UNIVERSITY OF CAPE COAST

ASSESSMENT OF THE EFFECTIVENESS OF GUIDANCE AND

COUNSELLING SERVICES IN SECOND CYCLE SCHOOLS IN THE

KWAEBIBREM DISTRICT IN THE EASTERN REGION OF GHANA

DIANA AKOSUA MINTAH

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BY

DIANA AKOSUA MINTAH

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

MAY 2012

DECLARATION

Candidate's Declaration

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

Candidate's Signature:………………………… Date: ………………………

Name: Diana Akosua Mintah

Supervisor's Declaration

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

Supervisor's Signature:………..…………………. Date:…………………………

Name: Mr. Joseph Kwarteng Ofosuhene-Mensah

ABSTRACT

The underlying objective of this study was to assess the effectiveness of the School Guidance and Counselling services in second cycle schools in the Kwaebibirem District of the Eastern Region of Ghana.

Data for the study was obtained through a survey using a questionnaire designed to elicit information on variables of interest. Stratified and simple random sampling techniques were used to select the student respondents while purposive sampling technique was used to select the counsellors and teachers. In all, 172 respondents were selected, comprising 129 students from all the forms and 43 school counsellors. The analysis was conducted using both descriptive and inferential, particularly chi-square analysis.

The empirical estimation of the chi-square regression model revealed that although the SGC services were viewed as beneficial and rated as fair and the school counsellors were effectively playing their role, the services did not match the international benchmark. In addition, the quality of the SGC services in senior high schools is hindered by the lack of both human and material resources.

The study suggests there is the need for training and retraining of school teachers and counsellors in SGC services planning needs assessment and evaluation to improve services delivery. This should also be complimented with the provision of adequate resources by the government through the Ministry of Education.

DEDICATION

To my children, Dzidzo Jiagge and Selasie Jiagge.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF ABBREVIATIONS

NCGE: National Centre for Guidance in Education

SGC: School Guidance and Counselling

UNESCO: United Nations Educational Scientific Cultural Organisation

WSA: Whole School Approach

CHAPTER ONE

INTRODUCTION

Background to the Study

Students at all levels of their education across the world, experience social-personal, academic and career choice problems at school as well as at home (Chireshie, 2006). Some of these problems include living in distressed families where parents are divorced or separated, where family conflicts occur, where there are illnesses and issues of finances, and drugs (Chireshie, 2006). These problems negatively affect students in their academic endeavours. Their lives are full of stress and distress as they make efforts to care for themselves and find people to care for them. Many Students as a result have dropped out of school and are faced with uncertain future (Chireshie, 2006).

A significant number of students indulge in drugs, prostitution, truancy and other misdemeanours (Nziramasanga, 1999). Robinson (1996) asserts these drug exploration and sexual relationships have brought about some casualties among students. Davis (2003), views the school as a hoard where youth difficulties and adolescent peer group tension arise. In view of these problems, schools should be more involved in carrying out student needs assessments and developing all-inclusive guidance and counselling services (Kameen, Robinhood & Rotter, 1985). Strang and Morris (1964) suggest that guidance helped every

individual to use their inner resources to set goals, make plans, and work out their own problems of development. Elkind (1990) commented that it is the responsibility of the school to develop guidance service necessary for each student to achieve optimal development, and society may be improved by the optimal development and adjustment of its individual members. In connection with this Elkind (1990) argue that schools should move into headship role in dealing with the emotional and family problems of their students.

Parents tend to have little time with their children to give them the necessary guidance because of many pressures imposed on the family (Nziramasanga, 1999). As expected by the parents, the school should provide solutions to their children's indiscipline in the secondary school. African grown-ups have turn out to be more anxious with earning money and are less engaged with various conventional practices that previously contributed to the upbringing of young people (UNESCO, 2002). Speedy sociological changes originating from modernisation and urbanisation stress students. There is also a rise in the rate of divorce and in the number of single-parent families worldwide which is also a stress factor for students (Yuk Yee & Brennan, 2004).

In recent years, there has been a change in the orientation of education in Ghana and the world at large. The focus is on educating the 'whole person' and fostering students' overall development, rather than just on imparting of knowledge. Literature examining recent developments in education systems relating to the application of counselling skills reflects that there has been a change of emphasis from that of solely relying upon specialist counsellors to one

of also involving teachers by providing them with basic counselling skills. Schools are thus asked to give solutions to the youth's problems (Bruce & Cockreham, 2004). However, many teachers believe that only experts outside the classroom should attend to students in need of guidance and counselling. Their assumption and belief give them justification for not involving in school guidance work. However, the rising disruptive and deviant behaviours from students lead to the outcry of the need for a Whole School Approach (WSA) to guidance. Otwell and Mullis (1997) believe that guidance and counselling is important in schools because it increases behaviours related to achievement such as studying success. Many educators share the same belief as McGuiness (1998) that pastoral care should encompass the whole of the educational community-there should be no opting out.

Otwell and Mullis (1997) pointed out that teachers, particularly the class teacher, are in the best position to attend to the welfare of the whole class, to detect irregular behaviours of school children and to offer prompt firsthand assistance because of their close daily contacts with students. He elaborated that with training, teachers are able to support their students in their personal and social development, to detect at an early stage students at risk, and to refer them to other professionals for appropriate help.

Guidance and Counselling services enhance student performance, reduce student dropout rates and prepare students for the world of work and life (Otwell & Mullis (1997). Students who receive guidance and counselling services have shown significant increases in academic persistence and achievement, school

attendance, classroom behaviour, better self-concepts and improved attitudes towards school work and paper. Mwamwenda (1995) pointed out that school guidance and counselling services should address the personal-social, career and educational guidance needs of students.

Personal-social guidance deals with self-identity, social skills, relationships, conflict resolution, personal loss or other problems. Educational or career counselling consist of information about course requirements, career path planning, potential employers and job hunting. Educational guidance gives information about educational opportunities, promotion or achievements, learning strategies and study and test-taking skills. Comprehensive school guidance and counselling services address the developmental needs of students in the three domains mentioned above (Graham-Migel, 1999). Hence, the most important function of school guidance and counselling services is to study individual students in order to discover their abilities, interests and needs, thereby helping them to make effective adjustments to school life and to give shape to their future plans (Chireshie, 2006). Rutondoki (2000) asserts that full school guidance and counselling services should be continuous. Counselling should begin where the student enters school and should carry that student into adult life. The counselling should be preventive in the sense that counselees receive help in order to avoid certain problems. For instance students could be exposed to a study skill programme before they embark on any studies in order to avoid study-skill related programmes.

Statement of the Problem

It is assumed that with the increasing complexities in the society, industrial and technological development all going hand-in-hand, the succeeding generation will find it difficult to adjust themselves both to the society, work, family and schools. Failures in proper adjustment to all the facets mentioned could affect the education of young people and expose them to environmental as well as personal problems in development. Guidance and Counselling, as a delivery service, should not be misconstrued as the traditional type that is based on the principles of "to guide, to direct on a course, to enlighten, or to assist". This traditional type of counselling was principally carried out in African setting by heads of families, priests, and church leaders. Because of the complex nature of the Ghanaian society, the counselling profession has assumed a wider role. Present day guidance and counselling is based on the process of helping individuals understand themselves which will lead to better understanding of other aspects of their lives (Egbochuku, 2008).

According to the literature, these services are the formalised actions taken by the school to make guidance operational and available to students. These formalized actions typically consist of a set of processes, techniques and functions that serve to carry out the guidance and counselling goals of a particular educational level.

For students to be properly informed, they need the assistance of trained guidance and counselling personnel. Hence, the government made it a policy that

guidance and counselling should feature in teacher-education programmes because teachers are closer to the students.

Despite the country's tremendous need for counselling services and programmes as revealed by Hassane (2010), the field does not seem to be considered as vital in the educational system even though it is common knowledge that Ghanaian students particularly those at the SHS level have various guidance needs that school counsellors have to address to ensure their academic success and development. The primary mission of a school's guidance and counselling programme is to provide a broad spectrum of personnel services to the students. These services include student assessment, the information service, placement and follow-up, and counselling assistance (Erford, 2011). These areas and others should constitute the core of any guidance programme and should be organised to facilitate the growth and development of all students from kindergarten through senior high school experiences. This study therefore seeks to assess the effectiveness of school guidance and counselling services in senior high schools in the Kwaebibirem District of Ghana as perceived by school counsellors, teachers and students.

Purpose of the Study

The main objective of the study is to assess the effectiveness of guidance and counselling services in second cycle schools in the Kwaebibirem district as perceived by school counsellors, teachers and students in relation to policy, planning, needs assessment, support services and evaluation.

Specifically, the study seeks to:

1. examine what comprises effective and comprehensive school guidance and counselling services;

2. find out what school counsellors, teachers and students perceive as the benefits of the school guidance and counselling services;

3. find out whether school counsellors are effectively playing their roles;

4. make policy recommendations.

Research Hypotheses

The study was guided by the following hypotheses:

1. There is no significant relationship between respondents' demographic variables.

2. There is no significant difference between perceptions of school counsellors and students on the benefit of guidance and counselling services.

3. There are no constraints affecting the implementation of the SGC services in Kwaebibirem secondary schools.

4. There are no significant differences between the level of the Kwaebibirem district and international SGC services.

Significance of the Study

It is envisaged that this study will benefit school counsellors, students, researchers, policy makers and administrators in the Ministry of Education in Ghana. School counsellors will have a set of criteria to evaluate their guidance and counselling services. Furthermore, they will also have information needed to make a number of decisions related to what guidance and counselling services to

provide, how these should be provided and when to provide them. Such information will make the school counsellors more effective in the execution of their duties, thereby maximally benefiting their clients (in this case the students). In other words, awareness of school counsellors and students' perceptions will enable second cycle schools to continue to improve their service delivery.

Students will benefit from the increased awareness of the available guidance and counselling services in the schools. They will have information needed to weigh the value of the guidance and counselling services schools offer them. Students will also be allowed to suggest improvements in the guidance and counselling services and how they are implemented.

This study will add to the limited literature in Ghana on the effectiveness of school guidance and counselling services from students' and school counsellors' perspective. Policy makers and administrators will have the opportunity to base their future policies on school guidance and counselling services from the results of this study.

Delimitation of the Study

The area for this study was limited to public senior high schools in Kwaebibirem District in the Eastern region of Ghana. The study also focused on students, counsellors and teachers of senior high schools in the Kwaebibirem District. The empirical study was confined to only senior high schools in the Kwaebibirem district of the Eastern Region of Ghana namely St Roses Senior High, Salvation Army Senior High, Asuom, Akwatia Technical School, Kade

Senior High School. This could limit the generalisability of the findings to the whole of Ghana.

Limitations of the Study

The format of questionnaire design made it difficult for the researcher to examine complex issues and opinions. This made it difficult for the researcher to gather in depth information. The use of questionnaire also made it difficult to know whether or not a respondent had understood a question properly. The researcher has to hope the questions were understood by the respondents. However, the items were pilot-tested to reduce this limitation.

The use of Likert scale may have affected the generalisation of the results due to its limitations. For instance, there is no assumption of equal intervals between the categories. Also the researcher could not check on whether the respondents were telling the truth since some respondents might have deliberately falsified their replies. Again, in using a Likert scale, the researcher has no way of knowing if the respondents might have wished to add any other comments about the issue under investigation.

Definition of Terms

Assessment

Assessment as used in this study is any effort to gather, analyse and interpret data that describe a programme's effectiveness.

Effectiveness

The term 'Effectiveness' is working well and producing the intended results.

Guidance

It is the process of helping individuals make life adjustments at home, school, community and other phase of life.

Counselling

Counselling is largely concerned with the so-called normal individual in a bid to increase such individual's self-awareness, helping improve problem-solving skills, educating the individual and supporting that individual.

Organisation of the Rest of the Study

Chapter two looks at the review of related literature. The third chapter which is the methodology deals with the research design, research instruments, population of the study, sample and sampling techniques, data collection procedure and data analysis.

Chapter Four is devoted to analysis of data and presentation of results. Chapter Five which is the final chapter, summarises and concludes the results of the study, and make recommendations. It also focuses on further research work.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter reviews the related literature concerning the study. It is divided into four sections. The first section looks at the historical perspective of guidance and counselling in senior high schools. The second section examines components of effective and comprehensive school guidance and counselling services in the international arena. The benefits and the factors militating against effective delivery of school guidance and counselling services are covered in the third and final sections respectively.

Historical Perspective of Guidance and Counselling in Senior High Schools

The idea of guidance and counselling services in senior high schools was muted for several reasons. The literature is replete with rationale for the introduction of guidance and counselling in high schools for different reasons. Herr (2001) asserts that school guidance and counselling services were introduced in the America during the Industrial Revolution, a period of rapid industrial growth, social protests, social reform and utopian idealism. Basically, SGC was introduced in the America in the early 1900s to assist students with their educational development and career aspirations (Schmidt, 1997). Also, Guidance was introduced to address the negative social conditions associated with the industrial revolution. Hughes (1971) states that school counselling in the USA had

its origin in vocational issues. The focus was on assisting individuals to choose and to prepare for an occupation.

According to Schmidt (1997), the world wars were the next major events that had an impact on the development of SGC services. SGC services arose as a response to the social crisis brought about by the war. Students needed counselling to overcome the traumatic war experiences they had undergone together with their families, relatives and friends.

In Britain, the guidance service was introduced in schools in reaction to the changes in society, in family life and in schools which created conditions where greater attention to individual needs was necessary (Taylor, 1971). Taylor (1971) further reiterates that social pressures from urbanisation, decline in family tradition and the industrial revolution led to the introduction of vocational counselling. Developments in urbanisation and the industrial revolution created emotional turbulence among students. They were studying under higher anxiety levels as competition levels had become stiffer. Students had pressures to choose careers. Owing to these factors, vocational counselling came in handy to help them in their vocational or career plans.

In Africa, many African Ministers of Education according to the UNESCO (1998) have realised the growing number of social problems that affect African adolescents, particularly girls. These ministers resolved to introduce SGC services in their countries to solve these problems. (UNESCO, 1998) further states that SGC services were introduced in African countries to counteract unprecedented economic and social changes in African countries.

Components of Effective and Comprehensive School Guidance and

Counselling Services

This section presents the components of effective school guidance and counselling (SGC) services as demonstrated by international literature. The components that are identified are used to create a benchmark for effective SGC services against which SGC services in Kwaebibirem district could be assessed. The components include policy and mission statements; services planning; needs assessment services; responsive services; peer counselling and services evaluation of developed countries like America, the United Kingdom, Canada, Hong Kong, Scotland, China and Ireland, and also developing countries like South Africa, Malawi, Zambia, Uganda and Botswana.

Policies and Mission Statements Found in International Literature

According to Starling (1979) a policy is a kind of guide that delimits action. Ranney (1986) also indicated that policy is a declaration and implementation of intent. It can be a statement with guidelines that indicate how a group of people should behave in given circumstances or a statement of rules which give direction and influence behaviour in given circumstances. In the light of the above definitions, school guidance policy gives certain guidelines or rules about how those involved in the planning, decision-making and implementation should behave in given circumstances, namely, a policy on SGC services gives direction to school counsellors in managing SGC activities. The policy also gives a sense of confidence to the school counsellors. A mission statement is a short official statement that an organisation makes about the work it does and why it

does it (MacMillan English Dictionary for Advanced Learners (2002). A mission statement for SGC services is therefore a presentation of the values of the services

In America, SGC written policies ensure that the intervention and decisions made in schools are well considered. The policies also act as important sources of information for school communities (Borders & Drury, 1992).Literature shows that countries with schools running effective SGC services have mission statements and policy documents in place. In America, the SGC mission statement delineates who delivers the SGC services, what competencies students should possess as a result of the students' involvement and how the service is organised. The American policy spells out the value of the SGC services as an equal partner in the education system and provides reasons why students need to acquire the competencies that will accrue to them as a result of their participation in SGC services (Gysbers & Henderson, 2001). In Ireland, the National Centre for Guidance in Education (2003) (hereafter to be known as NCGE) states that effective SGC services evolved from the Education Act of 1998 that states that students should have access to appropriate guidance to assist them in their educational and career choices. The Texas Legislature passed the Developmental Guidance and Counselling Programmes Act in 2001 that requires the implementation of comprehensive SGC services (Reynolds & Cheek, 2002). In Hong Kong, the official policy document on SGC services lists the reasons for introducing guidance curricula in schools. SGC services are seen as a way of fostering positive behaviour and assisting students in personal, social and school adjustment. School guidance is regarded as an essential aspect of the teachers'

work. The Hong Kong Education Commission introduced a whole school approach to school guidance as an educational policy in 1990 (Yuk Yee & Brennan 2004; Hong Kong Education Commission in Hui 2002; Hui 1998). The Hong Kong Education Commission (in Hui 1998) states that a school's provision of guidance services is considered as an indicator of quality education. In Scotland the official policy is that SGC services should be evaluated and students have a role to play in SGC services evaluation.

Some African countries (Uganda, Malawi, Zambia, South Africa, Botswana and Nigeria) also have SGC services policies. Rutondoki (2000) points out that the Ugandan White Paper on Education demands that career guidance and counselling be established in all secondary schools. Maluwa-Banda (1998) states that the Educational Policy in Malawi has introduced SGC services in all secondary schools. Effective SGC services have clear national and school programmes defined and communicated to both staff and students. Clear policy guidelines help school counsellors, teachers and students to know what to expect from the services (Maluwa-Banda 1998). In South Africa, there is the Revised National Curriculum Statement Grades R-9 for schools of 2000 that provides guidelines for the implementation of SGC services (Life Orientation Document, Department of Education, Pretoria (2002). There is also the National Curriculum Statement Grades 10-12 Life Orientation of 2003. Life orientation is a compulsory subject for Grades 10-12 offered as from 2005. Life Orientation "prepares learners to be successful by helping them to study effectively and make informed decisions about subject choices, careers and additional higher educational opportunities"

(National Curriculum Statement of Life Orientation Grades 10-12, Department of Education Pretoria 2003). Botswana has the Policy Directions in Guidance and Counselling of 1985 (Navin, 1989). The Ministry of Education in Zambia established a School Guidance Service Unit to spearhead the implementation of the SGC services (UNESCO 1998). The Nigerian Government has the Third National Development Plan of 1975 and the National Policy on Education of 1981 that mandates all schools to offer SGC services (Ahia & Bradley, 1984).

The present study assesses the effectiveness of polices in SGC services in senior high schools in the Kwaebibirem District of the Eastern Region of Ghana. This study establishes whether there is a policy and if so whether it is clear and results in effective SGC services implementation as perceived by students, teachers and school counsellors. If the policy is not user-friendly, recommendations will be made to improve it. One of the key responses to policy is planning. The next subsection highlights what planning involves and the benefits of planning SGC services.

Planning in the International Arena

Planning involves goal setting and development of methods and strategies for goal attainment. During planning, decision on what is to be done, how to do it and the route to follow to achieve the goals are made. From the above description, plans for SGC services provide an essential framework for delivery of the services. Successful planning in SGC services ensures a structured response to students' personal, social, educational and career guidance needs. The plans for effective SGC services includes all guidance and counselling activities, classroom sessions

with students, individual counselling, meetings with administration, parents, support agencies and orientation. In America (Reynolds & Cheek, 2002; Schmidt, 1993) and in Ireland (NCGE, 2003) the planning of SGC services is done at the beginning of every year. Gibson (1990) believes that in America, SGC services plans show the audiences to be addressed, the information to share with these audiences, the purpose of the information and the methods to be used. The American planning situation is related to the one practiced in Finland. In Finland, the SGC services plans consist of goals of the services, how the services are to be implemented, the responsibilities of all the key stakeholders and how the services will be evaluated (Lairio & Nissila, 2002).

In Scotland, a plan gives the objectives of the SGC services (Howieson & Sample, 2000). Howieson and Sample's idea is related to the NCGE's (2003) statement that in Ireland, SGC services planning of effective services should answer the following questions: What are the guidance and counselling needs across all groups in a particular school? How can these be assessed? And how would one include all learning partners, for example parents, students and past pupils? What goals and objectives are defined for each year group? And what guidance and counselling activities are planned for the students in each year group? What resources in personnel, facilities and support will the school make available to support the achievement of the guidance and counselling objectives? What is the time-frame for the achievement of the guidance and counselling objectives? How does the school aim to monitor and review the progress of the guidance and counselling programme? Which learning activities would suit

various groups in the school? What budget will be assigned to achieve this programme? What review and evaluation process will be developed?

The NCGE's (2003) ideas support Lapan's (2001) argument that in America, SGC services planning requires school counsellors to identify those actual aspects of human development that the services can directly influence. The services planning should consider the services elements, counsellor's roles, time taken on tasks and resources required to achieve results for both students and the school environment.

In developing countries such as Botswana, the importance of planning is that it forms the basis for action, organisation, involvement, assignments, programme evaluation, decision making and commitment (UNESCO, 2000). During planning, the SGC services coordinator identifies relevant personnel to provide the SGC services and describes their role. Poor planning results in ineffective SGC services (UNESCO, 2000). Schmidt (1993) argues that in America, implementing SGC services without "clear goals and objectives is like piloting a plane without a flight plan". SGC services without clear goals and objectives tend to be haphazard and miss the real issues and needs of students, parents and teachers. Brown (1989) adds that in America, secondary schools whose SGC services have evolved with no particular plan are ineffective and to some degree dysfunctional. Ideally, school counsellors should conduct an annual student SGC needs assessment and construct a programme to meet these needs (Brown, 1989).

In America, effective SGC services planning do not only involve "school-

based personnel but also parents and community leaders" (Paisley, 2001). Similar to American practice, plans in Irish and Canadian schools with effective SGC services are drawn up in consultation with all school partners in order to ensure that they reflect the identified needs of students. The school partners include school counsellors, teachers, administrators, parents and students (Levi & Ziegler, 1991). In developing countries like Uganda, parents and students are involved in the planning process of SGC services to enhance their self-esteem (Rutondoki, 2000). Since planning is informed by needs assessment as indicated earlier on, the next subsection discusses needs assessment and how it is linked to SGC services.

Needs Assessment Services in the International Arena

Needs assessment is the identification of the needs of those to be served or beneficiaries. It can be said to be a formal process that determines the gaps between what is and what should be. Rimmer and Burt (1980) view needs assessment as an approach for involving students, families and the community in setting goals and priorities for the SGC services.

In South Africa, needs assessment is an integral part of any SGC services (Euvrard, 1996). In Botswana it has been established that needs assessment determines SGC services goals and objectives (UNESCO, 2000). Needs assessment also allows services evaluation. The results of needs assessment determine priorities. Marais (1998) recommends that the contents of future South African syllabuses for SGC services should be based on the needs of the students. Needs assessment should focus on the personal, social, educational and vocational needs of students, parents and teachers to provide balanced and comprehensive

19

SGC services (UNESCO, 2000).

School counsellors who offer effective services begin by obtaining the necessary information on which to make appropriate and accurate decisions. Thompson, Loesch and Seraphine (2003) argue that in American schools, effective assessment of students' counselling needs is a crucial component in the implementation of effective SGC services. Rye and Sparks (in Lusky & Hayes, 2001) state that in America, needs assessment is the first step in establishing goals and objectives for which SGC services will be held accountable. Effective school counsellors conduct needs assessment to determine student strengths and weaknesses in American schools (Borders & Drury, 1992). According to Leviton (1977), surveying the needs of students in American schools helps the school counsellor to become more aware of student priorities for SGC services.

Research studies concerned with needs assessment in guidance settings (Euvrard, 1996) emphasised the importance of finding out what students themselves indicate as their needs. Wells and Ritter (1979) argue that in American schools, students' ideas are valuable as they are the primary consumers of SGC services. It is crucial that the services offered meet the students' needs. However, SGC services providers have presumed it unnecessary to ask the beneficiaries of the services about what they need or to evaluate what services they have received. It has been established that in America, lack of students' needs assessment results in students receiving similar guidance and counselling information regardless of their individual needs (Alexitch & Page, 1997). Thus, there is often a mismatch between students' needs and delivered guidance and counselling services because

the service provider is unaware of the students' needs (Euvrard, 1996). This mismatch results in students not benefiting from the guidance and counselling services. In other words, ineffective services result from the fact that the SGC services are not relevant to the actual needs of students for these services are designed with little or no research into what these needs are.

Ahia and Bradley (1984) note that in Nigeria, no definite student needs assessment has been conducted to provide a base for effective SGC services. As in Nigeria, a study by Euvrard (1996) established that little useful research has been done in the area of students' guidance and counselling needs in South Africa such that although the legislation and official manuals suggest that the students' needs and wishes be taken into account, the actual services and syllabuses offered are not based upon any supporting research. Euvrard (1996) further states that in South Africa, the question of whether there is a close match between what students actually need and what the guidance and counselling services intends to achieve cannot be answered because little research has been done into what students actually need. However, there has been an improvement in this area in South Africa. The National Curriculum Statement of Life Orientation Grades 10-12, Department of Education, Pretoria (2003) outlines how to assess the performance of the learner in order to establish his or her needs.

Responsive/Support Services in the International Arena

UNESCO (2000), states that responsive services are services that are tailored to meet students' concerns regarding their health, personal-social, educational and career development. These concerns will be established through

needs assessment. Responsive services include counselling and orientation services.

Counselling Services

In Canada (Hartman, 1999) and in America (Schmidt, 1993; Ibrahim, Helms & Thompson, 1983) students are provided with occupational, educational, personal-social information and all other types of information needed by all students for planning and self-adjustment. The counselling services can either be given to an individual student or to a group of students sharing common concerns (Hartman, 1999). According to UNESCO (2000), in Botswana, counselling services are regarded as a social service based on the recognition of the individuals' uniqueness, dignity, value and respect. During the counselling services, individuals are offered an opportunity for self-knowledge and self-development through individual or group interventions. Understanding and knowledge of oneself and the environment gained through counselling leads to personal development and good decision-making (UNESCO, 2000).

Hartman (1999) argues that in Canadian schools, effective SGC services offer educational counselling which is a process of offering information to students who need assistance in making decisions about aspects of their education, such as the choice of subjects, courses, and choice of high school and college. Educational counselling increases a student's awareness of educational opportunities (UNESCO, 1998). Students are provided with information on learning styles and study methods. How students' attitudes, interests and work habits affect their educational results is discussed. Developing educational plans that are in line with

one's career and life goals, is also discussed during educational counselling in Canada. In Zambia, educational information is also provided during counselling (UNESCO, 1998).

Personal-social counselling deals with emotional distress and behavioural difficulties that arise when individuals struggle to deal with developmental stages and tasks (UNESCO, 1998). Personal-social counselling also aims to help students develop and maintain healthy and effective interpersonal relationships. The other aim is to improve the student's self-understanding and self-esteem. In Zambia (UNESCO, 1998) personal and social counselling awaken adolescents to educational and vocational opportunities. The students are empowered and taught to develop positive attitudes towards themselves. The result is that students acquire the ability to acknowledge areas of expertise and develop the freedom to make positive choices in life.

Occupational information can be obtained through occupational studies, vocational counselling, leaflets and career workshops (Hartman, 1999). Vocational counselling involves school counsellors having individual contacts with students whom they counsel in order to facilitate career development. The students are helped to become aware of the many occupations to consider and decide what to do after school (UNESCO, 1998).

Orientation Services

MacMillan English Dictionary for Advanced Learners (2002) defines orientation as information or training given to students before they start new activities. In this study, the focus is on students from the primary school being

inducted or introduced to the secondary school life and those in the secondary school being introduced to the world of work and further studies. From this standpoint, orientation services are concerned with ensuring that the problems involved at those transition points where students move from a familiar situation to an unfamiliar one are reduced. In other words, these are services that are given to students to help them adjust to a new situation, school activities and social activities (Hartman, 1999).

In African countries, Mwamwenda (1995) posits that when students are enrolled into secondary schools they should participate in orientation services. During orientation, teachers should give their teaching and personal history to students. This enables students to understand their teachers better and results in more effective teacher-student interaction. Students will also have to be shown the physical layout of the school so that they know where the classrooms and other facilities are located (Rutondoki, 2000).

Zeedyk, Gallacher, Henderson, Hope, Husband and Lindsay (2003) state that in British schools, effective SGC services operate some type of transition support services. The services include primary school students visiting the secondary school they intend to attend, thereby gaining the opportunity to meet new teachers, talk with older students and tour the school buildings. Other strategies include providing information leaflets to primary school students and their parents and having older students return to their primary schools to talk with incoming students.

Maluwa-Banda (1998) states that in Malawi, secondary school years are

important in the adjustment of students because "they represent the transition from the comparatively sheltered life in the primary school to the freedom and responsibility of either tertiary education or employment". Almost everything the student encounters is new; new teachers, students, curricular programmes, physical facilities, rules, regulations and services. The student needs help in orienting himself or herself to all these new factors. Rutondoki (2000) supports the above idea when he states that in Uganda, students newly admitted into secondary school feel socially and psychologically at a loss in the new environment. The students no longer enjoy the psychological support of their parents and former teachers. Such students need orientation or adaptive services to help them adjust and familiarise themselves with the new situation in the school they have joined (Rutondoki, 2000).

In Britain (Zeedyk et al., 2003) and America (Akos & Galassi, 2004), the new situations always lead to a considerable period of stress and anxiety. The stress and worry result in a decrease in academic performance, school attendance and self-image. In America, Hughes (1971) adds that developmental, social or other problems of adjustment at the beginning of the secondary school period may seriously divert a student's energies and attention from academic pursuits. This transition presents students with problems of an educational, vocational, social and personal nature. Effective school counselling services play a crucial role in helping students negotiate these challenges. For instance, secondary school students are assisted with study methods, note-taking, writing skills and research skills for academic success (Mwamwenda, 1995). Students may also be assisted in choosing

subjects, careers and friends. Students receiving guidance and counselling services are better adjusted because the services give them an opportunity to acquire pertinent information about that which lies ahead. Better-adjusted students are those who are able to live productively, to overcome their problems as they arise or to face objectively their strengths and limitations.

Hartman (1999) supports the above argument that effective school counselling services offer orientation services that ensure that the students are not overwhelmed by strange situations, but learn how to cope successfully with such experiences. Some of the new situations the world over, which students may find themselves in are: when they first enter secondary school where they meet several teachers and subjects, when they are called for school, college or job interviews, and when one or both of their parents die.

Brown (1972) highlights survival orientation as one of the important components of effective SGC services. Survival orientation is a brief session designed to acquaint all new students with their new learning environment, to present information about school life and to give advice on effective study procedures. The school counsellor's role is not to give a lecture but to talk with the new students about their future school life. The counsellor gives the student's academic survival information.

There are too many students in need of counselling services in schools. School counsellors cannot offer responsive services on their own-but they need to be assisted. The following subsection looks at how peer counsellors can be used in student services provision.

Peer Counselling in the International Arena

Peer counselling is when students offer guidance and counselling services to their peers. Effective school counsellors do not offer needs assessment, orientation, information and counselling services on their own. They make maximum use of peer helpers. In America, this is achieved through training and coaching students in peer counselling. They are trained in basic listening and helping skills as well as basic skills of problem-solving and decision making (Borders & Drury, 1992; Lapan, 2001). Robinson (1996) indicate that school counsellors select peer helpers by asking students to give names of two students to whom they would go if they had a personal problem. Students with the highest number of votes receive peer-counselling training. Peer helpers assist school counsellors in showing new students around the school, listening to peers who have concerns and providing outreach activities. The peer helpers are encouraged to refer 'their' clients to school counsellors. Use of peer helpers ensures SGC services reach a wider audience.

In Botswana, peer counselling is based on the understanding that students tend to relate more to those peers with whom they are comfortable (UNESCO, 2000). The peer counsellors assist in identifying students with problems and making referrals to the school counsellor. The Botswana situation is similar to the one found in Uganda. Rutondoki (2000) argues that in Uganda, "peer counselling for adolescents is important because it enables them to discuss freely and express personal problems about parents, the authority and themselves in a free and frank manner". Peer counsellors provide information that the adults would normally not

be prepared to discuss.

De Rosenroll and Dey (1990) state that in America, peer counsellors may defuse minor problems before they become crises. Peer helpers also provide support and information to their 'friend-client' who might be experiencing normal developmental stress (De Rosenroll & Dey, 1990). Also in America, peer helpers are the first line-helpers of students in need of counselling. They tutor students who have problems in their academic work and they befriend students who have been excluded or rejected by their peers (Schmidt, 1993). Thus, peer helpers are a bridge between a troubled young person and an adult professional. Peer helpers can help improve the learning climate of the school. Peer counsellors "model appropriate behaviours and encourage other students to be cooperative and work hard" (Myrick, 1989). Lapan (2001) argues that the presence of peer helpers results in the school counsellors having more time for the students with severe problems while Schmidt (1993) believes peer helpers can assist school counsellors in meeting the needs of a greater number of students. Morey, Miller, Rosen and Fulton (1993) found that American high school students were satisfied with their interaction with peer helpers.

Once responsive services have been provided, it becomes necessary to establish their worthiness. The following section deals with SGC services evaluation as a component of effective SGC services. Focus will be on evaluation and its varied dimensions.

School Guidance and Counselling Services Evaluation in the International Arena

Evaluation entails putting a value judgment on something or determination of worth. In this section, emphasis will be on the place and modalities of evaluation in effective SGC services from international literature. The evaluation status of the SGC services will be one of the key areas upon which the assessment of the effectiveness of the services will be based.

Borders and Drury (1992) state that in America, SGC services evaluation has historically consisted primarily of reports on kinds of services offered, and percentages of school counsellor's time spent on each activity and the number of students served. Manitoba Education and Training (1991) states that in Canada, guidance and counselling services evaluation should constantly improve the services so that they remain dynamically responsive to the changing needs of students, the school and society.

Schmidt (1993) also views evaluation in school guidance and counselling in America as both an on-going process of collecting data from students, parents and teachers to assessing services and activities and an annual process of gathering feedback regarding the guidance and counselling services as a whole. It examines how well particular services meet intended goals. Schmidt (1993) also states that in American schools, evaluation activities of the effectiveness of SGC services focus on determining whether school counsellors achieve their objectives and whether the guidance and counselling services are effective in helping students achieve the set goals and objectives. In other words, it is a continuous process

aimed at identifying beneficial services and effective methods of services delivery. Hughey, Gysbers and Starr (1993) also see evaluation of guidance and counselling in American schools as a means of improving the delivery of services to students. In developing countries such as Botswana, evaluation seeks to provide objective evidence of whether the services have met their desired objectives. The school will be able to establish whether the services are effective or not (UNESCO, 2000).

Goals of school guidance and counselling services must be clearly defined and agreed upon by all who will participate in the evaluation process. Many scholars in America agree that the process of evaluating SGC services should be shared by the people involved, for example, counsellors and those benefiting from the services (Schmidt, 1993). Counsellors must therefore seek input from students, parents and teachers. There should be agreement on what should be evaluated and what constitutes evidence of accomplishment of services goals. Clear descriptions of services goals and objectives help the beneficiaries understand the counsellor's unique role in the school.

All people who participate in or are served by the school counselling services should be involved in the evaluation process. However, most SGC services evaluations in Canada are conducted without the consumers' input. Students, teachers and parents should provide some input in the evaluation process (Hughey, Gysbers & Starr ,1993). According to UNESCO (2000), in Botswana, effective evaluation procedures involves deciding when to evaluate, what precisely to evaluate, whom the evaluation is intended to serve, who should conduct the evaluation, what questions the evaluation should address, evaluation study and

how to report the evaluations.

The Missouri Comprehensive Guidance Programme (Hughey, Gysbers & Starr, 1993) revealed that in America, evaluations of SGC services should provide an answer to a number of questions including the following: Are the individuals served by the services and the beneficiaries in the community satisfied with the services? Establishing the perceptions of students, teachers and parents involved in SGC services can provide valuable feedback that can be used to enhance the quality of the services. Brown (1989) states that in American schools, effective SGC services carry systematic evaluation surveys that ask parents, teachers, counsellors and students to evaluate various aspects of the SGC services. In Botswana, evaluation techniques used in effective SGC services include: tests, interviews, questionnaires, observations and inspection of records (UNESCO, 2000).

Myrick (in Schmidt 1993) highlights that it is a requirement in America for the beneficiaries of guidance and counselling services to give their opinion on the services they receive. Reviews of consumer feedback data help American counsellors to assess the strengths and weaknesses of the SGC services through the eyes of those who are receiving them (Schmidt, 1990). These are done through questionnaires for students, parents and teachers that should be clear, understandable and easy to complete. Depending on the size of one's school population, it may not be necessary to have every student, parent, or teacher complete a questionnaire. It has been established that in America sample groups of students and parents may be sufficient to give the counsellor an overall picture of

consumer satisfaction and services' effectiveness (Schmidt, 1993). Alternatively, counsellors may develop a peer-auditing model. In this model, counsellors ask fellow counsellors from neighbouring schools to assess their counselling services' scope and effectiveness and write a report on the findings.

Some counsellors design a monthly report form where they assess and report on the services they deliver. Counsellors should be willing to set specific evaluation criteria for themselves and work with the beneficiaries of their services. They must know how much time they have to indicate performance and establish criteria that they believe can be met within a specific time frame.

The following criteria have been used in evaluating the effectiveness of American school counselling: academic achievement, school attitudes, setting realistic goals, improvement in reading, peer relations, personal adjustment and reduction of inappropriate behaviour (Reynolds & Cheek, 2002; Otwell & Mullis, 1997). The evaluators try to establish whether students demonstrate improved academic achievement, positive school attitudes, appropriate behaviour and improved personal adjustment.

Types of Services Evaluation

There are a number of types of evaluation. The type of evaluation procedures chosen by counsellors depend on what questions need to be answered. Two types of evaluation are normally used in Canadian SGC services. These are process evaluation and outcome evaluation (Baruth & Robinson, 1987). Process evaluation also known as formative evaluation is an on-going process in that it occurs repeatedly at various stages of the implementation of the SGC services. Its

purpose is to ensure that the development of the guidance and counselling services is proceeding in a relaxed manner and that there are no problems that should be addressed immediately. Process evaluation focuses on discovering through feedback the satisfaction of the design of the services. It aims at monitoring on a continuous basis; possible areas of failure, such as what factors may prevent or encourage people to use the services. It is also directed at describing why the services were effectively implemented. Outcome evaluation is sometimes called summative evaluation (Hartman, 1999). It is an assessment of the outcomes of the services provided by school counsellors in comprehensive services. Hartman (1999) highlights that outcome evaluation in Canada assesses progress towards the intended goals as well as at the end of the services to decide whether or not the goals were achieved. It describes the overall success of the services and determines whether the services should be continued. In other words, it deals with end results of how well the services met the stated objectives. Outcome evaluation focuses on effectiveness (Hartman, 1999) and is sometimes referred to as product evaluation. In American schools, formative and summative evaluation strategies are used (Lapan & Kosciulek, 2003). Developing countries like Botswana also use formative and summative evaluation (UNESCO, 2000).

Benefits of Evaluating School Guidance and Counselling Services

A number of scholars have highlighted the value of evaluating SGC services. In America, evaluations of SGC services enable counsellors to know whether they are accomplishing their goals so that if not they make necessary adjustments (Jones, 1993). It helps them identify what remains to be done.

Evaluation of guidance and counselling services can reinforce effective approaches or suggest new directions that might be taken. Thus, the evaluation helps counsellors to select appropriate and effective services to meet the needs of students, parents and teachers. This is related to Ernst and Hiebert's (2002) view that evaluation in Canada is basically a decision-facilitating and not decision-making activity. For example, decisions about what services need to be expanded or strengthened and which ones need to be de-emphasised are made from the evaluation results. Evaluation may therefore lead to the improvement of the quality of the impact of SGC services on the educational setting.

A well conceived evaluation plan in American schools demonstrates accountability and validates the work of the school counsellor and SGC services (Fairchild & Seeley, 1995; Borders & Drury, 1992). Kellett and Pettifor (in Ernst & Hiebert, 2002) state that in Canada, data obtained from the consumers should be presented well to provide an index of effectiveness for the SGC services. Besley (2002) asserts that in Scottish schools, evidence of school counsellors' effectiveness is provided from a range of performance evaluations. Counsellors take control of who they are and what services they should offer in helping their consumers by producing and distributing clear evaluation reports. Communicating SGC services evaluation results to consumers serves as a stimulus for consumers to suggest recommendations for quality improvement (Ernst & Hiebert, 2002). In America, summary reports indicate successes and strengths of the SGC services as well as areas for improvement (Borders & Drury, 1992). It has been established that in America, school counsellors may, however, lack the time, the training or

the credibility to conduct their own services' evaluations especially if the competence or expertise of the counsellors themselves is an issue in evaluation (Curcio, Mathai & Roberts, 2003).

Benefits of School Guidance and Counselling Services

This section provides literature on some of advantages of school guidance and counselling services.

Personal–Social Benefits

In the United States, Lonborg and Bowen (2004) have argued that, effective SGC services create a safe school environment whilst Lapan, Gysbers and Petroski (2003) state SGC services engender students' feelings of safety in schools. In this kind of environment, students have a sense of belongingness. Furthermore, students are able to make friends and hold their temper down as a result of the SGC services would have received.

In 1977, Leviton found that the majority of American students reveal that the school counsellors had been helpful with students' problems. Wiggins and Moody (1987) in their study reveal that students surveyed gave excellent ratings to the SGC services they received. Lee (1993) argues that students who participated in SGC services in American schools viewed themselves more positively and began to predict their own success in schools.

In South Africa, Euvrard (1996) points out that effective school guidance services operate in a preventive way to equip the student with information, skills and attitudes which enable them to successfully negotiate the challenges of adolescence. Adolescents are helped to develop social skills in getting along with

the opposite sex. Thus, effective school counselling services result in fewer personality or social maladjustments. This assertion is supported by the study conducted by Rowley, Stroh and Sink (2005) in the US who state that effective SGC services in America help students acquire developmental competencies such as establishing and maintaining per relationships.

In Ghana, the Ghana Education Service (GES) in 1976 came out with a policy that directed the establishment of guidance and counselling programmes in all second cycle institutions in the country. This policy was a great stride in the development and introduction of school guidance and counselling programmes in Ghana. However, guidance and counselling programmes and services are inadequate in owing to challenges the profession is facing. According to Taylor and Buku (2006), despite the country's tremendous need for counselling services and programmes, the field does not seem to be considered as vital in the educational system.

Academic Benefits

Academically, studies have shown that SGC services have beneficial to students in the secondary schools. In Scotland, Besley (2002) states that effective SGC services have removed barriers of learning that students may face and consequently, teachers concentrate on their major task of teaching. This results in better academic results. Gerler (1985) reports that school counselling services in America positively influence the affective, behavioural interpersonal domains of children's lives and as a result affect students' achievement positively. It is also established in America that effective school counselling results in an increase of

behaviours related to achievement such as improved study habits, efficient use of time and greater academic effort (Otwell & Mullis, 1997). According to Schmidt (1993), effective school counselling services in America assists students in becoming able learners. This assistance is achieved through helping teachers to adopt effective teaching methods and creating safe classroom environment.

Borders and Drury (1992) cite studies in America that show increased academic achievement, academic persistence, school attendance and positive attitude towards school and others as a result of school counselling. America students, parents and teachers viewed the SGC services as having a positive impact on students (Hughey et al., 1993) whilst Canadian school counsellors viewed themselves as having impact on classroom behaviour problems (Gora et al., 1992).

Career and Vocational Benefits

In connection with career and vocational benefits of SGC services, Taylor (1971) notes that British school counselling services help students throughout their secondary education, to plan their vocational and educational progress. The school counselling services help students learn of possible future educational and vocational opportunities.

Hartman (1999) further states that in vocational guidance, effective Canadian SGC services enable students to develop decision-making skills to the point of being capable of making realistic choices from short tem to longer term. That is, students are assisted in assessing their aspirations, values, interests and aptitudes when making career decisions and plans. Lapan, Gysbers and Sun

(1997) report that American schools with effective SGC services had students reporting that they had earned higher grades, their education was preparing them for their future, their schools made more career and college information available and their school had a more positive climate.

Factors Affecting Effective Guidance and Counselling in Senior High Schools

The factors that affect effective guidance and counselling are enormous. Among such factors are: resources and training.

Resources

Every effective and meaningful school guidance and counselling services require adequate resources, equipment and space (Lehr & Sumarah, 2002). The facilities needed by the school counsellor to carry out quality guidance and counselling services in the school are numerous. Some of these are; accommodation, bookshelves, tables with drawers, cupboard for storing pamphlets, finance, time and psychological test materials to mention a few.With regards to adequate space, Borders and Drury (1992) argue that providing adequate space in the schools setting makes it possible to provide confidential counselling and consulting services for students, teachers and parents. It is therefore, important every school have a SGC services centre with a reception area, private offices and conference rooms for group sessions. Again, there should be a secure storage area for student records (Chireshe, 2006). In America, counselling centres are located in such a way that everyone in the school has equal access (Schmidt, 1993). Schmidt (1993) further argues that counselling centres should not be sited near school administration building because there is

the temptation for consumers of SGC services to associate the counsellor with administration.

Borders and Drury (1992) report that in America, effective SGC services have the following materials: computer for computer-assisted career guidance programmes, career choice exploration materials, self-development resources, college catalogue, test skills packages, booklets that help students address developmental needs such as adjusting to their physical changes, handling peer pressure and preventing substance abuse, newsletters, brochures and pamphlets. School counselling services also should have a handbook to familiarise students, parents and the community with the school, its organisation, physical facilities, management, curricular and extra-curricular opportunities (Chireshe, 2006).

In addition to the above materials and equipment that should be available to the school counsellor, human beings are a primary resource. Without adequate human support, all the other resources will make little difference. In Botswana, both human and material (books, computers, and office space) are resources for effective counselling services (UNESCO, 2007). In America and in Canada, personnel in effective and comprehensive counselling services include administrators, teachers, parents; other student service specialists, student helpers and the school counsellors themselves (Gysbers & Henderson, 2001; Gora et al., 1992).

Severe economic constraints have led to the marginalisation of the SGC services and the demoralisation of its practitioners (Chireshe, 2006). In British schools, pressure on schools' budgets has resulted in the marginalisation of

guidance services (Robinson, 1996). There is generally a shortage of appropriate reference materials for SGC services in African schools (UNESCO, 1998). Consequently, UNESCO (2000) contends that lack of necessary resources in Botswana has negatively affected SGC services.

Time according to Chireshe (2006) is another key factor that affects the effective SGC services. Chireshe (2006) argues that school counsellors' heavy teaching loads and other responsibilities such as administrative and clerical duties in school leave little time for them to meet students needing guidance and counselling services. Lloyd (1987) reports that, in Malaysia, schools have less time for counselling duties as much of the time is spent on teaching duties. In the America, school counsellors complain that counsellor-student ratios are too high and as such this negatively affect the SGC services (Reynolds & Cheek, 2006). In Malawi and in South Africa, school counsellors complain of high counsellor-student ratio (Bernard et al., 1997; Maluwa-Banda, 1998). Besley (2002) therefore advocates for the employment of full-time school counsellors in Scottish schools to overcome the shortage of time.

In Ghana, currently, the University of Cape Coast offers a Bachelor of Education programme with a major in guidance and counselling. Graduates from these programmes become guidance coordinators. The University of Cape Coast also offers a Master of Philosophy, Master of Arts and Master of Education programmes in Guidance and Counselling. The University of Education, Winneba, also has Guidance and Counselling programmes in Bachelor, Master's and Doctorate levels.

Furthermore, the Guidance and Counselling Unit of the Ghana Education Service (GES) trains guidance co-ordinators through seminars and workshops. These programmes have been very helpful in the training of guidance co-ordinators to meet the needs of the increasing number of students. Guidance co-ordinators are the trained personnel in counselling who run guidance programmes in schools. They are based in the school districts and they go around the schools to conduct counseling and guidance activities. They plan and develop guidance programmes in the schools according to the needs of the students. In the schools, the guidance co-ordinators are assisted by school guidance coordinators. The school guidance co-ordinators are teachers who have volunteered to conduct guidance activities. They are therefore given reduced teaching loads and in-service training sessions by the district guidance co-ordinators so that they can perform their counseling and guidance duties. However, in some schools, such as the junior high schools, teachers who volunteer to become school guidance coordinators are not given reduced teaching loads. This means that they conduct guidance and counselling activities in addition to their normal teaching hours (Danquah, 1987).

Training

In the work of Paisley (2001) he states that training of school counsellors has been identified to have an effect on SGC services implementation and effectiveness. Euvard (1996) establishes that those periods allocated for guidance and counselling in South African schools were not utilised optimally because of inadequately trained counsellors. It was further found out that in South Africa,

lack of training negatively affects the identification of students' problems. In Uganda, many educational planners and heads of institutions are not trained in guidance and counselling methods. Owing to this, they do not able to acknowledge the importance of guidance and counselling service in schools (Rutondoki, 2000).

Attitude

In this study, attitude towards SGC services is conceptualised as perceptions, beliefs and feelings towards the SGC services. Attitude, it is belief, has effect on the implementation and effectiveness of SGC services. In America, negative attitudes of some school administrators, counsellors and students affect the effectiveness of the SGC services (Reynolds & Cheek, 2002). Gysbers and Henderson (2001) establish that in American schools, SGC services are often seen as ancillary-support services, placing school counsellors mainly in remedial reactive roles are not seen as mainstream education. There is generally a lack of appreciation for the contributions school counsellors make in schools (Lusky & Hayes, 2001). According to Myrick (2003) administrators and the general public in America are openly critical and are beginning of question the value of counsellor positions. School administrators and policy makers in America are concerned about the vagueness of the outcomes of SGC services (Herr, 2001).

In India, Unnithan (1997) reports that policy makers have gradually given less importance to the introduction of SGC services even though there is greater concern for improving the entire education system. However, Ernst and Hieber (2002) assert that SGC may not survive without administrative support for

implementation and maintenance. It is unfortunate that many policy makers in American public schools are less impressed by psychological development among students as a result of counselling. They are more impressed by improved grades and test scores (Gerler, 1992). It is difficult to claim credit for improved performance on tests to school counselling. This is because, counselling results are difficult to quantify and explain. It is, thus, hard to make a case that academic performance on test was due to a school counsellor intervention (Otwell & Mullis, 1997; Myrick, 2003).

Summary of Related Literature Review

Guidance and counselling services play an integral part in the overall student services department of any elementary or secondary school. The aims of guidance and counselling programs in schools are to assist individuals to develop the ability to understand themselves, to solve their own problems, and to make appropriate adjustments to their environment. In the historical overview, guidance service was introduced in American and in Europe to solve problems in society especially when the world was experiencing wars. Guidance service was introduced in schools in reaction to the changes in society, in family life and in schools which created conditions where greater attention to individual needs was necessary. In many African countries, school guidance service was introduced due to the growing number of social problems that affect African adolescents, particularly girls. It was also to counteract economic and social changes in African countries. As a result of that school guidance has become a policy in Ghana.

The evaluation status of the SGC services remains one of the key areas upon which the assessment of the effectiveness of the services is based. In evaluating a function like guidance and counselling services, the idea is to determine to what extent the objectives of the service have been attained.

Every effective and meaningful school guidance and counselling services require adequate resources, equipment and space. The facilities needed by the school counsellor to carry out quality guidance and counselling services in the school are numerous. Some of these are; accommodation, bookshelves, tables with drawers, cupboard for storing pamphlets, finance, time and psychological test materials to mention a few.

CHAPTER THREE

METHODOLOGY

This chapter discusses the research design, population, sampling technique and sample, data collection technique, data analyses procedures, and the sources of data, which will guide the researcher in the data collection and analyses.

Research Design

Descriptive survey design was used for the study. This was due to the fact that it does not involve random sampling of assignment to different conditions neither does it involve the use of either multiple groups or multiple waves of measurement. This study examined and reported the existing conditions by describing it. Gay (1992) indicated that the descriptive survey design involves the collection of data in order to test hypotheses or to answer questions concerning the current status of the subject of the study.

Population

The population for the study was all students and counsellors/teachers of senior high schools in the Kwaebibirem District of Eastern Region. These schools were St. Roses Senior High School, Akwatia Secondary Technical School, Kade Senior High School, Asuom Senior High School and Salvation Army Senior High School. The total student population of these High schools was four thousand five

hundred and twenty-nine (4,526) with staff strength of two hundred and seventy-five (275). The distribution of all the participants is displayed in Table 1.

Table 1: Distribution of the Population of the Participants

Schools	Students' Enrolment	Number of Counsellors/
St. Roses Senior High School	1120	70
Akwatia Senior High Technical School	392	26
Kade Senior High School	1200	73
Asuom Senior High School	1000	59
Salvation Army Senior High School	814	47
Total	**4,526**	**275**

Sample and Sampling Procedure

Sampling refers to the method by which the researcher endeavours to select a representative group from the population under study (Chireshe, 2006). According to Cardwell (1999) the entire population tends to be too large to work with a small group of participants must act as a representative sample, thus the need for sampling.

In this study, the stratified and the simple random sampling techniques (lottery method) were used to select students and teachers whilst the purposive sampling technique was used to select guidance and counselling committee

members for the study. Stratified random sampling is a technique in which a research population is divided into a number of strata and a sample is drawn from each stratum. The grouping was done based on gender and class of students. The stratified sampling was used because it offered as high degree of representativeness and also ensures accurate results.

The simple random sampling is the simplest techniques for drawing probability samples in which each element in the population has an equal probability of being chosen for the sample. This sampling technique treats the target population as a unitary whole. One begins with the sampling frame contain a list of the entire population or as complete a list as can be obtained. This technique was used in this study because it gives each member of the population an equal chance of being represented. This technique was employed to select samples from each stratum.

Simple random sampling technique was used to select all the participants for the study. In all, 172 respondents were selected comprising 129 students and 43 school Guidance and Counselling Co-ordinators.

Instrument

Self-developed questionnaires were used to gather data in this study. Two separate questionnaires with similar items were developed. One was meant for the student participants (see appendix A) while the other was completed by the school counsellors/teachers (see appendix B). The questionnaires consist of both open and close-ended items including Likert scale items. Each questionnaire is made up of four sections A-D. Section A of the students' questionnaire for instance,

elicited background information of the participants. Section B elicited information on 'responsive/support services' while section C dealt with 'benefits of the school guidance and counselling services'. Finally, section D also dealt with 'factors affecting the effectiveness of the school guidance and counselling services'.

Section A of the counsellor's/teacher questionnaires collected the background data of the participants while section B dealt with the components of the school guidance services. Section C dealt with 'benefits of the school guidance services' while section D dealt with 'factors affecting the effectiveness of the school guidance services'. The scales used in the Likert scales are 'Strongly Agree ( ), Agree ( ), Undecided ( ), Disagree ( ), Strongly Disagree ( )'.

Data Collection Procedure

The study used questionnaires to collect the data. The use of questionnaires is very common in social researches. The main characteristic of the use of questionnaires is that data are offered by the respondents, with limited interference on the part of researcher. In spite of the fact that they did not allow probing, prompting and clarification of questions, questionnaires were considered the most appropriate instrument for this study because they offered greater assurance of anonymity, less opportunity for bias and errors and a stable, consistent and uniform measure of variation. Besides, they also produced quick results.

The questionnaire items comprised both closed and open ended questions. The open-ended questions are meant to probe the issues further. The

questionnaires were administered by the researcher with support from other teachers.

Data Analysis

Codes were assigned to the responses and inputted into the computer using Statistical Package for Social Scientists (SPSS) version 16 software. Percentages and chi-square were used as statistical tools to analyse the data.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter deals with the results from the field work, analysis as well as its interpretation. The author has assembled data collected and has critically analyzed and soundly interpreted them.

Demographic Data of Participants

Distribution of participants by gender was elicited by the researcher. Table 2 presents the summary of the result.

Table 2: Distribution of Student Respondents by Gender

	Teachers		Students	
Gender	Frequency	%	Frequency	%
Male	27	62.8	51	39.5
Female	16	37.2	78	60.5
Total	**43**	**100**	**129**	**100**

Table 2 shows that there were more female students than male students who participated in the study. This may be a reflection that the number of females in the country's SHS outweighs the number of males. Table 2 also shows that there were more male teachers in SHS than female. This implies that in this 21st century where gender parity is a key issue in national development agenda, more women

should be encouraged and guided to become teachers.

      Data about the age distribution of participants were also gathered by the researcher. This will provide information about the frequency of the highest age category of both teachers and students in SHS in the country. Summary of the result is captured in Table 3.

Table 3: Distribution of Age of Student Respondents

	Teachers		Students	
Age	Frequency	%	Frequency	%
12-14	-	-	48	37.2
15-17	-	-	52	40.3
18-20	-	-	18	14.0
21+	-	-	11	8.5
20-30	4	9.3	-	-
31-40	15	34.9	-	-
41-50	14	32.6		-
51+	10	23.3	-	-
Total	**43**	**100**	**129**	**100**

      Table 3 shows that the majority of the students' age range was 15 to 17 years while very few were over 21 years old. Based on this finding, one can conclude that majority of the students in the country's senior high schools fall within the age category of 15-17. Table 3 also indicates that most of the school teachers were between 31 and 40 years of age.

Data on experiences of school counsellors in terms years of practising school counselling. Summary of this result is displayed in Table 4.

Table 4: Distribution of Counsellor/Teacher Participants According to Counselling Experience of School Counsellors

Years of Experience	Frequency	%
1-5	4	9.3
6-10	9	20.9
11-15	5	11.6
16-20	10	23.3
21+	15	34.9
Total	**43**	**100**

Table 4 shows that school counsellors/teachers have varying years of experience. A few of them had between 1 and 5 years of counselling/teaching experience. Fifteen out of the 43 had more than 21 years of counselling/teaching experience.

Data on the professional qualification of the school counsellors were also gathered. Table 5 presents the summary of the result.

Table 5: Qualification of Counsellors/Teacher Participants

Qualification	Frequency	Percentage
Diploma	3	7.0
Bachelors Degree	25	58.1
Master's Degree	13	30.2
Other	2	4.7
Total	**43**	**100**

Table 5 shows that 25 out of the 43 counsellor/teachers held a bachelors' degree. This figure constitutes 58.1 %. A considerable number of them also have masters' degree. Only 3 of them have a diploma qualification. Another 2 out of the total respondents have other qualifications to augment the staff strength of the schools where they find themselves. It is important to note that very few of the counsellors/teachers have qualification in Guidance and Counselling.

Analysis and Discussion of Results

In this section, the effectiveness of school guidance and counselling as perceived by students and counsellors/teachers is estimated using chi-square regression. It presents analyses and discusses the data obtained from the empirical study. The findings from the study are presented in four main parts within the context of the questions which guided the study. These parts are components of effective and comprehensive SGC services, namely, policy, planning, needs assessment, responsive/support services, and evaluation; students' and school counsellors'/teachers' perception of the benefits of the secondary SGC services,

and factors affecting the effectiveness of secondary SGC services. The four hypotheses posed are either rejected or not rejected. Data were analyzed on the basis of individual statement using Chi-Square test. The data generated are summarised in the Tables 6 to 18.

Table 6: Chi-square Analysis of School Counsellors'/Teachers' Perception on Policy Statements on SGC Services

Variables	SA	A	N	D	SD	Total	Ratio	Chi-square (χ^2)
Definite Policy Exist	14(11.5)	13(12.5)	6(6.0)	4(5.0)	3(5.0)	40	3.9	5.2826, df=12
Policy spells out SGC values learly	11(11.8)	14(12.8)	7(6.1)	4(5.2)	5(5.2)	41	3.1	
Policy explains reasons for SGC	13(12.4)	14(13.4)	5(6.4)	5(5.4)	6(5.4)	43	2.5	
Policy guidelines easily understood	10(12.4)	11(13.4)	7(6.4)	8(5.4)	7(5.4)	43	1.4	
Total	**48**	**52**	**25**	**21**	**21**	**167**		

df= 12, α=0.05 Table value of Chi square = 5.2826

The Chi-square test was used to establish whether the pattern of response to policy issues differed significantly for some of the policy statements. The computed Chi-square for counsellors shows that there is no significant difference

in the perceptions of counsellors on policy issues. The non-significance established for policy issues implies that both counsellors/teachers held significantly similar perspective when comparing responses to different policy issues.

To establish which policy issues respondents agreed with the most, or the least, ratios of favourable responses to unfavourable responses were calculated. Ratios in Table 6 show that mandatory policy exists and counsellors' understanding of policy was substantially more positively viewed. The preceding ratio indicates that about four counsellors/teachers feel positive about the issue for every one counsellor/teacher with negative perception. The ratio for 'policy spells out SGC values clearly' is 3.1 which indicate that about 3 of the counsellors/teachers agree to that for every one counsellor/teacher who disagrees. The ratio is 2.5 for 'policy explains reasons for SGC'. The smallest ratio of 1.4 for 'policy guidelines easily understood' shows that the aspect was substantially more negatively viewed by counsellors/teachers. This goes to show that SGC policy guidelines are not well understood by counsellors/teachers as revealed by this study. It is concluded that teachers who are involved in SGC services provision may not fully appreciate these policy guidelines and may have to be given training in that respect.

Planning

Table 7: School Counsellors'/Teachers Responses to SGC Services Planning

Variables	VO	O	S	VS	N	Total	Ratio	Chi-square (χ^2)
SGC services planned at beginning of	12(7.8)	10(7.8)	8(7.8)	7(10.2)	6(9.2)	43	1.7	8.9169, df = 8 (15.5073)
School authorities are involved in	7(7.8)	8(7.8)	7(7.8)	11(10.2)	10(9.2)	43	0.8	
SGC services plan include meeting with support	4(7.3)	5(7.3)	8(7.3)	12(9.5)	11(8.6)	40	0.4	
Total	**23**	**23**	**23**	**30**	**27**	**126**		

df= 8,   α=0.05   Table value of Chi square = 8.9169

VO –Very often, O – Often, S – Seldom, VS – Very seldom, N – Never

    Table 7 shows that the computed chi-square for responses to SGC planning is not significant even though school counsellors/teachers positively rated the planning of SGC services at the beginning of each year. The services are thus planned for at the onset of each year. Ratios indicate that school counsellors/teachers negatively perceived the involvement of school authorities in services planning as well as including meeting with support agencies. This shows that SGC service planning does not involve school authorities and other support agencies like headmasters and other teachers, parents and students.

56

Needs Assessment

**Table 8: Opinion on Needs Assessment as an Integral Part of SGC Services
and Sex of Counsellor**

Variables	SA	A	N	D	SD	Total	Ratio	Chi-square (x^2)
Male	11(11.9)	10(9.4)	3(2.5)	2(1.9)	1(1.3)	27	7.0	0.6494,df=4
								(9.48773)
Female	8(7.1)	5(5.6)	1(1.5)	1(1.1)	1(0.7)	16	6.5	
Total	**19**	**15**	**4**	**3**	**2**	**43**		

df=4, $\alpha = 0.05$ Table value of Chi square = 0.6494

The computed chi-square test in Table 8 shows that the gender of the
school counsellor/teacher did not significantly influence the perception that needs
assessment is an integral part of the school SGC services. The ratios for both male
and female counsellors suggest that school counsellors viewed needs assessment
as an integral part of the SGC. Only one participant did not see needs assessment
as essential part of the school guidance and counselling programme. On the other
hand seven participants agreed that needs assessment plays a major in role in
effective SGC programmes.

Table 9: Opinion on Needs Assessment as an Integral Part of SGC Services and Experience of Counsellor/Teacher

Experience (years)	SA	A	N	D	SD	Total	Ratio	Chi-square (χ^2)
1-5	1(1.2)	1(1.5)	1(0.5)	1(0.7)	0(0.2)	4	2.0	4.8785, df =
6-10	2(2.7)	4(3.3)	1	1(1.5)	1(0.4)	9	3.0	16 (26.2962)
11-15	2(2.7)	2(1.9)	0(0.6)	1(0.8)	0(0.2)	5	4.0	
16-20	4(3.0)	3(3.7)	1(1.2)	2(1.6)	0(0.5)	10	3.5	
21+	4(4.5)	6(5.6)	2(1.7)	2(2.4)	1(0.7)	15	3.3	
Total	**13**	**16**	**5**	**7**	**2**	**43**		

The computed chi-square test in Table 9 shows that school counsellor/teachers experience did not significantly influence the perception that needs assessment is an integral part of the school SGC services. The ratios for counsellors/teachers of all ages suggest that school counsellors/teachers viewed needs assessment as an integral part of the SGC more positively.

Table 10: Opinion on Needs Assessment as an Integral Part of SGC Services And Qualification of Counsellor/Teacher

Qualification	SA	A	N	D	SD	Total	Ratio	Chi-square (χ^2)
Diploma	0(0.9)	2(1.2)	0(0.3)	1(0.3)	0(0.2)	3	2.0	11.8261, df=12 (21.0261)
Bachelors degree	7(7.6)	9(9.9)	4(2.3)	3(2.9)	2(1.7)	25	4.0	
Masters degree	6(3.9)	5(5.1)	0(1.2)	1(1.5)	1(0.9)	13	5.5	
Other	0(0.6)	1(0.8)	0(0.2)	1(0.2)	0(0.1)	2	1	
Total	**13**	**16**	**5**	**7**	**2**	**43**		

The computed Chi-square test in Table 10 shows that school counsellors'/teachers' qualification did not significantly influence the perception that needs assessment is an integral part of the school SGC services. The ratios for counsellors/teachers for almost all types of qualification suggest that school counsellors/teachers viewed needs assessment as an integral part of the SGC more positively. However the ratio for other qualification is low.

Frequency of Needs Assessment by Counsellor/Teachers

Table 11: Opinion on Frequency of Needs Assessment and Sex of Counsellor/ Teachers

Gender	VO	O	S	VS	N	Total	Ratio	Chi-square (χ^2)
Male	3(3.1)	5(4.4)	6(5.6)	7(7.5)	6(6.3)	27	0.6	0.5121, df = 4(9.48773)
Female	2(1.9)	2(2.6)	3(3.3)	5(4.5)	4(3.7)	16	0.2	
Total	**5**	**7**	**9**	**12**	**10**	**43**		

The computed chi-square test in Table 11 shows that the gender did not significantly influence the opinion on frequency of needs assessment by SGC team. The ratios for both sexes suggest that school counsellors'/teachers' opinion on frequency of needs assessment by SGC team was viewed more negatively. The ratios suggest that even though school counsellors and teachers see needs assessment is an integral part of the SGC services, it was not frequently conducted.

Table 12: Opinion on Frequency of Needs Assessment and Age of Counsellor/ Teacher

Age	VO	O	S	VS	N	Total	Ratio	Chi-square (χ^2)
20-30	0(0.7)	1(1.0)	1(0.8)	2(0.9)	0(0.5)	4	0.5	5.8932, df = 12
31-40	2(2.8)	3(3.8)	3(3.1)	4(3.5)	3(1.7)	15	0.7	
41-50	3(2.6)	4(3.6)	3(2.9)	3(3.3)	1(1.6)	14	1.8	
51+	3(1.9)	3(2.6)	2(2.1)	1(2.3)	1(1.2)	10	3.0	
Total	**8**	**11**	**9**	**10**	**5**	**43**		

From Table 12, it can be seen from the computed chi-square test that age did not significantly influence the opinion on frequency of needs assessment by SGC team. The ratios for counsellors/teachers between the age groups '20-30' and '31-40' viewed opinion on frequency of needs assessment more negatively. The counsellors/teachers between age 41-50 and above 51 on the other hand viewed opinion on frequency of needs assessment positively.

Table 13: Opinion on Frequency of Needs Assessment and Experience of Counsellor/Teacher

Experience (years)	VO	O	S	VS	N	Total	Ratio	Chi-square (x^2)
1-5	0(0.7)	1(0.9)	2(1.1)	0(0.8)	1(0.5)	**4**	1.0	5.4583, df =16(26.2962)
6-10	1(1.5)	2(2.1)	2(2.5)	3(1.9)	1(1.0)	**9**	0.8	
11-15	1(0.8)	1(1.2)	2(1.4)	1(1.0)	0(0.6)	**5**	2.0	
16-20	2(1.6)	3(2.3)	2(2.8)	2(2.1)	1(1.2)	**10**	1.7	
21+	3(2.4)	3(3.5)	4(4.2)	3(3.1)	2(1.7)	**15**	1.2	
Total	**7**	**10**	**12**	**9**	**5**	**43**		

The computed chi-square test in Table 13 above shows that the number of years of experience of counsellor/teacher did not significantly influence the opinion on frequency of needs assessment by SGC team. Even though most of the ratios are positive, they are generally low.

Table 14: Teacher Opinion on Frequency of Needs Assessment and Qualification of Counsellor/Teacher

Qualification	VO	O	S	VS	N	Total	Ratio	Chi-square (χ^2)
								13.9367, df=12 (21.0261)
Diploma	0(0.7)	1(1.3)	0(0.3)	1(0.3)	1(0.3)	3	0.5	
Bachelors degree	7(5.8)	11(10.5)	3(2.9)	2(2.9)	2(2.9)	25	4.5	
Masters degree	3(3.0)	6(5.4)	1(1.5)	2(1.5)	1(1.5)	13	3.0	
Other	0(0.5)	0(0.8)	1(0.2)	0(0.2)	1(0.2)	2	0.0	
Total	**10**	**18**	**5**	**5**	**5**	**43**		

The computed chi-square test in Table 14 shows that the qualification of the counsellor/teacher did not significantly influence the opinion on frequency of needs assessment by SGC team. The ratios for Diploma and 'Other' type of qualification suggest that school counsellors'/teachers' opinion on frequency of needs assessment by SGC team was viewed more negatively. However, counsellors/teachers with bachelors or Masters Degrees viewed opinion on frequency of needs assessment by SGC team more positively. This could imply that even if needs assessment are carried out frequently, counsellors/teachers with Diploma or Other types of qualifications might not have be involved.

Responsive/Support Services

Responsive services are services that are tailored to meet students' concerns regarding their health, personal, educational and career development. The following results look at the responsive/support services provided by the SGC services.

Table 15: Students' Responses on Perception about the Assistance given to them by the SGC Services

SGC Assistance	SA	A	N	D	SD	Total	Ratio	Chi-square (χ^2)
Assist students with study skills	66(68.7)	38(37.1)	11(9.2)	7(6.7)	5(5.2)	127	8.7	30.7956,df =12(21.0261)
Assist students with social relationships	55(68.2)	33(36.8)	16(9.1)	12(6.7)	10(5.2)	126	4.0	
Assist students with career choice	74(69.3)	37(37.4)	8(9.3)	5(6.8)	4(5.3)	128	12.3	
Orientation for new students	81(69.8)	41(37.7)	2(9.4)	3(6.8)	2(5.3)	129	24.4	
Total	**276**	**149**	**37**	**27**	**21**	**510**		

The computed Chi-square test in Table 15 above shows that students' perception of the responsive/support services and information provided them by the school SGC services is significant. The ratios for all the pieces of information given by school counsellors/teachers to student suggest that students viewed all the information more positively. The ratio on 'orientation for new students' was the highest. In particular, for every one student who disagrees with that statement, 24 students agree with it. The statement with the lowest ratio is 'assist students with social relationships', which means that counsellors/teachers should do more to assist students with their social relationships.

Students' Satisfaction with SGC Services

Students' satisfaction with the provision of guidance and counselling services in the school was also investigated. Analysis was made in terms of gender. Table 16 presents the summary of the result.

Table 16: Students' Satisfaction with SGC Services in Terms of Gender

Gender	VS	S	N	D	VD	Total	Ratio	Chi-square (x^2)
Male	25(23.7)	15(17.0)	3(2.8)	5(4.0)	3(3.6)	51	5.0	1.1141, df=4 (9.48773)
Female	35(36.3)	28(26.0)	4(4.2)	5(6.0)	6(5.4)	78	5.7	
Total	**60**	**43**	**7**	**10**	**9**	**129**		

The computed Chi-square test in Table 16 shows that students' perception on the satisfaction with SGC services on sex is not significant. The ratios for both

sexes suggest that student viewed the SGC services provided them more positively. In particular, the ratio for the males suggests that for every one male who is dissatisfied with the SGC services, there are five males who were satisfied with the SGC services. Similarly the ratio for the females suggested that for every one female who was dissatisfied with the SGC services, there were about six females who were satisfied with the services.

Students' Rating of School Guidance and Counselling Services

The researcher also investigated the rating of school guidance and counselling services according to gender and school type (day and boarding). Tables 17 and 18 present the details of the finding.

Table 17: Rating of SGC Services and Gender of Student

Gender	E	G	N	P	VP	Total	Ratio	Chi-square (χ^2)
Male	14(11.9)	11(9.5)	9(5.5)	9(11.9)	8(12.3)	51	1.5	8.3381, df=4 (9.48773)
Female	16(18.1)	13(14.5)	5(8.5)	21(18.1)	23(18.7)	78	0.7	
Total	**30**	**24**	**14**	**30**	**31**	**129**		

Key: E – Excellent, G – Good, N – Neutral, P – Poor, VP – Very Poor.

The computed chi-square test in Table 17 shows that students' rating of SGC services on sex was not significant. While the ratio for the males was rather low, the females rated it more negatively.

Table 18: Students' Rating of SGC Services and Type of School

School Type	E	G	N	P	VP	Total	Ratio	Chi-square (χ^2)
Boarding	32(27.0)	42(35.0)	9(12.4)	6(10.9)	5(8.7)	**94**	6.7	25.8214, df = 4
Day	5(10.0)	6(13.0)	8(4.6)	9(4.1)	7(3.3)	**35**	0.7	
Total	**37**	**48**	**17**	**15**	**12**	**129**		

The computed Chi-square test in Table 18 shows that students' rating of SGC services on type of school of student was significant. This means that students from the different type of school have varying opinion on the rating of SGC services. The ratio for students of boarding school suggested that for every one student in a boarding school who rated SGC services poorly, closed to seven students gave good rating. On the other hand, the ratio for day school suggested that students of day school viewed SGC services in their school as being poor. This implies that SGC services in boarding schools are better than in the day schools.

Benefits of the School Guidance and Counselling Services

This part explored the counsellors/teachers and students' perception of the benefits of the SGC services. It was hypothesised that the majority of the school counsellors/teachers and students surveyed would perceive the services as not beneficial. The question posed was 'what would you say are the benefits of the

SGC services?' The discussion on this part combined the views of both counsellors and students.

It emerged from this study that school counsellors/teachers and students perceived various benefits flowing from SGC services at their schools. Personal and social benefits, scholastic–academic benefits and career and vocational benefits were achieved. Specifically, both counsellors/teachers and students perceived self knowledge and discovery, efficient time management, improved study skills as some of the benefits of SGC services. Spirit of tolerance and accommodation, career exposure and job applications skills are also some of the benefits. This finding is in line with the earlier Zimbabwean finding by Mudhumani (2005) and Chivonivoni (2006) on personal social benefits; Nziramasanga (1999) and Mudhumani (2005) on scholastic-academic benefits and Mapfumo (2001) and Badza (2005) on career and vocational benefits in Zimbabwe. The above finding is also reflected in international literature dealing with SGC services in America (Lapan et al. 2003; Lonborg & Bowen, 2004; Rowley et al., 2005), (Besley, 2002) in Scotland, and (Hartman, 1999) in Canada where the above benefits are experienced.

It is important to note that school counsellors/teachers believe that effective SGC services result in acquisition of desirable attitudes and behaviour. It can be inferred that school counsellors perceived SGC services as being aimed at enhancing the smooth running of school activities. Thus, school activities like learning can only take place maximally if students are well behaved.

Factors Affecting the Effectiveness of the School Guidance and Counselling Services

This section attempts to address the question 'What in your opinion are the factors militating against delivery of effective SGC services in your school?' Comparisons with the international literature on factors affecting the effectiveness of SGC services are made.

The study revealed that both school counsellors/teachers and students perceived inadequate resources as the major factor militating against the effective delivery of the SGC services. Among the indicators for inadequate resources pointed out by both counsellors/teachers and students are inadequate qualified personnel, lack of materials and other resources (for example access to the internet). Respondent complained about poor student-counsellor ratio. The situation is worsened by the fact that counsellors/teachers may not have the training to use the few available psychological tests because the present study revealed that majority of the counsellors/teachers were not trained in guidance and counselling. The inadequacy of time for SGC services supports the finding by Chivonivoni (2006) who indicated that there is no time for SGC services in Zimbabwe. Zindi and Makotore (2000) and Maturure (2004) complained about the poor counsellor–student ratio in Zimbabwe. They established that there were too many students school counsellors had to attend to.

The finding on poor counsellor-student ratio is supported by international literature on guidance and counselling by Reyholds and Cheek (2002) in America; Maluwa-Banda 1998 in Malawi; and Bernard et al. (1997) in South Africa. The

above authorities state that high counsellor-student ratio negatively affects the SGC services. Lack of counselling resources has been found to negatively affect the counselling services internationally for example, Lairio and Nissila (2002) in Finland and UNESCO (2000) in Botswana.

Summary of Discussion of Results

Based on the findings of the empirical study above, it can be concluded that in some instances, there were no significant relationships between respondents' demographic variables and the way the respondents responded to planning, responsive/support services and evaluation, while in other instances, there were significant relationships between respondents' demographic variables and the way the respondents responded to responsive/support services and evaluation. For example, there were no significant relationships between the perception of school counsellors/teachers and the way they responded to policy and planning. There was also no significant relationship between needs assessment and sex, age, experience, qualification, except the type of school the counsellor/teacher is. There was however significant relationship between perception of the student and the responsive/support services provided by the SGC services. Also there were significant relationships between type of school the student attended and his/her opinion on satisfaction with the SGC services as well as their rating of the services. Boarding school students seemed to be more satisfied and rated the SGC services more favourably than day secondary schools. Thus, the null hypothesis that there is no significant relationship between respondents' demographic variables and the way the respondents responded to

items on the status of key components was rejected or confirmed in certain circumstances.

Even though the ratios on the opinions of students and satisfaction with SGC services as well as opinions on SGC rating were rather low, both students and counsellors/teachers perceived the SGC services as beneficial. Thus the hypothesis that majority of the respondents surveyed would perceive the services as not beneficial is rejected.

The qualitative questions to elicit the factors militating against SGC services revealed a number of factors from the perspective of students, counsellors and teachers. Some of the most common factors cited by students, counsellors and teachers pointed to the fact that inadequate qualified personnel, lack of guidance and counselling materials and other resources like access to the internet are a huge problem. Based on this, the hypothesis that there are no constraints affecting the implementation of SGC services was rejected.

It has been established that the SGC services policy is not easily understood by counsellors/teachers. It has also been established that school authorities are not involved in the planning and the planning team do not meet with support agencies. On needs assessment, it was established that the frequency was very low. The evaluation of SGC services was also not always done. Based on the information just presented the SGC services do not match what is prevailing in the international arena, the hypothesis that there are no significant differences between the level of the Kwaebibirem and international SGC services is rejected.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of the study. It also outlines the main conclusions based on the findings. Recommendations based on the findings are also made.

Summary

The study established the effectiveness of the SGC services in relation to the following international benchmarks: policy, planning, needs assessment, responsive/support services and evaluation. The study also established whether the SGC services in senior high schools in the Kwaebibirem district were perceived as beneficial and to ascertain the factors militating against effective delivery of SGC services. School counsellors and teachers were selected as participants because they were the implementers of the services while students were chosen because they are the intended beneficiaries of the SGC services.

In all, 172 respondents, comprising 129 students of the different forms and 43 guidance and counselling co-ordinators were sampled for the study. The purposive, stratified and simple random sampling techniques were employed in selecting the samples for the study. Questionnaire was used to gather the relevant data for the study. Percentages and chi-square were used to analyse the data.

Key Findings

With regards to school guidance and counselling policies in the country, the study revealed that the SGC policy guidelines have not fully been understood by school counsellors. This may imply that these school counsellors were not working according to the policy guidance and therefore needed training on the SGC policy guidelines. Finding on planning of SGC programmes also indicated that parties such as parents, teachers, students and other school support agencies were not involved in the planning of school guidance programmes.

Findings on needs assessment showed that school counsellors viewed needs assessment as essential part of the SGC programme which needs a lot of attention. Again it was revealed that participants' experience did not have any significant influence on their perceptions about needs assessment and school guidance and counselling. Even though the majority of the participants recognised needs assessment as essential part of effective school guidance and counselling service.

Finding on qualification of school counsellors and their perception about the frequency of needs assessment showed that qualification of the counsellors did not significantly influence their opinions on frequency of needs assessment. It was found out that with regards to the provision of guidance services to the SHS students in Kwaebibirem District, guidance on students' social relationships was lacking. It was also indicated that the students were satisfied with the provision of guidance and counselling being provided them by their schools based on the fact they benefitted a lot from the guidance services. Personal-social, educational and

career benefits were achieved. The study also revealed that both school counsellors and students perceived inadequate resources as the major factor militating against the effective delivery of the SGC services. Examples were inadequate qualified personnel, lack of materials and other resources (for example access to the internet) and poor counsellor-students ratio among others.

Conclusions

From the findings of this study, it can be concluded that components of effective and comprehensive SGC services include policy, planning, needs assessment, responsive services and evaluation. Although the SGC services were viewed as beneficial and rated as fair and the school counsellors were effectively playing their roles, the services did not match the international benchmark. The policy guidelines are not easily understood by some of the teachers who are also as counsellors. Some aspects of SGC services, planning, for example, involving school authorities and meeting with support agencies, are frequency of needs assessment, and evaluation did not meet the international benchmark established in the literature survey. One can, thus, conclude that the SGC services are not as effective as in the international world.

It can also be concluded that the quality of the SGC services in second cycle schools is negatively affected by the lack of both human and material resources. In addition to inadequate personnel in administering guidance and counselling, the school counsellors perform a number of non-counselling duties both of which compromise the quality of the SGC services in second cycle schools. It can further be concluded that SGC services were perceived to be more

effective in boarding schools than in day schools.

Recommendations

Based on the findings of the study, the following recommendations were made.

1. There is need to establish an SGC services policy which is supported by an Act of Parliament. The policy should specify who should implement the services, how and when. There is need for wider consultation among school counsellors, teachers, headmasters, parents, students and the community at large before the policy is put in place. This is in line with some school counsellors and students' responses to the qualitative research questions in this study which suggest that SGC services policy could only be improved by involving all key stakeholders. The Ghana Education Service which oversees the implementation of SGC services should be empowered by the new policy to reprimand secondary schools not properly implementing the services. The policy should force the government to have a separate and specific budget for school guidance and counselling so as to minimise the shortage of resources in the area. The policy should have provision for conveniently located and well furnished school guidance and counselling centres in every second cycle school. This recommendation supports school counsellors' and students' suggestions on the qualitative research questions that SGC services policy should support the provision of adequate SGC resources.

2. All SGC services should actively involve school authorities and should include meeting with all support agencies and stakeholders as the results suggest. Involvement of all stakeholders results in the ownership of the services.

3. Before planning for any SGC services, school counsellors should establish the SGC needs of students, parents and teachers. Various needs assessment methods such as questionnaires, interviews, standardised tests, interest inventories, behavioural rating scales and student or community records should be used in SGC services needs assessment. Students, parents, teachers and headmasters should be involved in SGC services needs assessment as it is practised in the international arena and as it is revealed by the qualitative research results on needs assessment.

4. School guidance and counselling services should be evaluated more often using both formative and summative evaluation techniques. There should be clear criteria on evaluating the effectiveness of SGC services. Parents, students, teachers, psychological services team and headmasters should be involved in the evaluation as demonstrated internationally.

5. Each district in the country should at least have one officer trained in school guidance and counselling who will see to it that all second cycle schools properly plan SGC services at the beginning of each year. The officer would also oversee the assessment of the needs of students,

parents, teachers and other stakeholders and the evaluation of SGC services by all stakeholders. There should be infusion of SGC services into the curriculum subjects in all second cycle schools.

6. School counsellors and students' responses to the qualitative research questions seem to suggest the need for training of school teachers and counsellors in SGC services planning, needs assessment and evaluation to improve services delivery. Thus, the District Education Office can organize refresher courses for the teachers in the district to train them on SGC issues to enhance services in the schools. This would go a long way in alleviating the problem of inadequate personnel in school guidance and counselling being experienced in the Kwaebibirem District.

Suggestions for Further Research

The following issues need to be considered in future studies in the area of school guidance and counselling.

1. This study covered only one district in Ghana. This is a small area as there are 158 districts in Ghana as at 2011. There is need for conducting such a study at the national level.

2. A survey study in all secondary schools in Ghana to establish whether SGC services are being implemented is recommended as a necessary preliminary step to meeting the SGC services needs of second cycle school students in Ghana.

3. Experimental/empirical studies should be carried out to establish the

effectiveness of SGC services by comparing second cycle schools implementing the services and those not implementing the services.

4. Extensive studies of the problems of implementing SGC services are needed as a basis for a well-formulated policy.

5. Since parental involvement is seen as crucial in the implementation of effective SGC services, studies of parent-school relations should be undertaken with the aim of strengthening this vital link.

6. This study covered the perceptions of students, teachers and school counsellors. There is a need to conduct studies which capture the perceptions of headmasters, Education Officers for Guidance and Counselling, and parents on the effectiveness of the SGC services.

7. The effectiveness of SGC services can also be determined by carrying out studies on the perceptions of post-secondary students attending colleges or universities.

8. Since findings on the influence of demographical variables on school counsellors and students' perceptions have been inconclusive, the researcher further recommends that research be conducted in this regard.

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APPENDICES

SURVEY QUESTIONNAIRE FOR SCHOOL COUNSELLORS

UNIVERSITY OF CAPE COAST

This questionnaire is designed to elicit information on the topic: "**Assessment of the Effectiveness of Guidance and Counselling Services in the Second Cycle Schools in the Kwaebibirem District in the Eastern Region of Ghana**".

All information provided in this study will remain strictly confidential and your answers will not be disclosed to anyone or used for any other purpose.

Instruction: Please indicate your response by ticking (√) or writing in the spaces provided.

Questionnaire for Students

SECTION A

Background Information

Indicate your response by ticking (√) in the appropriate box of each question

1. Sex: Male ( )   Female ( )

2. Age (yrs): 12-14 ( )   15-17 ( )   18-20 ( )   20 and above( )

3. Form: Form 1 ( )   Form 2 ( ) Form 3 ( ) Form 4 ( )

4. Type of School: Day School ( )   Boarding School ( )

SECTION B

Responsive/Support Services

 Please indicate your level of agreement or disagreement with the following statements

(a) The SGC services provide students with educational information such as study

   skills.

   Strongly Agree ( ), Agree ( ), Undecided ( ), Disagree ( ), Strongly Disagree ( )

(b) The SGC provide personal and social services such as forming relationships.

   Strongly Agree ( ), Agree ( ), Undecided ( ), Disagree ( ), Strongly Disagree ( )

(c) The SGC provide occupational/career services such as choosing a suitable

   career.

   Strongly Agree ( ), Agree ( ), Undecided ( ), Disagree ( ), Strongly Disagree ( )

(d) My school has an orientation programme for new students.

   Strongly Agree ( ), Agree ( ), Undecided ( ), Disagree ( ), Strongly Disagree ( )

(e) How satisfied are you with the SGC services provided by your school? Very

Satisfied ( ), Satisfied ( ), Neutral ( ), Dissatisfied ( ), Very Dissatisfied ( )

(f) How can guidance and counselling services in your school be improved?

……………………………………………………………………………………

SECTION C

Benefits of the School Guidance and Counselling Services

(a) In what way(s) have you benefited from the SGC services provided by your

   school?

……………………………………………………………………………………

(b). How would you rate the SGC services you receive from your school

counsellors and teachers?

Excellent ( ), Good ( ), Neutral ( ), Poor ( ), Very Poor ( ).

SECTION D

FACTORS AFFECTING THE EFFECTIVENESS OF THE SCHOOL GUIDANCE AND COUNSELLING SERVICES

(a). What in your opinion are the factors militating against delivery of effective SGC services in your school?

………………………………………………………………………………

(b). Kindly suggested ways that can help make SGC services effective.

………………………………………………………………………………

STUDENTS' SURVEY QUESTIONNAIRE

UNIVERSITY OF CAPE COAST

This questionnaire is designed to elicit information on the topic: "**Assessment of the Effectiveness of Guidance and Counselling Services in the Second Cycle Schools in the Kwaebibirem District in the Eastern Region of Ghana**".

All information provided in this study will remain strictly confidential and your answers will not be disclosed to anyone or used for any other purpose.

Instruction: Please indicate your response by ticking (√) or writing in the spaces provided.

Questionnaire for Counsellors/Teachers

SECTION A

BASIC BACKGROUND INFORMATION

Indicate your response by ticking (√) in the appropriate box of each question

1. Sex: Male ( )   Female ( )

2. Age (yrs) 20-30 ( ) 31-40 ( ) 41-50 ( ) 51-60 ( )

3. Counselling Experience (in years): <5 ( ) 6-10 ( ) 11-15 ( ) 16-20 ( ) 21-25 ( ) >25 ( )

4. Highest professional Qualification: …………………………………

5. Type of School: Day School ( )   Boarding School ( )

SECTION B

COMPONENTS OF THE SCHOOL GUIDANCE AND COUNSELLING

SERVICES

A: Policy

Please tick the appropriate option that best describes your opinion on each of the following statements.

(a) Ghana Education Service has a definite policy on School Guidance and

counselling (SGC) services.

Strongly Agree ( ), Agree ( ), Undecided ( ), Disagree ( ), Strongly Disagree ( )

(b) The Ghanaian SGC policy spells out the value of the SGC services clearly.

Strongly Agree ( ), Agree ( ), Undecided ( ), Disagree ( ), Strongly Disagree ( )

(c) The Ghanaian SGC policy explains the reasons for the SGC services.

Strongly Agree ( ), Agree ( ), Undecided ( ), Disagree ( ), Strongly Disagree ( )

(d) The Ghanaian SGC policy and guidelines are easily understood by school

counsellors.

Strongly Agree ( ), Agree ( ), Undecided ( ), Disagree ( ), Strongly Disagree ( )

(e) Give suggestions as to how the Ghanaian SGC policy could be improved.

…………………………………………………………………………………

B: Planning

Please tick the appropriate option that best describes your opinion on each of the following statements.

(a) To what extent do you do SGC services planning at the beginning of every year?

Very often ( ), Often ( ), Seldom ( ), Very Seldom ( ), Never ( )

(b) To what extent are school authorities involved in the planning of your

SGC services?

Very often ( ), Often ( ), Seldom ( ), Very Seldom ( ), Never ( )

(c) To what extent does your SGC services plan include meeting with

parents/support agencies and the resources required?

Very often ( ), Often ( ), Seldom ( ), Very Seldom ( ), Never ( )

(d) What suggestions can you give on how effective planning of your SGC

services be accomplished?

…………………………………………….…………………………………...

C: Needs Assessment

Please indicate the extent to which you agree or disagree with the following

statement

(a) Needs assessment is an integral part of SGC service.

Strongly Agree ( ), Agree ( ), Undecided ( ), Disagree ( ), Strongly Disagree ( )

(b) How often do you assess the SGC needs of the students?

Very often ( ), Often ( ), Seldom ( ), Very Seldom ( ), Never ( )

(c) Which method(s) is/are used to assess/meet your SGC needs?

……………………………………………………………………………………

(d) What suggestions can you give to improve the needs assessment of your SGC

services?

……………………………………………………………………………………

D: Programme Evaluation

Please indicate how often your SGC service is evaluated by your District Education Service?

Very often ( ), Often ( ), Seldom ( ), Very Seldom ( ), Never ( )

(a) If SGC is evaluated, what method(s) is/are used in evaluating your SGC services?

……………………..…………………………………………………..

(b) What criteria do you use in evaluating the effectiveness of your SGC services?

....

(c) Give suggestions as to how the evaluation of your SGC services could be improved.

…………………………………………………………………………………

SECTION C

BENEFITS OF THE SCHOOL GUIDANCE AND COUNSELLING SERVICES

(a). What would you say are the benefits of the SGC services?

………………………………………………………………….……..

(b). How would you rate the SGC services you render to your students?

…………………………………………………………………………………

SECTION D

FACTORS AFFECTING THE EFFECTIVENESS OF THE SCHOOL GUIDANCE AND COUNSELLING SERVICES

(a) What in your opinion are the factors militating against delivery of effective SGC services in your school?

…………………………………………………………………………………………

(b) Kindly suggested ways that can help make SGC services effective.

…………………………………………………………………………………………