. Students fill assessment form when they seek for guidance service
(Appraisal) []
- ix. Students with special issues are followed up until they are fine (Follow
up) []

**SECTION C: APPROACHES USED IN PROVIDING GUIDANCE
SERVICES TO STUDENTS**

9. What approaches do your school use in providing guidance services to students?

Please, tick [✓] the box in front of those that apply to you:

None [] One-on-one guidance [] Small group guidance []

Large group guidance (e.g. Class or the whole school) []

SECTION D: APPROACHES USED IN PROVIDING GUIDANCE SERVICES WHICH STUDENTS PARTICIPATE IN AND MOSTLY PREFER

10. What approaches used in providing guidance have you participated in, in your school?

None [] One-on-one guidance [] Small group guidance []

Large group guidance []

11. Which approach used in providing guidance service do you prefer most?

None [] One-on-one guidance [] Small group guidance []

Large group guidance []

SECTION E: STUDENTS' PERCEPTION OF THE NEED OF GUIDANCE SERVICES

12. Do you think the provision of guidance services is needed in your school?

Yes [] No []

13. Are the guidance services provided by your school beneficial to you?

Yes [] No []

14. Do you think only students with low academic performance need guidance services?

Yes [] No []

15. Every student needs guidance services of some kind while in school.

Yes [] No []

16. Guidance services have impact on a student's academic performance?

Yes [] No []

17. Will a student's academic performance be affected if he/she does not go for guidance service while in school?

Yes [] No []

18. I don't see the need of accessing guidance services in school because of my cultural beliefs.

Yes [] No []

19. My religious beliefs do not allow me to access guidance service in school.

Yes [] No []

SECTION F: UTILISING GUIDANCE SERVICES

Please, indicate by ticking [] your level of agreement or disagreement with the following statements for utilising guidance services.

Note: Strongly Disagree (SD), Disagree (D), Undecided (U), Agree (A), Strongly Agree (SA)

Item	SD	D	U	A	SA
20. My school offers guidance services.					
21. I am familiar with guidance services.					
22. I need guidance services.					
23. If a teacher recommends guidance services for me I will use them					
24. I use guidance services when I see my friends doing the same					

25. Guidance services help me to develop new study skills					
26. Guidance services help to improve my academic performance					
27. Guidance services help me socialise with friends					
28. Guidance services help me to make my career choice					
29. Guidance services help me to solve personal problems					
30. The school counsellor is friendly					
31. The school counsellor is of the same gender with me					
32. Guidance services help to get my confidentiality assured					
33. The office of the school counsellor is conducive					
34. The office of the school counsellor is near					

SECTION G: CHALLENGES FACED BY STUDENTS IN ACCESSING GUIDANCE SERVICES

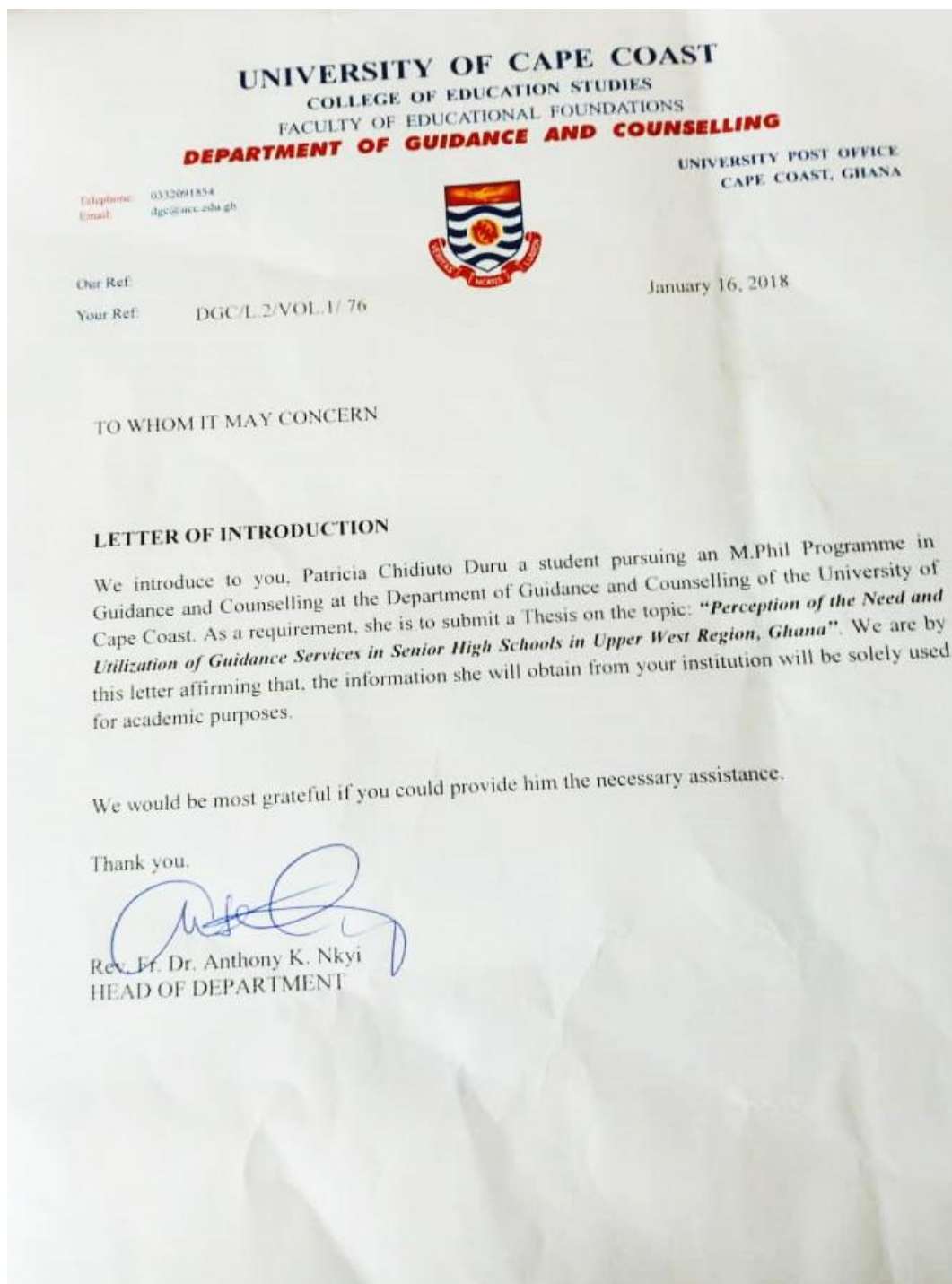
Please, indicate by ticking [] the level of your agreement or disagreement with each of the following statements:

Note: Strongly Disagree (SD), Disagree (D), Undecided (U), Agree (A), Strongly Agree (SA)

Item	SD	D	U	A	SA
35. The counsellor's office is far					
36. The counsellor's office is not relaxing or conducive					
37. The counsellor's attitude is unethical					
38. The counsellor does not keep confidential information					
39. The counsellor is not of the same gender as me					
40. I have a negative impression about the guidance services offered in my school					
41. I fear I may not be satisfied with my next guidance experience					
42. My culture does not allow me to go for guidance services					
43. My religion does not allow me to go for guidance services					

APPENDIX B

INTRODUCTORY LETTER



APPENDIX C

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.gh/12/18-54
Your Ref:

Date: 20th May, 2018

Dear Sir/Madam,

ETHICAL REQUIREMENTS CLEARANCE FOR RESEARCH STUDY

Chairman, CES-ERB
Prof. J. A. Ginstosho
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0243784739

Vice-Chairman, CES-ERB
Prof. K. Edjah
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Secretary, CES-ERB
Prof. Linda Dzama Forde
lforde@ucc.edu.gh
0244786680

The bearer, Patricia Chidiato Dury, Reg. No EF/SCP/17/00⁰³ is an M.Phil. / Ph.D. student in the Department of Guidance... and Counselling in the College of Education Studies, University of Cape Coast, Cape Coast, Ghana. ~~He~~ / She wishes to undertake a research study on the topic:

Perception of need and utilisation of Guidance Services in Senior High Schools in the Upper West Region, 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)