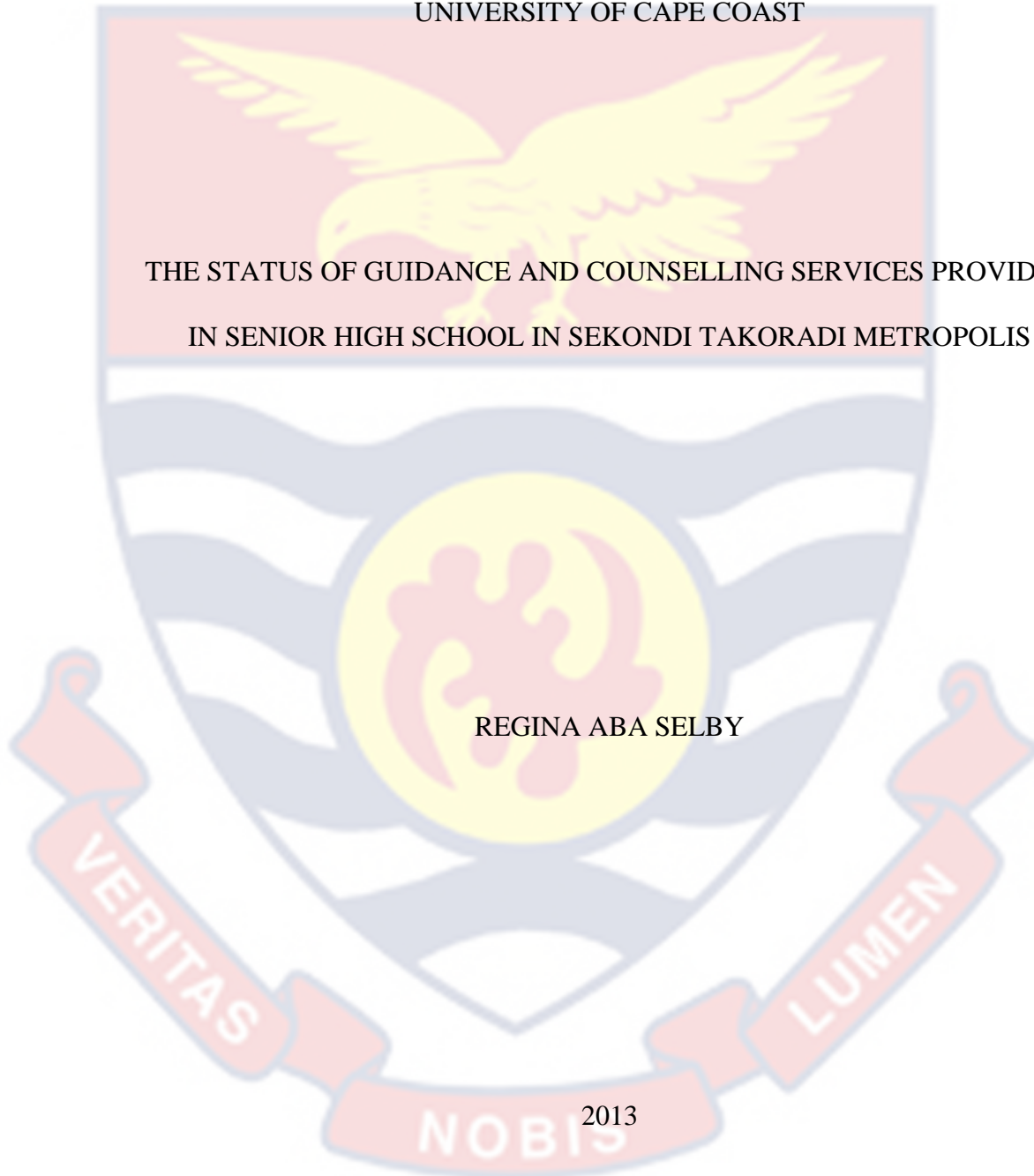


UNIVERSITY OF CAPE COAST

THE STATUS OF GUIDANCE AND COUNSELLING SERVICES PROVIDED  
IN SENIOR HIGH SCHOOL IN SEKONDI TAKORADI METROPOLIS

REGINA ABA SELBY



UNIVERSITY OF CAPE COAST

THE STATUS OF GUIDANCE AND COUNSELLING SERVICES PROVIDED  
IN SENIOR HIGH SCHOOL IN SEKONDI TAKORADI METROPOLIS

BY

REGINA ABA SELBY

Dissertation submitted to the Institute for Educational Planning and Administration of the Faculty of Education, University of Cape Coast, in partial fulfilment of the requirements for award of Master of Education Degree in Educational Administration.

AUGUST 2013

## DECLARATION

### Candidate's Declaration

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

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

Name: Regina Aba Selby

### Supervisor's Declaration

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

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

Name: Mr. Stephen Kofi Atakpa

## ABSTRACT

Evaluating the status of Guidance and Counselling services rendered at Sekondi Takoradi Metropolitan Schools would help reveal its strength and weaknesses to provide recommendations for improvement. This would in turn contribute to the improvement of students' behaviour which will positively affect school attendance and academic standards of education.

The study sample constituted 137 respondents. Lottery sampling was used to sample the students and to allow respondents to have equal chances of being selected. The administered questionnaire and the interview data were transcribed and simple frequency was used for analysis.

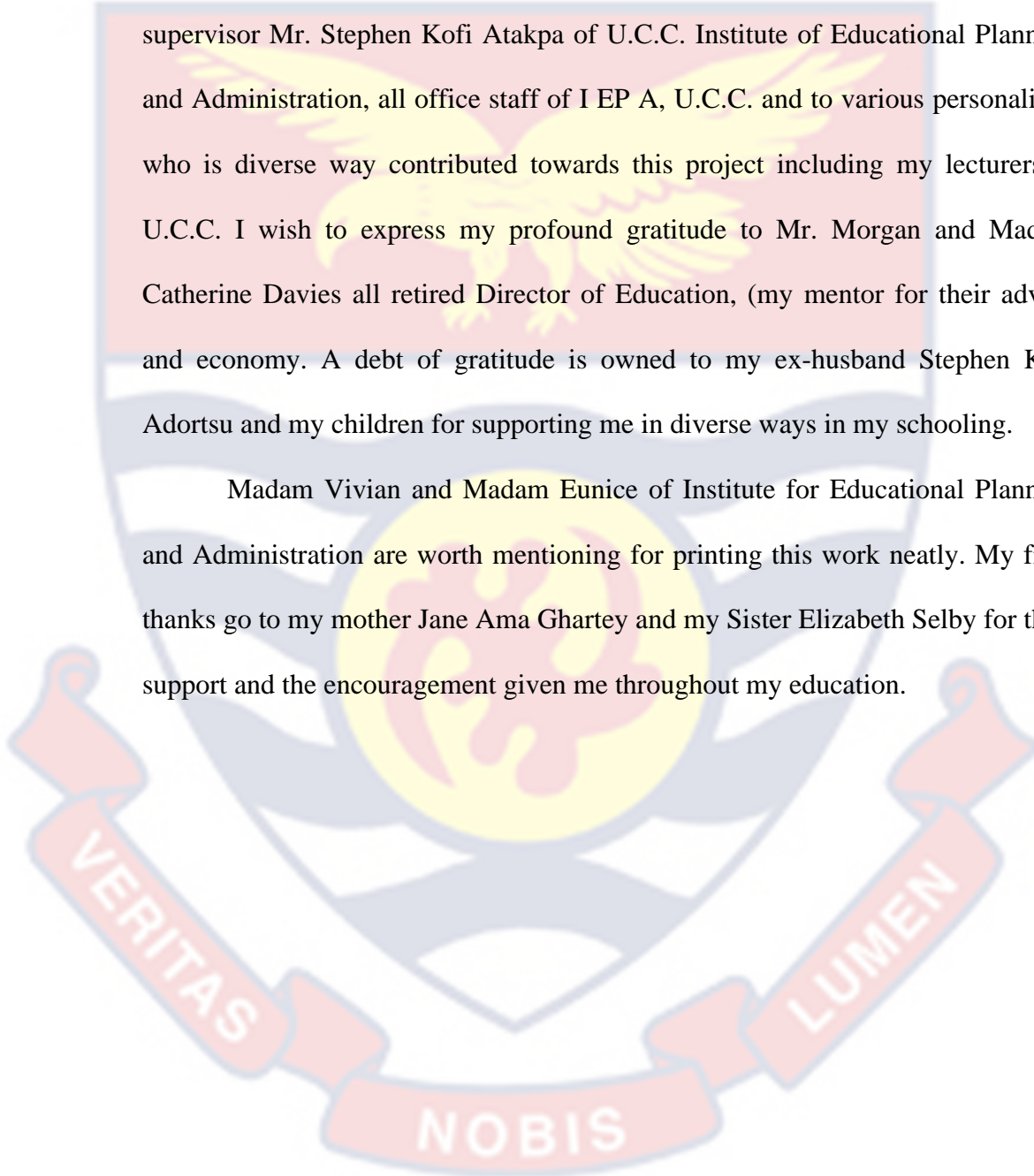
The study brought to the fore the strengths and the weaknesses of Guidance and Counselling Services in the schools. The laudable aims of the Guidance and Counselling Services can be realized if frequent evaluation measures are employed to ascertain the implementation levels of the Guidance Services in the school.

It was recommended that the services need to be strengthened to enable the individual students acquire knowledge, skills and desirable attitudes to help them develop their facilities to maximum, contribute to development and improvement in the quality life of themselves, their society and the nation.

## ACKNOWLEDGEMENTS

My utmost appreciation goes to the Heavenly Father, who has given me life to this day to be of use to humanity. My sincere thanks also go to my supervisor Mr. Stephen Kofi Atakpa of U.C.C. Institute of Educational Planning and Administration, all office staff of I EP A, U.C.C. and to various personalities who in diverse ways contributed towards this project including my lecturers at U.C.C. I wish to express my profound gratitude to Mr. Morgan and Madam Catherine Davies all retired Director of Education, (my mentor for their advice and economy. A debt of gratitude is owed to my ex-husband Stephen Kofi Adortsu and my children for supporting me in diverse ways in my schooling.

Madam Vivian and Madam Eunice of Institute for Educational Planning and Administration are worth mentioning for printing this work neatly. My final thanks go to my mother Jane Ama Gharthey and my Sister Elizabeth Selby for their support and the encouragement given me throughout my education.



## DEDICATION

To my children – Albert Agbeko Adortsu, Alberta Makafui Adortsu, Eugene  
Agbeshie Adortsu and Stephen Elilplim Adortsu.





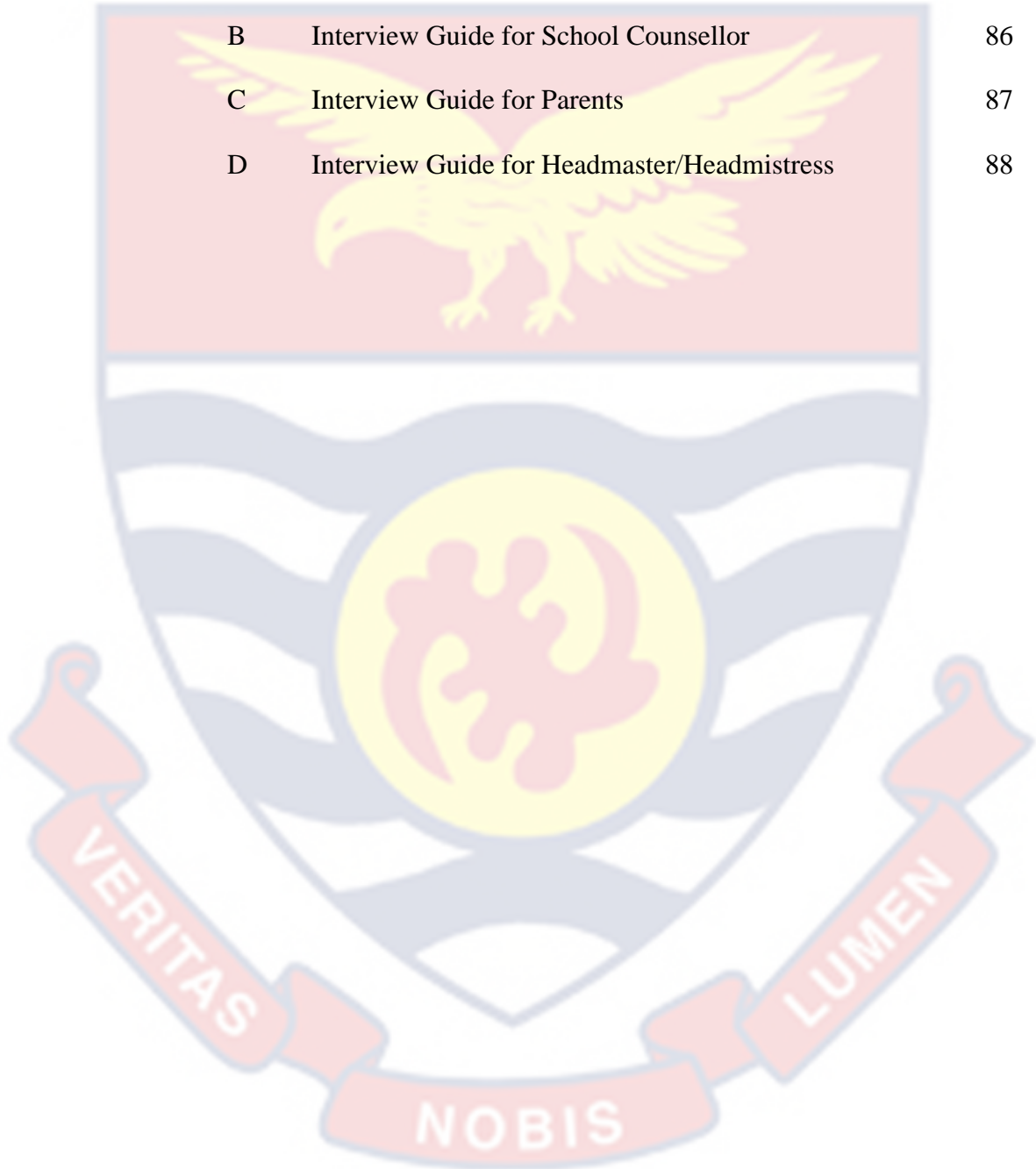
## TABLE OF CONTENTS

	Page
DECLARATION	ii
ABSTRACT	iii
ACKNOWLEDGEMENTS	iv
DEDICATION	v
LIST OF TABLES	ix
CHAPTER	
ONE INTRODUCTION	1
Background to the Study	1
Statement of the Problem	4
Objectives	6
Research Questions	6
Significance of the Study	6
Delimitation of the Study	7
Limitations of the Study	7
Definition of Terms	7
Abbreviations/Acronyms	8
TWO REVIEW OF RELATED LITERATURE	9
Concepts of Guidance and Counseling Services	9
Concepts of Evaluation in Guidance and Counseling	19
The Process Involved in Guidance and Counseling Services	
Provided in School	21

	The Status of Guidance and Counseling Services in Sekondi Takoradi Senior High Schools	26
THREE	METHODOLOGY	31
	Research Design	31
	Population	34
	Sample and Sampling Procedure	36
	Instrument	38
	Pilot-Testing of Instrument	41
	Data Collection Procedure	42
	Data Analysis	43
FOUR	RESULTS AND DISCUSSION	45
	Presentation and Analysis of Results from Questionnaires	45
	Presentation of Interview Results	59
	Identification of Guidance and Counselling services	60
	Nature and Process	61
	Discussion of Results from the Interviews and Questionnaires	66
FIVE	SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	72
	Summary of Key Findings	72
	Conclusions	75
	Recommendations	76
	Suggestions for Further Research	77



REFERENCES	78
APPENDICES	83
A    Questionnaires for Students	84
B    Interview Guide for School Counsellor	86
C    Interview Guide for Parents	87
D    Interview Guide for Headmaster/Headmistress	88



## LIST OF TABLES

Table	Page
1 Programme of Action	28
2 Population Studied	35
3 Distribution of Respondents in the Various Form/Class	37
4 Sex School Cross Tabulation	38
5 Respondents' Responses on Whether they have Heard and Know about Guidance and Counselling	45
6 Respondents' Answer to Whether they Know their School Counsellor	46
7 Respondents' Responses to Guidance and Education and Career Counselling	47
8 Respondents' Responses to Whether or not They had Been Assisted by the School Counsellor in Decision Making	48
9 Respondents' Responses to the Presence of a Counsellor's Office for Counselling Services in the School	49
10 Respondents' Responses to Parents Involvement	50
11 Respondents' View on the Services Provided by the School Guidance Counsellor	51
12 a Respondents' Responses to Teenage Pregnancy	52
b Respondents' Responses to Drug Abuse Addiction	53
c Respondents' Responses to Absenteeism	54
d Respondents' Responses to Truancy	55
13 a Respondents' Views on Teachers' Regularity at Classes	56

b Respondents' View on Teachers' Attitude to Work	57
14 Respondents' View on Time Spent Studying	58



## CHAPTER ONE

### INTRODUCTION

#### Background to the Study

Guidance and Counselling are two sides of the same coin. The goal in both cases is to give an individual the opportunity to see a variety of options available to him and thereafter, assist the person in making the wisest choice. Guidance is the mechanism put in place at a time a choice is to be made. Guidance service is designed to assist people of all classes including students, Parents, school personnel and communities in providing maximum opportunity for students to obtain an education best suited to their individual potential. Counselling on the other hand;

1. Helps with considering all sides of a potential choice even before the choice is made.
2. Takes place when a choice has been made and there is a need to modify, reinforce or abandon such a choice (Deck, 1999).

Counselling may also refer to a process that focuses on enhancing the psychological well-being of the client, such that the client is then able to reach his/her full potential. Evaluation exercise in guidance and counselling refers to the periodic appraisal of the guidance services in order to discover any lapses in various aspects of the services and assess whether the goals set are being achieved or not.

Guidance services are meant to effect behaviour change and evaluation exercise provides a way of finding out whether there has been behaviour change or not. Guidance and Counselling service, a prominent feature in our lives, dates from time immemorial. Its origin may be traced to the early Greeks, Romans, and Egyptian communities. These groups of people started guidance services as, directing the individual to develop his/her potentials to maturity, which aim at perusing different types of occupations as well as becoming useful to themselves and their community as a whole.

In countries, like United State of America (USA), Guidance and Counselling started as a humanitarian movement to help the poor and those suffering in societies to adjust and live useful lives. This happened at a time when there was a boom in the larger industrial establishments like New York, Chicago and the like, with its associated problems like crime wave, housing problems, unsatisfactory working conditions, are but to mention a few. (Taylor & Buku, 2003).

Africa on the other hand, has little literature on the historical development of guidance and counselling. It is believed that the guidance movement in parts of some African countries like Ghana, Nigeria, Togo, Zambia, Kenya, Botswana, Tanzania and others, started as a form of advice given in two broad perspectives, which is traditional guidance and formal organized guidance. The former is initiated or administered by traditional African practitioners like religious leaders, medicine men, chiefs and others, while the latter is administered by teachers, career masters and mistresses and pastors.



Darkwa (1981) in (Taylor & Buku, 2003) believes that, guidance through the ages in Ghana, was voluntary and administered in the school system (2<sup>nd</sup> cycle schools) especially in the boarding schools by heads of institutions, house-masters and Mistresses, teachers, chaplains and even school prefects in the form of:

- a. Providing places and opportunities for the youth to socialize and recreate;
- b. Consulting and advising the youth on financial problems and moral issues.
- c. Organizing orientation programmes for new pupils or students; and
- d. Assisting the youth through Sunday school lessons and discussions to develop normally and spiritually.

This presupposes that, sometimes, guidance duties are or could be assigned to a person who though has other numerous roles, but does not have any professional training in guidance. This situation can be primarily attributed to the lack of availability of highly trained guidance professionals.

To show the importance of Guidance and Counselling services in schools, the Committee on Review of Education Reforms in Ghana (2002) claimed that guidance and counselling is the most important tool that provides the opportunity for individuals to better understand themselves, their potentials and their relationships to the world in which they live. Secondly, it assists students /pupils in the making of choices, plans and decisions, or adjustments to situations in order to develop positive behaviour.

It was pointed out in the report that, lack of guidance and counselling services is the major cause for the rising wave of indiscipline, high rates of



school drop-outs, drug abuse cases and other menaces in schools and society.

It was also realized that, guidance and counselling services in schools have not been effective due to a number of reasons including;

- a. lack of public awareness,
- b. Lack of professional personnel and inadequate funding, etc.

Research in many schools in Ghana indicates the importance of guidance and counselling. However, a cursory observation of Guidance and Counselling Services in Sekondi Takoradi Metropolitan Assembly schools leave much to be desired. It is in the light of these that this study has been designed to investigate and evaluate the status of guidance and counselling services in selected schools of Sekondi Takoradi Metropolis to unearth their effectiveness or otherwise, and make recommendations for improvement.

### **Statement of the Problem**

Guidance and Counselling in Secondary Education occupies a unique position in the educational system of any country. Secondary level of education apart from being a crucial stage in the life of an individual also tends to be the period where pupils are ushered into the crucial period of adolescent stage. They bring into being a host of problems that need to be identified and resolved with understanding. In fact, guidance and counselling at this stage is of great importance in the intellectual, emotional, social and spiritual up bring of the individual.

Makinde (1978), Ipaye (1983), et. al outlined the objectives of guidance and counselling in secondary education as comprising the following:

- a. To assist students acquire as early as possible a positive image of themselves through self-understanding, self direction and skills in problem solving and decision making.
- b. To develop in students an awareness of opportunities in the personal, social, educational and vocational areas by providing them with appropriate, useful and usable information;
- c. To help children relate behaviour meaningfully to cognitive achievement and the chances of success in life.
- d. To help Parents understand their children's educational progresses and problems.

Guidance and Counselling units have been established at the Regional and district headquarters of the Ghana Education Service to promote effective guidance and counselling service in junior and Senior High Schools throughout the country. In the Sekondi Takoradi Metropolitan Assembly schools, some form of guidance and counselling services are being provided.

Recent survey indicates that the rate of indiscipline cases in many of the Senior High Schools in the Metropolis such as truancy, teenage pregnancy and child abuse is on the increase. Various forms of indiscipline are alleged to be adversely affecting the academic performance of students in the Senior High Schools of Sekondi Takoradi Metropolis.

This research, therefore seeks to investigate and evaluate the status of Guidance and Counselling services in the schools to unearth their effectiveness or otherwise, and make recommendations for improvement in students behaviour which will positively affect school attendance and academic performance.

### **Hypothesis**

An evaluation of the counseling services rendered at Sekondi Takoradi Metropolis would help reveal its strength and weaknesses. This would in turn contribute to the improvement of academic standards within the metropolis.

### **Objectives**

1. To examine Guidance and counseling Service provided in S.H.S in the Study area, its nature and processes adopted.
2. To asses academic performance of students in the Sekondi/Takoradi S.H.S.
3. To after suggestions and recommendation for improvement.

### **Research Questions**

1. How are Guidance and Counseling Services provided in the selected senior high schools in the Takoradi metropolis?
2. How are Guidance and Counseling Services provided in the selected senior high schools in the Takoradi metropolis effective?
3. What facilities for Guidance and Counseling Services have the selected senior high schools in the Takoradi metropolis?
4. What are the evidence of impact of Guidance and Counseling Services the selected senior high schools in the Takoradi metropolis?
5. What are the challenges facing Guidance and Counseling services in the selected senior high schools in the Takoradi metropolis?

### **Significance of the Study**

1. The study serves as a resource material that will benefit Guidance Coordinators and Counselors.
2. The study serves as material for further research.

3. It creates awareness about the level of effectiveness of Guidance and Counselling services in Senior High Schools in the Metropolis.

### **Delimitation of the Study**

The study is limited to evaluating the status and processes of Guidance and Counselling services in the Senior High Schools of Sekondi Takoradi Metropolis.

### **Limitations of the Study**

The approach to this study is limited to a number of factors over which the researcher had little or no control over. The process of obtaining data through the method used was not without these excruciating difficulties.

The heavy schedule of the Metro Guidance Coordinator of GES made it impossible for the researcher to have access to some vital information such as lack of adequate information from the Metro office. Interviewees' inability to honour appointed dates and times leading to postponements delayed the collection of data by the researcher.

### **Definition of Terms**

The key terms used in this research have been defined as shown below:

**Guidance**-is a broad term that is applied to a school programme of activities and services that are aimed at assisting students to make and carry out adequate plans and to achieve satisfactory adjustment in life.

**Counselling**-a method of relating and responding to others with the aim of providing them opportunities to explore, to clarify and to work towards living in a more personally satisfying and resourceful way.

**Indiscipline**-is a behavioral disorder that is classified as an act of delinquency, just like, lying, stealing and playing truant or running away from home.

**Evaluation**-concerns the periodic appraisal of the guidance programme in order to discover any lapses in various aspects of the programme and assess whether the goal set are being achieve or not.

**Counselee**-a person who interacts with the Counsellor at an office setting usually with a need that must be met during the process of counseling.

**Guidance Counsellor**-An educational specialist who works in the school setting by helping the students to develop in their direction most beneficial to themselves and their society.

**Client**-The one who has avail him/herself to a Counsellor.

**Process**-As used in the study mean how the Guidance Counsellor or the School Counsellors deliver the guidance services to the students.

**Nature/status** - The practices of the Guidance services in the schools understudied.

#### Abbreviations/Acronyms

SHS	-	Senior High School
SSSCE	-	Senior Secondary School Certificate Examination.
WASSCE	-	West African Senior Secondary School Certificate Exams
SPSS	-	Statistical Package for Social Sciences



## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

In this chapter literature on evaluation of guidance and counseling services is reviewed and presented in four sub-sections:

1. The concepts of guidance and counseling services
2. The concepts of evaluation in guidance and counseling services.
3. The processes involved in guidance and counseling services in general.
4. The status of guidance and counselling services in Sekondi Takoradi Senior High Schools in particular.

#### Concepts of Guidance and Counselling Services

Several views have been expressed by scholars of different schools of thought on what guidance and counselling service is. Some have gone further to show the difference between guidance and counselling services.

The term guidance and counselling service, used synonymously in the literature, refers to a process of helping people by assisting them in making decisions and changing behaviour. The purpose of a guidance and counselling service is to impart specific skills and learning opportunities in a proactive and preventive manner which ensures that all students can achieve school success through academic, career, and personal/social development. As students achieve developmental competencies, their perceptions of themselves and their opportunities should become better defined. (Maddy-Bernstein, 1994)



Concerning guidance, it is an art of supervising a person, nurturing someone to do good, sort of mentoring someone that wants direction with the occasional advice. According to Webster's Ninth new collegiate dictionary, Guidance means:

- a. the act or process of guiding
- b. advice on vocational or educational problems given to students
- c. the process of controlling the course of a projectile by a built-in mechanism"

Reading through the Webster's Ninth New Collegiate dictionary, one can find several indications that, the first definition does not explain much, and students are not considered as projectile as referenced in the third definition. It is also indicated that counsellors do so much more than to give educational and vocational advice. The term 'student service department' and 'School Counsellor' are more appropriate descriptions. These are the terms currently used both in higher education and in the counselling field as indicated in the dictionary.

Makinde (1983) claims that, the face value meaning of the term guidance is derived from its root word "guide" which means direct, pilot, manager, steer, aid, assist, lead, inform, interact and the like. The word guide in this definition is similar to that of the first definition in the Webster Ninth New Collegiate dictionary. As indicated in the Webster dictionary that, the first definition does not explain much, Makinde has been able to explain the word guide with various attribute. He could imply that guidance is something that enables an individual to find his/her bearing in life.

Traxler and North (1957) cited in Kankam and Onivehu (2000) considered guidance as a help which enables each individual to understand his abilities and interests to develop them as much as possible and to relate them to life-goals and finally to reach a state of complete and mature self-guidance as a desirable member of the social order. These authors are referring to guidance as a tool that enables an individual to become a desirable member in a society. Society expects an individual to possess certain qualities and it is through guidance that the individual can be exposed to the societal norms.

Olayinka (1993) is of the view that Guidance programme should help students to adjust to society, instill in them, the freedom to act as unique individual and improve the total educational programme. To him, the failure of the students to adjust to their environments results in serious conflicts with society which punishes various anti-social behaviours. The point raised by Olayinka on the view that guidance programme should help students to adjust to society could be in line with Traxler and North (1957) statement. All this important facts are relevant to this study.

Parallel to this work, Shertzer and Stone (1976) after examining over hundred definitions of the term guidance, agree that, guidance is a process through which individuals are helped to understand themselves, their potentials and their relationship to the world in which they live. They noted that, the individual help is given through the offering of services. There is some amount of credibility in Shertzer and Stone definition because, guidance services include the provision of services like, orientation, information, an appraisal, counselling, evaluation and the like. All these services are directed towards helping the individual (students) to fit into the world they live.

Erickson and Hamrin in Nayak (2004) put guidance on professional footing by saying that it is an aspect of the educational programme which is concerned with helping pupils to become adjusted to the present situation, to plan his future in line with his/her interest, abilities and social needs. Assoah (2006) citing Denga (1986) share, the same view with Nayak (2004) by saying that guidance is a formalized educational programme designed by the school to assist students to achieve self-knowledge in order to attain self-development.

It could be deduced from the two definitions that it is the responsibility of the school as an institution to provide guidance services by professional. Therefore the teachers themselves or the Guidance Counsellors need to be of good behaviour to be able to provide the appropriate services to students under their care. The absence of this may lead to deviant behaviours involving, pre-marital sex among the students, alcoholism, drugs as well as low academic performance.

Crow and Crow cited in Naryark (2004) sharing similar views asserts that guidance is an assistance made by competent counsellor to an individual irrespective of his age to direct, his own life in decision making and carrying his own burden. Crow and Crow perceive guidance services as not making a decision for an individual but rather directing or assisting the individual in decision making. In the school, guidance coordinators should not decide for students concerning the courses they should pursue, but rather, they should help by exposing them to the existing conditions to enable them develop their potentials. Similarly, Parents should not force their children into pursuing courses they (children) are not comfortable with, but should serve as a guide to

them. This thesis shares the concern of the points being raised in the discussion.

Pecku (1991) contends that guidance offers help to people who are unable to rely on their own resources to solve their problems. To the author human beings react to problems in different ways, and some of these reactions could be threatening to themselves and society. Guidance as an integral part of the school programme is to help these people to solve their problems. The point raised by Pecku is essential in the sense that, most students when confronted with problems relating to academic work, financial problems or how to adjust to the school environment, face problems which they may not be able to control and end up developing destructive behaviours which will harm them and/ or society.

From the ongoing definitions so far, guidance in the writer's perception is a service designed to assist students, Parents, school personnel and the community at large, by professionals or non-professionals like Parents and for those who are unable to adjust to their problems, or find themselves in a new environment, and to provide maximum opportunity for students to obtain an education best suited to their individual potentials. It is not the act of deciding for an individual but rather helping an individual to decide on his own, and carry his own burden.

Writing under the characteristics and principles of guidance services; could provide a wider understanding of the concept.

Kankam and Onivehu (2000) made a brief but a comprehensive description of the characteristics of guidance. Thus;



- a. Guidance is a process: it implies that guidance is not a single episodic event but involves a series of actions or steps progressing towards a goal.
- b. Guidance is concerned with choice at problem point in the individual's unique world of perceptions and interaction with the external order of events in his life context.
- c. It is assistance to the individual in the process of development rather than re-direction of the development.
- d. It is both generalised and specialised service. The generalized refers to everybody within the school system who is involved in the organisation and administration of the programme, while specialised refers to trained personnel such as counsellors, psychologists and psychiatrists in the administration of the guidance service.
- e. Guidance is a service meant for every student not, only for awkward situations and abnormal students. It is a positive programme to meet the needs of all students.

Principles on the other hand form the bedrock on which practice is based. Kankam and Onivehu, (2000) describe it as a fundamental truth or doctrine, which undergirds the guidance functions and accepted by most authorities.

Psychologist like Shertzer and Stone (1974 ( Peters (1963), Pecku (1991), Cribbin (1982) Mitchell (1984), Miller (1971), Gibson (1984) and Kehas (1970) in Kankam and Onivehu (2000) have stated the following as basic principles of guidance.

- a. Guidance is a continuous, sequential, educational process. Meaning that the programme must start early in childhood and continue to early adulthood and even beyond
- b. Guidance is team effort
- c. Decision making is essential in guidance
- d. Guidance is based upon recognizing the dignity and worth of individual as well as their right to choose
- e. Guidance is oriented towards co-operation not compulsion
- f. Guidance is for all students
- g. Guidance is concerned primarily and systematically with the personal development of the individual
- h. The primary mode by which guidance is conducted lies in individual behavioural process.

Having made series of attempts to bring together various definitions of guidance, its characteristics and principles, it is very pertinent at this point to explore and bring into focus various definitions of counselling.

Counselling is a way of addressing and resolving problems and issues. It can involve identifying options and choosing between them, learning new skills to cope better with problems, gaining greater understanding of what is occurring, or being supported while recovering from some significant life event. Counselling services contribute to secondary education goals by providing support and advice of a psychological, emotional, financial, educational and physical nature to students and staff, in order to enhance their academic performance and schools community life.



From Wikipedia the free encyclopedia, the word counselling comes from the Middle English “Council” meaning to take or consult. Counselling is defined as a relatively short term, interpersonal, theory-based process of helping persons who are fundamentally psychologically healthy, resolve developmental and situational issues.

Counselling here could be based on developmental issues. For instance most students in secondary schools are at their adolescent stages and find it difficult to cope with physical, emotional and psychological changes which affect their studies. Some of the girls become pregnant and drop out of school and others also become disobedient to school rules and regulations. Counselling services should be rendered to those individuals, possibly in order to go through the changes that traumatized them.

Assomah (2006), citing Gladding et al (1996), assert that, the ordinary meaning attached to counselling is that of consultation, discussion, deliberation, exchange of ideas, advice or process of decision making. These authors here may be talking about how counseling should be organised. Thus, students should be informed of the counselling services that exist in schools and during the counselling, they should create room for discussions, deliberations and exchange of ideas to help the students solve their individual problems that interfere their learning.

Pietrofesa, Hoffman and Splete (1984) cited in Taylor and Buku (2003) see counseling as a relationship between two groups of people, that is, a professionally trained and competent counsellor and an individual seeking help in gaining greater self-understanding, improved decision making, behaviour change skills for problem solution and/or developmental growth.

Gibson and Mitchell (1990) in Assomah (2006) also insist that, counselling is a one-to-one helping relationship which focuses on the individual's or person's growth adjustment in problem-solving and decision-making needs.

Two groups of people are highlighted in these two definitions. They are the 'professional counsellor' and 'the person seeking help'. In the educational system, it is possible that students are those seeking help and the teachers and co-ordinators are the professionals to provide this help in a form of counselling. But in some schools, the counselling services do not exist and where teachers are to assume this role, results are not encouraging. Students with problems are not helped to find solutions to problems confronting them. This may eventually account for high rates of indiscipline and poor academic performance in schools.

Supporting Pietrofesa, Haffman and Splete (1984) definitions, a report on conference/workshop for Regional Chief Inspector and Assistant Directors (Supervision) GES Ajumako (2006), proposes a functional concept on counseling services. In the report, it is indicated that, counselling is the relationship between two people (a counsellor and counselee) and is expected to result in a positive and more rewarding change in behaviour of the counselee. It is also designed to help an individual to learn to deal more effectively with himself/ herself and the reality of his/her environment. This report makes it clear that sustained counselling services in schools; from Kindergarten to S.H.S help at risk students to persist in school, helps to keep discipline in schools as students are empowered to choose more appropriate behaviour and deals with issues like stress management. And concluded that,

counselling services are for students, pupils, teachers, Parents and it helps promote effective teaching and learning in schools.

One learns from this report, the meaning and importance of counselling in our schools. This report has been able to bring out the fact that, counselling services in schools effect a positive behaviour change in the individual and help him to learn to deal more effectively with himself and help promote effective teaching and learning. Possibly one can say that indiscipline among students and teachers, low academic performance by students, could be reduced when counselling services begin from Kindergarten to SHS and above. All these important facts are related and relevant to this study because there is a correlation between discipline and academic performance.

On the other hand, Makinde (1990) sees Counselling as the heart of guidance services because it is concerned with feelings, attitudes and emotional dispositions of an individual about himself and the situation facing him. In the school, counselling is given to students to identify their potentials, select subjects they are comfortable with, and to adjust to the decisions they have made. Where counsellors in schools fail to discharge their duties as expected of them, we see students resorting to their own means to adjust to decisions taken by, cheating during examination in order to pass, and others go through the school system without achieving their aim as useful citizens in the future.

After critically examining the above definitions, in the writer's opinion, counselling may refer to a special type of interpersonal helping process implemented by a professionally trained and certified persons,

involving exchange of ideas or processes of decision making, through a variety of techniques and strategies, that help students explore academic careers and personal/social issues impeding healthy development or academic progress.

### **Concepts of Evaluation in Guidance and Counselling**

Evaluation in guidance and counselling go beyond the act of measuring, testing or assessment. According to Sackle (1999), evaluation involves judging the value or worth of a student of an instructional method or of an educational programme and making decision.

Pecku (1991) describes Guidance and Counselling as the use of scientific method to find out whether a programme is working well and is effectively achieving its goals. According to him evaluation procedures in guidance assess an on-going programme stage by stage, and this will help us judge whether a programme is achieving its objectives. He concludes that to get good evaluation results, the objective of the guidance programme at each stage must be specifically defined and the criteria for success must be established. These will enable the co-ordinator to know exactly what the programme should achieve.

Similarly, Assoah (2006) citing Ebel (1979) defines evaluation as a means or process for assessing the effectiveness of the counsellor's activities. Assoah also maintains that evaluation is meant to determine the effectiveness of the guidance in meeting students' needs. He continues that evaluation service helps the counsellor to systematically determine whether the objectives set for a guidance service or for the overall guidance programme is being achieved.



Alfred and Buku (2003) on their part see evaluation as a process which aims at appraising the guidance programme in the school, and suggesting ways of improving data or evidences are collected and used to judge the effectiveness of the guidance programme and for decision. They identify three purposes for evaluation. Thus;

- a. to ascertain the current status of the counselling services and ensure the improvement of the professional and programme performance
- b. to avoid decision being made on the basis of prejudice, tradition, rationalisation or assumption
- c. to obtain reliable results for decision making on the guidance programme

The writer agrees with Pecku and Assoah that a good evaluation outcome could be based on the aims and objectives of the guidance and counselling programme at stage by stage. Alfred and Buku, also raised a brilliant point that, evaluation exercise, especially in guidance and counselling, suggest ways of improving the programme and also for decision making. All the points raised by these authors are relevant and pertinent to this thesis.

Looking at some of the purposes of evaluations, Sommerlad (1992, p. 79) identifies three main purposes.

- a. To demonstrate accountability (i.e. to funders)
- b. As a means to improving programme implementation
- c. Learning- “contributing to the professional self-development of participants through critical self reflection; with encouraging systematic learning about complex problems and concepts and with learning about the process of managing change, organizational learning and the like.

On the other hand Stern (1991) listed several reasons why evaluation is performed:

- a. To make a case for funds
- b. To prove to decision-makers that promises made have been kept
- c. To show what benefits have been gained from the programme
- d. As a way to delay decisions

From the various definitions stated above, one can infer that, evaluation in guidance and counselling is a process of assessing the worth or value of an on-going programme, based on the programme objectives, to ascertain its effectiveness for suggestion and decision making and possibly for its improvement. Evaluation in guidance and counselling seems not necessary direct services to the student but more for the benefit of the school officials and the community.

### **The Processes Involved in Guidance and Counseling Services Provided in School**

In higher institutions, like the secondary education, there are various schemes of guiding students and counseling them on their academic, social and career needs. The practice varies from one institution to other. At one end, we have institutions with well-developed central guidance and counselling office with trained counsellors, access to data on each student and a host of other resources found in such institutions. At the other end are institutions without any of such facilities and many of the secondary education are in between.

According to Sackle (1999) the major services areas of guidance and counselling provided in our institutions include; educational guidance and



counselling, personal and social guidance and counseling and vocational guidance and counseling. Others are consultation services, appraisal services, orientation services and few others. With the introduction of the Senior High School system in 1990 as part of the educational reform in Ghana has made guidance services at this level even more pressing. But the implementation of guidance services in the Senior High Schools in Sekondi Takoradi Metropolis varies from one school to the other. Guidance services are all activities carried out in schools to enable students identify their potentials and in due course, develop to the maximum.

Educational guidance so far as it can be distinguished from any other form of guidance, is concerned with the provision of assistance to pupils in their choice in and adjustment to the schools' curriculum and school life in general. Educational guidance is therefore essential in counselling service. Guiding young people to pursue the right type of education in which, for example the right balance is met for accommodating the human resource needs of a nation.

Vocational guidance could also be described as a process of helping individuals choose an occupation, prepare for, enter into and progress in it. Vocational happiness requires that a person's interests, aptitudes and personality be suitable for his or her work. It plays its part by providing individuals with a comprehension of the world of work and essential human needs, thus familiarizing individual with such terms as dignity of labour and work value.

Personal and social guidance is also a process of helping an individual on how to behave with consideration to other people. Primarily, personal and

social guidance helps the individual to understand oneself, how to get along with others, manners and etiquette, leisure time activities, social skills, family and family relationship and understanding masculine and feminine roles.

Explaining further, Pecku (1991) describes the consultation service as involving exchange of ideas among all players in guidance programme. He adds that it is important for the guidance coordinator to confer with teachers, adults and Parents to help the child. Zunker (1993) shares the same view of Pecku when he states the consultation service is the aspect of guidance service in which the Counsellor works together with teachers, Parents and other guidance functionaries to resolve the problems of students.

According to Makinde (1983), appraisal service involves gathering, organizing and interpreting information or data about the student for him to understand himself. He adds that unless the information gathered about the student is used to facilitate self-understanding, it cannot be regarded as appraisal service. This is to him; the major purpose of appraisal is to gather information about students that aid them to make meaningful decision. In a way Taylor and Buku (2003) support the above view when they see the appraisal service as a way of data collection which enables the Counsellor to help pupils or students to understand themselves and make meaningful decisions pertaining to their lives.

Orientation service on the other hand helps new students to adjust to their new surroundings. Capuzzi and Gross (1991) state that orientation is a day fixed for giving all types of information to students regarding school rules and regulations, clubs and associations, cultural activities open to freshers`, health services, students recreational facilities and school plant. According to

Akinade, Sokan, Osarenren (1996), orientation service is a guidance service provided to new students so that they can adjust faster and better to a new school. One can infer from the foregoing, orientation services is a vehicle to help the 'freshers' settle in a new environment because new students tend to feel very tensed, homesick having just left the safety and comfort of familiar environment.

Kankam and Abel (2000) sharing the views of Sackle, have identified the following guidance and counselling services provided in schools. Thus;

- a. orientation, both to school and within it, and transition from school
- b. educational guidance
- c. course choice, vocational and higher education choice
- d. counselling personal, educational and vocational and
- e. home-school liaison, and liaison with outside agencies

This does not necessarily follow that, students are automatically assisted by providing these services in schools; rather, they may be led through other guidance services like orientation, counselling, consultation, follow-ups and devaluation, information to mention, but few, to achieve those expected services provided for them. Those services provided in our educational institutions, probably assist students in their curriculum and school life choices, to know their academic strengths and weaknesses in areas pertained to specific vocations, occupation or jobs, to deal with emotional distress and behavioural difficulties that arise when an individual struggles to cope with developmental stages and tasks, to understand oneself, how to get along with others, manners and etiquette, leisure time activities, social skills, family and family relationships and understanding masculine and feminine

roles. However, processes involved in guidance and counselling services in our secondary education, whatever they are, gives one an idea or intuition of a progression, to arrive at a conclusion.

Sackle (1999) has identified the following processes in guidance and counselling at “three points” or stages. Thus; point of “entry”, “during” and point of “exit”. Elaborating further, guidance and counselling at point of entry under guidance functions/activities are; orientation, choice of electives, familiarization with important sites and locations on campus (library, dining, health center, students’ unionism to mention but a few). Under counselling, the functions/activities are; self understanding, individual counselling, understanding others including tutors and significant others in the institution, group counselling in the three areas of academic, personal-social, career and the like.

Guidance and counselling “during” the course/programmes, under guidance the functions/activities, involve advanced effective study habits, intensive library use and search, course changes, strategies of keeping steady academically, socially and others, like test taking, behaviours, examination behaviour and the like. For counselling, the functions/activities are; relationship between courses/ programmes subject selection and future plans, academic counselling in various forms, stabilizing interpersonal relationship, the ethics of examinations and the like.

The exit point of guidance and counselling under guidance functions/activities include seeking a job, writing applications and gathering information about openings, interview attending skills, exist orientation and steps and stages in getting clearance and others. Under counselling, the



functions/activities listed are; life as a young graduate, the realities of the world of work, frustrations of seeking for employment, coping with the labour market and the like.

Most Senior High Schools in Ghana for instance, the activities of guidance and counselling services in Ghanaian S.H.S involve; orientation for new students and teachers, talks and seminars, role plays, group guidance, group counselling, career conferences, demonstrations, visits and excursions.

This is not to say that, the processes involved in guidance and counselling as indicated above, are the only and legitimate means or ways of achieving the programme goals or internal efficiency. There are other processes that could be instituted or practiced in schools. These are; mentoring, setting up of help desk to deal with such issues as drug abuse or excessive alcohol, related disorders and sexual abuse, creating awareness or celebrating certain days for particular events, for example HIV/AIDS awareness days.

The writer is of the view that, an emphasis on the processes, involved in guidance and counselling services as discussed, probably could better equip the future generations for the problem they will encounter, through the guidance counselling services.

### **The Status of Guidance and Counseling Services in Sekondi Takoradi Senior High Schools**

The Guidance and Counselling units in Sekondi Takoradi metropolis of Ghana Education Service are responsible for the day to day running of the guidance and counselling services activities in the schools.

At the District level the normal practices of guidance and counselling service require the Guidance Counselor or the co-ordinator to work with all students regardless of cultural or ethnic background sex, age, affectional orientation, special needs, class and so forth in all the schools making it imperative that counsellors understand their students' needs.

Most schools in the Metropolis of Sekondi Takoradi are without qualified Guidance Counsellors and some teachers and school chaplains were asked to assume such roles and attend to students needs. Many students are disadvantaged for instance when it comes to opportunities for counselling and dialogue on matters that can generate friction and students' unrest, counselling on emotional problems, or advice on social and academic clubs to join. For instance in 1990 study, Nevo (1990) found student-counselees rated discussions with the counsellor as more important than objectives test, interest inventories, or vocational information. It is critical that counsellors understand and respond to the needs of the diverse student population and that of the nation. It is not that they do not have any opportunities, but those they have generally are inadequate.

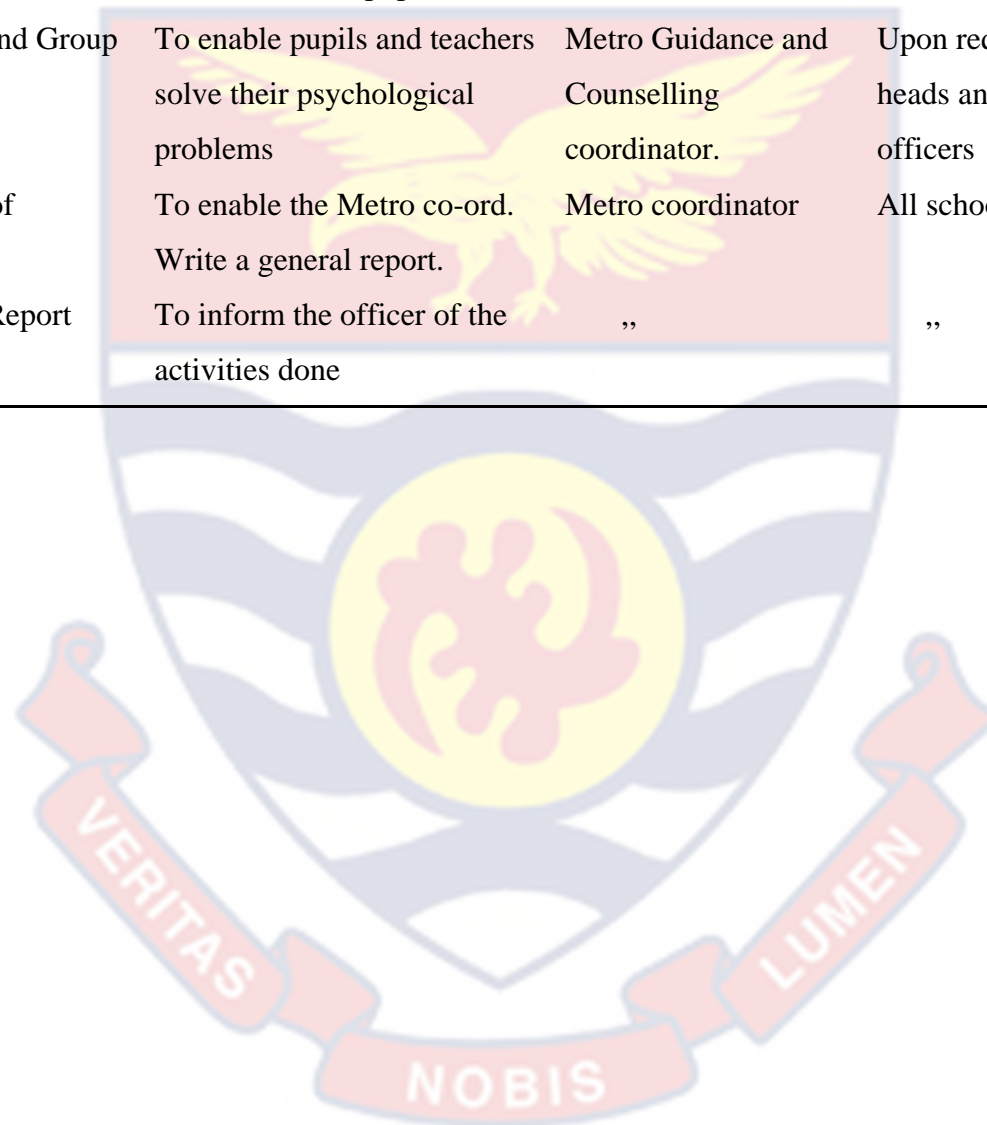
The table below is an example of Guidance programmes and activities carried by the Guidance coordinator in the metro schools.



**Table 1: Programme of Action**

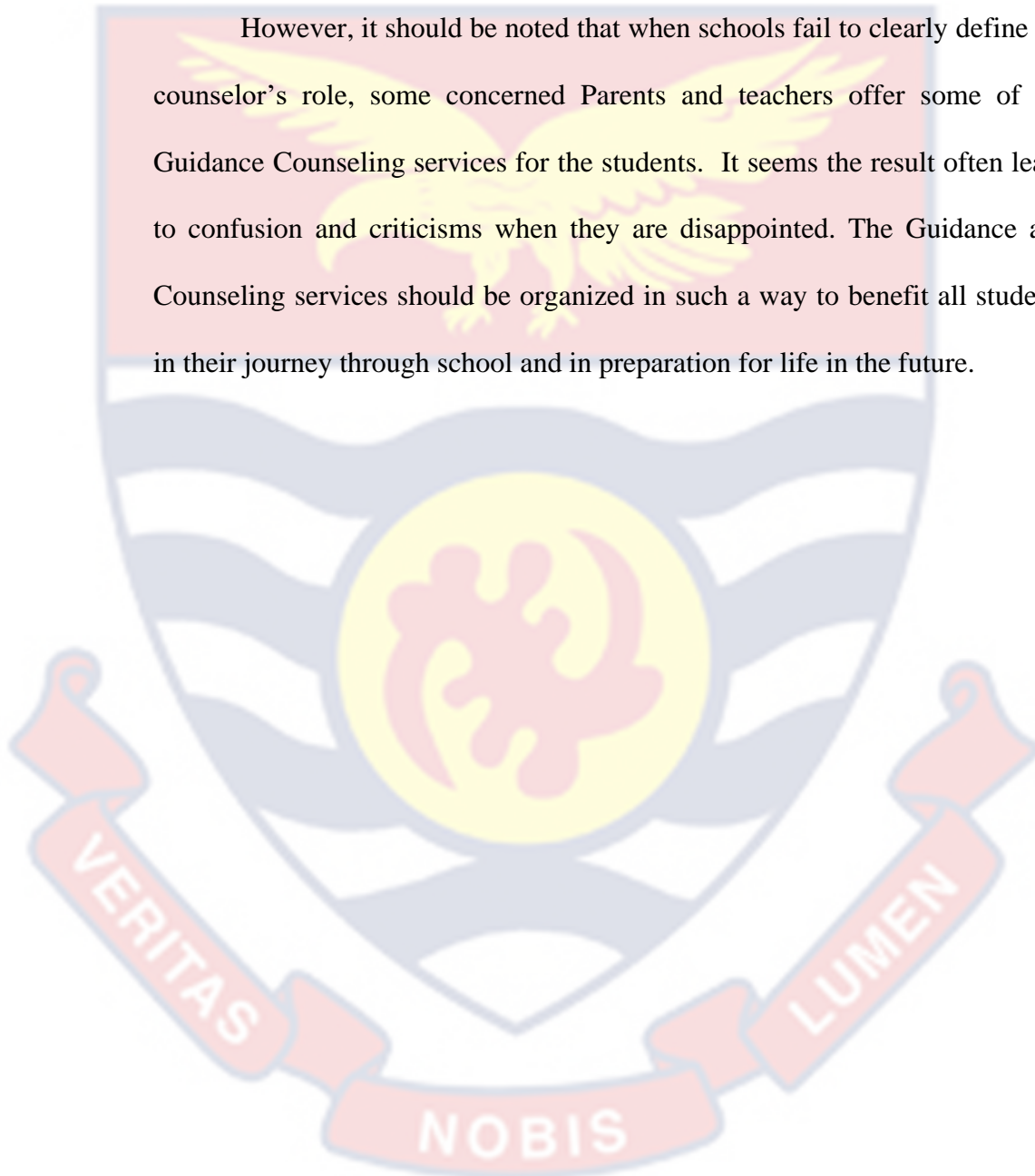
Week	Ending	Activity	Purpose	Action By	Target Group	Perf.Ind.
1 <sup>st</sup>	7\1	Group counseling on study skills.	To enable the pupils/students to improve their academic performance.	Metro coordinator and the school coordinators.	Anaji M/A, Bethel JHS, The nest JHS.	Counselors, heads and pupil.
2 <sup>nd</sup>	14\1	Individual counseling	To assist pupils to solve their problems.	Metro and school counseling coordinators.	Pupil identified by the school coordinators and heads as having problems.	Pupils and coordinators
3 <sup>rd</sup>	21\1	„	„	„	„	„
4 <sup>th</sup>	28\1	Group counselling on study skills.	To enable the pupils/students to improve their academic performance	Metro coordinator and the school coordinators.	SDA ,Services JHS, Bishop Essuah JHS, Dr Wilkie JHS	Counselors, heads and pupil.
5 <sup>th</sup>	4\2	Follow up visits	To find out how best the school coordinators are helping the pupils	Metro coordinator	Schools visited in 1 <sup>st</sup> and 2 <sup>nd</sup> weeks.	Coordinators.
6 <sup>th</sup>	11\2	Career Guidance	To enable pupils to know the various professions and their requirements	Metro coordinator, school coordinators and heads.	Schools in Sekondi circuit.	Coordinators, heads and pupils.
7 <sup>th</sup>	18\2	„	„	„	„	„
8 <sup>th</sup>	25\2	Follow up visits	To find out the impact of the 3 <sup>rd</sup> , 4 <sup>th</sup> and 6 <sup>th</sup> weeks	Metro Guidance and Counselling	.schools visited during the 3 <sup>rd</sup> , 4 <sup>th</sup> and 6 <sup>th</sup> week.	Pupils and coordinators.

			activities on the pupils.	coordinator.		
9 <sup>th</sup>	4\3	Individual and Group counselling	To enable pupils and teachers solve their psychological problems	Metro Guidance and Counselling coordinator.	Upon request by school heads and counseling officers	Pupils and teachers.
10th	11\3	Compiling of Reports.	To enable the Metro co-ord. Write a general report.	Metro coordinator	All school coordinators	All the school coordinators
11th	18\3	Writing of Report	To inform the officer of the activities done	„	„	„



These guidance programmes/activities carried out by the Metro Guidance coordinator seems to cater only for the Junior High Schools in the Metropolis. It also seems to appear that very little attention is given to the Senior High Schools in the Metropolis.

However, it should be noted that when schools fail to clearly define the counselor's role, some concerned Parents and teachers offer some of the Guidance Counseling services for the students. It seems the result often leads to confusion and criticisms when they are disappointed. The Guidance and Counseling services should be organized in such a way to benefit all students in their journey through school and in preparation for life in the future.



## CHAPTER THREE

### METHODOLOGY

This chapter outlines the various methods adopted by the researcher for gathering information to ensure the success of the research. It presents research designs, library research, and description of sampling techniques, instrumentation, and validation of questionnaire drawn. It includes the administration of instrument, data collection procedure and data analysis. The purpose of this is to evaluate the status of Guidance and Counseling Services provided in the Senior High School of Sekondi Takoradi Metropolis.

#### Research Design

The design for this study is both qualitative and quantitative and the case study method was employed for an in-depth study as a requirement for evaluation studies. According to Best (1981) qualitative studies involve the gathering of data by participant observation, interview and examination of documentary materials. Sharing similar view, Jacobs and Asghar (1990) confirm that in qualitative studies, the investigator is the data gathering instrument. He/she talks with people in the setting, observes their activities, read their documents and written records, and records this information in field notes. The data collected from qualitative research makes it possible to describe in detail all what goes on in a particular activity or situation rather than on comparing the effects of a particular treatment (as in experimental research). In the qualitative approach the researcher relies on views of

participants, as broad or general questions, collect data consisting largely of words from participants and analyze (Crisp, 2000).

Creswell (2005) also stated that quantitative approach is more structured than qualitative methodologies. In a quantitative approach to a study, the researcher asks specific narrow questions, collects numeric data from participants, analyzes the data using statistics and conducts the enquiry in a non-biased objective manner. Cohen, Manion and Morrison (2003) posit that both quantitative and qualitative data in a study is a powerful way of demonstrating its validity. Since the instruments, questionnaire and interviews was used in a form of words and statistical figures to analyses data, the approach is mixed.

According to Stake (1995) all evaluation studies are case studies. The programme, persons, or agency being evaluated is the case Leedy (2005) pointed out that, a case study allows a particular individual; programme or event is studied in depth for a defined period of time. He further stated that a researcher focuses on a single case, perhaps for its unique or exceptional qualities to promote understanding or inform practice for similar situation.

The purpose of this study is to make a quality investigation into activities of guidance and counselling services provided in the Senior High Schools. In this study a period of one year was spent to evaluate the guidance and counselling services provided in the Senior High Schools of Sekondi Takoradi Metropolis in the Western Region of Ghana, to obtain a complete picture of what goes on in the schools, possibly attempt to describe as fully and as richly for the benefit of interested practitioners.



In this context, the researcher employed this method of gathering data in the form of observation, interviews, questionnaire and written records. This allows the phenomenon under study to be understood from various points of view. The records were examined to verify comments made during counselling sessions. For the purpose of this study, the data analysis was basically quantitative and qualitative approach mainly describing, explaining and use of numerical data.

### **Library Research**

A library research work was conducted to collect information to support facts and for further clarification and understanding of events. Visits were made to the UCC main library, the Department of Art Education Library (UCC) and the Department of Education library (UCC). Others were the University of Education main library (south campus Winneba). Visits were also made to the Metro Education office of Sekondi Takoradi in the Western Region and Guidance and Counselling Units of Ghana Education Service, Sekondi. Material used in these libraries include, textbooks, dictionaries, encyclopedia, news papers, unpublished thesis, journals and the internets.

Most of the libraries visited have two major sections; that is general circulation section and the reference section. The researcher used most of the books in the reference section to gather information in the form of secondary data and borrowed a few books from the general circulation section.

## Population

The population of this research comprises all students in Senior High Schools, Parents of students, Headmasters/mistresses, and Guidance and Counselling officers in public Senior High Schools in Ghana.

In the context of this research the target population was restricted to all Students, Parents, Headmasters/mistresses, and Guidance Counselors public Senior High Schools in the Sekondi Takoradi Metropolis of the Western Region. The choice of this population is justified by the interest the researcher has in studying the kind of guidance and counselling services provided for students in schools, for its improvement.

Owing to the larger number of these heterogeneous populations, the accessible population from which a representative sample was selected comprised four Senior High Schools namely Adiembra Senior high school, Methodist senior high school, Diabene senior high school and Bompheh senior high school in the Metropolis of Sekondi Takoradi in the Western Region. A total population of 2,325, made up of Students, Teachers and Headmasters, Guidance and Counselling officers and some Parents, were considered for the study. The rationale behind the choice of these schools is that, they include schools with modern facilities but with disciplinary problems and poor academic achievements. All these categories were purposely selected in order to obtain an in-depth view of every individual. The numbers of people studied in each of the studies are simply shown in the table below:

**Table 2: Population Studied**

Name of school/Metro	No. of teachers	No. of students	No. of Guidance and Counselling officers	No. of PTA members	No. of headmaster/ Headmistress	Total
Adiembra (SHS)	29	492	1	2	1	525
Diabene (SHS)	25	418	1	2	1	447
Methodist (SHS)	28	570	1	2	1	602
Bompeh (SHS)	32	714	1	2	1	750
Metro Guidance Coordinator			1			1
<b>Total</b>	<b>114</b>	<b>2194</b>	<b>5</b>	<b>8</b>	<b>4</b>	<b>2,325</b>

Out of this accessible population, the researcher selects his representative sample for the study

### Sample and Sampling Procedure

As already stated this study is to evaluate the quality of guidance and counselling services provided in the schools of Sekondi Takoradi Metropolis in the Western Region. In this context, a sample size of one hundred and thirty seven (137) respondents was taken for study. It was made up of one hundred and twenty (120) Students, four (4) Headmasters/mistress, four (4) School Guidance Counsellors, one (1) Metro Guidance Coordinator and eight (8) Parents (PTA).

The selection was done through purposive sampling, stratified random sampling and convenience sampling to select interviewees. The purposive sampling technique was employed for all the units chosen in this study. This is because they yield the most information rich cases for in-depth study. It was used to arrive at the nine (9) respondents, the headmasters, the School Counselors and the Metro Guidance Co-ordinator. Cohen, Manion and Morrison (2003) shared the view that, in purposive sampling, the researcher handpicks the case to be included in the sample on the basis of their judgment to the typicality. Berg (1998) explains that “when developing a purposive sample, researchers use their special knowledge or expertise about some group to select subjects who represent this population. Occasionally, it may be appropriate for you to select your sample on the basis of your own knowledge of the population, its elements and the nature of your research aims (Babbie, 1992).

To select the Parents who have wards in the four selected schools, a convenience sampling technique was adopted to select (8) Parent to constitute

the majority of the sample size. This technique was adopted because the Parents are those who lived close to the school compound.

In stratified random sampling, the researcher samples equally from each one of the layers in the overall population (Leedy, 2005). This method was adopted to select a sample size of one hundred and twenty (120) students according to gender. This is because the researcher wanted each member of the population who can all be found in the schools, to have equal chances of being chosen. The selected schools were portioned into boys and girls.

In the entire four schools thirty students made up of fifteen boys and fifteen girls were selected from each. To arrive at the total number for the sampled respondents from each of the selected schools, the lottery technique was used. . The student lists of each of the schools were obtained. The names of the students were written on pieces of paper, folded and put into a box. The researcher hand picks 30 pieces of paper from the list of names according to sex. Any name that is picked automatically forms part of the sample. This step was followed in all schools until thirty (30) students from each school were obtained. The use of this sampling technique eliminates the possibility that the sample is biased by the preferences of the researcher.

**Table 3: Distribution of Respondents in the Various Form/Class**

Forms/Class	Frequency	Percent	Valid Percent	Cumulative Percent
Two	24	20.0	20.0	20.0
Three	42	35.0	35.0	35.0
Four	54	45.0	45.0	45.0
<b>Total</b>	<b>120</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>



From Table 3, it can be seen that majority of the respondents (45.0%) were in their final year, 35.0% were in form three while only 20.0% of the respondents were in their second year. This shows that at least majority of the students have been in the school for some time and thus know more or have made use of the guidance and counselling units of their school.

**Table 4: Sex School Cross Tabulation**

		Schools					
			Bompeh SHS	Adiesmbra SHS	Diabene SHS	Methodist SHS	Total
Sex	Male	Frequency	15	15	15	15	60
		% within	25.0%	25.0%	25.0%	25.0%	25.0%
Sex							
Sex	Female	Frequency	15	15	15	15	60
		% within	25.0%	25.0%	25.0%	25.0%	25.0%
Sex							
<b>Total</b>		Frequency	30	30	30	30	30
		% within	50.0%	50.0%	50.0%	50.0%	50.0%
Sex							

From Table 4, 50% of the respondents are male while 50% of the respondents are females. They all have equal representation of the respondents because they are all mixed schools.

### **Instruments**

The researcher basically made use of four instruments: questionnaire, interviews, observation and guidance and counselling records. These were chosen due to the limitations inherent in the use of the instruments. They were used together so that they could complement each other and provide greater reliability and validity to the data, which were collected. It also helped to meet

the various levels of the respondents. The School Guidance Counsellor, Parents and the Headmasters /headmistress of the various schools were interviewed. Questionnaire was administered to students.

Guy, et al., (1987) noted that, a self-administered questionnaire is one given to respondents with the assumption that each respondent can read the questions, has the knowledge and interest to answer them, and has a pencil or pen, a place and time to complete the instrument. Respondents may complete such questionnaire in a group or individually. Questionnaire helps to solicit views from people who would not subscribe to the conversational way of giving responses to questions but prefer defying such encounters to another time due to one or two reasons.

A set of questionnaire was prepared for students, while semi-structured interview guide was prepared for the School Counselor, Parents and the Headmasters/headmistresses to solicit quick response.

Best (1981) states that, interview is an oral questionnaire. It provides primary data. People are usually more willing to talk than to write. Moreover, after an interview, the researcher gains rapport or established relationship with respondents. For the purpose of this study an interview guide was prepared and administered to respondents prior to the interview date. It was so done in order to enable them prepare for the interview due to their busy schedules as heads, Parents, and Guidance Counsellor in the District schools, the researcher had to give them prior notice.

The questionnaire for students comprised thirteen (13) items which had closed and open-ended questions. It consists of bio-data of the respondents and questions very relevant to the research questions. See Appendix A. A

semi-structured interview guide for School Guidance Counsellor, Headmasters/headmistress, and Parents was also based on the objective of the study. See Appendix B, C and D.

The World Book Encyclopedia (2002) indicates that interviews are effective ways of getting facts and personal view points that add special interest to one's report and also to obtain a clearer and fuller picture of responses gathered from questions. The interview was conducted in English and Twi where necessary. Some of the Parents interviewed expressed themselves well and freely in Twi and others also in the English. All the questions on the guide were appropriately responded to.

The researcher's first meeting with the Metro Guidance Coordinator was on 7<sup>th</sup> December, 2009, for documentary information on the Guidance programme and activities provided for students in the Metro schools, as a primary data, which was used in the literature review. The second meeting was scheduled to take place at the Metro office of Ghana Education Service in Sekondi Takoradi Metropolis on the 8<sup>th</sup> January, 2010 was cancelled due to the ill health condition of the Metro Co-ordinator.

The environment constitutes a factor in students' academic performance. Therefore in carrying out this research, it was necessary for the researcher to make personal visit to the schools for some days. This was to enable him to familiarize himself with the general climate and physical environment, observation of the student's attitudes and behavior towards academic work in the classroom, student-teacher relationship, the guidance services provided in the school, strategies used by the School Counsellor to

assist teachers and students, students responses to instructions and discipline were taken into consideration.

### **Administration of Research Instruments**

With the help of two assistants from each of the selected schools, the questionnaire for students was administered on the spot in the school's Assembly Hall on the appointed day. It was so done in order to explain any misunderstanding of the items and in order to retrieve the questionnaire instantly. In all one hour twenty minute was spent. The interview guide for the school Guidance Counsellor, the Headmasters/ headmistress and some Parents was administered by the researcher in person. A prior notice was given to the respondents, after which an interview date was fixed. Three weeks was used by the researcher to interview Parents and two weeks was also used to interview the various School Counsellors and the Headmasters/headmistress.

### **Pilot-Testing of Instruments**

In this study, the use of the research instrument; such as questionnaire, interview guide and observation check list were determined in consultation with the Metro Education Office Coordinator and colleagues. The Metro Coordinator subjected the items of the instrument into vigorous examination for clarity. Apart from him the Guidance and Counselling students in the department of Art Education and some schools Guidance Counsellor were consulted for their opinion on the suitability of the items. The instruments used were sufficiently flexible and allow respondents to respond in a way relevant to their own experiences. Also, the format of the items in the three data collecting instruments, the questionnaire, interview and observation was determined through the research questions, and the review of related literature.



In addition the coverage of the content area (content validity) and the extent to which the items in the questionnaire, interview and observation could measure specific traits was also assessed by the researcher.

Prior to the actual exercise for the four selected schools, the researcher took the sample of thirty (30) students comprising fifteen (15) boys and fifteen (15) girls of comparable background from one school. The purpose of this was for the moderation of the instrument, and also to help the researcher to determine the appropriate time to be allotted for the instrument.

The researcher made use of the primary and secondary data for the study. The primary data obtained were records on programmes/activities prepared by the Metro Guidance and Counselling Coordinator for students in the Metropolitan schools of Sekondi Takoradi. The other was the respondents' responses, through the various instruments such as questionnaire, interview and observation.

### **Data Collection Procedure**

Before the data collection begins, the researcher procured a letter of introduction from Institute for Educational Planning and Administration, University of Cape Coast and presented it to the heads of each of the selected school, (refer to appendix 'E'). The researcher was directed to the School Guidance Counsellor, who in turn introduced the researcher to the students and some teachers for the needed assistance and co-operation. An appointment was made with the schools as regards date, time and place to administer the instrument. The selected students were made aware of the exercise and purpose long before the instrument was administered. They were informed about the date, time and venue of exercise. The administration of the



questionnaire for students was taken in the Assembly Halls of each of the selected schools. With the help of two assistant head from the schools, the question papers were distributed and retrieved instantly. The students were guided to complete all portion of the instrument.

Concerning the School Counsellor, Parents, and Headmasters/headmistress, a one on one interview was conduct in which the response was recorded. A Semi-structured interview was used to obtain a clearer and fuller picture of responses. The respondents in this context were the School Guidance Counsellor, Headmaster/headmistress and some Parents of the four Senior High Schools in the Sekondi Takoradi Metropolis. The method involves, oral questioning of respondents individually, and the responses were recorded.

With reference to records concerning activities of guidance and counselling services, information on termly forecast for Guidance and Counselling services /programme written by the Metro Guidance Coordinator was obtained and used as a primary data by the researcher. This method was chosen because some information may be absolute and unreliable; it could also be used to authenticate data gathered from other sources.

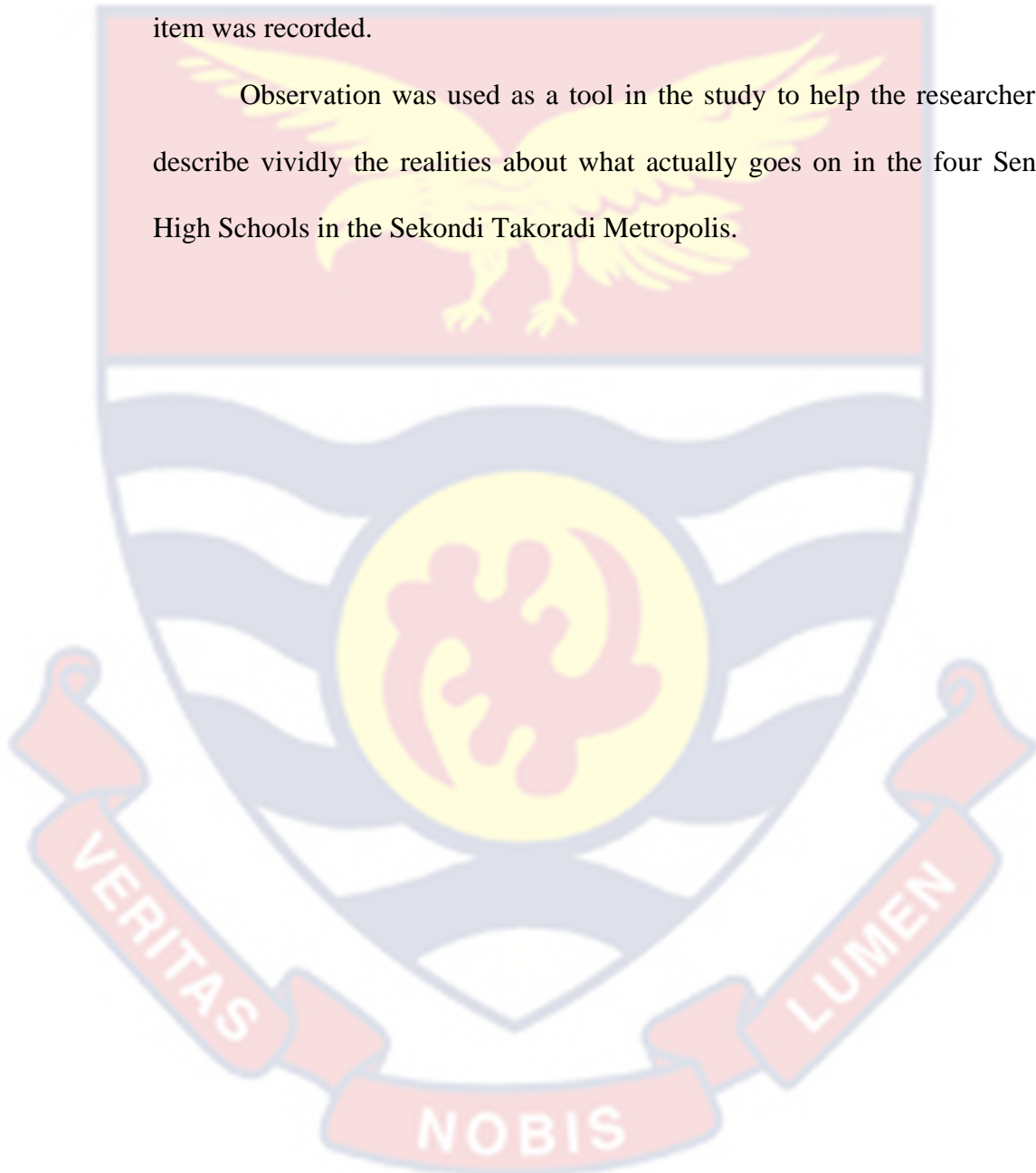
Finally, the researcher having spent days and months on the field of study with his check list made a personal observation and recorded data in his field note. All these were an added advantage of the data gathered for clearer understanding of the phenomena under study.

### **Data Analysis**

For the purpose of this study the data analysis was basically qualitative and quantitative approach, mainly describing, explaining and the use of

numerical data. The recorded interview data was transcribed, coded and analyzed using qualitative approach. For the questionnaires data, the total size of the sample served with questionnaires was recorded, along with the overall percentage of returns. The percentage of the total sample responding for each item was recorded.

Observation was used as a tool in the study to help the researcher to describe vividly the realities about what actually goes on in the four Senior High Schools in the Sekondi Takoradi Metropolis.



## CHAPTER FOUR

## RESULTS AND DISCUSSION

This chapter consists of the presentation of analysis and discussion of the main findings of the study that came out of the questionnaire administered and interview conducted concerning evaluation of guidance and counselling services provided in the Senior High Schools of Sekondi Takoradi Metropolis. The findings are presented according to the research questions.

**Presentation and Analysis of Results from Questionnaires**

Student's response on question 1-3 for the population of the study has already been discussed in the chapter three of research methodology. The analysis therefore starts from questions 4-13, in a cross tabulation form.

**Table 5: Respondents' Response on Whether they have Heard and Know about Guidance and Counselling Services**

		Schools				
		Bompeh	Adiembra	Methodist	Diabene	Total
Yes	Frequency	30	8	12	5	55
	% within school	100.0%	26.7%	40.0%	16.7%	45.8%
No	Frequency	0	22	18	25	65
	% within school	0	73.3%	60.0%	83.3%	54.2%
<b>Total</b>	<b>Frequency</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>120</b>
	<b>% within school</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

Table 5 presents respondents who have heard and know about guidance and counseling. From the table 55 (45.8%) of respondents from Bompeh, Methodist, Adiembra and Diabene S.H.S. indicated that they have heard and know about guidance and counseling services. Also 65 (54.2%) of the respondents from the four SHS also indicated that, they have not heard and know about guidance and counseling services in their schools. It can be concluded that, majority of the respondents who are aware of the guidance services, may have an effective guidance unit in their school. Table 6 indicates students who know their school Guidance Counsellor.

**Table 6: Respondents' Answer to whether they know their School**

Counsellor		Schools				
		Bompeh	Adiembra	Methodist	Diabene	Total
Yes	Frequency	16	9	13	5	43
	% within school	53.3%	30.0%	43.3	16.7%	35.8%
No	Frequency	14	21	17	25	77
	% within school	46.7%	70.0%	56.7%	83.3%	64.2%
<b>Total</b>	<b>Frequency</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>120</b>
	<b>% within school</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

The data reveals that 43(35.8%) of the respondents from the three schools, know their counselor while majority of the respondents 77 (64.2%) from the four schools do not know their counselor. This supports the fact that

majority of the respondents from Bompeh, Methodist, Adiembra and Diabene SHS had not heard about guidance and counseling. Table 7 is a representation of data on the number of students who have had some form of guidance services on education and career counselling

**Table 7: Respondents' Response to Guidance on Education and Career**

		Schools				
		Bompeh	Adiembra	Methodist	Diabene	Total
Yes	Frequency	14	9	11	6	40
	% within school	46.7%	30.0%	36.7%	20.0%	33.3%
No	Frequency	16	21	19	24	80
	% within school	53.3%	70.0%	63.3%	80.0%	66.7%
<b>Total</b>	<b>Frequency</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>120</b>
	<b>% within school</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

Data from the table shows that 41.7%, constituting 25 of the 40 respondents from Bompeh and Methodist SHS have had guidance counseling on educational and career counselling while 75.0% constituting 45 of the 80 respondents from Adiembra and Diabene Senior High School have answered in the negative. It is obvious from the table that a majority of respondents from Bompeh and Methodist have been exposed to some form of guidance services by their Counsellor. It could imply that the guidance unit in the school is effective. Judging from the data there is a good reason for caution against the



Guidance unit of Adiembra and Diabene Senior High School, of the slow paces in the delivery of guidance services. It is also obvious that lack of basic things like guidance office, funds, and a good working team can affect the delivery of guidance counseling in schools. Table 8, presents some respondents who have been assisted by the School Counsellor to make a decision.

**Table 8: Respondents' Response to Whether or not they had Been Assisted by the School Counsellor in Decision Making**

		Schools				
		Bompeh	Adiembra	Methodist	Diabene	Total
Yes	Frequency	15	8	13	6	42
	% within school	50.0%	26.7%	43.3%	20.0%	35.0%
No	Frequency	15	22	17	24	78
	% within school	50.0%	73.3%	56.7%	80.0%	65.0%
<b>Total</b>	<b>Frequency</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>120</b>
	<b>% within school</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

Form the table above, majority of the respondents (46.7%) 28 of the 42 respondents from Bompeh and Methodist have been assisted by Guidance Counsellor While's majority of the respondents (65.0%) 46 of the 78 respondents from Adiembra and Diabene Senior High School have not been assisted by a guidance counselor. This is supported by the fact that majority of

the respondents from Diabene and Adiembra Senior High School, have not heard, of and attended guidance and counselling sessions before.

**Table 9: Respondents' Response to the Presence of a Counsellor's Office for Counseling Services in the School**

		Schools				
		Bompeh	Adiembra	Methodist	Diabene	Total
Yes	Frequency	22	8	12	5	47
	% within school	73.3%	26.7%	40.0%	16.7%	39.2%
No	Frequency	8	22	18	25	73
	% within school	26.7%	73.3%	60.0%	83.3%	60.8%
<b>Total</b>	<b>Frequency</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>120</b>
	<b>% within school</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

Table 9, describes the views of respondents to the presence of a counsellor's office for counselling services in the schools. The data reveals that 73.3.0% of the respondents from Adiembra Senior High School said their Counsellor does not have an office for counselling sessions whiles 73.3.0% representing the majority from Bompeh indicated that their Counsellor has an office for counselling sessions. The data again reveals that 60.0% of the respondents of Methodist SHS said their counsellor does not have an office, and 83.3% of respondents from Diabene also said their counsellor does not

have an office. It can therefore be said that Bompeh has a counseling unit with an office for counseling.

**Table 10: Respondents' Response to Parents Involvement**

		Schools					
		Bompeh	Adiembra	Methodist	Diabene	Total	
Sometimes	Frequency	20	11	16	10	57	
	% within school	66.7%	36.7%	53.3%	33.3%	47.5%	
All the time	Frequency	10	19	14	20	63	
	% within school	33.3%	63.3%	46.7%	66.7%	52.5%	
<b>Total</b>	<b>Frequency</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>120</b>	
	<b>% within school</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	

From the Table, 66.7% respondents from Bompeh and 53.3% of the respondents from Methodist SHS agree that Parents sometimes talk about their problems while 66.7% from Diabene SHS and 63.3% from Adiembra SHS agree that Parents talk about their problem all the time. It can be said that since majority of the respondents from Adiembra and Diabene Senior High School do not attend guidance and counselling sessions at school, they tend to discuss their problems with their Parents all the time. Table 11, showcases the views of respondents regarding the guidance services provided to them by the school guidance counsellor.

**Table 11: Respondents' View on the Services Provided by the School****Guidance Counsellor**

		Schools					
		Bompeh	Adiembra	Methodist	Diabene	Total	
Yes	Frequency	18	8	15	5	46	
	% within school	60.0%	26.7%	50.0%	16.7%	38.3%	
No	Frequency	12	22	15	25	74	
	% within school	40.0%	73.3%	50.0%	83.3%	61.7%	
<b>Total</b>	<b>Frequency</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>120</b>	
	<b>% within school</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	

It can be seen that 73.3% of the respondents of Adiembra SHS and 83.3% of Diabene SHS indicated that the services of the Counsellor have not been helpful to them, while 60.0% of the respondents from Bompeh SHS and 50.0% of the respondents from Methodist SHS agree that the services of the Counsellor has been helpful to them. It can be said that majority of the respondents agree that the services of the Counsellor have not been helpful. In table 11, (60.0%) of the respondents constituting the majority from Bompeh agree that the services of the counsellor have been helpful to them and their friends. Out of 30 respondents 25 representing (83.3%) from Diabene Senior High School indicated that the services of the Guidance Counsellor have not been helpful. This support the idea that most of the respondents from Diabene

and Adiembra Senior High School had not witnessed any help their friends had obtained from Guidance Counsellor so they are not encouraged to attend guidance and counselling services. Table 12a describes the respondents' responses to teenage pregnancy in their school

**Table 12a: Respondents' Response to Teenage Pregnancy**

		Schools				
		Bompeh	Adiembra	Methodist	Diabene	Total
None	Frequency	7	5	6	5	23
	% within school	23.3%	16.7%	20.0%	16.7%	19.2%
Few	Frequency	6	8	8	7	29
	% within school	20.0%	26.7%	26.7%	23.3%	24.2%
High	Frequency	9	10	9	10	38
	% within school	30.0%	33.3%	30.0%	33.3%	31.6%
Not sure	Frequency	8	7	7	8	30
	% within school	26.7%	23.3%	23.3%	26.7%	25.0%
<b>Total</b>	<b>Frequency</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>120</b>
	<b>% within school</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

From the table above 30.0% respondents from Bompeh, 33.3% from Adiembra, 30.0% from Methodist and 33.3% from Diabene Senior High School believed that there were high incidences of teenage pregnancy in their



schools. The incidence of high rate of teenage pregnancy in all the four Senior High Schools may be due to ineffective guidance counselling services in the schools. Table 12b describes the respondents' responses to drug abuse in their various schools.

**Table 12b: Respondents' Response to Drug Abuse Addiction**

		Schools				
		Bompeh	Adiembra	Methodist	Diabene	Total
None	Frequency	9	6	9	6	30
	% within school	30.0%	20.0%	30.0%	20.0%	25.0%
Few	Frequency	12	8	13	8	41
	% within school	40.0%	26.7%	43.3%	26.7%	34.2%
High	Frequency	1	5	2	5	13
	% within school	3.3%	16.6%	6.7%	16.6%	10.8%
Not sure	Frequency	8	11	6	11	36
	% within school	26.7%	36.7%	20.0%	36.7%	30.0%
<b>Total</b>	<b>Frequency</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>120</b>
	<b>% within school</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

Table 12b shows that 40.0% and 43.3% of the respondents from Bompeh and Methodist Senior High School believed that there were few cases

of drug abuse addiction in their school while 26.6% of the respondents from both Adiembra and Diabene SHS believed there were few cases of drug addiction in their school. It can be seen that the respondents from Bompheh and Methodist SHS believed that drug addiction has been reduced in their schools while respondents from Adiembra and Diabene Senior High School believed that there were still high incidence of drug addiction in their school. It would be expected that there would be high incidence of drug addiction in all the four Senior High Schools, however, as the students participate in guidance and counselling sessions they are able to do away with such a bad habit. Table 12c describes the respondents' responses to absenteeism in their various schools.

**Table 12c: Respondents' Response to Absenteeism**

		Schools				
		Bompheh	Adiembra	Methodist	Diabene	Total
None	Frequency	5	2	8	2	17
	% within school	16.7%	6.7%	26.7%	6.7%	14.2%
Few	Frequency	11	15	12	17	55
	% within school	36.6%	50.0%	40.0%	56.6%	45.8%
High	Frequency	5	8	7	8	28
	% within school	16.7%	26.7%	23.3%	26.7%	23.3%
Not sure	Frequency	9	5	3	3	20
	% within school	30.0%	16.6%	10.0%	10.0%	16.7%
<b>Total</b>	<b>Frequency</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>120</b>
	<b>% within school</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

Table 12c shows that 50.0% and 56.6% of the respondents from Adiembra and Diabene Senior High School respectively believed that there were few cases of absenteeism in their school. Bompheh and Methodist SHS on

the other hand had 36.6% and 40.0% respectively indicating few cases of absenteeism. This indicates that some of the students engage in some form of absenteeism in both schools. Table 12d gives the respondents' responses to truancy in their various schools

**Table 12d: Respondents' Response to Truancy**

		Schools				
		Bompeh	Adiembra	Methodist	Diabene	Total
None	Frequency	7	8	7	8	30
	% within school	23.3%	26.7%	23.3%	26.7%	25.0%
Few	Frequency	10	15	10	15	50
	% within school	33.3%	50.0%	33.3%	50.0%	41.7%
High	Frequency	3	5	4	6	18
	% within school	10.0%	16.7%	13.3%	20.0%	15.0%
Not sure	Frequency	10	2	9	1	22
	% within school	33.3%	6.7%	30.0%	3.3%	18.3%
<b>Total</b>	<b>Frequency</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>120</b>
	<b>% within school</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

From Table 12d 20.0% of the respondents from Diabene and 16.7% respondents from Adiembra SHS believed that there was high incidence of

truancy among students in their school compared to 13.3% of the respondents from Methodist and 10.0% of respondents from Bompeh SHS who believed that there was high incidence of truancy among students in their School. It can be concluded that a higher percentage of the respondents from Diabene and Adiembra SHS believed that truancy was higher in their school compared to those from Bompeh and Methodist Senior High School. Table 13a shows the respondents' views on the regularity of teachers at classes.

**Table 13a: Respondents' Views on Teachers' Regularity at Classes**

		Schools				
		Bompeh	Adiembra	Methodist	Diabene	Total
Very encouraging	Frequency	16	9	15	10	50
	% within school	53.3%	30.0%	50.0%	33.3%	41.7%
Encouraging	Frequency	8	16	9	14	47
	% within school	26.7%	53.3%	30.0%	46.7%	39.2%
Not encouraging	Frequency	6	5	6	6	23
	% within school	20.0%	16.7%	20.0%	20.0%	19.1%
<b>Total</b>	<b>Frequency</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>120</b>
	<b>% within school</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

Table 13a shows that 20.0% of the respondents from Methodist SHS, 20.0% of the respondents from Bompeh SHS, 20.0% of the respondents from Diabene SHS and 16.7% of the respondents from Adiembra SHS believe that the regularity of teachers to classes has not been encouraging in their respective schools. It can be said that a higher percentage of the

respondents (20.0%) from Bompoh believe that the regularity of teachers to classes has not been encouraging in their school compared to Adiembra Senior High School. Thus, it can be said that the activities of guidance and counselling have not had much influence on the regularity of teachers to classes at Bompoh has compared to Adiembra Senior High School. Table 13b shows the respondents' view on the attitude of teachers to work.

**Table 13b: Respondents' View on Teacher's Attitude to Work**

		Schools					
		Bompoh	Adiembra	Methodist	Diabene	Total	
Very encouraging	Frequency	8	15	8	14	45	
	% within school	26.7%	50.0%	26.7%	46.7%	37.0%	
Encouraging	Frequency	15	10	15	10	50	
	% within school	50.0%	33.3%	50.0%	33.3%	41.7%	
Not encouraging	Frequency	7	5	7	6	25	
	% within school	23.3%	16.7%	23.3%	20.0%	20.8%	
<b>Total</b>	<b>Frequency</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>120</b>	
	<b>% within school</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	

Table 13b shows that 50.0% respondents from Bompoh and Methodist SHS and 33.3% respondents from Adimbra and Diabene SHS agree that the attitude of teachers towards work is encouraging. It can therefore, be seen that



the majority of the respondents believed that teachers attitude to work has been at least encouraging. However, it can be seen from table 13b that 16.7% and 20.0% of the respondents from Adiembra and Diabene SHS respectively believe that teachers attitude to students have not been encouraging in their respective schools. The table also shows that 23.3% of the respondents from Bompoh and Methodist SHS believed that teachers attitude to work is not encouraging. Table 14 describes the respondents' views on the time spent for studying in their various schools

**Table 14: Respondents' View on Time Spent Studying**

		Schools				
Time		Bompoh	Adiembra	Methodist	Diabene	Total
1	Frequency		7		5	12
	% within school		23.3%		16.7%	10.0%
2	Frequency	3	7	1	10	21
	% within school	10.0%	23.3%	3.3%	33.3%	17.5%
3	Frequency	12	6	13	5	36
	% within school	40.0%	20.0%	43.4%	16.7%	30.0%
4	Frequency	11	6	12	7	36
	% within school	36.7%	20.0%	40.0%	23.3%	30.0%
5	Frequency	4	3	4	3	14
	% within school	13.3%	10.0%	13.3%	10.0%	11.7%
6	Frequency		1			1
	% within school		3.4%			0.8%
<b>Total</b>	<b>Frequency</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>120</b>
	<b>% within school</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

Table 14, shows that all respondents from Adiembra and Diabene Senior High School study from one hour to seven hours whiles respondents

from Bompeh and Methodist SHS study from two hours to five hours. It can be seen that some respondents from Adiembra and Diabene Senior High School spent so many hours behind their books which can make them exhausted and weak for the next day's work while others spent one hour behind their books which may lead to inefficient study time and inefficient studies resulting in poor academic performance.

### **Presentation of Interview Results**

Evidence from the interview data of the Guidance Counsellor, Headmaster /mistress, and Parents pointed out that the four schools under studied provide guidance and counselling services to their students. However, the nature and processes of the Guidance services practiced in the four schools vary greatly due to certain conditions that existed in the school.

### **Identification of Guidance and Counselling Services**

Analyses of the transcripts of the Guidance Counsellor, Headmaster, and Parents of Bompeh and Methodist S.H.S. revealed that there were a broad range of services in the form of orientation, educational guidance, career guidance, social guidance, individual and group counselling and the likes for the improvement of academic work in the school. The following are comments from respondents:

“The counselling unit has a package of guidance and counseling programs and services for the students of this institution in the form of orientation services, educational guidance, career guidance, individual and group counselling and the likes for the improvement of

academic work in the school.” (Comment from the guidance counsellor January.19, 2010).

The school Guidance Counsellor said he is not a professional Counsellor but was appointed to take up the role because of his relationship with students and colleagues.

The headmaster also said;

“Actually Guidance and Counselling is a necessary factor in this institution. There are programs like orientation, educational guidance, career guidance, social guidance, and counselling services for the student”. (responses Headmaster/headmistress, Methodist and Bompeh. S.H.S. March. 12, 2010).

A parent said;

“My son told me that, he has been advised to be of good moral behavior, Study hard and pass well. He said he was told what he could become in future with the subjects chosen” (expression of Parent March. 25, 2010).

Another subject of concern from the analysis of the transcripts is the nature and processes of Guidance and Counselling services

#### **Nature and Process**

As regards the nature and process of Guidance and Counselling services in the school, responses from the Guidance Counsellor, Headmaster/Headmistress and Parents of Bompeh and Methodist S.H.S.

showed various nature and processes adopted in the service delivery in the school for example;

“Nature of Guidance and Counselling services /programmes provided in the school is on regular bases and it is throughout the term for all students. This is so because; Social/moral guidance services are organized every morning for all students at assembly” (verbatim expression Guidance Counsellor Jan. 19, 2010).

He also noted that;

“Usually one on one and group Counselling is organized for the students. In addition to this a five member guidance team has been form in the school to assist in the day to day running of the guidance services. According to him Guidance services are offered for all teachers in the school as well as Parents who have their wards in the school during PTA. Meetings”(Comment from the Guidance counsellor Jan. 19, 2010).

Further he said;

“I have an office of my own where I usually meet my clients for services. This enables my clients for that matter, the students, and come to meet their own will for one on one counselling services. Even some parent walk to my office for assistance when

they have problems at home with their children”

(verbatim response of the Guidance counsellor Jan. 19, 2010).

According to the Counsellor;

“The processes used are consultation services, counselling and follow-up services. Others used in the services delivering are organization of excursion/ field trips, inviting resources person to give talk on social and educational guidance, inspiring students with words of encouragement written and pasted in their classrooms. Again the use of the media (film shows on educative programmes),” (Comment from the Guidance counsellor Jan. 19, 2010).

The Headmistress confirms that;

“Provision has been made on the time table for the guidance services. There are also facilities as well as the necessary materials and funds for the guidance and counselling services” (responses of Headmistress Bompeh S.H.S.March.12, 2010).

She asserted that;

“I encourage my students to participate in guidance counselling by joining them in group counselling on social issues and other matters, after which I motivate them with slight snack. I also give them



individual counsel” (Verbatim expression of Headmistress March.12, 2010).

Concerning the process she stressed that;

“I hate to see students idling about, and will see to it that, all of them, I mean my students; join any of the social clubs in the school. For a saying goes that, the devil finds work for the idle hand” (Headmistress responses March.12, 2010).

A Parent confirms that;

“The School Counsellor sometimes visits me at home and he joins me to give counselling to my children, especially on social/moral issues and career opportunities” (verbatim Responses of parent March, 25, 2010).

Findings in Adiembra and Diabene S.H.S rather revealed something quite different from that of Bompeh and Methodist S.H.S. There exist guidance and counselling services in the school but almost all the respondents agree that the services are not effectively run.

Identification of Guidance and Counselling services

The Counsellor, of Diabene SHS said; “Madam, this school has no laid down guidance programmes/services for students. I have to design series of guidance services such as orientation, educational guidance, career guidance

and counselling services”. (Expression from the Guidance Counsellor Jan.5, 2010).

The headmaster acknowledged that;

“Guidance and Counselling services are there in the school, but the services are rendered as and when the need arises” (verbatim response of Headmaster January 5, 2010).

Parents, on the other hand, could not identify exactly the guidance services that existed in the school for their wards. Two of the Parents remarked;

“There is nothing like Guidance and Counselling that I know of”. (Response of Parent in Adiembra SHS’ March 17, 2010) “At times I only receives a call to go to the school that, my daughter has misbehaved. I don’t even know the school counselor” (Response of Parent Diabene SHS. March 17, 2010).

### **Nature and Process**

Analysis of the transcripts about the nature and process of the guidance and counselling services in the school, the Counsellor mentioned that, “Orientation services are organized for first year students at the beginning of every term. Educational guidance is organized for all the students especially the final years in collaboration with the form master” (verbatim expression of counselor Jan. 5, 2010).

He further remarked that;

“Though there is no common goal between me as a counselor and the administrators for the school, form masters and house mistress as well as some members of the disciplinary committee, team up with me at times to give counselling.”(Response of the counselor Jan. 5, 2010).

The headmaster also said;

“The nature of the Guidance services in the school is that, when student are admitted to the school, orientation services are given them as a group. Also when the final year students are about to write their examinations they are prepared” (Verbatim response of Headmaster January 5, 2010).

### **Discussions of Results from the Interviews and Questionnaires**

The hypothesis of the study has been proven right in the four schools understudied because the strengths and the weaknesses of the Guidance and Counselling services have been exposed in the findings. The schools involved have Counsellors who are not professionals but have in their programme various services to help the student adjust and cope with learning, but the nature and process of the Guidance and Counselling services and the condition under which it is practice is not the best in some of the schools. This has to some extent resulted in some amount of behavioural problems in the schools.

In one of the schools understudied, (Bompeh SHS), as part of the practices of Guidance services, provision has been made on the time table for the guidance services. It was also observed that there exist five member

guidance teams who assist the counsellor in the delivery of the guidance services. An evidence is in the findings of student questionnaire where (30) of the students, thus 100% confirmed that they have heard about guidance services, 53.3% said they know the School Counsellor and 46.7% said they had had Guidance Counselling on Educational guidance, and career guidance counselling. This finding however, confirms what the counsellors, headmistress/Headmaster and Parents said about identification of Guidance and Counselling services in Bompoh and Methodist S.H.S. For instance in Bompoh the headmistress said; “Actually guidance and counselling is a necessary factor in this institution. There are programs like orientation, educational guidance, career guidance for student.”

The inclusion of Guidance services on the schools timetable in ‘Bompoh SHS, Methodist S.H.S., and the comment of the Headmistress/Headmaster support the learning theory of Vygotsky. Vygotsky (1978) explained that students are able to develop and advance to level of potential development of solving problem through Guidance. This is what Vygotsky called the concept of zone of proximal development. The zone of proximal development refers to the area between the level which the student is currently achieving and the level of which can be achieved if the student is given assistance from a competent person. The competent person in this context is the Guidance Counsellor and individual assistance is given through the offering of Guidance services to the student. It implies, to improve upon the level at which students are currently achieving, and also to assist those who are low achievers there is the need for guidance and counselling to help students plan their study time well and adjust to learning. Findings on time



spent by student studying in a day, as shown in table 14 revealed that 13 (43.4%), 12 (40.0%), 1(3.3%) and 4(13.3%) totaling 100% respondents in Methodist SHS study from two (2) hours to five (5) hours. The same way at Bompeh SHS, 3(10.0%), 12(40.0%), 11(36.7%) and 4(13.3%) study from two to five hours. There seems to be an efficient counselling on how to study and use time judiciously, it could be due to other factors such as school regulations or conducive learning environment since majority of the students do not spend much time or too little time studying.

Findings from interviews and questionnaires reveal an effective nature and process of Guidance and Counselling services in Bompeh and Methodist SHS. The Guidance services are offered on regular bases and it is throughout the term for all students. The Counsellors of Bompeh and Methodist SHS have offices of their own where they meet their clients for counselling sessions. The researcher also observed that, files of students who have special problems were kept in the Counsellors office. Counselling services, orientation, career counselling, consultation services and few others in Bompeh and Methodist are delivered through process like organizing excursion/ field trips, inviting resources persons to give a talk on social and educational guidance. Students are also inspired with words of encouragement written and pasted in the classrooms. Others are the use of the media (film shows on educative programmes), as well as individual and group counselling services. Shertzer and Stone (1976) noted that guidance is a process through which individuals are helped to understand themselves, their potentials and their relationship to the world in which they live.



Issues about students' positive relationship and rapport with the counsellor, evidence from findings on table 11 of questionnaire data, indicate (60.0%) of respondents in Bompeh and 50.0% of the respondents in Methodist agree that the services of the counsellor have been helpful to them and their friends. There were however, some traces of indiscipline in Bompeh and Methodist. Table 12b shows that 40.0% and 43.3% of the respondents in Bompeh and Methodist respectively agreed that there were few cases of drug addiction in the school. Similarly table 12 shows that there was 33.3% few incidence of truancy among students. This could suggest that, the effectiveness of Guidance and Counselling services in schools is not a perfect solution to indiscipline. Other issues like environmental factors, home background can bring about indiscipline. Baker and Gerler (2001) assert that school counselling programmes have significant influence on discipline problem. They reported that students who participated in a school counselling programme had significantly less inappropriate behaviors and more positive attitudes towards school than those students who did not participate in the programme.

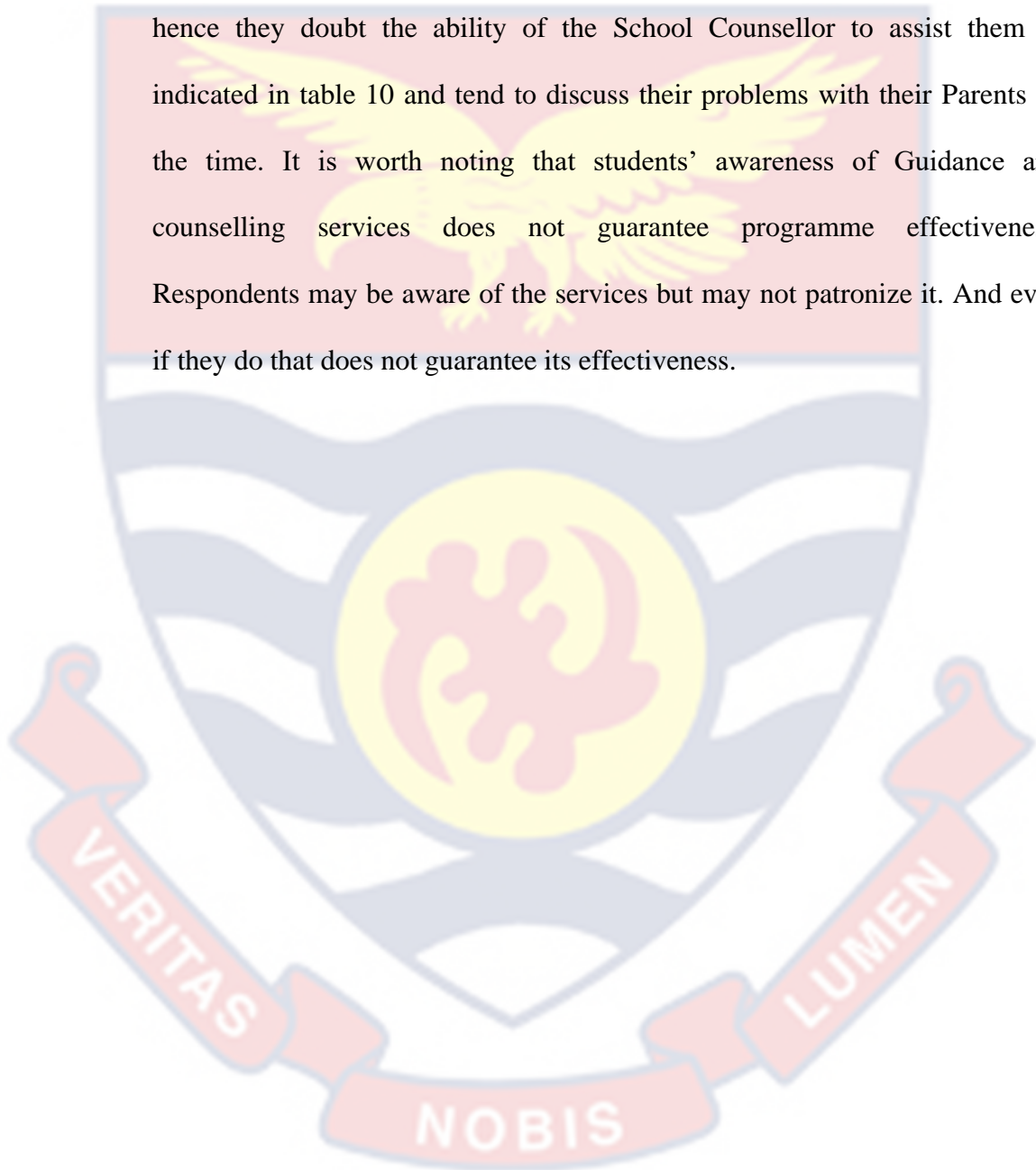
In Diabene and Adiembra SHS the following Guidance services were identified; Orientation services, Educational guidance, career guidance, individual and group counselling. The counsellor complained that he has no laid down Guidance and Counselling services for students, no convenient place for counselling in the school, as such students could not access the services. Table 9 reveals majority of the students that is 73.3% and 83.3% of respondents in Adiembra and Diabene SHS respectively said the Counsellor has no office for counseling session. The headmaster of the school

acknowledged the counsellor responses by his statement that the services are rendered as and when the need arise. To add to this, Only (8) in Adiembra and (5) in Diabene of the students representing 26.7% and 16.7% respectively said they have heard about Guidance and Counselling in the school while (21) representing 70.0% at Adiembra and (24) representing 80.0% at Diabene said they have not attended Guidance Counselling on Educational guidance, career guidance, individual and group counselling. Students numbering (21) representing 70% at Adiembra SHS said they don't even know their school Counsellor. Some weaknesses identified are lack of office due to inadequate classrooms. There are no funds to support the activities of guidance services except the internally generated funds which are even not sufficient. It appears there is no common goal for the school. There was lack of collaboration between the school administration and the Counsellor. Also there is no collaborative work between the Counsellor and Parents. A Parent of Adiembra SHS comments, 'Not much attention has been paid to the Guidance services, because the Guidance Counsellor has never involved me in anything concerning counselling in the school. The Guidance services in Adiembra and Diabene SHS seems to exist only in name but not in practice. Sutton & Fall (1995) in a study contend that, School Counsellor effectiveness is influenced by school climate. Sutton & Fall said with effective counselling services, heads or principals generally provided enthusiastic support for the programmes and encouragement to the Counsellors. They continued that, there should be a clear understanding between Counsellors and administrators as to the goals of the school counselling programmes.

The nature and process of Guidance and counselling services in Adiembra and Diabene SHS are Orientation services which are usually organized for first year students at the beginning of every term, and Educational guidance, for the final year students when they are about to write their examination. The Guidance and Counselling service in the school is usually in the form of grouped counselling. Individual counselling is given when the need arises. It appears the services are only rendered during certain periods in a term. The school also has a counselling team that assist the counsellor, but then, some of the members in the team are also members of the Disciplinary Committee. This however scares the students and makes it difficult for them to approach the counsellor with problems. Parents on the other hand could not tell exactly the nature of the guidance and counselling services that existed in the school as one of those interviewed said; ‘There is nothing like collaboration’(personal communication March 17, 2010).

Despite the lapses identified in the nature and process of Guidance and counselling service, Adiembra and Diabene has a low rate of indiscipline as compared to where the service is effective. For example table 12a established that only 33.3% of the respondents believed that there was incidence of teenage pregnancy for both Adiembra and Diabene SHS. . Table 12b has only 16.6% for drug addiction for both schools. Table 12c has only 26.6% for absenteeism also for both schools. Table 12d only 16.7% and 20.0% of the respondents in both schools respectively believed there was a high incidence of truancy in the school. The rate of indiscipline among teachers was also low in school. Table 13a shows 16.7% and 20.0% of the respondents in Adiembra and Diabene SHS respectively that teachers are not regular in class. Table 13b has

only 16.7% and 20.0% in Adiembra and Diabene SHS as teacher's poor attitude towards work. The peculiar nature of Guidance and Counselling services in Adiembra and Diabene SHS might have led the majority of the respondents from schools to have support of Parents as indicated in table 10, hence they doubt the ability of the School Counsellor to assist them as indicated in table 10 and tend to discuss their problems with their Parents all the time. It is worth noting that students' awareness of Guidance and counselling services does not guarantee programme effectiveness. Respondents may be aware of the services but may not patronize it. And even if they do that does not guarantee its effectiveness.





## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter comprises summary and conclusions based on the findings and some recommendations for improvement in the Services provided as well as for future research.

#### Summary of Key Findings

The purpose of the study was to investigate the effectiveness of Guidance and Counselling services in the Senior High Schools in the Western Region of Ghana. The study was a mixed approach (qualitative and quantitative) design and a sample size of 120 was drawn from a population of 2,325 populations who are part of the school community.

Specifically the study was conducted in Sekondi Takoradi Metropolis of Western Region in Ghana. Questionnaires were administered to 120 students and interviews were conducted for 17 comprising the School Counsellors, Headmaster/headmistress and Parents to collect data for the study. 100% of the administered questionnaire were retrieved instantly and used for analysis. Lottery sampling was used to sample the students and to allow respondents to have equal chances of being selected. The interview data was also transcribed and used for analysis.

Findings from the questionnaire and interview based on the objectives of the study, has justified the hypothesis of the research, because it has brought to therefore the strength and the weakness of the Guidance and



Counselling services/programs in the schools. The study revealed that the selected schools concerned have Counsellors who are not professionals but appointed as Co-ordinators on the basis of their relationship with students and colleagues. All the schools have in their program various Guidance services for students but the nature and the process under which the services are conducted is not the best in some of the schools. This has resulted in some amount of indiscipline in the schools.

Findings of the Guidance and Counselling services/programs in Bompoh and Methodist SHS revealed that provision has been made on the time table for the guidance services. The necessary facilities as well as materials and funds to operate were made available for the counsellor. It was also revealed that the Guidance services are offered on regular bases and it is throughout the term for all students. The Counsellors in their services delivery adopts various techniques such as organizing excursions, field trips, inviting resource persons to give talks on social and educational guidance, inspiring Students with words of encouragement written and pasted in the classrooms and the use of the media (film shows on educative programs). In spite of the above, there were however, traces of indiscipline like drug addiction, truancy among students and these could account to the low academic performance in their final examination. It could be deduced from this findings that, the effectiveness of Guidance and Counselling services in school is not an antidote to indiscipline. Other issues like environmental factors, home background can bring about indiscipline and low academic performance.

In another finding, in Adiembra and Diabene SHS it was revealed that the school Guidance Counsellor has no convenient place for counselling in the

school for students to access the services. Besides this, there was no laid down goal for Guidance and Counselling services/ programme for students, nor funds being provided for effective running of the Guidance and Counselling services/ programmes. Results also revealed that the Guidance service were usually organized for first year students at the beginning of every term, and career /educational guidance, for the final year students when they are about to write their examinations.. Results also indicated that, the four schools has counselling team that assists the Counsellor. Some of the members of this team are also members of the disciplinary committee. This however makes it difficult for students to approach the counsellor with their problems for fear of intimidation and punishment from disciplinary committee, when reveal secretes to them.

Obviously, one would have expected that, the rate of indiscipline among students in Adiembra and Diabene SHS to be higher than Bompeh and Methodist SHS, But findings revealed that, adolescent problems as teenage pregnancy, drug addition, truancy and absenteeism was rather low as compared to the schools which has better conditions, facilities, funds and the necessary materials. This finding could possibly be that students in Diabene and Adiembra SHS perhaps rely on guidance support from their Parents and mentors. Hence, the role of Parents, teachers, and other institutions (stakeholders) is paramount for the improvement and the effective running of Guidance and Counselling services in schools.

However in correlation to Students academic performance in the four schools understudied, leaves much to be desired in terms of total number obtaining aggregate six to twenty four and above. Also findings revealed an

upward improvement in vocational courses like General knowledge in Art, ceramics, clothing and textiles, graphic design and woodwork in terms of percentage passes, the corresponding grades obtained are nothing to write home about.

### Conclusions

Based on the findings the following conclusions were drawn. All Senior High Schools in Ghana should be provided with competent and skillful professional school Guidance Coordinators by Ghana Education Service for proper delivery of guidance and counseling services in the schools.

Again, National, Regional, District and metropolitan Guidance Coordinators liaise with Headmasters/Mistress of Senior High School to provide funds, office and materials like computers, tape recorders, and other logistics to enable them meet client with special cases.

Finally school Guidance Coordinators should from time to time invite resource persons instead of school disciplinary committee to meet with teachers and students body to provide career and educational guidance to improve academic standards.

These laudable aims of the Guidance and Counselling services can be realized if frequent evaluative measures are employed to ascertain the implementation levels of the Guidance services in the schools. The evaluation of Guidance services in the Senior High Schools is a sure means to find out of whether the set objectives for a Guidance services or overall Guidance programme are being achieved.

## Recommendations

Based on the findings and conclusions, the following recommendations were made:

1. Policy makers of education should make Guidance services form part of the academic calendar.
2. For confidentiality and avoidance of intimidation, school disciplinary committee members should not be part of Guidance and Counselling team.
3. Senior High Schools should provide office and materials like files, tape recorders and funds to enable Guidance Counsellors to effectively serve their clients.
4. Occasionally sandwich courses, in-services training, workshops and seminars should be organized for all non-professional Guidance Counsellors, teachers to update their knowledge and skills and improve academic standards in schools.
5. School administrators, School Counsellors and Parents should collaborate and pull resources together for the services effectiveness.
6. The Ghana Education Services must put in more effort in terms of professional Guidance Counsellor and resources for high quality staff development to make the programme effective to create a positive impact on students learning
7. The Guidance Counsellors should endeavor to reach out more to the students by encouraging them to discuss issues and showing them general concern for their well being.

### Suggestions for Further Research

Since the present study used a small sample to collect data on evaluation of Guidance and Counselling services in the four Senior High Schools of the Sekondi Takoradi Metropolis, it is recommended that future studies be conducted to cover more Senior High Schools in the district and throughout the country at large.





## REFERENCES

- Akinade, E. A., Sokan, B. O., & Osarenren, N. (1996). *An introduction to guidance and counselling*. Oyo State: Caltpo Publishing Company.
- Alfred, I. T., & Danie, B. K. (2003). *Basics in guidance and counselling*. Winneba: University Press.
- Ambron, S. R. (1981). *Child development* (3<sup>rd</sup> ed.). New York: Holt, Rinehart and Winston.
- Assoah, K. S. (2006) *Guidance and counselling in education*. Kumasi: Campus UEW.
- Avoke, M. (2005). *Special educational needs in Ghana policy: Practice and research*. Winneba: University Press.
- Babbie, E. (1992). *The practice of social research*. Cape Town: Oxford University Press.
- Baker, S. B., & Gerler, E. R. (2001). *Counseling in schools*. Thousand Oaks, CA: Sage Publication.
- Bandura, A. (1977). *Social learning theory*. Englewood Cliffs, NJ: Prentice Hall.
- Best, W. J. (1981). *Research in Education* (4<sup>th</sup>ed.) New Jersey: Prentice Hall Inc.
- Capuzzi, D., & Gross, D. R. (1991). *Introduction to counselling: Perspectives for 1990s*. Needham Heights, Massachusetts: Allyn & Brown.
- Cohen, M., Morrison, C., & Avoke, M. (2005). *Special educational needs in Ghana policy: Practice and research in special education*. Santa Monica: Rand Press.

- Creswell, J. W. (2005). *Educational research: Planning, conducting and evaluation of quantitative and qualitative research*. Merrill: Prentice Hall.
- Crisp, R. (2000). *A qualitative study of perception of individuals with disabilities concerning health and rehabilitation: Professional disability and society*. Winneba: University Press.
- Dankwa, D. O. K. (1981). *Guidance and counselling in Ghana Education Service: History and policy*. Unpublished master's thesis, University of Cape Coast, Cape Coast.
- Ebel, L. (1979). *Teacher evaluation: A study of effective practices*. Santa Monica: Rand Press.
- Ghana Education Service (2006). Conference/ Workshop for Regional District and Counselling Co-ordinators. Accra: Palace Holdens Ltd.
- Gibson, T. D., & Mitchel, C. D. (1990). *Practical counselling*. Boston: Houghton Milling Company.
- Jacobs, D. J., & Asghar, F.K. (1990). *An introduction to qualitative studies: A study and practice*. Geneva: Prentice Hall Inc.
- Kankam, G., & Abel, O. (2000). *Principles and practice of guidance and counselling*. Accra: Payless Publication Ltd.
- Lapan, R. T., Gysbers, N. C., & Sun, Y. (1997). The impact of more fully implemented guidance programs on the school experiences of high school students: A statewide evaluation study. *Journal of Counselling & Development*, 75, 292-302.
- Lucy, C. J. & Asger, H (1990). *Introduction to research in education*. Indian: Holt, Rinehart and Winston, Inc.

Maddy-Bernstein, C. (1994). *Exemplary career guidance and counselling programmes for the nation's diverse student population: A preliminary framework*. Hong Kong: Palgrave Macmillan.

Magnus, R. (1995). The nature of evaluation. (Electronic version). Retrieved Nov. 23, 2007, from

[http://www.comp.lancs.ac.uk/computing/research/cseg/project/valuateon/IYR contents.html](http://www.comp.lancs.ac.uk/computing/research/cseg/project/valuateon/IYR%20contents.html).

Makinde, O. (1983). *Fundamentals of guidance and counselling*. London: Macmillan Publishers Ltd.

Makinde, O. (1990). *Fundamentals of guidance*. London: Macmillan Education Ltd.

Makinde, O. (1993). *Fundamentals of guidance and counselling*. London: Macmillan Education Ltd.

Maykut, P., & Morehouse, R. (1994). *Beginning qualitative research*. Washington DC: Falmer Press.

McMillan, J. H., & Schumacher, S. (1997). *Research in education: A conceptual introduction* (4<sup>th</sup>ed.). Virginia: Addison Wesley Education Publishers Inc.

Ministry of Education, (2002). *Report of the President Committee on Review of Education Reforms in Ghana*. Accra: Adwinsa Publication Ltd.

Nayak, A. K. (2004). *Guidance and counselling*. New Delhi: APH Publishing Corporation.

Nevo, O. (1990). Career Counselling from the Counselee perspective: Analysis of feedback questionnaires. *The Career Development*

*Quarterly* 38 (4), 314-324. National center for Research in vocational Education, California: University Printing Press.

Odeck, S. (1999). *The guidance and counselling role of the teacher in higher education*. Breda: UNESCO/ Regional Office for education Africa.

Olayinka, M. S. (1993). *Guidance and counseling for Nigeria schools*. Ikeja-Lagos: Literamed Publication Limited.

Paul, D. L. (2005). *Practical research: Planning and design*. New Hampshire: University Press.

Pecku, N. K. (1991). *Introduction to guidance for schools and training colleges* (2<sup>nd</sup> ed.). Accra: Ghana University Press. Retrieved February 5, 2007, from [http://www.daker.unesco.org/breda\\_guide/new.8.htm](http://www.daker.unesco.org/breda_guide/new.8.htm).

Pietrofesa, M., Haffman, J., & Splete, T. E. (1984). *Guidance and counselling: A developmental approach*. Boston, MA: Allyn and Bacon.

Robert, E. S. (1995). *The art of case study research*. Thousand Oaks: Sage Publication Ltd.

Sackle, J. J. (1999). *Concept of evaluation in guidance and counselling*. London: McGraw-Hill Inc.

Shertzer, D., & Stone, M. (1976). *Guidance and counselling: An introduction to theory and practice* (2<sup>nd</sup> ed.). Englewood Cliffs NJ: Prentice Hall.

Sommerlad, W. J. (1992). *Evaluation: A redefinition* (6<sup>th</sup> ed.). Boston: McGraw Hill.

Stake, S. O. (1995). *Teacher evaluation: A study of effective practices* (2<sup>nd</sup> ed.). Santa Monica: Rand Press.

Stern, H. T. (1991). *Teacher evaluation: Purposes and practice*. New York: Macmillan.



Sutton, J. M., & Fall, M. (1995). The relationship of school climate factors to counselor self-efficacy. *Journal of Counseling and Development*, 73, 331-336.

Taylor, A. I., & Buku, D. (2003). *Basics in guidance and counselling*. Accra: Koess Publishers.

Traxler, I. R., & North, M. A. (1957). *The concept of guidance and counselling: A handbook for career counselors*. New York: Simon & Schuster Macmillan.

Tryfos, P. (1996). *Sampling methods for applied research: Text and cases*. London: John Wiley and Sons Inc.

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge: University Press.

World Book Encyclopedia, (2002). VIM 22, Chicago: World Book.

Zunker, V. G. (1994). *Career counselling*. California: Brooks/Cole Publishing Company.





APPENDICES

**APPENDIX A**

**Questionnaires for Students**

1. Sex .....Male ( ) Female ( ) Date.....
2. School / Institution .....
3. Form ..... Programme .....
4. I have heard and know about Guidance and Counselling services.  
Yes ( ) No ( )
5. I know my School Guidance Counsellor Yes ( ) No ( )
6. My school Guidance Counsellor provides us Educational guidance and  
Career guidance counseling. Yes ( ) No ( )
7. I have been assisted by the School Guidance Counsellor in making a  
decision. Yes ( ) No ( ) .
8. The Counsellor in my school has an office for Counselling session.  
Yes ( ) No ( ) .
9. My Parents sit and talk with me about my problems. Yes ( ) No ( ) .
10. The Guidance Counsellor has been helpful to me and my friends.  
Yes ( ) No ( ) .
11. Types and rate of indiscipline among students. (Please Tick)

None	Few	High	Not Sure

- a) Teenage pregnancy
- b) Drug abuse addiction
- c) Absenteeism
- d) Truancy

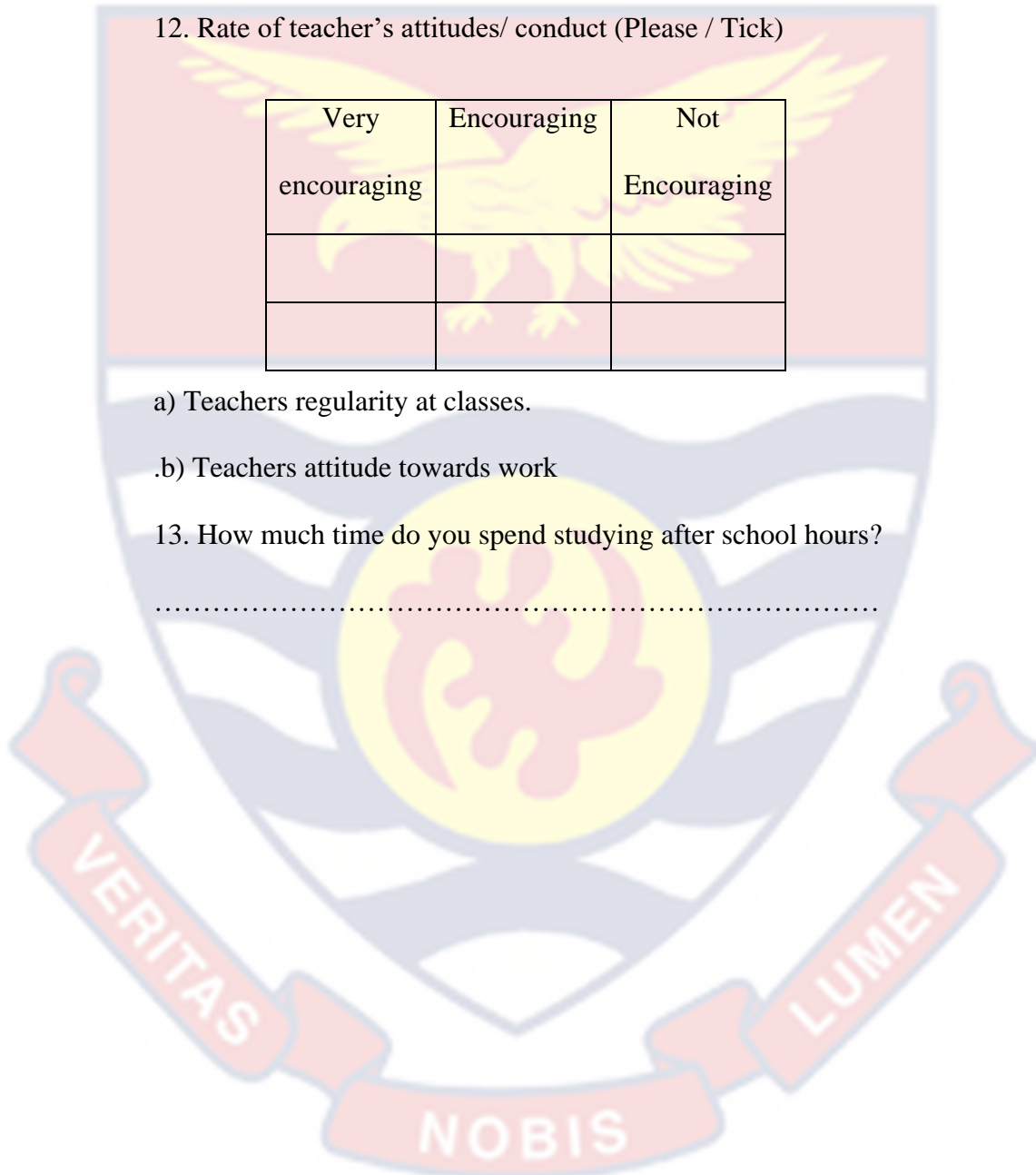
12. Rate of teacher's attitudes/ conduct (Please / Tick)

Very encouraging	Encouraging	Not Encouraging
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- a) Teachers regularity at classes.
- b) Teachers attitude towards work

13. How much time do you spend studying after school hours?

.....



**APPENDIX B****Interview Guide for School Counsellor**

1. What is your academic background as school Guidance Counsellor?

Prompt: How did you become a Guidance Counsellor?

Prompt: For how long have been practicing as a school Guidance Counsellor and how informed are you?

2. How often do you provide Guidance and Counselling services to students?

Prompt: What provisions are made on the academic calendar for these services?

Prompt: Do you have a permanent office located in the school, how accessible is your office?

3. What types of Guidance and Counselling programmes do you offer the students?

Prompt: How is these organized?

4. What category of student do you provide Counselling services to?

Prompt: How often do you provide these services?

Prompt: What are student responses to these services?

5. What form does the Guidance and Counselling service take?

Prompt: Do you collaborate with other people like staff members, parent etc to provide the services?

6. What is your general impression about the Guidance services in the school?

Prompt: Has the services been effective?

## APPENDIX C

### Interview Guide for Parents

1. How informed are you about Guidance and counselling services in your wards schools?

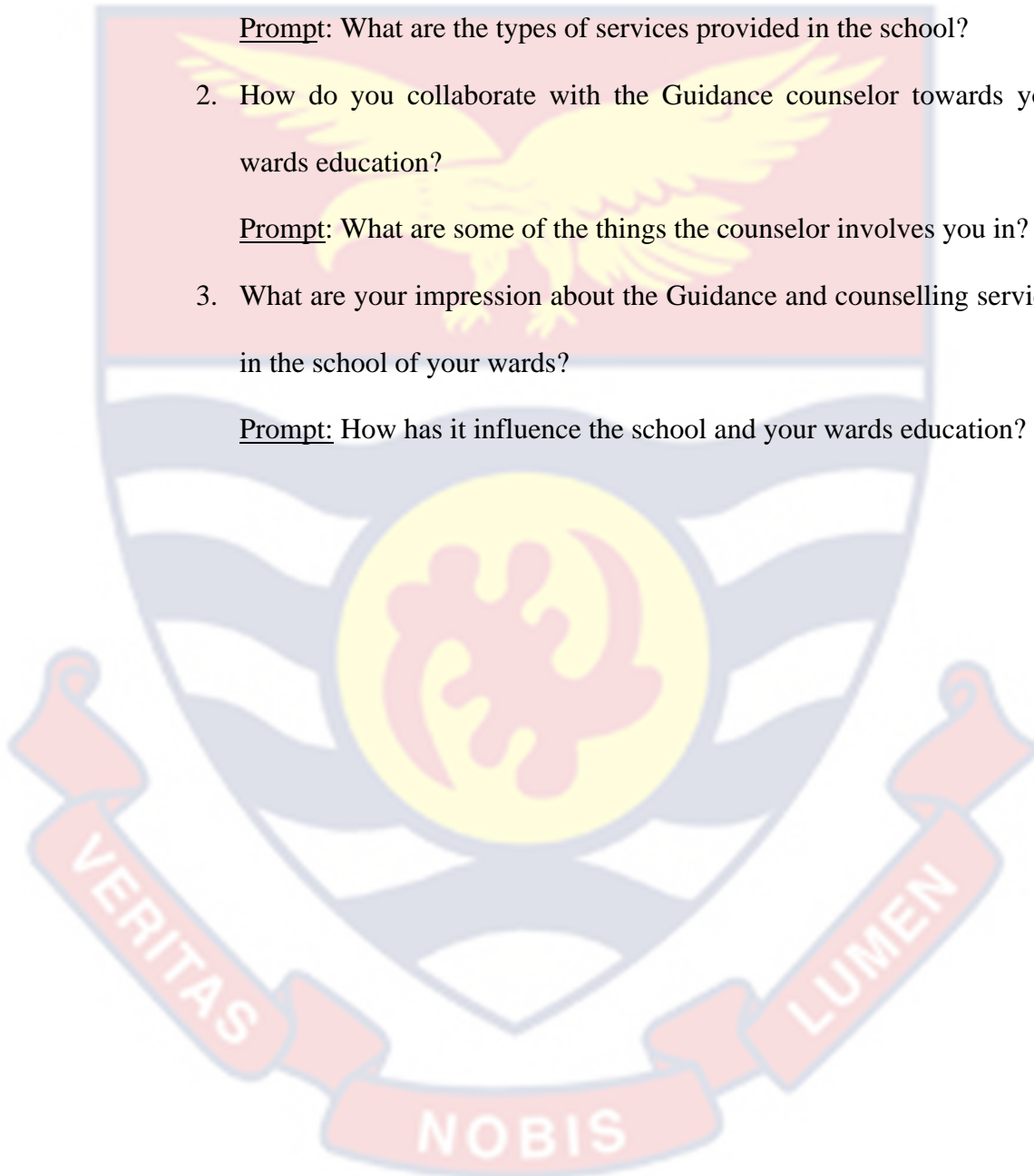
Prompt: What are the types of services provided in the school?

2. How do you collaborate with the Guidance counselor towards your wards education?

Prompt: What are some of the things the counselor involves you in?

3. What are your impression about the Guidance and counselling services in the school of your wards?

Prompt: How has it influence the school and your wards education?





**APPENDIX D****Interview Guide for Headmaster / Headmistress**

1. What role do you play concerning Guidance and Counselling in the school?

2. What kind of Guidance and Counselling services exist in the school?

3. What has been the practice of Guidance and Counselling in the school?

Prompt: How does the administration support the Guidance services?

4. What are some of the challenges of Guidance and Counselling services in the school?

Prompt: What can be done to improve upon the services in the school?

5. What has been the effect of the Guidance and Counselling services in the school?

Prompt: How has it influence activities in the school, (both student and teachers).

