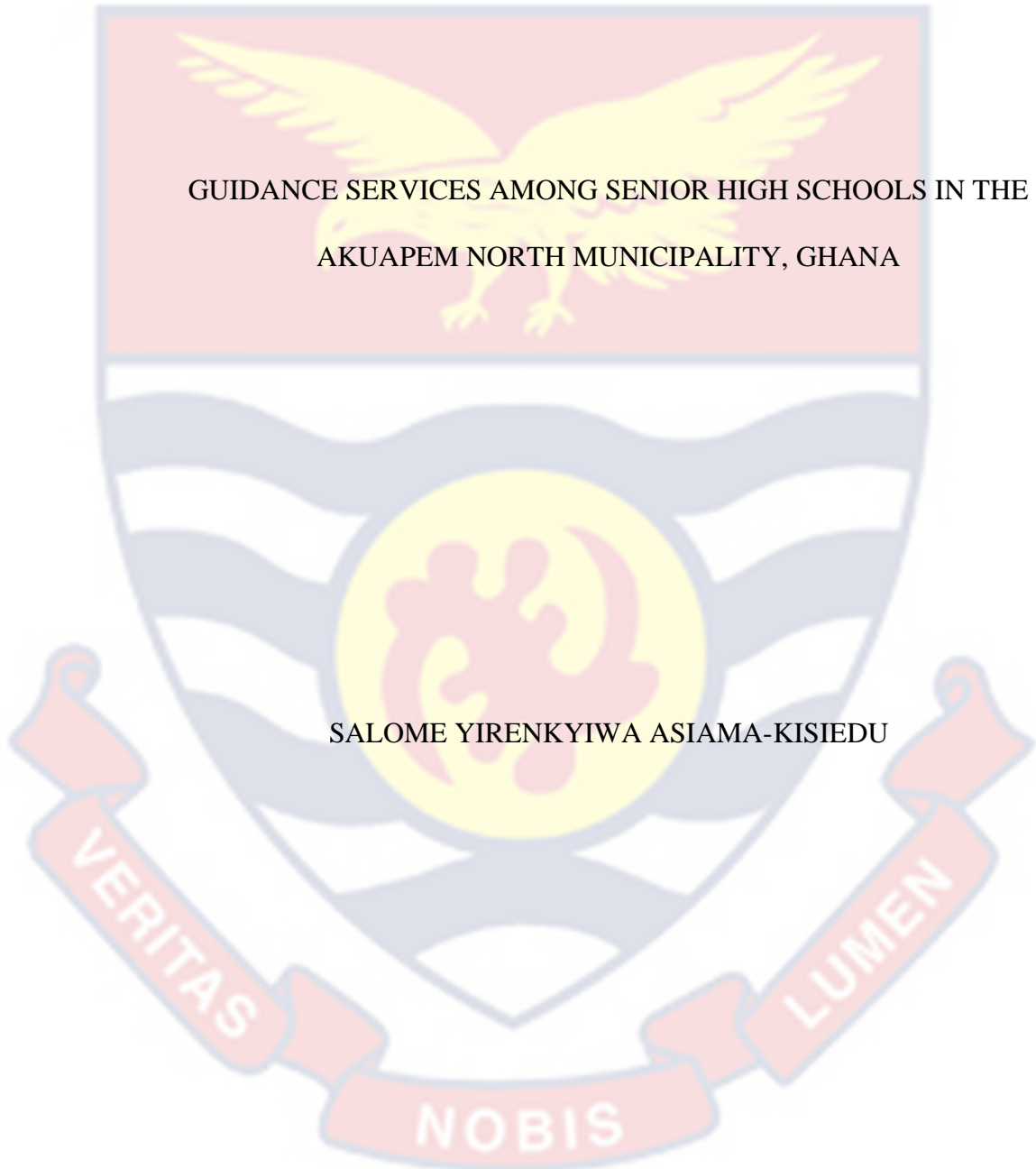


UNIVERSITY OF CAPE COAST

GUIDANCE SERVICES AMONG SENIOR HIGH SCHOOLS IN THE
AKUAPEM NORTH MUNICIPALITY, GHANA

SALOME YIRENKYIWA ASIAMA-KISIEDU



2023

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AKUAPEM NORTH MUNICIPALITY, GHANA

BY

SALOME YIRENKYIWA ASIAMA-KISIEDU

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

FEBRUARY 2023

DECLARATION

Candidate's Declaration

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

Candidate's Signature: Date:

Name:

Supervisors' Declaration

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

Supervisor's Signature: Date:

Name:

ABSTRACT

The study sought to evaluate guidance services in senior high schools in Akuapem North Municipality of Ghana. The study adopted the phenomenological research design. Thirty respondents were purposively selected for the study. The instrument used for data collection was interview guide. Research questions were analysed using reflexive thematic analysis. The study found that Orientation Service, Information Service, Counselling Service and Placement Service are in existence and well implemented in senior high schools in the Akuapem North Municipality. However, Follow-up Service was not effectively implemented. Challenges such as inadequate facilities and resources, inadequate time for guidance services and lack of support hindered the effective implementation of the guidance services. The study recommended that counselling units should increase awareness of the existence of guidance services and encouraged all students patronize the guidance services. Also, Follow-up Service should be well implemented to identify students who still need help. The Ghana Education Service, in collaboration with management of schools, should provide adequate funds, resources and proper infrastructure to improve the provision of guidance services.

KEYWORDS

Counselling

Follow-Up

Guidance

Information

Orientation

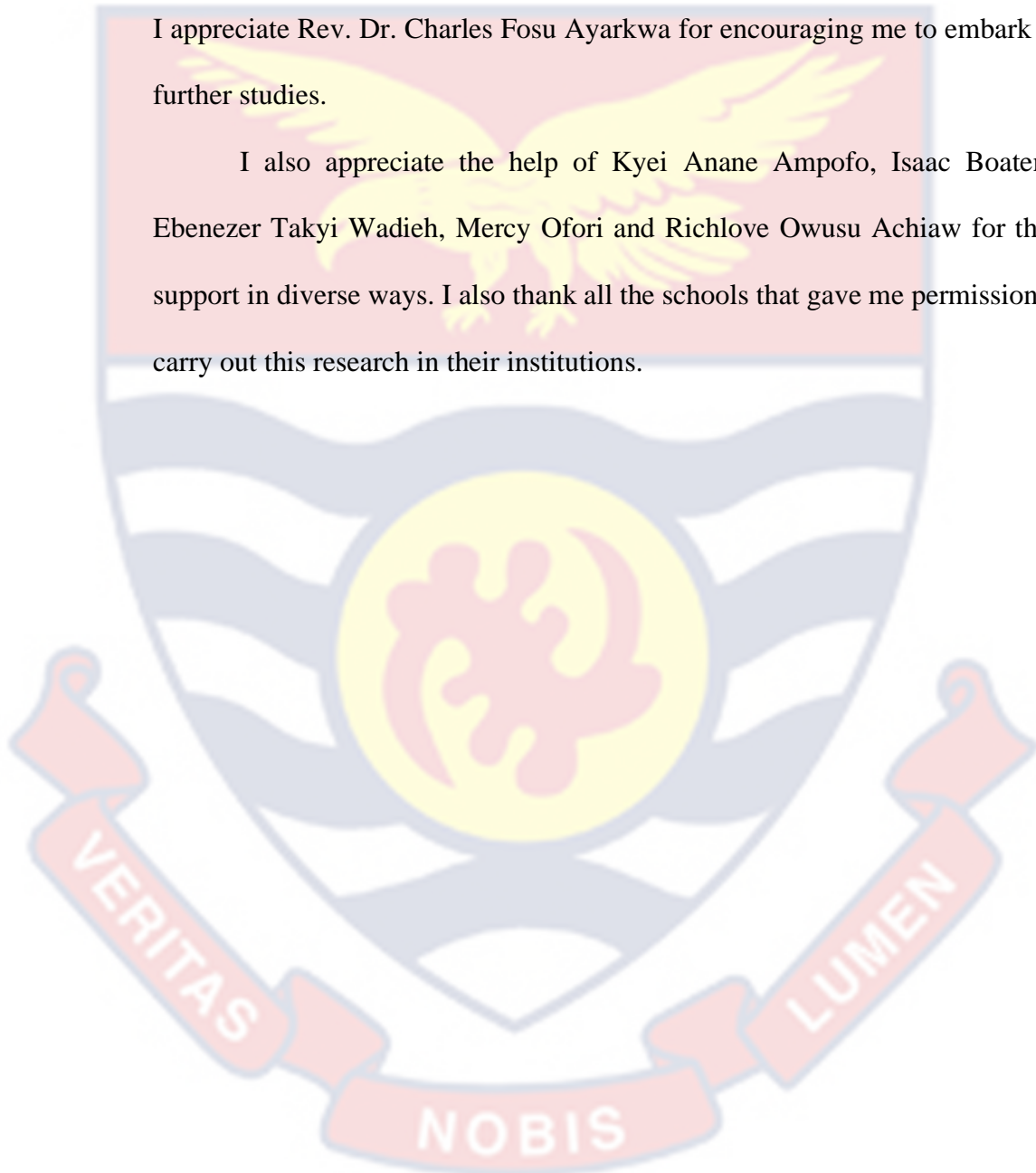
Placement



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DEDICATION

To my mother, the late Mercy Safori-Fianko.



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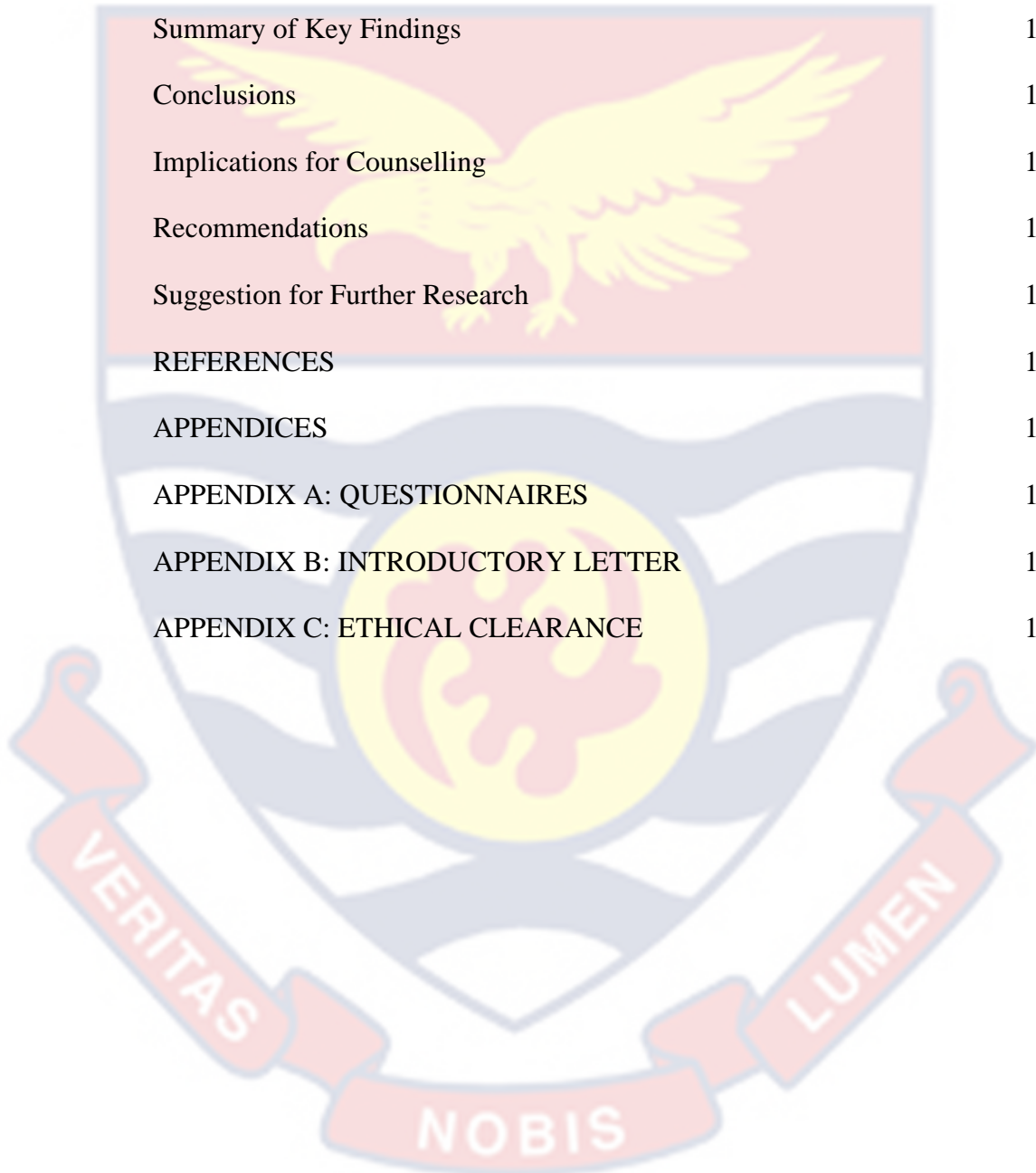
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CHAPTER ONE

INTRODUCTION

According to Gatua (2014), most young people in schools go through a lot of developmental issues which make them vulnerable to several behavioural problems. This inadvertently affects students' academic work and overall attitude in schools. In order to help students' deal with these challenges, guidance services can be the ultimate tool that can help increase students' social and emotional capacity for adjustment. However, in many countries, especially in African countries, the provision of guidance services has not assumed a desirable position despite having been in existence for a long time (Oluwatosin, 2016). This study therefore sought to evaluate guidance services among students in senior high schools in the Akuapem North Municipality of Ghana.

Background to the Study

Education is the best legacy a nation can give to her citizens, especially the youth. This is because the development of every nation or community depends largely on the quality of education. It is generally believed that the basis for any true development must begin with the development of human resources. A sustained human resource development can be actualised mostly through formal education, which remains the vehicle for socio-economic development and social mobilisation in any society (Kromydas, 2017). Education is a way that society trains its individuals to fit into the community. The student is therefore at the centre of the educational process and as such, all activities in the school should aim at developing the student's total personality to the fullest. The significance of formal education in the life of every individual cannot be overemphasized (Kromydas, 2017).

Education can be viewed as the process which equips an individual with information that is vital for his or her total development and well-being. This total development spans across mental, social, emotional, political and economic issues. These developments help the individual to be a better person and fit well into the society. Besides, education is not only limited to acquiring skills, values, right attitude but it is imperative to know that educated individuals also gain enlightenment on some avenues and opportunities through guidance services and this enables them to be innovative to start their own businesses. Again, through guidance services, a niche is carved for the student through information giving which gives them an advantage in their career aspiration. This is a key ingredient for alleviating poverty and stimulating economic growth (Livingstone, 2018).

Guidance also goes beyond fostering an understanding of information and appreciating knowledge. It is also concerned with changes in how people can act with understanding and sensitivity to improve their lives and those of others" (Smith, 2015, p.104). Guidance has long been recognized as a powerful force for shaping culture, transmitting cultural values to the next generation of learners and influencing social change (Stromquist, 2002).

Blakemore and Cooksey (2007) assert that governments invest in formal education as it offers the individuals or populace with many varied opportunities. Guidance services also play a major role in the development of education. This is because guidance services as a component of the educational system enables individuals to get the necessary trainings to make better-informed decisions and choices in life which will go a long way to improve their standards of living.

Guidance coordinators are transformers and reformers in educational, vocational and socio-personal practices in every society (Anyi, 2005). Thus, it is nearly impossible for a society to function without the Guidance discipline (Salgong, Ngumi & Chege, 2016). Robust guidance service delivery in educational institutions is indispensable for general wellbeing of students. The fundamental thought behind guidance in general lies in the fact that people often need guidance when faced with the need to make significant decisions that affect both themselves and those around them (Lasode, Lawal & Ofodie, 2017).

In evaluating the effectiveness of guidance services, Oluwatosin (2016) asserts that various stakeholders including headteachers, counsellors/teachers, students etc. should each understand their roles and act accordingly as ignorance in their duty will render guidance services ineffective. Students' guidance services would also require advisors to make suggestions based on the counsellor's own experience and knowledge (Ntare, 2000). Similarly, the student would have to be provided with knowledge and skills relating to studying, examination performance, and choice of subjects at different levels (Shoffner & Williamson, 2000). It would also be pertinent for student guidance to inculcate the provision of knowledge and skills relating to the student's personal and social development, self-awareness, decision making, and planning (Shoffner & Briggs, 2001). This would be evident in personal and social development programmes organised by guidance co-ordinators in schools.

Students at all levels of their education across the world experience socio-personal, academic and career choice problems at school as well as at home (Ramakrishnan & Jalajakumari, 2013). 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 (Ramakrishnan & Jalajakumari, 2013). 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, drop out of school and are faced with uncertain future (Ramakrishnan & Jalajakumari, 2013) and as such, this calls for the effective operation of guidance services.

According to Herr (2001), the fact that secondary education occurs mainly during adolescence makes Guidance a necessary additive to the educational system. It is elaborated that adolescence is characterised by several important decisions, but it is also characterised by high social and emotional confusion, peer pressure, and independent desires which need to be monitored and nurtured.

Secondary level school counselling programmes have therefore been included in most educational systems of the modern world to target students. This is to help them make the right choices about their identities, who they wish to become, and to help them find acceptable ways of developing themselves and their careers in order to contribute meaningfully to society (Gybers & Henderson, 2006). Gysbers (2004) recommends the involvement and active participation of stakeholders, such as teachers, parents, administrative heads, and social agencies in the process of school counselling. It would also require the training of teachers as counsellors, or the employment of professionals to be involved in facilitating counselling programmes.

Students particularly those at the SHS level have various guidance needs that school counsellors have to address to ensure their academic success and development and this highlights guidance services as very key (Hassane, 2010). The primary mission of a school's guidance 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.

House and Hayes (2002) describe counselling as helping students on an individual or group basis to explore their own thoughts and feelings about their present life situation, about the choices open to them, and about the consequences of each choice. In evaluating the effectiveness of guidance, Ahyia (2010) further asserts that schools in the past have not fulfilled the functions of guidance adequately. This is evident in the careers students who have passed through the system choose. It may be said that their careers are determined by chance because the students are not given systematic guidance to enable them to make relevant decisions on careers. Moreover, the poor academic results of students who do not have good study habits, skills or inclination towards academic excellence may be evidential of inadequate guidance in schools. Most notably, if a guidance programme is to be successful, then the schools must look up to an adequate record that will help guide, direct and lead students to a well-planned and successful life.

Guidance programmes in African schools have been observed to be lacking and ineffective (Kesson, 2013). In Botswana, Montsi (2000) surveyed that most schools actualized Guidance programmes with varying degrees of completeness. In Nigeria, Okeke and Okorie (2006), reported that there was an absence of Guidance units and offices in most of the schools. This, they noted, had influenced the basic decision-making of students and brought about maladjusted conducts. They also found that individual counselling between the counsellors, teachers and the students was lacking and thus entrenched the belief of counselling unavailability. In the same way, Offor (2008) concurs that guidance services in most Nigerian schools were not available to students as a result of ineffective implementation of the programmes. In Kenya, Nwokolo et al. (2010) found that guidance services were not accessible in schools and they also observed that group counselling which can be effective and powerful in addressing students' needs in large schools was not carried out.

Serious work in establishing guidance programmes began in 1976 when the Government of Ghana came out with a policy through a directive issued by the Ghana Education Service (GES) for the establishment of Guidance programmes in the nation's second cycle institutions (G.E.S, cited in Taylor & Buku, 2006). Before the policy, guidance took place in the form of pastoral care by important persons in the school, church, home, and community (Essuman, 1999). These voluntary services were in the form of providing opportunities for the youth to socialise and reconstruct, consulting and instructing the youth on moral issues and financial problems (Dankwa, 1981). They also concentrated on organising orientation programmes for new students, assisting the students to solve their personal problems, and guiding the youth through Sunday school

lessons and discussions to develop morally and spiritually. These voluntary services still exist and are found even where formal guidance is offered.

According to Gysbers (2004), different models postulate different approaches to the delivery of guidance services to students. However, a general consensus that exists among the varied models is the participation of some identified stakeholders in effective student counselling programmes. Students, parents, teachers, school counsellors, principals and administrative teams and school councils each have various roles to play in determining, developing and implementing the guidance services. Guidance services provided in schools include orientation service, information service, appraisal service, placement service, and follow-up, research or evaluation service as well as referral services. These services are provided with the objective of developing, assessing and improving educational programmes. Furthermore, they are to enhance teaching and improve the competence of the teacher and reduce cost for the children (Egenti, 2016).

Students face a number of challenges that prevent their academic success. These stem from personal issues, social issues, career issues, among others. Some students face personal problems and are usually caught in indiscipline acts such as drunkenness, promiscuity, smoking and insubordination against authority. This could be attributed to the recent indiscipline behaviour of students in educational institutions as a result of poor administration of guidance services. These suggest that students have to be equipped socially, emotionally and psychologically so that they can adjust themselves well into the society and to prepare them for useful employment. With students' career and professional aspirations, Oladele (1987) stated that at

the senior high level, students are faced with the formal decision about continuing their formal education after secondary school or going to work and this is where guidance services become necessary. Alemu (2013) further states that the rationale for offering guidance to senior high school students is to help them resolve their physical, emotional, social issues and to understand their strengths and weaknesses, so as to improve their academic performance and overall development.

Statement of the Problem

It is important to note that despite the essentiality of guidance services, many schools still lack qualified school counsellors and where they exist, there is the need for them to have the right training to be able to effectively assist students (Nyarko-Sampson, 2013). The prime objective of guidance in schools therefore is to help each individual become well-adjusted psychologically, emotionally, socially etc (Anyi, 2005). Again, to adjust to his/her environment, develop the ability to set realistic goals for him/herself, improve his/her education and be able to face life challenges. Extant literature suggests that the move from adolescent to adulthood is an active phase for identifying one's identity and personal ambitions (Oluwatosin, 2016). As they (adolescents) reach this stage, they encounter some challenges in their social life. According to the American Psychological Association, the many changes experienced by an adolescent can be grouped into five major categories –physical, cognitive, emotional, social, and behavioural. However, Trempala and Malmberg found that social problems are more common during adolescence than at any other time during any stage in a person's life.

Most students transition to senior high school during adolescence. This transition normally comes with challenges, such as low self-esteem, lower student achievement and augmented social challenges (Kankam & Onivehu, 2000). For example, adolescents transition into senior high schools disrupts their social networks and pressure is mounted on them to develop social skills that allow them to form new networks and maintain interpersonal relationships with peers in entirely different and new environments.

Extant literature shows that during this period adolescent students also become overly concerned about their body, the need for intimacy and companionship, desire social reputation, and attention, increased aggression and social manipulation and dealing with bullying issues (Houghton & Anderson, 2017). Coupled with the pressure to develop social skills to navigate their new space, adolescents are further saddled with a myriad of challenges ranging from peer pressures, parental and family issues, time management, academic stress etc. (Ndum & Onukwugha, 2013). The skills adolescents are anticipated to develop, the choices they must make, and the settings they negotiate during the adolescent year are prescribed by social institutions, such as the educational system and by shared expectations regarding the necessities for easy transition and success in adulthood (Ndum & Onukwugha, 2013). These social pressures lead to anxiety, depression, and constant feelings of being overwhelmed (Ubana, 2008) which significantly impact their mental health negatively. Hence, Alemu (2013) called attention to the need to provide coping strategies to support adolescents deal with potential social stressors. Research studies on adolescents have shown that, peers/friends, teachers and parents/family play an instrumental role in social adjustment of adolescents (Offor, 2008).

Studies have shown that senior high school students face a lot of problems both in their academic and social lives in Ghana (Otto, 2001; Ocansey, Forde, Awabil, & Antiri, 2005). Mapfumo (2001), asserts that students experience immense psychological pressures in today's world. Furthermore, Mutie and Ndambuki (2003) assert that schools' face many difficult situations in life such as low academic performance and examination malpractice among students although Guidance might exist. Students have to make wise choices in curricular and other activities, acquire basic study skills for optimum achievement, and adjust to peers, teachers and parents. Students also have to live and share facilities in the institutions, hostels, dormitories, with individuals from different economic and social backgrounds. Students at this level therefore need assistance in order to cope well in the school environment and become useful members of the society. Guidance services in educational institutions, if properly practiced, will go a long way to eliminate student indiscipline and other student problems like dropping out of school, drug abuse, teenage pregnancy, and religious extremism among others.

In Ghana, it appears not much studies have been carried out to assess guidance services provided in senior high schools. However, the few ones which had been conducted showed that guidance services were inadequately provided. For instance, Braimah (2010) assessed guidance and counselling services in Senior High Schools in the Tamale Metropolis and found that information, appraisal, placement, evaluation, consultation and referral services were inadequately provided. Fia's (2011) study in senior high schools in Ho Municipality also revealed that that educational, vocational, and person-social counselling were lacking in most schools, even where the schools had

counselling centers and officers to cater for the needs of students. Kesson (2013) recommends the need to strengthen the guidance and counselling unit of the Ghana Education Service (GES) to ensure proper coordination and supervision of the guidance and counselling programmes in schools.

Despite the relevance of evaluation of guidance services in senior high schools, very few studies have been conducted in Ghana especially at the Eastern Region of Ghana to ascertain the extent to which guidance services are effectively implemented (Mintah, 2012; Kemetse, Nyarko-Sampson, Nkyi, & Nyarko, 2018). However, these researches did not cover senior high schools at the Akuapem North Municipality. Besides, these earlier researchers have heavily relied on students only rather than guidance service providers (e.g. Counsellors and teachers) to evaluate the service. It is against this backdrop that this study aims to evaluate issues regarding the effectiveness of guidance services in senior high schools in the Akuapem North Municipality using the qualitative approach. Using the qualitative approach helped to obtain detailed answers on specific topics from the research participants and also permitted for follow-up on any answer the researcher wishes to generate more depth and complexity to the data being collected.

Most importantly, as the researcher, I have been exposed to some challenges in the administration of guidance services in the senior high school as a teacher at the Municipality as well as heard from other colleagues concerning the challenges associated with guidance services in the Municipality and as such, sought to evaluate guidance services in senior high schools in Akuapem North Municipality. Anecdotal evidence further exists as I have observed most students leaving the campus premises without permission to

gallivant in town and visit pubs etc. Also, schools like Mount Sinai and Okuapeman SHS also are fond of fighting each other during sports competition due to indiscipline and this requires urgent effective implementation of Guidance services.

Purpose of the Study

The purpose of this study was to evaluate guidance services in senior high schools in the Akuapem North Municipality. Specifically, the study sought to;

1. explore how the Orientation Service is implemented in senior high schools in the Akuapem North Municipality.
2. find out how the Information Service is implemented in senior high schools in the Akuapem North Municipality.
3. determine how Counselling Service is implemented in senior high schools in the Akuapem North Municipality.
4. ascertain the extent to which Follow-up Service is implemented in senior high schools in the Akuapem North Municipality.
5. explore how the Placement Service is implemented in senior high schools in the Akuapem North Municipality.
6. find out if there are challenges faced in implementing guidance services in Senior High Schools in Akuapem North Municipality.

Research Questions

1. How is Orientation Service implemented in senior high schools in Akuapem North Municipality?
2. What is the extent to which Information Service is implemented in senior high schools in Akuapem North Municipality?

3. How is Counselling Service implemented in senior high schools in Akuapem North Municipality?
4. What is the extent to which Follow-up Service is implemented in senior high schools in Akuapem North Municipality?
5. How is Placement Service implemented in senior high schools in Akuapem North Municipality?
6. What are the challenges faced in implementing Guidance Services in senior high schools in Akuapem North Municipality?

Significance of the Study

The findings of this study would trigger policy realignment concerning guidance services in second cycle institutions such that important inputs into educational policies and reforms would be made by the appropriate authorities. Thus, this can be important for policy makers and implementers with interest in education, such as the Ghana Education Service or the Ministry of Education in putting effective structures in the education system of the nation. Moreover, the findings of the study would also benefit duty bearers such as school counsellors as well as teachers in gaining an in-depth understanding about the challenges facing the guidance services so that they can work on them.

Additionally, the study would contribute to advancement of knowledge to researchers, students, academicians, authorities in education and stakeholders of education. Lastly, the study would also serve as a foundation for other researchers to explore novel areas in the field of guidance and counselling.

Delimitations

This study was delimited to the Akuapem North Municipality. The study was delimited to three schools, namely, Presbyterian Senior High School,

Methodist Girls' High School, and Okuapemman Senior High School. The study was also delimited to Headmasters/Headmistresses, tutors, counsellors and SHS 2 students. The study was also delimited to the concept of evaluating Orientation Service, Information Service, Counselling Service, Follow-up Service and Placement Service. The reason why appraisal, referral and consultation services were not covered is because these services are embedded in the counselling service and it is informally assessed when counselling service is being administered and evaluated. It was also delimited to ascertaining the challenges of implementing the guidance services in the study only and not any other concept. Lastly, the study was delimited to the qualitative approach with respect to its methodology.

Limitations

In the first place, generalisation of result of the findings would be limited as this research did not cover all senior high schools because of the qualitative method of enquiry that was employed. The study would have been more representative if it included all senior high schools in the municipality in order to give a clearer picture of the evaluation of guidance services. This study like other qualitative studies was limited by its ability to generalize to larger samples as it involved a smaller sample size.

Definition of terms

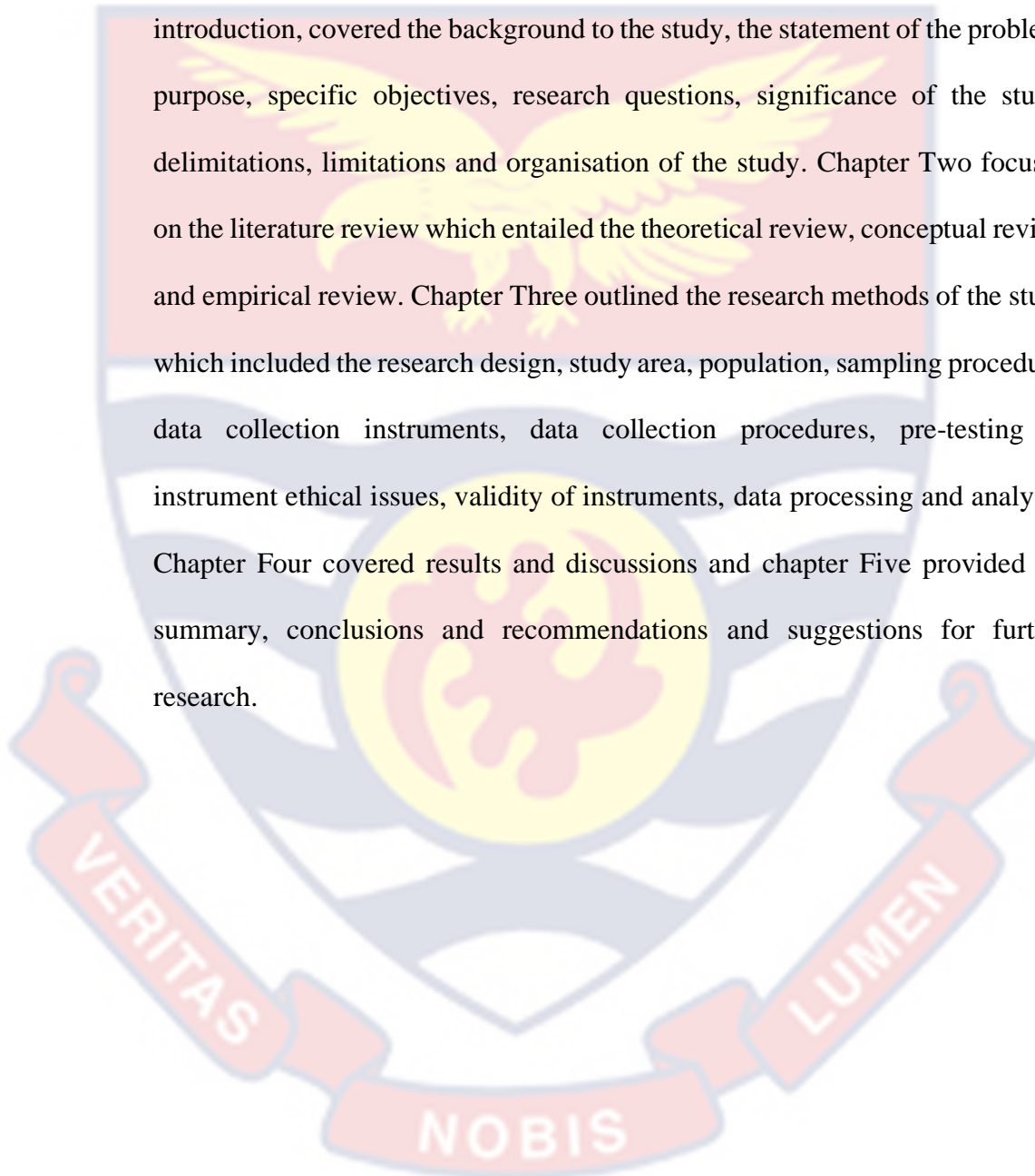
Guidance: It is the process of helping individuals make life adjustments at home, school, community and other phase of life.

Guidance Services: These are formalized actions undertaken by the school to make guidance operational and available to students. These are: orientation

service, information service, placement service, counselling service and follow-up service.

Organization of the Study

The study was organized into five main chapters. Chapter One, the introduction, covered the background to the study, the statement of the problem, purpose, specific objectives, research questions, significance of the study, delimitations, limitations and organisation of the study. Chapter Two focused on the literature review which entailed the theoretical review, conceptual review and empirical review. Chapter Three outlined the research methods of the study which included the research design, study area, population, sampling procedure, data collection instruments, data collection procedures, pre-testing of instrument ethical issues, validity of instruments, data processing and analysis. Chapter Four covered results and discussions and chapter Five provided the summary, conclusions and recommendations and suggestions for further research.



CHAPTER TWO

LITERATURE REVIEW

The present study sought to evaluate guidance services in senior high schools in the Akuapem North Municipality. This section of the study dealt with the relevant related literature on the study. Specifically, this chapter reviewed the relevant theories that underpin the study (theoretical review), which include Maslow's theory of needs and Kirkpatrick's Evaluation Model. The chapter further reviewed the conceptual review of the study. These include the concept of Guidance, Overview of School Guidance Services, Types of Guidance services in schools, Administration of Guidance Programmes, Importance of Guidance Services, Benefits of Evaluating School Guidance Services, and Factors Affecting Effective Guidance in Senior High Schools. Lastly, the chapter also dealt with relevant empirical studies related to the objectives of the research.

Theoretical Review

Maslow's Theory of Needs

In attempting to describe steps in the development of a healthy personality, Abraham Maslow (1908-1970), a humanist psychologist, outlined the concept of human needs. Maslow's need theory states that human needs are arranged in a hierarchy and as one general type of need is satisfied another higher order need will emerge and become operative in life (Maslow, 2019). Elliott, Kratochwill, Cook and Travers (2000) also assert that Maslow's hierarchy of needs is a theoretical model of five needs that Maslow believed every human being had. The basic assumption here is that healthy people seek self-improvement. This assumption includes the recognition that such

improvement requires effort. Maslow argued that needs are arranged in a hierarchy which is similar to a ladder. Maslow was of the view that people progress from one level to another much like climbing a ladder and the end result is full development of human potential. As a ladder, people who have partially satisfied a level of need may find the need to continue to work on that need while extending their effort to meet those of higher levels.

Maslow categorized needs into two divisions; deficiency needs and growth needs, Huitt as cited in (Awabil, 2002). Deficiency needs are those needs when they are satisfied urge a person to seek other needs and if they are not satisfied everything recedes. The growth need is the one which enables a person to move towards a goal as the basic needs have been satisfied. Maslow's theory of motivation claims that human needs are arranged in a series of levels, that is hierarchy of importance. The hierarchy of needs is a theoretical model of eight needs that Maslow believed every human being had. The needs range from basic physiological and safety needs to love and belonging needs, esteem needs and finally at the top of the hierarchy the need for self-actualization. The physiological needs include hunger (food), thirst (water), sleep, clothing, and shelter. These are dominant and are the basis of motivation.

According to Elliott et al. (2000), unless the physiological needs are satisfied everything else recedes. Maslow also said when these physiological needs are deprived for a long period; the other needs will also not appear. Safety needs include freedom from fear and anxiety, need for protection, security and stability. Elliot et al. (2000) said students who are afraid of peers, of a teacher or of a parent have their safety needs threatened and their fears can affect classroom performance. Love and belonging needs refer to our need for family

and friends, the need to affiliate with others and be accepted by others. Elliot et al (2000), once again said students who lack any sense of belongingness usually have poor relationship with others, and this can affect classroom learning. Esteem needs include the need to achieve, the need to be competent, the need to gain approval and the need to have recognition. Maslow classified these four needs as the deficiency needs. A deficit in any one need category will affect performance of students. The highest need in the hierarchical system proposed by Maslow is self-actualization. Self-actualization is the realization of one's human potential or to fulfil one's individual nature in all its aspect. Maslow grouped self-actualization as a growth need.

According to him, an individual would be ready to satisfy his/her growth need if the deficiency needs are met. Maslow said only a few people became completely self-actualized. Initially, he conceptualized self-actualization as the only growth need. Later he saw that there was other lower-level growth needs prior to the general level of self-actualization and one beyond the self – actualization level. These are cognitive, aesthetic and transcendence. Cognitive is the need to know and understand. Aesthetic is the need for symmetry, order and beauty. These are below self-actualization. Above self-actualization need is transcendence. Transcendence is the need to help others find self-fulfilment and realize their potential. According to Hutt (as cited in Awabil, 2002), Maslow was of the view that as one develops wisdom, becomes more self-actualized and transcendence, one will automatically know what to do in a wider variety of situation.

This theory underpinned the study because SHS students in Akuapem North have guidance needs which when met, their school life and journey would

be very successful. According to Maslow, when these needs are met, one can develop the talents and gifts within themselves, and one's highest and greatest level of personal growth can be achieved. Therefore, when guidance services are properly administered, students with various needs will become better and their academic work will also be positively affected.

Kirkpatrick's Evaluation Model

When considering the impact of any particular service or program such as Guidance Services, it is necessary to evaluate the evidence presented in support of the program. One approach to the measurement of the impact of the Guidance services is that developed by Kirkpatrick (1996), who presented a 4-level model to evaluate reaction of services (1), learning (2), behaviour (3), and results (4). The first level of evaluation, reaction, typically involves trainees completing a post-course evaluation of their impressions of the program. Such evaluation does not measure what participants have learned, but gauges the interest, motivation, and attention levels of participants. The second level, learning, involves measuring what participants have learned in terms of both knowledge and/or skills. Learning evaluation can include trainees participating in written assessments or role-plays to demonstrate their skills. This level of evaluation allows participants to demonstrate their understanding of specific skills and/or knowledge within the learning program. The third level is behaviour or performance. This involves assessment of the trainees' ability to use their newly learned knowledge or skills in the workplace. This level of evaluation attempts to determine whether participants (who may already have demonstrated acquisition of specific skills and/or knowledge) use their new skills when they return to the work environment. The fourth level, described as

results, is a measure of the impact that the training has had overall, including financial or morale impacts. This might include improvement in, for example, student– teacher interaction, decreased incidents of challenging behaviour, and student absenteeism and dropout.

This theory underpinned the study as the researcher sought to look at how effective guidance services are being implemented. In evaluating services, the Kirkpatrick Model is useful in effective evaluation of Orientation, Information, Counselling, Follow-up and Placement services among SHSs in the Akuapem North Municipality.

Level 1: Reaction

The degree to which students find the Orientation, Information, Counselling, Follow-up and Placement services favourable, engaging, and relevant to their school life.

Level 2: Learning

The degree to which students acquire the intended knowledge, skills, attitude, confidence, and commitment based on their participation in the Orientation, Information, Counselling, Follow-up and Placement services.

Level 3: Behaviour

The degree to which students apply what they learned during Orientation, Information, Counselling, Follow-up and Placement services and their ability to maintain the effectively learnt behaviour and unlearn any maladjusted behaviour.

Level 4: Results

The degree to which targeted outcomes occur as a result of the Guidance services on the path of the student and the support and accountability package

associated with the Orientation, Information, Counselling, Follow-up, and Placement services.

Conceptual Review

The Concept of Guidance

Guidance has been defined by different authors. Shertzer and Stone (1976) see guidance as “the process of helping individuals to understand themselves and their world”. This definition implies that guidance involves activities that consistently facilitate the individual’s appreciation of his personal identity as well as his/her environment. Sharma and Sharma (2004) assert that guidance is the systematic professional process of helping the individual through educational interpretation procedures to gain a better understanding of his characteristics and potentialities and to relate himself more satisfactorily to social requirements and opportunities in accordance with social and moral values. Martenson and Schmuller (in Akinade, Sokan and Osarenren (2005) considered guidance in the context of the total school programme and developed a definition along the same line. They defined guidance as the personalization of education both in theory and practice. It is the part of the educational programme that helps provide the personal opportunities and specialized staff services by which each individual can develop to the fullest of his abilities and capabilities in terms of democratic ideal.

From a careful study of the several definitions on the concept of guidance, it can be deduced that guidance has the following characteristics:

1. Guidance is a process: A process is a phenomenon that shows continuous change over time. This implies that guidance is not a single

episodic event but it involves a series of actions or steps progressing towards a goal.

2. Guidance is concerned with choice at problem point in the individual's unique world of perceptions, interaction with the external order of events in his life context.
3. It is assistance to the individual in the process of development rather than redirection of the development. In this perspective, the aim is to develop the capacity for self-direction, self-guidance and self-improvement through an increased understanding of his problems and his resources as well as limitations to solve problems.
4. Guidance is a service meant for all. It is a regular service, which is required at every stage of development for every student, not only for awkward situations and abnormal students. In fact, it is a positive programme to meet the needs of all students.
5. It is both generalized and specialized service because everybody within the school system is involved in the organization and administration of the programme. It is a specialized service because some guidance personnel within the school guidance programme render specialized services to help the individual to get out of his problems. Some of such specialized personnel are the counsellors, social workers, psychologists and psychiatrist. Guidance therefore is the process of assisting the individual to perceive the nature of himself and understand the aggregate of his environments so as to lead a more productive and a happy life (Kankam & Onivehu, 2000).

According to Ndum and Onukwugha (2013), guidance is a process of helping students to achieve the self-understanding and self-direction necessary to make informed choices and move toward personal goals. They further assert that Guidance is a uniquely educational innovation which focuses on the complete development of individual students through a series of services designed to maximize school learning, stimulate career development and respond to personal and social concerns that inhibit individual growth. This definition underscores the important roles that educational Guidance play in the lives of students. What makes educational guidance critical is its immediate and future impact that the service has on student's lives. Thus, the individual is guided to take good decisions and solve personal challenges that are likely to impact negatively on the present as well as future life.

Guidance therefore encompasses those services and programmes of the school, which are specifically planned and intended to promote educational, career, and personal social development of students (Houghton & Anderson, 2017). Such services in the view of Ubana (2008), include processes of consultation, co-ordination, collaboration, instruction, information-giving, appraisal, referral, and institutional support. Thus, guidance is seen and used as a generic label, an umbrella term that covers all the means whereby an institution identifies and responds to the individual's needs, no matter its source, to help the client develop his or her maximum potentials and be able to face life challenges (Ramakrishnan & Jalajakumari, 2013).

Guidance services can also be termed as an interpersonal process designed to assist individuals with career development problems (Okolocha, 2012). Thus, the individual is assisted to choose, enter, adjust and advance in a

particular sphere of endeavour. It is clear from the above concept on guidance services that a guidance service is premised on cordial relationship between the client and the helper (Counsellor). Sometimes, these relationships are formal while others are informal. The Guidance concept emphasizes that institutions, especially schools, should promote the efficient and happy lives of students by helping them adjust to social realities. Early guidance programmes deal with the immediate problem of vocational placement. The complexities of the industrial economy and the unrealistic ambitions of many young people makes it essential for ensuring that students are prepared for their future jobs; that is vocational guidance (Okolocha, 2012). The value of the guidance programmes in helping to achieve this important purpose cannot in any way be over-emphasized.

Overview of Guidance Services

Guidance services, may be defined as formalised actions undertaken by the school to make guidance operational and available to students (Ndum & Onukwugha, 2013). Guidance is the process of helping individuals achieve their self-understanding and self-direction that is indispensable to make the supreme and maximum adjustment to school, home and community (Wazim, 2001). These services have been delineated by common agreement to provide unique actions which overlap, minimally with other familiar school functions (Shertzer & Stone, 1976). Guidance, from the above definitions could be seen as a programme of activities deliberately planned to facilitate the personal development of students, assist them to overcome problems and adjust to their world. Hence, any educational system without guidance as a service for students would be doing a lot of disservice to them. Guidance programmes should receive some attention throughout school life and most importantly, it should

be given special attention due to the essence of bringing motivation among students (Barth, Godemann, Rieckmann & Stoltenberg, 2007).

A number of scholars have highlighted the benefits of evaluating school guidance services. According to Gibson and Mitchell (as cited in Awabil & Kankpog, 2011), evaluation is a process for professional improvement. The process involves the gathering of objective, performance-oriented data on a systematic and non-biased basis. These data are then used as information that leads to constantly improving, upgrading and updating one's professional performance. In addition, evaluation provides information for decision-makers. Data gathered concerning the guidance programme assist decision-makers to determine the worth or otherwise of the programme and whether resources should be provided for the programme or not.

The Guidance services are offered by professionally trained guidance counsellors to students. According to Alemu (2013), guidance services are professional aids to the individual and small groups in dealing with commonly recurring problems. They are often classified according to the area of life in which the problems occur. These services prepare students to assume increasing responsibility for their decisions and growth in the ability to understand and accept the result of their choices. Seligman, Steen, Park, and Peterson (2005) also posited that guidance is for individuals who want to understand themselves and their world and to become more effective, more productive and happier beings. These guidance services include appraisal, placement, counselling, orientation, consultation, evaluation and follow-up.

Types of School Guidance Services

The UNESCO module on Guidance (2013) posited that Guidance is a programme of services to individuals based on their needs and the influence of environmental factors. As such, Guidance is also a professional field which has a broad range of activities, programmes and services geared toward assisting individuals to understand themselves, their problems, their school environment and their world and also to develop adequate capacity for making wise choices and decisions. There is agreement among experts that there are three major components of guidance and counselling. These are educational guidance, vocational guidance and personal social guidance (UNESCO module, 2013). Under these three major areas, there are several guidance services such as appraisal, information, placement, orientation, evaluation, referral, and follow-up (Legas & Mengistu, 2018). Each of these major components of guidance alone with their services address students' needs, challenges and problems.

The goal of guidance services is to enable each learner in institutions of learning to derive optimal educational benefits so as to actualize his/her potentialities. Since the society might be plagued by a group of disgruntled, frustrated and unrealistic individuals, it is desirable that adequate guidance and career information be provided, to enable the school and society arrive at a realistic vocational choice for their children/wards with due realization of their potentialities (Eyo, Joshua & Esuong, 2010). Schools are designed to prepare individuals for work with vocational guidance being a way to sort individuals according to their various capacities preparing them to obtain a job. Notably, vocational guidance is however based on principles of democratic philosophy

that emphasizes the need to change the conditions of industry as well as assist students to make educational and occupational choices.

Guidance services are defined as a professional aid to individuals and small groups in dealing with commonly recurring personal, educational and vocational needs and problems (Legas & Mengistu, 2018). They are often classified according to the area of life in which the problems occur. The school's guidance services are broadly grouped into: Orientation; Placement; Pupil inventory or Appraisal; Information; Consultation; Follow-up; Counselling; Referral (Alemu, 2013). However, the present study will focus on orientation, information, counselling, follow up and placement services.

Orientation Service

The Orientation service involves activities in which the school counsellor helps students to adjust to the school environment and school experiences. Orientation service should identify and plan activities to take account of such needs. It is when such needs are catered for that adjustment will be easy. This service is very important for new entrants to school. The purpose of orientation is to help students feel emotionally secure and better adjusted in a new environment as well as understanding better, their role in the school. Thus, the new student gets familiar with the school, its history, its traditions, its rules and policies and its opportunities.

According to Rudolph (2021) a fresher in the senior high school, for instance, would need orientation on the history, geography, social and academic matters in the new institution. He or she would need orientation as to what courses to enrol for and how to register properly. They would need to be familiar with important facilities and personalities. These may include their faculty,

library, laboratories, faculty officer, his teachers and other essential supportive staff. The programmes also enable members of staff to become familiar with the individual students so that each may be given the type of academic and social experiences most helpful in an ongoing process. Items on programmes prepared for orientation of new entrants to school may include the following: time management, peer pressure, adolescent sexuality, healthy student relationship, drug use and abuse, academic stress and the importance of guidance and counselling.

According to Hénard and Roseveare (2012), orientation is a mutual process of learning on the part of new students to become an effective functioning part of the institution and help the institution to become responsive to the needs of a changing student body. In support of the above view, Bobilya, Akey and Mitchell (2011) opine that orientation service is provided to help students adjust to any new environment. At the beginning of each academic year, new children/students of different background are admitted into primary, secondary, colleges and other tertiary institutions. Many of these students feel lost socially and psychologically in their new environment because they no longer enjoy the psychological support of their friends, parents and former teachers.

Orientation service is, therefore, designed to help students make adjustments during such critical transition periods. Again, the purpose of orientation is to help students feel emotionally secured and better adjusted in a new environment. Orientation provides students emotional stability and security. After educational placement, orientation activities should follow. Bobilya, Akey & Mitchell (2011) conceptualise that orientation programmes for

students have two basic purposes and these are: (a) assisting students of the school and (b) enabling members of staff-individual students' familiarization and offer of help (academic or school experience). The importance of orientation in guidance makes it necessary for the guidance professional to organize orientation programmes that would facilitate individual students' early adjustment and security in the school. In view of this, team effort and co-operation are much needed for the promotion and achievement of the purpose of orientation service.

In African countries, Chireshe (2006) posits that when students are enrolled into secondary schools, they should participate in orientation services. During orientation, tutors should give their teaching and personal history to students. This enables students to understand their tutors better and results in more effective tutor-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.

Zeedyk, Gallacher, Henderson, Hope, Husband and Lindsay (2003) state that in British schools, effective school guidance 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.

Chireshe (2006) further states that 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).

Novel situations encountered in schools always lead to a considerable period of stress and anxiety (Zeidner, 2014). The stress and worry result in a decrease in academic performance, school attendance and self-image. 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, senior high school students are assisted with study methods, note-taking, writing skills and research skills for academic success. Students may also be assisted in choosing subjects, careers and friends. Students receiving Guidance services are better adjusted because the services give them an opportunity to acquire pertinent information about what 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.

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 (Chireshe, 2006). 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. Chireshe (2006) further highlights survival orientation as one of the important components of effective school Guidance 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.

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 is 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.

The Information Service

The information service provides appropriate and relevant data to students on their educational, vocational, personal and social opportunities and growth (Gysbers & Henderson, 2006). With the advances in science, technology, politics and industry the world is becoming more complex and

highly competitive. Against the background of their interests, students find it difficult to understand themselves, to plan, make appropriate choices and decisions. The availability of the data enables students to make better and well-informed choices and decisions. In a similar vein, Gordon and Steele (2015) explain that the information service is the assistance counsellors render to students to understand, accept and utilize their abilities, aptitudes, interests and attitudinal patterns in relation to their aspirations. Such assistance may be educational, career, social, health, recreational, emotional, and moral in nature.

Information service is essential in all human endeavours. It is the essence of all man's intellectual activities, transactions, government, literature and the maintenance and expansion of man's store of knowledge. According to Gordon and Steele (2015) information service is a co-operative effort of teachers, counsellors and librarians. They endeavour to obtain appropriate materials to organize for the students' most efficient use and to help students understand the significance of the materials when they cannot do so by themselves. By information service, students are helped to understand themselves and their environment to meet the challenges of today and tomorrow. Basically, data used in the information service are categorized into three namely, educational, occupational and social/personal information service.

Shertzer and Stone (1976) assert information service as valid and usable data about all types of the present and probable future educational or training opportunities and requirement among others required to aid the student in making realistic choices. This implies that data collected by guidance personnel would be used by students to learn more about educational programmes and

other opportunities. Notably, counsellors should also be acquainted with the following information for adequate student guidance services; existing high schools, requirements for entering high school, available curricular cost of tertiary education, characteristics of different tertiary educational programmes, on-the-job training opportunities, alternative sources of funding e.g., scholarships and grants and school clubs and social activities. Vocational information also assists all categories of students to gain some knowledge about the world of work, what it is like at present and what it is probably going to be in the near future.

Occupational information also involves any and all kinds of information regarding any position, job or occupation, provided only that the information is potentially useful to a person who is choosing an occupation. In addition, Norris and Zeran in Shertzer and Stone (1976) assert that vocational information as a valid and usable data about positions, jobs and occupations including duties, requirements for entrance, conditions of work, rewards offered, and advancement pattern, existing and predicted supply of and demand for worker, and sources for further information.

Socio-personal information is concerned with provision of information on social life, skills needed to interact, habits, etiquettes and manners for promoting healthy inter-personal relationships. It involves knowledge and skills needed to tolerate others irrespective of their behaviour. Students should be helped to acquire appropriate social and personal skills such as displaying appropriate responses to questions, accepting criticisms, observing punctuality, accepting responsibility and verbally responding to others. These will form part of the social skill for the students.

The information service is a co-operative effort of teachers, counsellors and librarians. They endeavour to obtain appropriate materials to organise for the students' most efficient use and to help students understand the significance of materials when they cannot do so by themselves. In a similar view, Hacieminoglu (2016) explains that the information service is the counsellor's assistance to a student to understand, accept and utilise his ability, attitudes, interests and attitudinal patterns in relation to his aspirations. It makes available to students, pertinent information on data related to education, occupation and their socio-psychological growth. The information may be collected from books, pamphlet, local newspapers, government report, employment agencies, internet and various industries. Information has always been a vital part of guidance and services. Adequate information may help students understand the world better and enable them to act with competence and confidence. Career days, conferences, excursions all fall under this service. The researcher is interested in finding out the extent to which these activities are carried out in the selected schools.

The information service provides the students with a greater knowledge of educational, vocational and personal social opportunities so that they make better informed choices and decisions in an increasingly complex society.

The Counselling Service

Counselling refers to a professional relationship between a trained counsellor and a client. This relationship is usually person to person, although it may sometimes be more than two people. Hoener, Stiles, Luka and Gordon (2012) assert that the counselling service is a process and a relationship in which an individual in need is assisted to solve his problems or to know and understand

himself. Generally, one could say counselling is a process that involves a relationship between two people who meet so that one person who is a professional can help the other who needs help to resolve his problem. The counselling service is the pivot around which the whole guidance services revolve. It is a learning process or relationship between the counsellee who is disturbed, anxious and worried and the more knowing person the counsellor, who is expert or helper. The client is guided to take an honest look at himself, become aware of his strengths and weaknesses, or consider alternatives in the light of existing facts and information, and make his own decisions. Counselling should be in privacy, warmth, mutual acceptance and confidentiality in which the student gains intellectual and emotional stability.

Hoener et al. (2012), state that the strength of person-to-person communication is that it allows people to adapt their message to each individual. A person can respond to another's interest and concerns as they are expressed. Hoener et al. (2012) also add that in the face-to-face communication people are able to exchange information and respond through gestures, facial expressions and postures. Thus, personal interchange is often the crucial stage that helps people to make important decisions. According to Essuman (1991), counselling practicum deals with the practical aspects of guidance and counselling. He adds that, it is a component of counsellor education programme in which theories, procedures, skills and principles taught theoretically is put into practice by counselling student under the supervision of an experienced, qualified and professional counsellor educator.

Counselling has been given different definitions and interpretations. Some see counselling as giving advice to students while others contend that

counselling is a form of interview, between the counsellor on one hand and the counsellee on the other, which will eventually enable the counsellor to help solve problems of the counsellee. Yet to another group, counselling is simply helping secondary school students choose their careers. Based on this, Pedersen (2000) describes counselling as involving the development of interaction through the relationship between a trained therapist (counsellor) and a troubled person (counsellee) in a perceived temporary state of indecision, confusion, malfunction, habit disorder, distress or despair.

Altine and Bilyaminu (2021) posit counselling as “an enlightened process whereby people help others by facilitating growth and positive adjustment through self-understanding. In a similar vein, counselling can also be conceptualized as a person-to-person relationship in which one person helps another to resolve areas of conflict that have not hitherto been resolved. The helper in the relationship is by virtue of his training and experience, a counsellor. He attempts to assist a student (counsellee) in becoming an independent person capable of resolving his conflict situations. In addition, Shaterloo and Mohammadyari (2011) describe counselling as “an interactive process co-joining the counsellee who is vulnerable and who needs assistance and the counsellor who is trained and educated to give this assistance”. The goal is to help the counsellee learn to deal more effectively with himself and the reality of his environment. According to Sharma and Sharma (2004), the desired outcome of counselling is self-realisation and self-direction on the part of the student (counsellee) and the focus of the school counselling is often viewed as planning and decision-making. Indeed, counsellors help counsellees to obtain the information needed to make decisions and gain acceptance or clarification

of certain personal characteristics that may interfere with, or be related to making decisions.

In summary, counselling service is the structure put in place by the school to help students to achieve their educational, vocational adjustment and fulfilment. This can be ensured by individual or group counselling. Thus, it is for this reason that Fromm-Reichmann (2015) suggests two types of counselling to constitute the counselling service. These are individual and group counselling. The differences between individual counselling and group therapy are that, in individual counselling, there is one client and counsellor whiles in group counselling, there are multiple clients, and sometimes multiple counsellors.

The Follow-up Service

This is an effective means by which the guidance officer can assess the success or failure of guidance services rendered to a student. It is through an organized follow-up programme that data can be gathered and used to evaluate school policies and practices such as marking, instruction, cocurricular activities and counselling guidance services.

In the view of Shertzer and Stone (1976), follow- up service should seek to:

1. Obtain information as to how well students do after completing school.
2. Help students realize the problems that lie ahead.
3. Gain an appraisal of school programmes and services.
4. Obtain ideas for improving school services.

Follow-up service is the review or systematic evaluation carried out to ascertain whether guidance in general satisfies the needs of the students. Pecku

(1991) views follow-up service as a systematic method of finding out how individuals are getting on in places where they have been placed. Follow-up are efficient ways which educational institutions can use for measuring the effects of school (Esere, Omotosho & Eweniyi, 2010). As school counsellors work with students, it is necessary to follow them up in order to assess their progress.

Again, teachers, administrators and parents are concerned with what is happening to students while they are in school, and after they have left school. Without such knowledge about students, neither the instructional programme nor the guidance services can be evaluated in terms of the effect they have on the lives of students. It is through an organized follow up programme that data can be gathered and used to evaluate the effectiveness of school policies and practices. According to Adeponle, Baduku, Adelekan, Suleiman, and Adeyemi (2009), follow-up is the bedrock of guidance, but this service is often overlooked. It is important that counsellors use follow-up service to gauge and check counselling outcomes.

The Placement Service

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

opportunities outside of the school environment. Pecku (1991) also categorised placement into three, namely, educational, vocational and social placement.

Educational placement is a placement with regard to educational or academic issues. In the school setting, guidance and counselling professionals can work in collaboration with head teachers and teachers to place children in new classes depending on their academic performance. Educational placement also involves helping student to move from JHS to SHS, and SHS tertiary institutions.

Vocational placement deals with career or vocational matters in which guidance and counselling coordinators help students in their pursuit of their careers. Guidance and counselling coordinators can help students make full time or part-time job choices and also make choices about internships during vacations.

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

Administration of Guidance Programmes

According to Olayinka (1990) effective launching of guidance services programme depends on the counsellor performing several counselling tasks.

Ezeukwu (1987) proposed a list of what the counsellor should do as follows:

1. Need identification
2. Generating support and establishing leadership.
3. Proposal for programme development and involvement of policy makers.
4. Students' needs assessment and its prioritizing.
5. Developing outcome statements.
6. Determining counsellor activities to meet the needs.

7. Developing guidance calendar with counsellor responsibilities.
8. Organising guidance and counselling hand book.
9. Evaluation/Review of programme.

This list should serve as a reference point to counsellors when initiating guidance programme. Ezeukwu further stated that guidance programme should be a series of systematically arranged activities between the student – client and the counsellor. It should not be a ‘one-man show’ rather it should be operated as a ‘teamwork’ that involves cooperative contribution from all ‘school family members.

In addition, Akinade (1990) likened the guidance programme to a football team in a match. It is difficult for only one person to score acceptable goals during a match whereas, this is possible when all the team members play their part in very coordinated, enthusiastic, determined, committed and positive way. This is the spirit that should be encouraged when it comes to ‘scoring counselling goals’, which is achieving Guidance objectives in an establishment or school. Here, the counselling team members should include the principal, the counsellor, students, staff (non-academic and academic), PTA members, stakeholders to the schools and resource people around. According to Akinade (1990), the establishment of Guidance programme can be broken into three phases: Planning, implementation and developmental stages.

Importance of Guidance Services

The aim of Guidance services is to assist students to succeed in their educational endeavours and to attain their educational objectives and goals. Guidance programmes are tools that assist students to learn well. They help them to overcome problems, which make learning difficult or prevent them

from settling down in school. The teacher and the counsellor need to co-operate to attain the common goals of education. Guidance is for all students, and also focuses on the needs of students and it helps teachers and other school authorities to find out the needs of students and help them satisfy those needs.

According to Pecku (1991), the school guidance role in respect of needs assumes greater importance because the home is unable to cope with all the problems of children. Each area of concern to children has become a specialist area which requires special skills which many parents do not have; guidance, therefore, is very essential in the school to make facilities available to help students and children. Other importance of Guidance services include;

Socio–Personal Benefits

In the United States, Lonborg and Bowen (2004) have argued that, effective school guidance services create a safe school environment and also state that such services create 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 school Guidance services. Shim, Barber, Card, Xiao, and Serido (2010) argue that students who participated in school guidance 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 student guidance services in America help students acquire developmental competencies such as establishing and maintaining peer relationships.

Academic Benefits

Academically, studies have shown that guidance services are beneficial to students in the senior high schools. In Scotland, Besley (2002) states that effective student guidance 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. Taylor, Oberle, Durlak, and Weissberg (2017) 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 (Taylor et al., 2017).

According to Taylor et al. (2017), 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. Taylor et al. (2017) further 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. For instance, students in the U.S, parents and teachers viewed the student's guidance services as having a positive impact on students

whilst Canadian school counsellors viewed themselves as having impact on classroom behaviour problems.

Career and Vocational Benefits

In connection with career and vocational benefits of student guidance services, Schmidt (1999) notes that British school guidance services help students throughout their secondary education, to plan their vocational and educational progress. The school guidance services help students to learn of possible future educational and vocational opportunities. Schmidt (1999) further states that in vocational guidance, effective Canadian school guidance services enable students to develop decision-making skills to the point of being capable of making realistic choices from short term to longer term. That is, students are assisted in assessing their aspirations, values, interests and aptitudes when making career decisions and plans. Taylor et al. (2017) reports that American schools with effective student guidance 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.

Benefits of Evaluating School Guidance Services

A number of scholars have highlighted the value of evaluating school guidance services (Besley, 2002; Rowley, Stroh & Sink, 2005; Lunenburg, 2010; Taylor et al., 2017). In America, evaluations of school guidance services enable counsellors to know whether they are accomplishing their goals so that if not they make necessary adjustments (Taylor et al., 2017). 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 school guidance services on the educational setting. A well-conceived evaluation plan in American schools demonstrates accountability and validates the work of the school counsellor and school guidance services (Gysbers & Lapan, 2001; Gysbers & Henderson, 2006).

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 school guidance services evaluation results to stakeholders serves as a stimulus for stakeholders to suggest recommendations for quality improvement (Erford, 2011). In America, summary reports indicate successes and strengths of the school guidance services as well as areas for improvement. 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). It helps them identify what remains to be done. Evaluation of Guidance 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.

Factors Affecting Effective Guidance Implementation in Schools

According to Sultana and Watts (2004), there are major gaps between how services are organised and delivered on the one hand and some key public policy goals on the other. Access to services is limited, particularly for adults.

Too often, services fail to develop people's career management skills, but focus upon immediate decisions. Training and qualification systems for those who provide services are often inadequate or inappropriate. Thus, co-ordination between key ministries and stakeholders becomes poor and affects effectiveness of guidance services. The evidence base is insufficient to allow proper steering of services by policy makers, with inadequate data being available on costs, benefits, client characteristics or outcomes.

Again, in delivering services, insufficient use is made of technology and other cost-effective ways to meet student needs more flexibly. In fact, there are challenges in meeting gaps in access, and in improving the nature, level and quality of services. In schools, the principal challenges are: to provide sufficient human and capital resources of the right type, both within the school and within its surrounding community; to ensure that these resources are dedicated to career guidance; and to make the best use of the resources that are available. Gaps in access are particularly evident in primary schools and in the vocational tracks of upper secondary school. Policy options include formally strengthening collaboration between all relevant stakeholders, making the acquisition of career management skills by students the focus of career education programmes, and improved accountability mechanisms. According to Sultana and Watts (2004), improving the quality and relevance of career information materials to support universal access is an ongoing challenge. There is often a lack of collaboration between different government ministries, agencies, and between national and regional levels of government in providing and sharing career information. Materials developed by the private sector are not subject to any agreed standards.

Again, ineffective support mechanisms from governments have been defining the content and process of initial training for guidance practitioners, and in relating these to the goals for public education, training and employment policies. National reviews of training for guidance practitioners take place very infrequently or not at all. Significant differences occur in the quality and types of career guidance services that users experience both within and between countries due to significant variations in the training of guidance practitioners.

Resources

Every effective and meaningful school guidance services require adequate resources, equipment and space (Lehr & Sumarah, 2002). The facilities needed by the school counsellor to carry out quality guidance 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, Lehr and Sumarah (2002) argue that providing adequate space in the schools setting makes it possible to provide confidential guidance and consulting services for students, teachers and parents. It is therefore, important that every school have a student guidance 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 school guidance services to associate the counsellor with administration. Lehr and Sumarah

(2002) report that in America, effective school guidance 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 service 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).

Human beings are also a primary resource in guidance. 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 service. In America and in Canada, personnel in effective and comprehensive counselling service include administrators, teachers, parents; other student service specialists, student helpers and the school counsellors themselves (Gysbers & Henderson, 2006).

Severe economic constraints have led to the marginalisation of the school guidance services and the demoralisation of its practitioners (Chireshe, 2006). In British schools, pressure on schools' budgets has resulted in the marginalisation of guidance services (Rowell, 2006). There is generally a shortage of appropriate reference materials for school guidance services in African schools (Chireshe, 2006; Majoko, 2013). Consequently, Chireshe (2006) contends that lack of necessary resources in Botswana has negatively affected school guidance services.

Time according to Chireshe (2006) is another key factor that affects the effective school guidance 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 services. Ku Johari and Amat (2019) report that, in Malaysia, schools have less time for counselling duties as much of the time is spent on teaching duties. Additionally, school counsellors complain that counsellor-student ratios are too high and as such this negatively affect the school guidance services (Tammana, 2016). In Malawi and in South Africa, school counsellors complain of high counsellor student ratio (Chireshe, 2006). Besley (2002) therefore advocates for the employment of full-time school counsellors in Scottish schools to overcome the shortage of time.

In schools, trained guidance co-ordinators are sometimes assisted by teachers who act as school guidance coordinators. These 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 counselling and guidance duties. However, in some senior high schools, teachers who volunteer to become school guidance coordinators are not given reduced teaching loads. This means that they conduct Guidance activities in addition to their normal teaching hours which may affect the effectiveness of their guidance services.

Training

Paisley (2001) states that training of school counsellors has been identified to have an effect on school guidance services implementation and

effectiveness. Euvrard (1996) establishes that those periods allocated for guidance services 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 affected the identification of students' problems. In Uganda, many educational planners and heads of institutions are not trained in Guidance methods. As a result, they are not able to acknowledge the importance of guidance services in schools.

Attitude

In this study, attitude towards student guidance services is conceptualised as perceptions, beliefs and feelings towards the student guidance services. Attitude has effects on the implementation and effectiveness of student guidance services. In America, negative attitudes of some school administrators, counsellors and students affect the effectiveness of the student Guidance services (Uwah, McMahon & Furlow, 2008). Gysbers and Henderson (2006) establish that in American schools, school guidance services are often seen as auxiliary-support services, placing school counsellors mainly in remedial reactive roles and if their attitudes are negative, it will impede the smooth implementation of guidance services.

There is also generally a lack of appreciation for the contributions school counsellors make in schools (Lusky & Hayes, 2001). According to Uwah, McMahon and Furlow (2008), administrators and the general public in America are openly critical and are beginning to question on the value of counsellor positions. School administrators and policy makers in America are concerned about the vagueness of the outcomes of school guidance services (Herr, 2001). It is also unfortunate that many policy makers in American public schools are

less impressed by psychological development among students as a result of counselling, although, they are more impressed by improved grades and test scores (Gerler, 1992).

Empirical Review

Implementation of Orientation Service

Asamari (2008) conducted a study to evaluate the implementation of Guidance Services. The study was carried out in Senior High Schools in the Sagnarigu Municipality of the Northern region of Ghana. The study examined the extent to which orientation service was implemented and perceived by male and female students. The study adopted the survey research design. A sample size of 480 students comprising 304 boys and 176 girls responded to a questionnaire. Three research hypotheses were tested using t-test with an alpha level of 0.05. Results from the descriptive statistics revealed that majority of the students strongly agreed that orientation services were implemented effectively in their respective schools. Regarding the hypotheses, the study found out that there was no significant difference in the perception of male and female students towards the implementation of orientation services in the study schools. It is recommended that school authorities, Ghana Education Service and government should provide the needed resources and infrastructure for the effective implementation of the orientation services to address the needs of students. Besides, counsellors, teachers and parents should encourage both male and female students to patronise orientation services since the services could help them acquire good study habits and skills that can enhance their academic performance, among others.

Additionally, Mante and Maose (2021) also conducted a study to evaluate the implementation of orientation service in some selected senior high schools in the Okere District. The nature of the research was descriptive, with the questionnaire as the primary data collection instrument. The research employed simple random sampling and purposive sampling procedures to select students and teachers, respectively. Statistical tools employed were mean, charts, percentages, cross tabulation, and ANOVA. The findings revealed that most senior high schools in the District render orientation services effectively. The findings also revealed that Guidance services rendered in the schools in the district affect students' academic performance. Therefore, it is recommended that schools in the district be assisted in improving their Guidance units since it will affect students' academic performance when well carried out.

Nyarko (2020) also conducted a study to assess the implementation of Guidance services. The purpose of this study was to assess the delivery of orientation services as well as other guidance services in senior high schools in the Cape Coast Metropolis of Central Region, Ghana. A descriptive survey design was adopted. The population of the study comprised senior high students, guidance coordinators and teachers. The study revealed that these senior high schools provided orientation services effectively. From the results obtained, it is recommended among others that SHSs should pay attention to all guidance services especially orientation services in order to effectively promote the personal, social, educational and career development of students.

Another study was conducted by Kemetse, Nyarko-Sampson, Nkyi & Nyarko (2018) on the implementation of Orientation services. The purpose of this study was to evaluate the implementation of guidance services in senior

high schools in Ho the Municipality. The findings revealed that orientation service was available even though the facilities were inadequate and the rooms were not well furnished. It was recommended that a clear national policy for Guidance services in Senior High Schools with adequate funding, allocation of time and role definition of counsellors be enacted.

Implementation of Information Service

Duru (2019) conducted a study to investigate the implementation of information service in senior high schools. The purpose of the study was to investigate the perception of the need and utilisation of information service in Senior High Schools in Upper West Region, Ghana. The study employed the descriptive research design. Purposive and simple random sampling techniques were used to select six senior high schools, and 357 respondents for the study. The main data collection instrument was a questionnaire titled “Perception of Need and Utilisation of Guidance Services Questionnaire” (PNUGSQ) with Cronbach’s alpha reliability coefficient of 0.74. The data collected were analysed using frequencies, percentages, means, standard deviations, and Pearson’s Product Moment Correlation Coefficient. Statistical Package for Social Sciences (SPSS) software version 22 was used for data analysis. The findings showed that among the various types of guidance services, information service was the most accessed by the students due to its effective implementation. It was recommended that the Ghana Education Service (GES) and heads of Senior High Schools should ensure that professional or trained guidance coordinators should use one-on-one approach in providing information services to students in order to raise and sustain the interest of students in utilisation of information services provided to them.

Namale and Awabil (2018) also conducted a study on the effective implementation of orientation service. The purpose of this study was to evaluate the delivery of orientation services in senior high schools in the Gomoa West District in the Central Region of Ghana based on the views of students. The population of the study comprised senior high students. Three hundred students were randomly selected for the study. Proportional stratified sampling and simple random sampling techniques were used in selecting the sample for the study. The research design for the study was descriptive survey. Questionnaire was used to obtain the data from the students. Frequencies, percentages, means, standard deviations and independent samples t-test were used to analyse the data. The results indicated that the information service was not effectively implemented. Based on the findings, it was recommended that counsellors should pay great attention to all information services in order to effectively promote the personal, social, educational and career development of students.

Firman and Syahniar (2020) also conducted a study to investigate the implementation of information services. This study sought to explore the prevention of sexual harassment through information services using the contextual teaching and learning approach. The research was conducted using quantitative method with experimental approach. This study population of high school students' samples were taken by using cluster random sampling. Data were collected using a sexual harassment questionnaire as well as data analysis with Wilcoxon signed ranks test and a 't' test. The research findings revealed that information service was effectively implemented in preventing teenage sexual abuse in high school. Moreover, information service being implemented helped majority of teenagers from high school who engaged in sexual

harassment, verbal sexual abuse, visual abuse and physical abuse to stop that habit.

Upoalkpajor, Egglely and Namale (2018) also investigated into how effective information service was implemented as a Guidance service since it is known to be advantageous in shaping the decision making and thinking capabilities of both students and even people at work places. Using a cross sectional design, 24 senior high schools were selected out of 475 through a multi-stage sampling technique. The final sample made up of 2,969 Form 2 and 3 SHS students with a return rate of 98.25 percent. Survey questionnaire was used as the main data collection instrument. The data was analysed using percentages and frequency counts, as well as one-sample t-test analysis. It was found that students are aware of the presence of information service in their schools. However, the patronage of the services was low due to factors like ineffective implementation of the information service as well as accessibility of the services, misconceptions held by the students, issues of confidentiality, and counsellor as teacher. The study recommended that GES together with head teachers of SHSs should provide Guidance facilities and logistics which enhances the work of the counsellor. Again, the GES is advised not to allow counsellors posted to schools to engage in any teaching activities.

Implementation of Counselling Service

Obeng (2020) investigated the implementation of counselling service. This study was conducted to investigate the role of Guidance programmes such as counselling services towards effective teaching and learning in Senior High Schools in the Kwabre East Municipality of Ashanti Region of Ghana. The study adopted a descriptive survey design. The study seeks to obtain descriptive

and self-reported information from teachers, students and school counsellors. The study involved public senior high schools in the Kwabre East Municipality of Ashanti Region of Ghana. A total of 380 participants were selected and used for the study. Questionnaire and interview were the main instrument used for data collection. The researcher used 10 % of the accessible population as the sample size of the study. The questionnaires had open ended and closed-ended items. Data collected was analyzed using [SPSS], version 20. The data was then analyzed using descriptive statistics. (Frequencies and percentage) Data was presented in tables, graphs and charts.

Results from the study revealed that counselling service was observed to be available and effectively implemented as majority of the students agreed to that effect. It was observed that Guidance coordinators play a major role in prescribing disciplinary actions for students who go contrary to school rules and regulations, giving advice on matters relating to students' welfare, discipline and morality, counselling students on emotions and behaviour adjustments. The study concluded that the role of Guidance programmes towards effective teaching learning in senior high school is very important in the development of students.

Basith (2016) also conducted a study to analyse the effective implementation of counselling service. The focus of the study was to describe and analyse the implementation of the counselling service. This study used qualitative methods; using interview data collecting technique, tested its validity through triangulation. Subjects in this study were all teachers of Guidance in the senior high schools of Singkawang Community. Eleven (11) people participated in the interview session. The results revealed that the implementation of

counselling service by the teachers still has many weaknesses on each phase of the evaluation, such as not understanding the evaluation models of the counselling service, how to apply them, and monitoring process that is not done deeply and in detail. The researchers recommended that counselling services should be implemented effectively for student success.

Furthermore, Basith and Fitriyadi (2017) also investigated the implementation of Counselling service. The aim of this research was to analyse the implementation of Counselling service, and to find main factors inhibiting the implementation of Counselling service at senior high schools. The results showed that, the implementation of the counselling service was not effective. This could be attributed to factors such as unidentified guidance teachers' needs, the unorganized planning and ineffective supervision from supervisors on guidance services. Again, lack of knowledge and understanding by the supervisors on the implementation, and also minimal development of supervisory competencies in the guidance field in schools affected effective counselling service implementation.

Lastly, Rosmawati and Donal (2018) also investigated the effective implementation of Counselling service. The purpose of this study was to explore the implementation of counselling service at schools. This was descriptive qualitative research. The population of this study were the teachers of guidance at junior high schools, boarding school, senior high schools and vocational schools in Pekanbaru. This research used random sampling procedure. The research concluded that counsellor or guidance teachers at the schools had implemented counselling services. The researchers recommended that effective implementation of counselling services at the school helps the students in

solving their problems and developing themselves according to their talents and interests.

Implementation of Follow-up Service

Briones (2018) conducted a study on the Follow-up Service in senior high schools. This study sought to assess follow-up service and the career track preferences of senior public high school learners in the district of Tanza Cavite. The proponent used descriptive research design. The researcher employed a validated survey questionnaire and administered it personally to the respondents. The survey contained items about the respondents' National Career Assessment Examination result grade point average and the career track preferences. The quantitative data were evaluated and interpreted using appropriate statistical tools. The result showed that follow-up service was effectively implemented. The result also showed that the Follow-up Services had significant relationship with learners' academic results or grade point average.

Additionally, Gudyanga, Wadesango, Manzira and Gudyanga (2015) also researched into the implementation of follow-up services. The study sought to find out the current contribution of head teachers and teachers in the implementation of follow-up services in Chinhoyi. The study adopted mixed methods approach. A sample of four head teachers and forty (40) teachers was used in this study. The study established that only one school among the sampled schools was implementing follow-up services although other schools claimed to be implementing the follow-up service programme. It was recommended that the government should provide trained and competent

guidance and counselling co-ordinators so that they would be posted to various districts in the country.

In another study, Ruttoh (2015) sought to investigate how effective follow-up services were implemented in secondary schools in Kamariny Division of Keiyo District. The author employed a descriptive survey design and targeted the head teachers, teacher counsellors and students. The population of the study was 3,160 students, 10 head teachers and 10 teacher counsellors. A sample of 230 respondents were used. The study findings indicated that follow-up service was not implemented as scheduled in the schools. The researcher recommended that the Ministry of Education should effectively put measures in place to integrate follow-up services into the school programme and regularly inspect its quality through the Quality Assurance and Standards Officers.

Furthermore, Mbongo (2013) also investigated the implementation of follow-up service. This study assessed the effective implementation of follow-up services in senior secondary schools in Ohangwena. The study was quantitative in nature and a non-experimental design that involved a survey. The population of the study comprised the teacher counsellors in all the senior high schools in Ohangwena region. Data were collected using questionnaires which were administered to a sample of twenty-six (26) teacher counsellors. Teacher counsellors were purposively sampled. The data was analysed by use of descriptive statistics using (SPSS). The results revealed that follow-up services were not effectively implemented. The study revealed that teacher counsellors viewed inadequate training in follow-up services, high teaching loads and time constraints, lack of support given to teacher counsellors and lack of resources and facilities as some of the factors impacting the successful implementation of

follow-up services. Based on these findings, the researcher recommended the training of teacher counsellors in follow-up services, reduced work load, better resources and facilities and for teacher counsellors to be supported in order for follow-up services to be successfully implemented in schools.

Pedroso, Tangco-Siason, Ortizo-Roces and Magramo-Basbas (2022) also investigated the effective implementation of follow up services. This descriptive qualitative study aimed to describe how guidance services including follow-up service were implemented during the COVID-19 pandemic. This was conducted among five (5) counsellors who were determined through purposive sampling. The data were gathered using a semi structured interview and analysed using a conventional qualitative content analysis. It was found that there was ineffective implementation of follow-up services. Challenges, initiatives, and insights in implementing follow-up service were revealed. There were seven (7) meaningful categories taken from data transcripts. Counsellors were challenged by (1) inadequate support and (2) restrictions in delivering Guidance services. Their initiatives included (3) using technology-aided services, (4) conducting online activities, and (5) strengthening of school and community partnerships. The two (2) essential insights of counsellors on their experience were about (6) counselling as a value-laden helping profession and (7) efficient implementation of services. Since counsellors faced both personal and professional challenges highly influenced by technology during unprecedented times, their motivation to deliver Guidance services comes from a genuine desire to serve the school and community.

Implementation of Placement Service

Sackey, Benti and Asiedu (2020) researched into effective implementation of follow-up service. The study was conducted to find out how follow-up services are being offered in the senior high schools in the Central Region, their impact on students, the challenges and constrain that hinder their effective implementation. In trying to accomplish this study, related literature was reviewed. Descriptive survey was the design. The findings of the study indicate that pupil's placement service was being offered in the senior secondary schools. It came out that the placement service is appreciated by the students, and it was beneficial to students. Recommendations were made to include adherence to recommended teaching schedules for guidance coordinators and provision of office for the use of coordinators and for individual counselling.

Abubakar (2019) also investigated into placement service as a type of Guidance Service among students. The study examined placement services provided by school counsellors in secondary schools in Kano state. The study used 387 sample respondents drawn through purposive sampling from randomly selected schools. The results showed that school counsellors assisted students to identify their strength, abilities and learning style. However, they did not fully help students to make appropriate career pathway selection, set educational and career goals, search for information about careers and work choices. Thus, school counsellors underperformed in helping students to make future educational planning, college selection and placement. It was concluded that school counsellors played greatly in the area of career decision making, goal setting and personal awareness. However, it was recommended that school

counsellors should improve services involving future educational planning, college selection and placement.

Lastly, Darwin, Farozin and Retnawati (2020) also investigated into placement services in schools. This study was a descriptive exploratory study.

This study was conducted to analyze the placement services that suits with the career needs of senior high school students. There were ten students of grade 12 in one of senior high school who participated in this study. Those students were chosen by using purposive sampling technique. The collection of data in this study was done by using interviews and need assessment instrument to investigate the needs of senior high school students in the field of career. The collected data then were analyzed with a descriptive method and exploratory. The research results showed placement services were effectively implemented as senior high school students needed classical tutoring and individualized counselling services in the field of their career.

Challenges in Implementing Guidance Service

Mbongo (2013) also assessed the effective implementation of follow-up services as well as guidance services in senior secondary schools in Ohangwena. The study was quantitative in nature and a non-experimental design that involved a survey was used. The population of the study comprised the teacher counsellors in all the senior high schools in Ohangwena region. Data were collected using questionnaires which were administered to a sample of twenty-six (26) teacher counsellors. Teacher counsellors were purposively sampled. The data was analysed by use of descriptive statistics using (SPSS). The study revealed that teacher counsellors viewed inadequate training in follow-up services and other guidance services, high teaching loads and time constraints,

lack of support given to teacher counsellors and lack of resources and facilities as some of the factors impacting the successful implementation of these guidance services.

Boitt (2016) evaluated the challenges in the implementation of guidance programme in Baringo County secondary schools. This study employed a survey design. Purposive sampling was used to select 23 respondents for the study. The data was collected through an open-ended questionnaire. Descriptive statistics was utilized to analyse the data with the aid of SPSS version 20 for windows. An analysis of the findings indicated that lack of time and funding, inadequate facilities, uncooperative clients and lack of qualified personnel were among the challenges facing the implementation of the guidance programme. It was concluded that there are challenges in implementation of the guidance programme in Baringo County secondary schools. It is therefore recommended that the teacher counsellor be provided with training, facilities and funds by the government and school administration. Its further recommended teacher counsellors to be employed on full time basis, time allocated for Guidance sessions and the workload of teacher counsellors be reduced.

Upoalkpajor, Egglely and Namale (2018) in another study also investigated the challenges faced in implementing guidance services. The sample was made up of 2,969 Form 2 and 3 SHS students. Survey questionnaire was used as the main data collection instrument. It was found that students are aware of the presence of Guidance services (educational counselling especially) in their schools. However, the patronage of the services was low due to factors like accessibility of the services, misconceptions held by the students, issues of confidentiality with the counsellor.

Asiedu-Yirenkyi, Kyere and Ofori (2019) investigated into the challenges faced in implementing Guidance Services. It was found that 60% of the counsellors were untrained, while about half of the schools (53.3%) did not have counselling offices. The findings also revealed that counselling and orientation were the most guidance services operating in the schools. Recommendations included the reduction of teaching periods for school-based counsellors and provision of offices for counselling sessions.

Mante and Maose (2021) also conducted a study to evaluate the implementation of Guidance services. The primary research purpose was to assess the importance of Guidance units in some selected senior high schools in the Okere District. The findings revealed that lack of training physical facilities, inadequate funds, missing pertinent reference materials, few Guidance sessions, and no involvement of peer counsellors impede the implementation of Guidance units in the district.

Lastly, Pedroso, Tangco-Siason, Ortizo-Roces and Magramo-Basbas (2022) also investigated the effective implementation of follow up services as well as guidance services. This descriptive qualitative study aimed to describe how guidance services including follow-up service were implemented during the COVID-19 pandemic. This was conducted among five (5) counsellors who were determined through purposive sampling. The data were gathered using a semi structured interview and analysed using a conventional qualitative content analysis. Challenges, initiatives, and insights in implementing follow-up service as well as other guidance services were revealed. Counsellors were challenged by (1) inadequate support and (2) restrictions in delivering Guidance services. Counsellors faced both personal and professional challenges highly influenced

by technology during unprecedented times, their motivation to deliver Guidance services comes from a genuine desire to serve the school and community. This proves that guidance as a concept is not only a profession but also a vocation.

Chapter Summary

The study sought to investigate the effective implementation of Guidance services among some selected senior high schools at the Akuapem North Municipality. This chapter presented a review of related literature on the issue at hand. Thus, this chapter reviewed relevant literature on the relevant subject matter of the study. This chapter identified published theoretical and empirical research findings on the subject area to ascertain various perspectives and methodological approaches that were employed to conduct related studies. The chapter reviewed Maslow's theory of needs and Kirkpatrick's Evaluation model as theoretical underpinnings for the study. Related concepts to Guidance services such as the concept of Guidance etc., were also reviewed in this chapter. Empirical studies related to the objectives were also reviewed in this chapter. Based on the empirical studies that have been reviewed, it can be observed that a number of studies have been conducted on the effective implementation of Guidance services and although these studies proved the importance of guidance services, some senior high schools still face challenges in implementing such guidance services effectively. As such, this research sought to bring relevance to the effective implementation of Guidance services among senior high schools.

CHAPTER THREE

RESEARCH METHODS

Introduction

The present study sought to evaluate guidance services in senior high schools in the Akuapem North Municipality. This chapter described the method and procedures by which the research was conducted. It included the research design, the study area, population, sample and sampling procedure, data collection instrument, data collection procedure, pre-test, ethical issues and finally data processing and analysis.

Research Approach

The research approach was based on the qualitative approach. To answer the formulated research questions and objectives, this study employed the qualitative research approach. According to Barnham (2015), qualitative research approach is particularly useful when the complexity of a subject demands an answer that cannot be covered by a simple yes or no statement. The qualitative research approach was applied in this study because it is rich and deep in terms of explorations and descriptions. The design allows for more diversity in responses as well as the capacity to adapt to new developments or issues during the research process itself. Thus, the qualitative design was used in this study to gain rich information and deeper understanding of the concepts under study, since it has the ability to uncover complex understanding, opinions, attitudes and often hidden beliefs and perceptions on the subject under study as required in this study.

A qualitative study is used when one wants to provide deeper understanding of people's thought and the underlying assumptions behind their actions and is a more subjective approach (Barnham, 2015).

Research Design

Research design refers to the researcher's overall plan for investigation in research (Singleton & Straits, 2010). It is a systematic plan to study a scientific problem. It includes an outline of writing the hypothesis and its operational implications to the final analysis of data (Kothari, 2004). Specifically, this study adopted the descriptive phenomenological research design. The purpose of the phenomenological approach is to illuminate the specific, to identify phenomena through how they are perceived by the actors in a situation. Phenomenology is concerned with the study of experience from the perspective of the individual (Yaya, 2014). Epistemologically, phenomenological approaches are based in a paradigm of personal knowledge and subjectivity, and emphasise the importance of personal perspective and interpretation. As such they are powerful for understanding subjective experience and gaining insights into people's motivations and actions. The descriptive phenomenology was used because the researcher's goal was to achieve transcendental subjectivity, which is a state where 'the impact of the researcher on the inquiry is constantly assessed and biases and preconceptions neutralized, so that they do not influence the object of study.

Study Area

The capital town of the Akuapem North Municipality is Akropong. The Akuapem North Municipal Assembly (ANMA) was first established as a District Assembly by Legislative Instrument 1430 in 1988 under the

decentralization system to take control of the day-to-day running of the Municipality. In 2012, it was elevated to the status of a Municipality by LI 2041. The Assembly performs executive, deliberative, and legislative functions in the interest of developing the Municipality. The Municipality is located in the South-Eastern part of the Eastern Region about 58 km. from Accra on the Akuapem – Togo Range. It shares boundaries with other Municipalities and Districts. It is bounded to the North- East by Dangbe East, to the South –West by Akuapem South, it is bounded to the West by Suhum and to the North by New Juabeng Municipal Assembly.

Agriculture and related trades are the major source of occupation for the majority of the people in the Municipality but level of production is mostly subsistence. The food crops cultivated include cassava, plantain, cocoyam, maize and vegetables. Gari processing is the most evident agro-processing enterprise in the Municipal and the Assembly is constantly making efforts to promote private investment in large-scale cassava cultivation. Cassava could be produced on a large scale from which starch will be extracted and other end products used as raw materials in brewery industries in Ghana. The most flourishing industries are the gari processing small-scale industry, secretarial services, restaurants, food vending on tabletop and production of pure water. There are also sellers of iron wares, electrical gadgets and appliances and transport owners.

Importantly, this study area was chosen because of how important evaluating guidance services in the Akuapem North Municipality is, as most stakeholders of education such as teachers doubt the effectiveness of guidance

services in the municipality. This impression was gotten based on the researcher's interaction with other teachers in the municipality.

Population

The target population for this study included all Six (6) senior high schools at the Akuapem North Municipality who were 8,510 students. The accessible population, however, included form 2 students in three randomly selected senior high schools in the Municipality with a total population of 2,559 students. All the SHS 2 students from the three (3) senior high schools selected in the Municipality were used for the study. The schools randomly selected were Presbyterian Senior High School, Methodist Girls High School and Okuapemman Senior High School. Again, 415 tutors/staff in the three selected schools were also targeted in the study. Below is the breakdown;

Table 1: Distribution of Students by School

Schools	Males	Females	Population
Presbyterian Senior High School	327	340	667
Methodist Girls High School	0	750	750
Okuapemman Senior High School	551	591	1142

Table 2: Distribution of Tutors/Staff by School

Schools	Population
Presbyterian Senior High School	126
Methodist Girls High School	139
Okuapemman Senior High School	150

Sampling Procedure

The researcher adopted the simple random sampling technique to give every school in the Municipality an equal opportunity of being selected randomly in order to avoid bias. Thus, the researcher selected three schools from the six schools using the simple random method, specifically, the lottery method. Furthermore, the researcher purposively selected 10 respondents from each school to get 30 respondents for the study. These included 1 Headmaster, 2 teachers, 1 Counsellor and 6 students (3 males and 3 females each) from SHS 2 in each school. These participants were chosen based on their experience and encounter with the counselling services. Shetty (2018) asserts that the general recommendation for in-depth interviews is to have a sample size of 20-30. In some cases, a minimum of 10 is acceptable – assuming the population integrity in recruiting and there is data saturation. 30 respondents were thus used for the study based on Shetty's recommendation.

Table 3: Distribution of the Sample

Schools	Sample
Presbyterian Senior High School	1 Headmaster, 2 teachers, 1 Counsellor and 6 students (3 males and 3 females)
Methodist Girls High School	1 Headmaster, 2 teachers, 1 Counsellor and 6 students (3 males and 3 females)
Okuapemman Senior High School	1 Headmaster, 2 teachers, 1 Counsellor and 6 students (3 males and 3 females)

Data Collection Instrument

The instrument used for the study was an interview guide. Data was collected through face-to-face interviews. Thus, semi-structured interview guide was developed with the help of an expert such as the supervisor and administered by the researcher. The interview guide was developed based on the objectives of the study and structured in 11 sections with the first section on the demographics of the respondents and the rest of the sections on the 10 objectives.

Data Collection Procedures

The interviews were conducted on one-on-one basis. The one-on-one interview was a data collection process in which the researcher posed questions and recorded answers from only one participant in the study at a time (Creswell, 2005). The researcher first obtained a formal permission from the heads of the schools selected who acted as gatekeepers to provide entrance to the site. They helped the researcher to locate people and assisted in the identification of places of the study (Hamersley & Atkinson as cited in Creswell, 2005). The researcher interviewed the students, teachers, counsellors and heads of schools on separate days. Two respondents were interviewed each day. The researcher also spent about thirty minutes on each respondent. The interviews were tape recorded and short notes were taken where respondents objected to tape recording. The student respondents chosen were second-year students. This was because these students had been in the school for longer periods, had more exposure to guidance services and were not preparing for their final exams.

Pre-Testing of Instruments

Pre-testing of instrument was done at the Benkum Senior High School, Larteh-Akuapem within the same Municipality to ascertain the reliability of the instrument. The population of Benkum was 1158 with 545 males and 613 females. Ten students (5 males and females) were used for the pre-test as Fink as cited in (Saunders & Townsend, 2018) state that the minimum number for a pilot study in qualitative research is 10. Benkum SHS was used because it shares similar characteristics with the accessible population as such could represent the targeted population.

Ethical Issues

Ethical issues are of priority to every researcher and as such one of the most crucial ethics, confidentiality, will be assured. Ethical clearance was sought from the Institutional Review Borad of UCC to ensure that the study was ethical and approved. Privacy, anonymity as well as other ethical issues were addressed. Again, all participants in the research were provided with informed consent and the entire study's objective was communicated to them as well. Those who were unclear about participating in the study were not forced, and any misunderstandings about the project was addressed. Afterwards, those who declined to participate after a thorough explanation were excluded from the study.

Validity of Instrument

First and foremost, the researcher satisfied content and face validity of the instrument by making it available to the supervisor and other experts in the area of validity of tools. The researcher further established trustworthiness to ensure the credibility of the data collected. Some of the trustworthiness measure

taken was confirmability. This is the degree of neutrality in the research study's findings (Cohen, Manion & Morrison, 2003). Hence the researcher made sure that the findings were based on participants' responses and not any potential bias or personal motivations of the researcher. Again, the researcher established positionality. Positionality was established by acknowledging personal positions of the researcher that has the potential to influence the research. Member checking/ Respondent validation was also ascertained by presenting data back to participants to help check for accuracy and completeness. Good rapport was also established to enable the respondents to open up and provide accurate responses. Responses recorded were also played back to the respondents as a means of ensuring validity.

Data Processing and Analysis

Reflexive thematic analysis, an inductive form of data analysis, was used. Thematic approach analyzes and narrates results into separate themes (Braun, Clarke & Weate, 2016). The researcher transcribed the data collected from the semi-structured interviews into a text data. This process used converting audio tape recordings or field notes into text data (Avoke, 2005). The transcribed data was then coded by locating the text segments and assigning a code label to them. These codes were then used to develop themes used in the research questions raised. Verbatim quotations of respondents that were consistent with the themes were used in the presentations and discussions. Thus, all research questions in the study were analysed using reflexive thematic analysis.

Chapter Summary

This study focused on the effective implementation of guidance services. The chapter discussed the methods and procedures that were used to accomplish the objectives of the study. A review of the research design, population and sample, data collection instruments, data collection and analysis procedures as well as validity and reliability of the instruments were described. As indicated earlier, qualitative approach was most appropriate for the study. The use of the design came with some limitations such as it being difficult to replicate results. Since qualitative research is based on individual perspectives, it is almost impossible to duplicate the results that are found. Even the same person may have a different perspective tomorrow than they had today. That means the data collected through qualitative research can be difficult to verify, which can lead some to question the conclusions that researchers generate through this process. Amidst the pitfalls of the design, since the study focused on obtaining information on the current status of respondents on how effective guidance services were being implemented at the selected senior high schools, the qualitative design was deemed appropriate.

CHAPTER FOUR

RESULTS AND DISCUSSION

The study specifically sought to explore how the orientation, information, counselling, follow-up and placement services are implemented in senior high schools in the Akuapem North Municipality. The study also sought to unravel the challenges faced in implementing Guidance Services in senior high schools in Akuapem North Municipality. The preceding chapter presented the research methods that guided the study. This chapter presents the results, interpretation and findings from data collected. The chapter first presented results on the demographic information of the respondents, and the main results in line with the research questions. The findings from the analyses of data were discussed in the second part of this chapter.

Demographic Information

The demographic information of the respondents included gender and position. A total of 30 respondents were used for the study. For purposes of anonymity and confidentiality, the identities of respondents (students, teachers, counsellors, and head teachers) were undisclosed. Instead, information attributed to them was identified with pseudonyms derived from the respondents during the interviews. Initial coding identified similar responses from participants. These responses were classified according to the views presented. Themes for each research questions were generated by categorizing similar responses to respondents' views. These themes were supported with specific statements from respondents.

Research Question One: *How is Orientation Service implemented in Senior High Schools in Akuapem North Municipality?*

Research question one sought to find out how orientation services are implemented in senior high schools in Akuapem North Municipality. The theme for this research question was orientation services. Student (S), Teachers (T) and Counsellors (C) were interviewed to find out how orientation services are implemented in their respective schools. The subthemes (categories) are discussed with quotes from interviews as support. This theme revealed four categories. This included welcoming new students, organising talks for students, taking students around physical structures and knowing their rights, privileges and responsibilities.

Welcoming New Students

The first subtheme under the theme (orientation service) is welcoming new students. Students (S), teachers (T) and counsellors (C) were asked how fresh students are welcomed in the various schools. Several respondents alluded to the fact that the schools welcome them when they report on campus. Most of the responses from each category of participants were similar as indicated below;

They used one week to teach us the school rules and regulations. Basically, when we came to the school, they told us everything about the school. And then if there's a subject we want to change, they help us to change (S1).

Another student also expressed that;

The teachers told us about the rules and regulations in the school. They also warned us not to go against the rules and regulations when we first came to the school (S5)

One of the teachers indicated that;

The fresh students are assembled at the assembly hall and then they are spoken to concerning certain activities that go on in the school. Fresh students are taken through their students' responsibilities, rules and regulations in the school (T1).

Also, a counsellor said that;

The students are taken to their various houses to meet the housemaster and housemistresses to register them in the various dormitories (C1).

As revealed by the students, teachers and counsellors, the school introduces fresh students to the rules, regulations and history of the school. The school also helps them identify their various dormitories as well. This welcome included helping them know their house masters and housemistresses.

Organising Talks for Students

This subtheme presents results on how the schools organise talks for fresh students on health, academics, and sports. Participants' including students, teachers and counsellors revealed that;

We have had a number of discussions on sports education. I remember one Wednesday a doctor came here to lecture us on the LGBTQ and also how to relate well with other people (S5)

The teachers and counsellors also expressed that;

Resource personnel are invited to speak to the students on health related issues (T3)

Health workers are invited to the school to talk to students on how to keep their body clean. They talk to students on how to be assertive and stand for what is right (C3).

However, majority of the students were of a different view;

On Fridays they used to organize programmes for us. But the sports talk is not frequent. (S6)

I don't really know about any programmes organised for us (S8)

Students' responses were divided on whether the school organise talks on health, academics, and sports. From the responses, while few students indicated that their schools organise talks for them on various topics such as health, academics, and sports, majority of the students indicated they were not aware of such talks. Students who responded no were advised to keep updated on happenings in the school. However, most of the teachers and counsellors expressed that talks are organised by the school for students

Taking Students Around Physical Facilities

The third subtheme was to find out whether the fresh students are taken around the physical facilities in the school. The responses from the students, teachers and counsellors were similar. Students, teachers and counsellors' responses on whether the school helps them to acquaint themselves with their new environment are presented below.

We first gather at the assembly hall and teachers take us around the school to show us the facilities in the school (S4)

We are taken around so that we will see the various classrooms, dining hall and dormitories. Sometimes it's done by school prefects and other times it is the teachers or the house mistress and masters (S7)

Teachers and counsellors were of the same view as students, as some of them expressed that;

Students are shown around to know each facility in the school. This is to make it easy for fresh students to access any facility they want at any time (T4)

Fresh students are taken around the various facilities in the school including the classrooms, dining hall, laboratories, and dormitories (C2)

Respondents revealed that fresh students are helped to acquaint themselves with their new environment. Their teachers, prefects and other friends they make on their first day of reporting to their new school helps them to acquaint themselves with their new environment. This includes places such as classroom, libraries, dormitories, school field, and dining hall.

Knowing Their Rights, Privileges and Responsibilities

Knowing the rights and privileges is the last subtheme under the orientation theme. Knowing the rights and privileges in a school is an important part of their orientation. Students, teachers, and counsellors' views on whether the school helps them to know their rights and privileges are presented in this section.

We have a counsellor in the school, who organizes programmes for us. To teach us about our rights, privileges and responsibility as a

student. Also, what we are supposed to do by going to the dining hall, going to prep early and coming to school early (S7)

We are told what we have to do when it comes to keeping the school environment like sweeping and scrubbing. We are told to report any issue we have to our housemistress (S8)

They tell us that we are entitled to go for dinning, and to use the library (S10)

Teachers and counsellors also expressed that;

School rules and regulations are given to students and they are taught what to do when they encounter any problem (T4)

They are told what they should do and what they should not do (T5)

As a counsellor I have told them to report any problem. So students are aware that whenever the prefect or seniors bully them, they have to report to me, any teachers or house mistress. It is their right to go and report whenever the prefect bullies them (T6)

They are told that whenever they feel bullied, they should approach any teacher and talk to him/her. I remember an incident when form 1 student said she was bullied which got a form 2 student expelled. It went that far (C3)

From the responses, it could be seen that most of the students were of the view that their schools help them to know their rights and privileges. Teachers and counsellors shared similar views on fresh students knowing their rights, privileges and responsibilities. Students are taught what to do in case any problem arises. Also, they are made aware that no senior is allowed to bully

them, hence, any attempt made by a senior in that regard is reported to the authorities for the right action to be taken. Students are also made aware of their responsibilities as students. This includes working on assigned tasks in the school such as keeping their surroundings clean.

Research Question Two: *What is the extent to which Information Service is implemented in Senior High Schools in Akuapem North Municipality?*

Research question two sought to find out the extent to which Information Service is implemented in Senior high schools in Akuapem North Municipality. The theme from the study was on the implementation of information services. Generally, this theme focused on the nature of information services given to students to help them make relevant decisions in their lives. A total of three (3) subcategories were obtained. The three subthemes are academic information, career information and personal/social information. The subthemes (categories) are discussed with quotes from interviews as support. Responses to these categories are presented below.

Academic Information

This subtheme looked at the nature of information provided to students to help them make important decisions regarding their academics. Students were asked how they receive academic information. Teachers and school counsellors were also asked how they give out academic information to students. Responses from students, teachers and counsellors are presented below;

They give us information on how to prepare our time table. Also, they teach us how to manage our time well (S12)

We are encouraged before, during and after examination. We are told to study hard and do well in

examination. They also give us information on how to make good use of our time. (S17)

Teachers and counsellors were of the view that;

As teachers we encourage students to learn hard from time to time. We tell them to use the library and make good use of their time (T4)

I mostly talk to students before examination to give them information on how to manage their time well. I tell them to get enough rest instead of roaming with friends in order to be able to learn (C2)

Respondents revealed that students are given important information concerning their academics. This includes how to prepare a time table for their personal use and encouraging them to do well in their examination. Also, students are helped on how to improve their academics and having enough rest.

Career Information

Making a career choice can sometimes be difficult. When schools provide the right information to students, it helps them to overcome this challenge. Students, teachers and counsellors were asked how career information is given to students in the various schools. Their responses are as follows;

That's when I was in form one, they organized a program about career opportunities, what we want to become. Sometimes they call experts to talk to us about our career (S9)

That was when we were in form 1, and we were selecting our programmes. We came here with programmes but

they gave us the opportunity to decide whether that's what we wanted to do. So they had the form 2 coming in to tell us about their programmes, (S13)

We encourage students who are very good at handywork to get themselves engaged in those handyworks. Maybe when they go on vacation, they should try to learn how to sew, how to do some paintings work. And also try to make artefact to sell to the public. (T3)

We educate students especially the fresh students about various career opportunities in their programme of study (C2)

However, few students were of the view that career information is not provided. Some expressed that;

No one has told us about the career opportunities in the programme we are studying. If there was a program like that, then I did not hear of it (S11)

I do not know much about career information. Maybe if I want to know then I go and ask my teacher about it (S16)

From the responses, it could be noted that most schools give enough information on career to students especially when they were fresh students. This includes encouraging students to take on careers that they are good at. However, there are a few students who may not know or may have not participated in these talks or programmes.

Personal/Social Information

This subtheme focused on the nature of information sharing about students personal and social issues. These include information on health, relationship, hygiene and family. Respondents' views are presented below;

During devotion, they counsel us. Some of the students are pressured by their peers to do things they don't want to do, so they counsel us that if we know what they are telling us is bad we should not follow it and we should know the reason why we are in school and we should not follow their bad deeds (S12)

We are given information and taught how to lay your bed. Our housemistress mostly talks to us on how to keep ourselves clean. Also, she tells us not to be in a relationship with the boys because that will not take us anywhere (S15)

They do talks on hygiene. They correct us when we are wrong especially our housemistress (S17).

They always educate us and they always talk to us about our problems. They make sure that from experience, they show us how to get over our depressions. (S18).

I know the housemistress and masters give students information on how to keep themselves clean especially the female students. The school sometimes organise talks and give information on personal hygiene too (T5)

I give out information to students about personal hygiene and relationships when we organize talks for them. For

few students who come for counselling, I help them to overcome their relationship/family problems (C2)

However, few of the students revealed they do not receive any personal/social information in their schools.

Actually, we don't necessarily have access to a lot of information, that's my problem with the school. If we will have such special programs, it is someone from outside coming in to tell us. And it takes long for that to happen. They tried it in the dormitories in the beginning, they wanted us to have a talk every Friday about our health, sports, academic works but it did not last. (S7)

No one gives us information about our personal and social issues. We talk to our friend when we have any issue. I don't know if they do it for the females at their dormitory(S14)

From the responses, students are provided with information on how to make right decisions in their lives. They were briefed on ways of ensuring their friends do not lead them in to situations they would regret after leaving their schools. Also, they were advised not to put too much pressure on themselves so as not to engage in acts they would regret later. This helps them to focus on their education which is the main reason they are in school. Students revealed that they receive information on personal hygiene as teachers and counsellors expressed the same view. Few students however were not very sure this information is provided.

Research Question Three: *How is Counselling Service implemented in Senior High Schools in Akuapem North Municipality?*

The aim of research question three was to find out how counselling services are implemented in schools. This research question had one theme which is the counselling services and three sub themes were revealed under it. These are academic, career and personal/social counselling. Results on these three categories are presented with supporting responses from the respondents.

Academic Counselling

This subtheme is considered students, teachers and counsellors' views on how students are helped to overcome academic problems or how academic counselling is offered. The responses from students, teachers and counsellors are presented below;

When we go to the counsellor, he takes his time to guide us on how to learn. Maybe we are not learning very well and he will ask us questions and based on the answers he will tell us the things to do. But they come to each class and talk to us. Sometimes we go to the Westley Hall and then they talk to us every Wednesday (S3)

If we have an academic problem, like studying mathematics, we are advised by the counsellor to make mathematics one of the frequent subjects on our personal time table. So that we get to solve more mathematics questions to overcome that problem. (S5)

I have never sought counselling but I have friends who have. There is this one girl who had problems with her

academics and she didn't know what to do. So, she went to the counsellor and along the way he helped her in drawing time table (S7)

Teachers and counsellors try to see where our problem is and make sure we learn better. They also show us how to make our timetables (S9).

When a student is facing a problem in his or her academics, the counsellor invites him, then gives the person the counsel the student on how to go about with his studies. Then behaviours to put up to help the person in his or academic week to improve performance (T4)

Students face academic problems and they do not know how to manage their time for studies. If a particular student is identified, he/she is invited for academic counselling. Other students seek academic counselling without being referred. They are mostly thought how to draw their own personal timetable (C1).

Most of the students were of the same view that they are helped to overcome their academic challenges. The responses show that when students have challenges with their academics, such as not performing well, their counsellors help them to come up with solutions to solve such problems. One of such solution is dedicating enough time on a personal timetable to focus on the subject that the student is not doing well. Teachers and counsellors confirmed the expressions of the students by sharing similar views.

Career Counselling

This subtheme sought to find out if counsellors help students with their career decision and paths. Students were asked if they are guided on their career paths. Teachers and counsellors were also asked how career counselling is implemented. Responses revealed are below;

Someone may be an athlete, footballer and singer, so the counsellor encourages us to do what we like most. The counsellor encourages us to follow our dreams. They mostly organize us at the assembly hall and counsel us (S5)

If a student is someone who can play football very well and is not confident. The counsellor will encourage and give the person the empowerment to do it (S7)

The counsellor keeps reminding us that some people are not just all about academics. They told us that there are talents in us so we shouldn't be afraid of exploring them. The counsellor come to the Wesley Hall occasionally to advise us on it(S8)

Students who seek career counselling are guided on how to choose a career by the counsellor. But we do organise career programs for all students because most of them do not seek career counselling (T6)

I make the student know what he or she is capable of or what is of interest to the student. So that the student will focus more on it either it is a subject or something he/she loves to do

(C2).

Responses revealed by students, teachers and counsellors show that counsellors help students to fulfil any potential they may have and guide them on their career path. The counsellor also helps the students to pursue their dream in their chosen area. Teachers also had similar responses which says most of students do not seek career counselling.

Personal/Social Counselling

This subtheme focused on how personal/social counselling is implemented in the schools. Students, teachers and counsellors were asked how personal/social counselling is offered in the school. The statements below highlight the views of participants.

When a student loss a parent and goes to the counsellor, he will counsel the person very well to be fine. I heard his counselling is very effective (S1)

We only go to the counsellor when we have personal problems. Like when a student is facing something or any challenge the person goes to see the counsellor. She also counsels us to do the right thing during programs (S3)

If any of us faces any problems and goes to see the counsellor, the counsellor then talks to the person about the negative effect that it will have on his/her academics life (S11)

With emotional problems, the counsellor asks our problems and tries to find a solution. The counsellor also checks whether the solution has helped us and if not, he always continues to make sure that we are okay and better. (S17)

A teacher noted;

I know the counsellor is doing a good job at ensuring that the students are emotionally stable for better academic performance. The counsellor counsels students who comes to her. But most of the student do not seek counselling (T1)

A counsellor expressed that;

Most of the students do not come and share their problems. The few who come are helped to overcome their predicaments. Sometimes, students are referred to me and I also invite others for counselling (C2)

However, a students revealed that;

As for me personally I have not gone to the counsellor others have gone to the counsellor but they wouldn't tell you how it was done (S2)

In relation to this subtheme, students revealed that their counsellors help them with personal problems so that it does not affect their academics. When they have any challenge, emotional problems such as losing a loved one, their counsellors help them to overcome these challenges in order to focus on their academics. Teachers and counsellors also indicated that personal/social counselling is well implemented although some students do not open up and seek counselling. However, they try their best to help students to overcome any problem.

Research Question Four: *What is the extent to which Follow-up Service is implemented in Senior High Schools in Akuapem North Municipality?*

Research question four sought to find out the extent to which follow-up service is implemented in Senior high schools in Akuapem North Municipality.

There were a total of three categories under this theme (Follow-up service). This included follow-up after orientation, follow-up after counselling and follow-up after referral. Statements were used to support each category.

Follow-up After Orientation

This subtheme was to find out if teachers and counsellors follow-up on fresh students to know how well they are adjusting to the school environment after orientation. Students were asked if teachers and counsellors follow-up after orientation. Teachers and counsellors were also asked how they follow-up on student after orientation.

No one asks us how we are adjusting to the school environment after the orientation (S10)

Teachers and counsellors ask us how we are doing when they see us around but they do not ask how well we are coping with the new environment(S13)

Even the orientation is not that intense so we ask a senior the location of a facility when we want to access it. And no one asks us anything about adjusting to the school environment (S15)

Students are left in the hands of their seniors, housemistress and master after the orientation. Teacher do not normally check on how fresh students are adjusting after orientation(T14)

I sometimes ask fresh students how they are faring. I only do that when I see them around or in a state that I feel something might be wrong

(C2)

The responses from students, teachers and counsellors show that there is no follow-up after orientation. Students are left on their own after the orientation services.

Follow-up After Counselling

This subtheme sought to find out whether counsellors got in touch with counselees after counselling. Students were asked if counsellors follow up after counselling. Teachers and counsellors were also asked if there is a follow up after counselling.

The counsellor follow-up after counselling. When someone visits her office, she checks up on the person next day. The next day she will come to the class to look for the person or ask that someone calls the person for her. But it is just for some few days after the counselling. I have seen the counsellor waiving at my friend and asking her for feedback (S9)

Sometimes, when the counsellor sees you, he will ask you how are things now. If the person says things are not well, he will counsel you again or maybe the person needs money, the counsellor helps (S11)

The counsellor checks up on the students they counsel to make sure everything is fine with the students. It is to make sure if the particular student still needs help or not (T4)

I do follow-up after counselling. These students find it difficult to come for counselling so when they do, I make sure they have been able to overcome their challenges. I sometimes go to their classes to look for them after the counselling. After sometime after counselling, I give them time to think about the issue very well, so that students can take good decision. So I follow-up to find out the decision they have taken (C3)

Although, the teachers and school counsellors revealed that they do follow-up after counselling, most of the students indicated that counsellors do not do follow-up on them.

I have not gone to the counsellor before but after the talk they organise for us, no one checks on us. Maybe they follow-up on those who go to the counsellor's office (S6)

I have been counselled before but the counsellor did not follow-up. He only asks me how I am doing when he sees me in public. So if things are not going well I cannot tell him (S7)

I am not sure if there is a follow-up after counselling. I have not been counselled before but when they do programs for us, the counsellor do not ask about it again. I even know someone who went for counselling but the counsellor has not checked up on him (S9)

From the responses, while few students knew that counsellors got in touch with counselees, majority of the students revealed they did not know whether the counsellor does so or not. However, the teachers and counsellors indicated that they do follow-up after counselling.

Follow-up After Referral

This subtheme was to find out if teachers and counsellors follow-up on students after they refer students to other professionals for help. Teachers and counsellors were asked if they do check up on students who are referred. Students were also asked if teachers and counsellors do follow-up after they are referred.

If a student is taken to the hospital, the teachers check up on the students till he/she is brought back to the school. The housemistresses also make sure that particular student is taken care of in the dormitory (S4)

When a teacher refers a student to the counsellor, he/she follow-up on the student from the counsellor. Especially when the problem is a relationship problem. I am sure the teacher follow-up from the counsellor because he/she wants to find out the details. It happened to one of my friends (S12)

I know when a student is taken to the infirmary, the housemistress or the teacher who was around follow-up to check on the student (S14)

Teachers and counsellors do follow-up. We follow-up on students who are referred to the counsellor and also to the infirmary. We make sure students are feeling better after they have been taken to the infirmary or hospital (T5)

I do follow-up on students who are referred mostly to the hospital for health treatment. I check up on them after they are brought back to the dormitory too (C1)

Students revealed that tutors and counsellor's follow-up on students referred to the infirmary or hospital. They mostly do the follow-up when a student is not well. Tutors and counsellors confirmed what the students expressed.

Research Question Five: *How is Placement Service implemented in Senior High Schools in Akuapem North Municipality?*

Research question five sought to find out how Placement Service is implemented in Senior high schools in Akuapem North Municipality. There were a total of three categories under this section. This included placement in Social placement (Literary Group (LG), placement in Debate Club and placement in Sports Team), Educational Placement and career placement.

Social Placement

Placement in Literary Group (LG)

This subtheme presents results on how the schools place students in Literary Group (LG). The LG is a group in the school that consists of choreographers and the drama club. Students, teachers and counsellors were asked how students are placed in the LG

We are asked to join any group we want to including the LG. But the teachers see LG members as bad students so some students do not want to join the group (S4)

The counsellor encourages us to join the LG to explore our talents. Some students join and other do not even if they know how to dance and act (S13)

They tell us to join but if a student joins and do not know how to dance or act, he/she will be excluded during

rehearsal. This is because they want students who are already good at dancing and acting (S17)

Majority of the teachers and counsellors expressed that students are allowed to join any group of their choice. They expressed that;

Students are allowed to join any group they want to. We tell them to do so because some may be good in that aspect

(T4)

I mostly encourage students to join the LG to explore their talents. But some feel shy to join because they do not believe in themselves. Others think they will be tagged as bad or stubborn students (C2)

It is evident that students are given the free will to join the LG. However, some feel they will be called bad students if they do probably because the group has been tagged as a bad group in the school.

Placement in Debate Club

This subtheme presents results on how schools place students in Debate Club (DC). Students of all academic levels may improve their oral skills in a fun setting by joining a debate club. A variety of exercises may be utilized to assist students in developing their critical thinking and self-assured communication skills. Students, teachers and counsellors were asked how students are placed in the DC.

We are told to join the debate club but if I am not good in communication I will not join. They select some good students to join too (S1)

Although they said we can join the club, those who like public speaking only join. If a teacher sees you are good in public speaking, he/she will invite you to join the club (S5)

It is mostly students who are good that join the debate club especially the brilliant students who are also good in public speaking. But when we came to the school they told us to join if we want to (S7)

Teachers and counsellors said that they encourage students to join the debate club. They indicated that;

We tell all students to join if they want to. But if we find a student who is good in speaking we recommend that he/she join the club (T3)

I tell students to join the club. I encourage them to engage in activities like joining the debate club to keep them occupied. This will even prevent them from joining bad company in their free time (C1)

From the responses, it can be said that students are given the opportunity to join the debate club if they want to. They are encouraged to join the debate club by teachers and counsellors.

Placement in Sports Team

This subtheme presents results on how schools place students in Sports Team (ST). The sports team is a collective group of persons who participate in team sports. Numerous sports teams exist, including those for football, basketball, lacrosse, hockey, etc. Students, teachers and counsellors were asked how students are placed in the ST.

They tell us to join the sports team if we are good in sports but they select those who are good in sports for the sports team (S2)

The Sports Team is for students who are really good in sport. Even if a student joins and the person is not good, he/she will be eliminated. But when we came, they told all of us to join. Maybe it was to select those who are good in sports (S6)

They select students who are good in sports for the team and most of them are not good in class (S8)

The teachers and counsellors also said that;

The team will represent the school in games so we have to get the best people on board that is why we select students who are good in sports. Although we ask all students to join the sport team if they want, we make our selection (T6)

I know the school selects students who are good to join the sport team. I encourage students who are good to join the sports team during talks especially career talks (C1)

Students who are good in sports are selected to join the schools sport team. This was revealed by majority of the students, teachers and counsellors who were interviewed.

Educational Placement

Educational placement plays a crucial role in shaping the academic journey of students. It involves the process of determining the most suitable courses or programs for individual students based on various factors such as their academic performance, aspirations, and preferences. The goal of

educational placement is to ensure that students are placed in courses that align with their abilities and future goals, ultimately fostering their academic success. In this context, the provided statements from participants shed light on the dynamics of educational placement in a school environment.

They encourage people on the course they're supposed to offer with their grade. Some people think they're not capable of offering, for example, science with their grade. So based on their performance, the teachers will encourage them to choose a particular course or change their course to a new one (S2). Most of the time, they receive guidance on what they're capable of. If you know you're capable of this, then choose this. Alternatively, they are being instructed on the cut-off points at a university. As a result, students have been advised to work hard in order to meet the programme cutoff points for reading at the university level. (S11)

Sometimes, when a new student comes, because his or her friend is in the general arts, she'll try to go there, but when the teachers go to their classes, they'll teach them whether the course they have taken will help them or not. After this, they'll realise that the course is not in line with their aspirations and go back to where their aspirations lie. (S8)

I assess students' academic performance and interests, especially during the initial weeks. If a student is struggling or expresses different aspirations, I communicate with them and provide recommendations for course placement. Collaboration

with counsellors and the head teacher helps ensure alignment

with their abilities and goals (T4)

I conduct individual meetings with students who have challenges with their academics to understand their interests and challenges. I review their academic records and test scores and work closely with teachers and the head teacher to recommend course placement that aligns with their goals, aiming for informed decisions (C2)

The insights provided by the participants emphasize the significance of thoughtful educational placement. This process is not merely about assigning students to courses but rather a dynamic and responsive approach that takes into account individual strengths, ambitions, and potential. Teachers and school administrators play a pivotal role in guiding students toward courses that align with their capabilities and aspirations, thereby setting them on a path towards academic achievement and personal fulfilment. Educational placement is not static; it allows for adjustments and changes based on student needs, ensuring that they are well-positioned to pursue their chosen paths with confidence and enthusiasm.

Career Placement

Career placement is a crucial aspect of a student's educational journey, as it lays the foundation for their future professional endeavors. It involves a collaborative effort between teachers, students, and counselors to explore, assess, and guide students toward suitable career paths. This process is essential for helping students align their educational choices with their passions, strengths, and long-term aspirations. In the following discussion, insights from

a teacher, a student, and a counselor shed light on their respective roles and experiences in the career placement process.

In career placement, I play a role in helping students explore potential career paths through classroom discussions and educational activities. I offer insights into the educational requirements and skills needed for various careers.

Additionally, I encourage students to pursue their passions and strengths, providing guidance on relevant courses and extracurricular activities that can align with their career aspirations (T2)

I attend career counselling sessions to explore different career options and learn about the job market. It helps me understand my strengths and interests better. I also take advice from teachers and counsellors on which courses to take to prepare for my desired career (S5)

I provide one-on-one counselling sessions to assess students' interests, skills, and values. We discuss career goals and potential pathways, considering factors like educational requirements and job prospects (C3)

The collaboration among teachers, students, and counsellors in career placement plays a pivotal role in shaping students' futures. Teachers offer valuable insights into educational requirements and skills needed for various careers, while encouraging students to pursue their passions and strengths. Students actively engage in career counselling sessions to explore diverse career options, gaining a deeper understanding of their own strengths and

interests. Counsellors provide one-on-one guidance, assessing students' interests, skills, and values, and helping them set clear career goals and pathways.

Research Question Six: *What are the challenges faced in implementing Guidance Services in Senior High Schools in Akuapem North Municipality?*

Research question six sought to find out the challenges faced in implementing guidance services in the Senior high schools in Akuapem North Municipality. Head teachers (H), teachers (T) and counsellors (C) were interviewed to expressed the challenges faced by them in the implementation of guidance services. Three subthemes emerged under this theme. These are inadequate facilities and resources, inadequate time for guidance services and lack of support.

Inadequate Facilities and Resources

The first subtheme under the challenges faced in the implementation of guidance services is inadequate facilities and resources. The respondents revealed their views on whether there were adequate facilities for counselling;

We do not have adequate facilities. Apart from the room for counselling we do not have any other facility for guidance services. There are certain things like materials to help with the services but we do not have. But all the same, we are managing (C2)

There are no proper facilities and resources. In order to make guidance services effective we need adequate facilities and resources for the implementation (T5)

Resources like funds is what we are lacking, we cannot bring in experts to talk to students. We cannot organise as many programs as it should be because we do not have the necessary fund. It has become a worry (H1)

The respondents expressed that, there are inadequate resources in their schools. This is making the implementation of guidance services to be ineffective.

Inadequate time for guidance services

The second subtheme under the challenges faced in the implementation of guidance services is inadequate time for guidance services. The respondents revealed their views on whether there is adequate time for guidance services. Counsellors, tutors and Headmasters/Headmistresses revealed that;

The time is a problem. If a student is referred here we don't want it to take the class time. Also, when the school closes, the counsellor will also close, but a student may need the counsellors service after school has closed. So, as I said, time is a problem in this school (C2)

The timetable does not permit guidance programs. We try to make some time for talk shows but it is not enough.

Sometimes, a student will miss a lot in class during counselling (T11)

There no adequate time for guidance services. We mostly talk to student during assembly and that is not enough. The additional role like the classroom work for the counsellor do not give them enough time to offer guidance services (H2)

Majority of the respondents revealed that the time was inadequate for guidance services. They are occupied with classroom work/duties and also the timetable does not give room for guidance services.

Lack of Support

The last subtheme under the challenges faced in the implementation of guidance services is lack of support. The respondents revealed their views on whether there is support for the implementation of guidance services. Respondents revealed that;

Sometimes when I organise a talk for students, I ask some of the administrators to just come and give me their support. Those whom I feel they are well versed in that particular area, I just consult them and then they will just come and help me deliver those talks (C1)

The management support the counsellor in the best way we can in the implementation of guidance services (H7)

However, other counsellors and a teacher revealed that although the management is ready to help, the support from the management is not enough.

When it comes to money to print out certain things for the students, the school is able to provide, although it is not adequate (C1)

The school administration itself is struggling but when the need arises, the school administration is ready to support. I cannot really say the support is enough but they are trying their best (C3)

*I do not think the support for the implementation of
guidance service is enough (T18)*

There were mixed opinions on whether management provided help to counsellors. This means that management has not been very effective in helping counsellors. Most students asserted that they do not have adequate facilities, adequate time and lack the requisite support and these negatively affected the effectiveness of guidance services.

Discussion of Results

Implementation of Orientation Services

Three subthemes emerged under the orientation services. These included welcoming new students, organising talks for students, taking students around physical structures and knowing their rights, privileges and responsibilities. With Orientation services, the responses of the students revealed that the school welcomes them to the school. The school helped them identify their various dormitories as well. The school further introduces them to the rules in the school to prevent them from intentionally breaking these rules. Again, while some students indicated that their schools organised talks for them on various topics such as health, academics, and sports, other students indicated they were not aware of such talks.

Students are also helped to acquaint themselves with their new environment. Their teachers, prefects and other friends they make on their first day of reporting to their new school helped them to acquaint themselves with their new environment. This included places such as classroom, libraries, dormitories, school field, and dining hall. The results also revealed that students are helped to adjust to their school environment. This adjustment helped them

to feel safe, focus on their studies and have a stable social relationship with their peers and to know their rights and privileges. Students were also taught what to do in case any problem arises.

Furthermore, they were made aware that no senior is allowed to bully them, hence, any attempt made by a senior in that regard is reported to the authorities for the right action to be taken. Students were also made aware of their responsibilities as students. The responses from the students were not different from that of the teachers and the counsellors. As they also expressed that fresh students are welcomed to the school and shown the various facilities. One thing the students disagreed with the teachers and counsellors is the talk shows that is organized for them.

The finding of this study is in line with the study by Asamari (2008) which revealed that orientation was the most common Guidance service implemented effectively. Also, the finding of this study is consistent with the study by Kemetse, Nyarko-Sampson, Nkyi & Nyarko (2018) which showed that SHSs provide orientation services effectively. A study by Nyarko (2020) revealed that respondents strongly agreed that orientation service is effectively implemented in their school. the finding of this study is therefore in agreement with the finding by Nyarko, (2020).

Implementation of Information Service

The implementation of information services was effectively done as students revealed that they are given important information concerning their academics. This includes how to prepare a time table for their personal use, encouraging them to do well in their examination. Also, they are provided with information on their health. This includes helping them to balance their

academics and having enough rest. Most schools also gave enough information on career and vocational decisions. This included encouraging students to take on careers that they are good at. However, there were a few students who did not know or had not participated in these talks or programmes.

Again, students were provided with enough information to decide on what to do daily. Thus, they are made aware of each activity and the time it occurs for them to make meaningful decisions on meeting those activities. Participants also noted that they were provided with information on how to make right decisions in their lives. Students were briefed on ways of ensuring their friends did not lead them in to situations they would regret after leaving their schools. This helps them to focus on their education which is the main reason they are in school. The students further indicated that they are taught how to lay bed, personal hygiene and relationship issues.

The teachers and counsellors also confirmed what the students expressed. The finding shows that information service is implemented in the school which is in line with the study by Upoalkpajor, Egglely and Namale (2018). The findings of Duru's study showed that among the various types of guidance services, information service was the most accessed by the students due to its effective implementation. Also this study result is also in line with that of Duru (2019) research findings which revealed that information service was effectively implemented in preventing teenage sexual abuse in high school.

The finding of this study further agrees with the study by Firman and Syahniar (2020) which found that students are aware of the presence of Guidance services (information service especially) in their schools. However, the finding of this study is inconsistent with the study by Namale and Awabil

(2018) which showed that information service was not effectively implemented in the schools.

Implementation of Counselling Service

Counselling services are well implemented in various school for this study. Students who were interviewed revealed that their counsellors helped them with emotional problems so that it does not affect their academics. Thus, when they have any challenge, such as losing a loved one, their counsellors help them to overcome these challenges for them to focus on their academics. Again, students said that when they encounter challenges with their academics, such as not performing well, their counsellors helped them to solve such problems. One of such solution is dedicating enough time on a personal timetable to focus on the subject that the student is not doing well.

Additionally, the respondents revealed that most of their issues were solved by either teachers or their counsellors. Respondents also agreed that counsellors help students to fulfil any potential they may have. For instance, counsellors helped students to pursue their dream in their chosen area. Teachers and counsellors agreed to what the students indicated. This finding of the study is in agreement with the study by Obeng (2020) which showed that counselling service and other guidance services were observed to be available and effectively implemented as majority of the students agreed to that effect.

However, the finding of this study contradicts with the study by Basith and Fitriyadi (2017) which showed that the implementation of the counselling service is not effective. Basith and Fitriyadi went on to say that it could be attributed to factors such as unidentified Guidance teachers' needs, the unorganized planning and ineffective supervision from supervisors on guidance

services. This finding is also not in agreement with that of Rosmawati and Donal (2018) which revealed that counselling service is not effectively implemented. As such Rosmawati and Donal recommended that effective implementation of counselling services at the school will help the students in solving their problems and developing themselves according to their talents and interests.

Implementation of Follow-up Service

With Follow-up Service, students expressed that teachers and counsellors do not follow-up after orientation. They are left to themselves to adjust to the new environment after the orientation. They expressed that teachers and counsellors ask them to report issues they encounter but do not ask them how they are coping. Also, while few students knew that counsellors got in touch with counselees, majority also revealed they did not know whether the counsellor does so or not. Students revealed that teachers and counsellors mostly do the follow-up when a student is not well and are referred to the infirmary or hospital. Teachers confirmed what the students expressed.

However, the counsellors indicated that they do follow-up after counselling service to ensure that the counsellee is better than before. The finding of this study is consistent with the findings of Rosmawati and Donal (2018) which showed that follow-up service has been organised but it is not effectively implemented. The implementation of guidance at schools was not appropriate because of the workload of counsellors. The finding of the study is also consistent with Ruttoh (2015) which showed that follow-up services as well as other Guidance services were not effectively implemented as scheduled in the schools.

Additionally, the finding of the study is in line with the study by Gudyanga, Wadesango, Manzira and Gudyanga (2015) which showed that follow-up service has not been effectively implemented in most of the schools in their study. The finding of this study is in agreement with the study by Mbongo (2013) which revealed that follow-up service has not been implemented in the schools. It is also in agreement in the study carried out by Pedroso, Tangco-Siason, Ortizo-Roces and Magramo-Basbas (2022) which showed that the implementation of follow-up service is ineffective. The finding however contradicts with the study by Briones (2018) which revealed that follow-up service is effectively implemented and had significant relationship to the learners' result.

Implementation of Placement Service

In the educational context of the Akuapem North Municipality, students' placement is a multi-faceted process encompassing social placement, educational placement, and career placement. Socially, students have the freedom to join various groups such as the Literary Group (LG), Debate Club (DC), and Sports Team (ST), but perceptions and stereotypes within these groups sometimes influence their choices. Educational placement involves aligning students' course selections with their capabilities and aspirations, with teachers and counsellors playing pivotal roles in guiding students to choose suitable paths based on their grades and potential. Career placement is a collaborative effort, where teachers, students, and counsellors work together to explore and match students' interests and strengths with potential career paths, ensuring they make informed decisions about their future careers. These processes collectively shape students' academic and professional journeys,

emphasizing the importance of individualized guidance and flexibility to nurture their talents and aspirations.

The finding of this study is in line with Sackey, Bentil and Asiedu (2020) which revealed that students strongly agreed that guidance services which includes placement service were implemented effectively in their respective schools. The finding of the study is also in line with the finding by Darwin, Farozin and Retnawati (2020) which indicated that placement services were effectively implemented. The result of this study is however not in line Abubakar (2019) findings revealed that most Senior high schools in the District offer guidance services effectively.

To summarise, majority of the respondents who were included in the study indicated that most of the guidance services were effectively implemented at the various Senior high schools. They also attested to the fact it really helped them. This is in line with Maslow's Theory which aims at describing how individuals' needs are met at each stage of their lives.

Challenges in Implementing Guidance Service

Looking at the challenges in the implementation of Guidance services, counsellors, head teachers and teachers all agreed that there were inadequate facilities and resources in their schools. Also, majority revealed the time was inadequate for guidance services. Counsellors are occupied with classroom activities and no time is allocated on the timetable for the implementation of guidance services. There were also mixed opinions on whether management provided help to counsellors. This means that management has not been very effective in helping counsellors.

The finding of this study was in agreement or in line with findings of Boitt (2016) which revealed lack of time and funding, inadequate facilities, uncooperative clients and lack of qualified personnel were among the challenges facing the implementation of the Guidance programme. The finding is also in line with Upoalkpajor, Egglely and Namale, (2018) which indicated that the patronage of the services was low due to factors like accessibility of the services, misconceptions held by the students, issues of confidentiality with the counsellor.

Furthermore, the finding of the study is also consistent with Pedroso, Tangco-Siason, Ortizo-Roces and Magramo-Basbas, (2022) which showed that counsellors were challenged by inadequate support and restrictions in delivering guidance services. The finding is also in agreement with Mbongo (2013) which revealed that teacher counsellors viewed inadequate training in follow-up services and other guidance services, high teaching loads and time constraints, lack of support given to teacher counsellors and lack of resources and facilities as some of the factors impacting the successful implementation of these guidance services.

This study is again consistent with that of Basith (2016) and Mante and Maose, (2021). The study by Basith revealed that the implementation of Guidance services by the teachers still has many weaknesses on each phase of the evaluation, such as not understanding the evaluation models of the Guidance services, how to apply them, and monitoring process that is not done deeply and in detail. Mante and Maose who conducted a similar study and found out that there were challenges in implementing Guidance services at the various

academic institutions. These challenges included inadequate time, lack of skilled counsellors, lack of infrastructures, etc.

However, the finding of this study did not corroborate or did not agree with finding of Asiedu-Yirenkyi, Kyere and Ofori, (2019) which found that counsellors were untrained, while about half of the schools did not have counselling offices. The finding of the study is not in line with the studies by Nyarko, 2020; Firman and Syahniar, 2020; and Briones, 2018 whose findings in the various studies showed that there was little or no hinderances and challenges in effectively implementing guidance services at the various academic institutions. As such, guidance services were observed to be successfully carried out in such studies. The findings of this study is again inconsistent with the study by Nyarko (2020) which also revealed that the main resources available for the effective running of guidance services in senior high schools in Cape Coast Metropolis were the counselling office, professional counsellor and a large hall or assembly hall.

In summary, various challenges such as inadequate facilities, inadequate skilled counsellors, inadequate funds etc. existed which hindered the success rate in carrying out guidance services at the various SHS. The Kirkpatrick evaluation model discusses the relevance of evaluating actions. The model directs all guidance and counselling professionals to evaluate the various guidance services in schools and find solutions to the various challenges.

Chapter Summary

This chapter reported the results and discussion of the study. The result of the study showed that majority of the participants' believed that guidance and counselling were mostly implemented effectively in senior high schools with

only few responses indicating otherwise. The results also revealed that there were challenges in effectively implementing Guidance services in the Senior high schools. These challenges included but not limited to insufficient funds, resources, poor infrastructure, lack of skilled counsellors and poor school and governmental efforts in ensuring a better offering of guidance and counselling in schools. Lastly, the results also revealed that inadequate funds, resources, infrastructure and skilled counsellors are amongst the various methods to improve successful implementation of guidance services in the various senior high schools.



CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

This chapter entails the summary, conclusions, and recommendations of the study. It also provides brief description of the purpose of the study, research methods and research questions that guided the study. Finally, it presents implications for counselling and suggestion for additional studies.

Overview of the Study

The purpose of the study was to evaluate Guidance services in Senior high schools in the Akuapem North Municipality. The following research questions guided the study;

1. How is Orientation Service implemented in senior high schools in Akuapem North Municipality?
2. What is the extent to which Information Service is implemented in senior high schools in Akuapem North Municipality?
3. How is Counselling Service implemented in senior high schools in Akuapem North Municipality?
4. What is the extent to which Follow-up Service is implemented in senior high schools in Akuapem North Municipality?
5. How is Placement Service implemented in senior high schools in Akuapem North Municipality?
6. What are the challenges faced in implementing Guidance Services in senior high schools in Akuapem North Municipality?

The theoretical review which underpinned this study covered the following theories; Abraham Maslow Needs Theory and Kirkpatrick's Evaluation Model. The conceptual review covered the following sub-topics; The concept of Guidance, Overview of School Guidance Services, Types of Guidance services in schools, Administration of Guidance Programmes, Importance of Guidance Services, Benefits of Evaluating School Guidance Services, Factors Affecting Effective Guidance in Senior high schools. Whereas, the empirical review was done based on the objectives.

This study adopted the phenomenological research design. The researcher purposively selected and interviewed 10 respondents from each school to get 30 respondents for the study. This included 1 Headmaster/Headmistress, 2 tutors, 1 Counsellor and 6 students (3 males and 3 females each) from SHS 2 in each school. Reflexive thematic analysis was used to analyse the data collected from the research questions.

Summary of Key Findings

The following major findings emanated from the study.

1. The study revealed that orientation service was effectively implemented in the senior high schools.
2. The study revealed that information service was effectively implemented in the senior high schools.
3. The study revealed that counselling service was effectively implemented in the various senior high schools.
4. The study revealed that follow-up service was not effectively implemented in the various senior high schools.

5. The study revealed that placement service was effectively implemented at their respective senior high schools.
6. The study revealed that there were challenges in the implementation of the guidance services. Most participants opined that inadequate facilities and resources, inadequate time for guidance services and lack of support were hindrances to effective implementation of Guidance Services. Thus, although some guidance services were well implemented, with the exception of follow-up service, they could be improved with the provision of these resources.

Conclusions

According to the findings of this study, the following conclusions were made:

Orientation Services:

Orientation services in senior high schools encompass various essential aspects to welcome and integrate new students into the school community. It involves acquainting students with their dormitories, physical structures, and school rules to prevent any unintentional rule-breaking. Additionally, schools often organize talks covering diverse topics such as health, academics, and sports. However, the effectiveness of these talks may vary, as some students are unaware of them. Overall, the orientation services help students feel welcomed, safe, and knowledgeable about their rights, privileges, and responsibilities.

Information Service:

The implementation of information services in senior high schools proves to be beneficial, as students receive valuable guidance regarding academics, health, and career decisions. They are encouraged to create personal timetables and focus on their studies to excel in examinations. The information

provided aids them in making informed daily decisions and navigating relationships to stay focused on their education. Furthermore, students are taught essential life skills, such as maintaining personal hygiene and dealing with emotional challenges, ensuring holistic development.

Counselling Service:

Counselling services play a crucial role in supporting students' emotional well-being and academic success. School counsellors assist students in overcoming emotional problems and challenges, such as the loss of loved ones, to maintain their academic focus. When facing academic difficulties, students can rely on counsellors for practical solutions, such as dedicating more time to subjects they struggle with. Additionally, counsellors help students explore and pursue their passions, nurturing their potential and guiding them in making important life decisions.

Follow-up Service:

Unfortunately, the follow-up services provided by teachers and counsellors seem to be lacking after the initial orientation. Students report that they are not regularly checked upon to see how they are coping with their new environment. Although they are encouraged to report any issues they encounter, there appears to be a lack of consistent communication and support. Some students are unaware of whether counsellors maintain contact with them after the initial orientation, suggesting a need for improved follow-up mechanisms.

Placement Service:

In conclusion, the student placement processes in Akuapem North Municipality schools cover various facets, including social, educational, and career placement. Students have the freedom to choose groups like the Literary

Group, Debate Club, or Sports Team, but societal perceptions can influence their choices. Educational placement aligns courses with students' abilities and aspirations, with teachers and counselors guiding them based on their performance and potential. Career placement is a collaborative effort, involving teachers, students, and counselors, aimed at helping students explore and select career paths that match their interests and strengths. These processes emphasize individualized guidance, flexibility, and informed decision-making to empower students for academic success and fulfilling professional journeys, reflecting a commitment to nurturing talent and preparing students for a successful future.

Challenges in Implementing Guidance Service:

Various challenges hinder the effective implementation of guidance services in senior high schools. Schools face constraints due to inadequate facilities, insufficient resources, and limited funding. Additionally, the lack of enough skilled counsellors negatively impacts the scope and quality of support provided to students. Moreover, the limited time allocated for guidance services on the school timetable further exacerbates the challenges. The lack of strong support from school management for counsellors' roles also contributes to the obstacles faced in delivering comprehensive guidance services.

Implications for Counselling

The following implications for counselling are arrived based on the findings and conclusions of this study:

The effective implementation of orientation services suggests that Guidance and Counselling Units should not rest on their laurels but strive for continuous improvement. Utilizing resources such as updated orientation handbooks and workshops for orientation facilitators, in line with Ghana's

national Guidance and Counselling Policy, can enhance the delivery of orientation services. These materials should incorporate key information about the school's rules, regulations, academic programs, and support services, ensuring that new students have a seamless transition into the school environment.

Expanding Information Services: Since information services were effectively implemented, the Guidance and Counselling Units should take proactive steps to organize more informative talks and sessions for students. Drawing from educational materials, these sessions can cover a wide range of topics, including academic planning, career exploration, mental health awareness, and study skills. Guest speakers, in compliance with Ghana's educational policies, can be invited to share their insights, providing students with valuable guidance and information.

With the effective implementation of counselling services, the Guidance and Counselling Units should prioritize creating increased awareness of their presence and purpose across schools. This may involve the distribution of informative pamphlets and posters, aligned with the national Guidance and Counselling Policy, as well as organizing parent-teacher meetings to highlight the significance of counselling services. Adequate infrastructure and facilities, supported by government funding, can enhance the visibility of counselling units within schools.

The study's revelation that follow-up services were not effectively implemented underscores the importance of this aspect in counselling. Drawing from the national Guidance and Counselling Policy and teacher-counsellor training programs, counsellors should be encouraged to conduct follow-ups for

all students after any guidance service rendered, not just those referred to the infirmary or hospital. Adequate resources, provided through government funding, should be allocated to support these follow-up efforts, which aim to track students' progress, identify potential challenges, and provide ongoing support and guidance.

Given the effective implementation of placement services, the Guidance and Counselling Units should continue to encourage students to join clubs of their interest, as emphasized in Ghana's educational policies. Building on guidance resources, counsellors should also be equipped with strategies to identify students' talents and interests, placing them in clubs or activities that align with their strengths and passions. This personalized approach, supported by government funding, can maximize students' engagement and personal development.

The study's acknowledgment of challenges affecting the implementation of guidance services highlights the need for higher authorities in senior high schools to take decisive action, in alignment with Ghana's educational policies. Referring to these policies, higher authorities should allocate more funds, resources, and infrastructure to schools. This proactive approach will help create an environment conducive to effective counselling services, in line with the national Guidance and Counselling Policy, and support students' holistic development.

Recommendations

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

1. Orientation Service: To the Ghana Education Service (GES), it is recommended that they continue to ensure the effective implementation

of orientation services in senior high schools. This should include clear guidelines and resources for schools to conduct comprehensive orientation programs for new students, helping them transition smoothly into the school environment.

2. **Information Service:** Head teachers and teachers should collaborate with the GES to enhance information services. This could involve the development of standardized information dissemination methods, ensuring that crucial information reaches all students and parents, and creating a culture of open communication within schools.
3. **Counselling Service:** Head teachers and teachers should work closely with the GES to further strengthen counselling services. This may involve additional training and support for school counsellors, creating a safe and welcoming environment for students to seek guidance, and ensuring that students are aware of the available counselling resources.
4. **Follow-up Service:** The GES should address the issue of ineffective follow-up services by providing clear guidelines and training for teachers and counsellors. Emphasis should be placed on monitoring students' progress, identifying at-risk students, and implementing appropriate interventions to support their academic and personal development.
5. **Placement Service:** The GES should maintain and enhance the effective implementation of placement services in senior high schools. This includes continued support for teachers and counsellors in guiding students toward suitable academic and career paths, as well as providing resources for students to make informed decisions about their future.

6. Challenges in Implementation: The GES should prioritize addressing the challenges identified in the implementation of guidance services. This involves allocating resources for improving facilities and ensuring adequate time for guidance services. Moreover, encouraging collaboration and support among school staff, students, and parents is essential to overcome these hindrances and enhance the overall effectiveness of guidance services in Ghana's senior high schools.

Suggestion for Further Research

1. It was suggested that the study can be replicated on larger sample size by using more students in the various senior high schools.
2. The study can potentially be repeated in several districts and regions in Ghana to determine how effective Guidance Services are being implemented. This will help to make the findings more comprehensive and all-embracing.
3. The approach can also be enhanced by employing the both quantitative and qualitative research approach thus mixed method approach to better investigate the issue of administration and effective implementation of guidance services.

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APPENDICES

APPENDIX A

QUESTIONNAIRES

UNIVERSITY OF CAPE COAST

COLLEGE OF EDUCATION STUDIES

DEPARTMENT OF GUIDANCE AND COUNSELLING

This interview guide is designed to gather information on ‘*Evaluating Guidance Services among Senior High Schools in the Akuapem North Municipality of Ghana*’. Information given is solely for academic purpose. Participation is voluntary, and also the respondent is assured that no information will be revealed to any third party without their consent. Thank you.

SECTION A

DEMOGRAPHIC INFORMATION

Please you are required to tick the appropriate responses.

1. **Gender**

Male [] Female []

2. **School**

Presbyterian SHS [] Methodist Girls SHS [] Okuapemman SHS []

3. **Position**

Student []

FOR STUDENTS

SECTION B

IMPLEMENTATION OF ORIENTATION SERVICES

1. Does the school welcome fresh or new students into the school?

If so, how?

2. Does the school organize talks for fresh or new students on health, academics, sports etc?

If so, how?

3. Does the school encourage fresh or new students to acquaint themselves with facilities such as classroom, libraries, dormitories, school field, dining hall etc?

If so, how?

4. Does the school assist fresh or new student to adjust socially and psychologically to their new environment?

If so, how?

5. Does the school help fresh or new students to know and understand their rights, privileges and responsibility?

If so, how?

SECTION C

IMPLEMENTATION OF INFORMATION SERVICES

1. Does the school provide students with an array of information as far as their academics, health and other important areas are concerned?

If so, how?

2. Does the school provide students with information to make meaningful vocational or career choices?

If so, how?

3. Does the school help students with information to assume more autonomous responsibility, become self-regulatory and become free from ignorance?

If so, how?

4. Does the school provide students with knowledge to prevent wrong decision making which may result in frustration, depression, stress etc?

If so, how?

SECTION D

IMPLEMENTATION OF COUNSELLING SERVICES

1. Does your school have a counsellor?
If so, how?
2. Does the school counsellor counsel you to overcome emotional problems?
If so, how?
3. Does the school counsellor help you to overcome academic and other problems you face as a student?
If so, how?
4. Does the school counsellor counsel students to handle maladjusted behaviours among themselves?
If so, how?
5. Does the school counsellor counsel students to move in the direction of fulfilling their potentials?
If so, how?
6. Does the school practice both individual and group counselling?
If so, how?

SECTION E

IMPLEMENTATION OF FOLLOW-UP SERVICES

1. Does the counsellor get in touch with the counselees after counselling?
If so, how?

2. How long does it take before the counsellor does follows-up on students after counselling them?
3. Is the counsellor able to give further counselling to the counselee who slack into their undesirable behaviour during the follow-ups?

If so, how?

SECTION F

IMPLEMENTATION OF PLACEMENT SERVICES

1. Does the school assist students or place them in courses or programmes that will assist them to achieve their career aspirations or objectives?

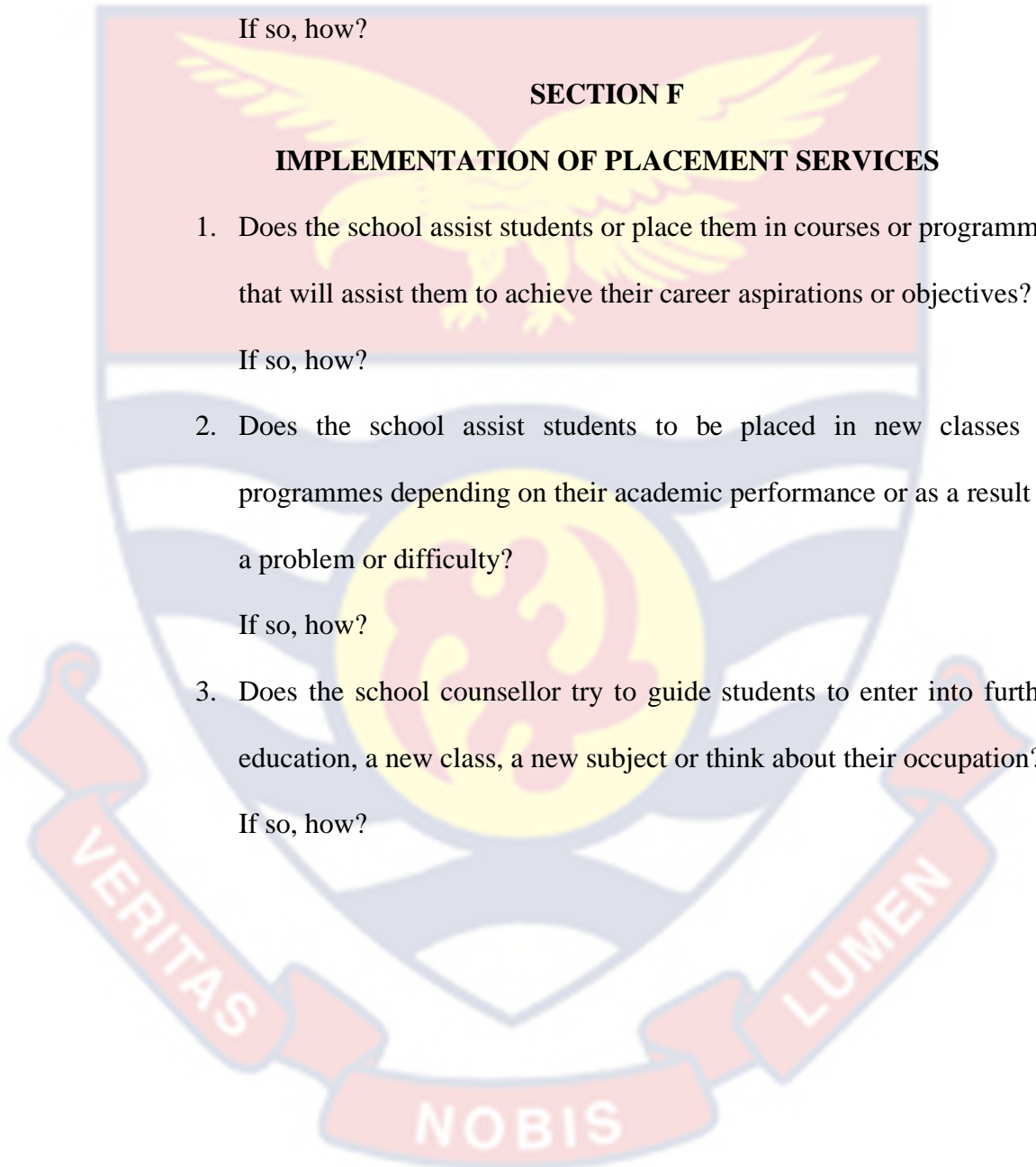
If so, how?

2. Does the school assist students to be placed in new classes or programmes depending on their academic performance or as a result of a problem or difficulty?

If so, how?

3. Does the school counsellor try to guide students to enter into further education, a new class, a new subject or think about their occupation?

If so, how?



FOR HEADMASTERS, TEACHERS AND COUNSELLORS**DEMOGRAPHIC INFORMATION****SECTION A**

Please you are required to tick the appropriate responses.

1. Gender

Male [] Female []

2. School

Presbyterian SHS [] Methodist Girls SHS []

Okuapemman SHS []

3. Position

Head Teacher [] Teacher [] Counsellor []

SECTION B**CHALLENGES FACED IN IMPLEMETING GUIDANCE SERVICES**

1. Are there qualified (trained) and skilled guidance co-ordinators for effective guidance services?

If so, how?

2. Are the clients cooperative of guidance services?

If so, how?

3. Are there adequate facilities and resources for effective guidance services?

If so, how?

4. Is there adequate time allocated for guidance services?

If so, how?

5. Does the school administration provide extra or other support for guidance co-ordinators?

If so, how?

SECTION C

IMPROVING GUIDANCE SERVICES

1. Does the school need to allocate adequate funds to guidance services?

If so, how?

2. Does the guidance coordinators need to be open, warm, friendly etc?

If so, how?

3. Does the school need to provide adequate facilities and resources for effective guidance services?

If so, how?

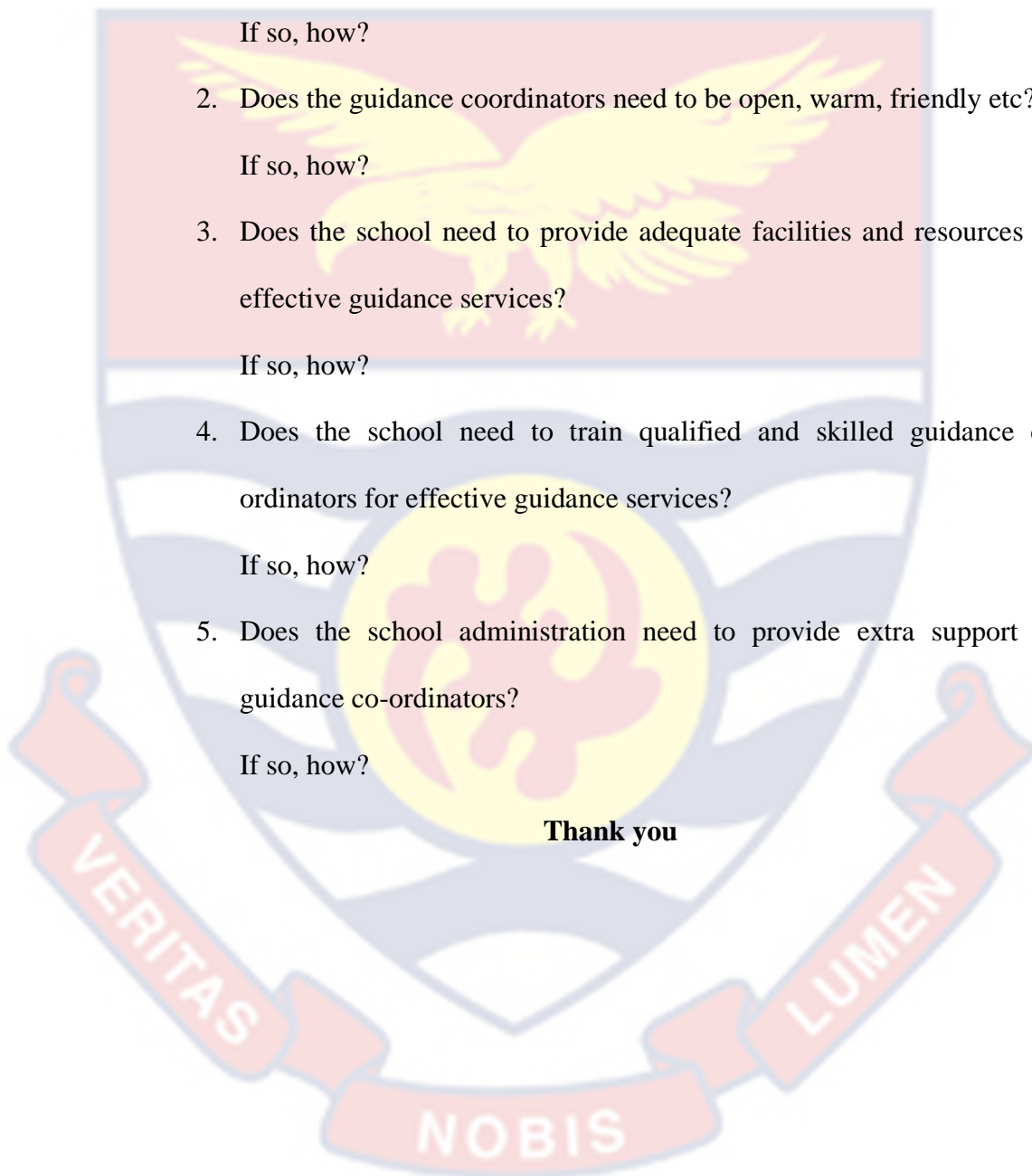
4. Does the school need to train qualified and skilled guidance co-ordinators for effective guidance services?

If so, how?

5. Does the school administration need to provide extra support for guidance co-ordinators?

If so, how?

Thank you



APPENDIX B

INTRODUCTORY LETTER

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

Telephone: 0332091854
E-mail: dgc@ucc.edu.gh



UNIVERSITY POST OFFICE
CAPE COAST, GHANA

Our Ref: DGC/L.2/VOL.1/194
Your Ref:

July 13, 2022

TO WHOM IT MAY CONCERN

LETTER OF INTRODUCTION

We introduce to you, Salome Yirenskyiwa Asiama-Kisiedu a student pursuing an M.Phil programme in Guidance and Counselling at the Department of Guidance and Counselling of the University of Cape Coast. As a requirement, she is to submit a thesis on the topic: *"Evaluating Guidance Services Among Senior High Schools in the Akuapem North Municipality of Ghana"*. We are by this letter affirming that, the information she will obtain from your Institution will be solely used for academic purposes.

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

Thank you.

A handwritten signature in black ink, appearing to read 'Stephen Doh Fia'.

Dr. Stephen Doh Fia
HEAD OF DEPARTMENT

APPENDIX C

ETHICAL CLEARANCE

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
ETHICAL REVIEW BOARD

UNIVERSITY POST OFFICE
CAPE COAST, GHANA

Our Ref: *CES-ERB/UCC.edu/16/22-56*

Your Ref:

Date: *7th July 2022*

Dear Sir/Madam,

ETHICAL REQUIREMENTS CLEARANCE FOR RESEARCH STUDY


The bearer, *Salome Y. Asiamah-Kisiedu*, Reg. No. *ET/609/20/0003*, is a
M.Phil. / Ph.D. student in the Department of *Guidance*
and Counselling in the College of Education Studies,
University of Cape Coast, Cape Coast, Ghana. He / She wishes to
undertake a research study on the topic:

*Evaluating Guidance Services Among Senior
High Schools in the Atsuapem North
Municipality of Ghana*

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

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

Thank you.
Yours faithfully,



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

Chairman, CES-ERB
Prof. J. A. Omotosho
omotosho@ucc.edu.gh
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Vice-Chairman, CES-ERB
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