UNIVERSITY OF CAPE COAST

ADMINISTRATION OF GUIDANCE AND COUNSELLING IN THE

COLLEGES OF EDUCATION IN GHANA

JOHN AIDOO

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BY

JOHN AIDOO

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

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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: John Aidoo

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: Rev. Kwasi Otopa Antiri

ABSTRACT

The main purpose of the study was to examine the nature of guidance and counselling administration, to find out the types of guidance and counselling services administered in the colleges, the role of tutors as well as the challenges associated with the administration of guidance and counselling services in colleges.

The research design adopted for the study was a descriptive research design. A total of 269 respondents made up of 224 students, 45 tutors including the guidance and counselling coordinators were sampled for the study. Questionnaires and interview guides were the instruments used in the study. The main statistical tools used were frequencies and percentages. The interview data from the guidance and counselling coordinators were however grouped according to themes based on the research questions.

The main findings of the study were that guidance and counselling services are beneficial to students in the colleges. Tutors and students rated the guidance and counselling services as good. It was also observed that guidance and counselling co-ordinators in the colleges involved tutors in discussing issues related to students' academic problems. Orientation and counselling are the popular guidance and counselling service rendered to students in colleges. However lack of funds and qualified guidance and counselling co-ordinators were the major factors militating against the administration of guidance and counselling services. It is therefore recommended that the coordinators in the colleges should explain to students the need for guidance services and encourage students to avail themselves of these services.

ACKNOWLEDGEMENTS

DEDICATION

To my beloved wife, Paulina, my father and mother and to the memory of my late brother, Yaw Frimpong.

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CHAPTER ONE

INTRODUCTION

Background to the Study

The current educational system of Ghana has three main transitional stages. The nation expects its citizenry to pass through at least one of the three stages in life. The first is the basic stage which is made up of six year primary and three year junior high education. The second stage is three year senior high education. The final stage is three to four years tertiary education which comprises a number of different programmes and courses offered in the universities, polytechnics, colleges of education and other tertiary institutions.

The students being the future leaders of tomorrow need to be guided and counselled by trained professional guidance co-ordinators as they move through these three main transitional stages. This will enable the students to identify their needs, interest, aspirations, strengths and weaknesses and be able to cope effectively with their problems.

The students again need to be well equipped and trained to take on the mantle of the future. Correct information will assist them to be well equipped and guided to make wise decisions about the future not only for themselves but for their community and the society at large. Many of us adults would not have been

where we are today if we had not received guidance from our parents and teachers that enabled us to make wise decisions to overcome our own problems.

Thus, before the 1960s when attempts were made to establish forms of guidance services, there existed some forms of guiding people (Essuman, 1999). According to Dankwa (1981) guidance during this era was administered in schools and colleges by heads of institutions, housemasters and mistresses, teachers and chaplains.

The need for guidance and counselling in our schools and colleges could be attributed to four major reasons. These are:

(i)   To help students adjust to school environment and experiences. Orientation given to students will help them to feel emotionally secure (Idowu, 1988).

(ii)   The world has become complex, so are the problems students face. The expertise of the guidance practitioner is needed in schools to assist them solve their learning and other related problems.

(iii)   To develop among them career awareness through understanding of career opportunities, lifestyles that are reflected in different types of job openings.

(iv)   To help solve the problem of increasing students indiscipline in schools and colleges.

In 1971 the cumulative record cards were launched in elementary schools in some districts of five (5) regions in the country, namely Eastern, Volta, Western, Greater Accra and Central. The cards were also introduced to students in teacher training colleges, where students were taught how to use them (Dankwa, 1981).

By 1973, about six Ghanaian experts trained in the United Kingdom, the United States of America and Canada had arrived in the country to contribute to the guidance and counselling field (programme). Unfortunately, the political condition in the country did not allow them to work effectively as a result of the military coup in 1972 (Akummey, 1988).

Serious work in establishing guidance and counselling programmes began in 1976 when the Ghana government came out with a policy through a directive issued by the Ghana Education Service (GES) for the establishment of guidance and counselling programmes in the nation's second cycle institutions. The policy stated that: The Ghana Education Service has decided to establish a systematic guidance and counselling programme in all second cycle institutions in the country i.e. secondary, technical, vocational, commercial and teacher training colleges (G.E.S, cited in Taylor & Buku, 2006).

The policy statement of the Ghana government on GES guidance and counselling was geared towards achieving the following aims and objectives

1.   to collect and collate data using cumulative record cards.

2.   to store data appropriately.

3.   to conduct orientation programme for students.

4.   to organize subject combination programme for the students.

5.   to help students make informed choices.

6.   to provide students with information through group guidance.

7.   to provide students with information on individual guidance.

8.   to organize vocational selection programme for students.

9. to help students develop healthy attitudes.

10. to help students develop learning skills and values.

11. to take advantage of school facilities and develop decision-making skills.

12. to develop consultation service for the school.

13. to provide follow-up services for students.

14. to provide placement services for the students.

15. to help promote tension-free atmosphere within the school system (G.E.S. as cited in Amenyedzi, 1997).

As a step in the right direction, the Institute for Educational Planning and Administration (IEPA) of the University of Cape Coast was authorized to train some selected teachers from second cycle institutions as guidance co-ordinators (Essuman, 1999). By 1981, about two hundred co-ordinators had been trained and were working in second cycle schools or in regional and district offices of the Ghana Education Service.

Currently, many Ghanaian senior high schools and colleges could now boast of guidance co-ordinators. There are also Regional and District co-ordinators in GES who coordinate guidance and counselling services in all the schools within the regions and districts.

At the Colleges of Education, students undertake courses in guidance and counselling to enable them make decisions on issues affecting their lives. Some of these decisions are either to continue their education after completing their course and serving for a number of years or to remain in the classroom as diploma holders without furthering their education. Guidance and counselling therefore

play an important role by ensuring that the students take the right decision. According to Olayinka as cited in Oladele (2000) guidance and counselling in schools and colleges enable the country to identify her talented youth to nurture to the optimal level of social, educational and economic development.

Many a time students have been caught in indiscipline acts such as drunkenness, promiscuity, smoking and insubordination against authority. Therefore, one might not be wrong attributing the recent indiscipline behaviour of students in our educational institutions to poor administration of guidance and counselling services.

Again, some students spend their monthly allowances extravagantly on drinks instead of investing them profitably for the purchasing of books for their studies. Some female students also in the bid to acquire material things resort to taking male friends or engaging in casual sex. Female students and their male fiancée hide in dark places during prep hours to make love and this at times result in unwanted pregnancy, thereby causing stress on both partners. These suggest that students have to be equipped socially, emotionally and psychologically so that they can adjust themselves well into the society and to prepare them for useful employment (Farrant, 1980).

These and many others call for non-teaching programmes (activities) different from the normal classroom teaching to serve the emotional, social and the psychological needs of students in Colleges of Education.

Statement of the Problem

Education aims at the total development of individuals who will be useful to themselves and to the society at large. It is for this reason that there must be some programmes different from the classroom teaching in the school curriculum to augment what is taught in the classroom to ensure the total development of individuals. One of such programmes is guidance and counselling services.

Guidance and counselling therefore play an integral role in the total development of the individual. Guidance and counselling help students considering the complexity of our contemporary world to make wise and informed decisions on matters affecting their lives as well as educational and vocational choices.

In recent times, Colleges of Education in Ghana are gradually attaining tertiary status; this transformation challenges the administrators of guidance and counselling to rise up to the task. The administration of guidance and counselling in these institutions therefore, need to be strengthened in order to help students make informed decisions to overcome some of the challenges this transition is likely to bring.

The realisation of this prompted the curiosity of the researcher to undertake an in-depth investigation into the extent to which guidance and counselling services are administered to students in Colleges of Education.

The Purpose of the Study

The purpose of the study is to find out the nature of guidance and counselling in Colleges of Education, examine the types of guidance and

counselling services available and the guidance services administered in the colleges. The study further intends to find out factors affecting guidance and counselling services administration in the colleges and the role of tutors as well as the challenges confronting the administration of guidance and counselling services in Colleges of Education in Ghana.

Research Questions

In order to achieve the purpose of the study, the following questions were formulated.

1. What is the nature of guidance and counselling services in Colleges of Education?

2. What are the types of guidance and counselling services in Colleges of Education?

3. Which of the guidance and counselling services are administered?

4. In what ways are guidance and counselling services beneficial in the Colleges of Education?

5. What roles do tutors play in the administration of guidance and counselling in Colleges of Education?

6. What are the challenges of guidance and counselling services administration in Colleges of Education?

Significance of the Study

The findings of the study will provide a fertile ground for the Ministry of Education in collaboration with the government to gain an insight into the

administration of guidance and counselling services in Colleges of Education. This will enable them to design effective and potent guidance and counselling administrative system for the benefit of both practitioners and the counsellees.

The results of the study will indicate the extent to which guidance and counselling services are administered to students, and the impact they make in the Colleges of Education. The study will also serve as reference materials for future researchers who may want to replicate the study in other areas or expand the frontiers of the study.

Delimitation

The study focuses on the extent to which guidance and counselling programmes/services are administered in the Colleges of Education. This does not however, include the professional training of the school counsellors. This is to keep the focus of the researcher on the available structures or administrative systems of guidance and counselling services in the Colleges of Education.

Limitations

The study would have been more representative if it had included all Colleges of Education in the country in order to give a clearer picture of the administration of guidance and counselling in Colleges of Education. However, only three Colleges of Education were selected for the study as a result of the limited financial resources, time constraints and other schedules which were equally important.

Unwillingness on the part of some tutors as well as students to respond genuinely to the questionnaires was another challenge that could have undermined the study. This was tactically dealt with and managed to produce this outcome.

Tutors in some colleges demanded a reward for their involvement in the study as they remarked that "Research is not conducted in vain, there must be funds". Therefore, they want their share of the funds.

Definition of Terms

Guidance:	It is assistance given to individuals in making intelligent choices and adjustment in their lives.
Counselling:	It is the process which takes place in a one-to-one relationship between an individual beset by problems which he/she cannot solve alone and a professional worker whose training and experience have qualified him/her to help others reach solutions to various types of personal difficulties.
Guidance Co-ordinator:	A teacher appointed by the Headmaster/ mistress/ Principal to co-ordinate guidance activities in a school or college. The teacher may be trained or untrained guidance co-ordinator
Administration:	The process in which something is run/delivered or carried out.

Organisation of the Rest of the Study

This dissertation is organized into five chapters. The first chapter provides background to the study, the statement of the problem and the purpose of the study. The research questions that guide the study are stated with the significance and the delimitation of the study and limitations also considered. The chapter concludes with operational definitions of important terms used in the study.

Chapter two discusses the literature related to the study. The review involves the concept of administration, the scope of guidance services in Colleges of Education, discussion on the various guidance and counselling services and empirical studies of the problem under study. Summary of the literature review is also presented.

The third chapter deals with the methods and procedure used in the study. The research design, the research instruments, the procedure for data collection and the data analysis are discussed here. In chapter four the findings, results and discussions of the study are presented. The final chapter draws a relevant conclusion and makes recommendations based on the research findings. Suggestions for future study are also made.

CHAPTER TWO

LITERATURE REVIEW

This chapter focuses on the theoretical and empirical evidence of guidance and counselling programmes in Colleges of Education. The review is presented under the following sub-headings. The scope of guidance in colleges of education, the administration of guidance programmes, the need for guidance and counselling in colleges of education, guidance and counselling at various levels of education, the roles of the guidance committee, role of school personnel in administration of guidance programmes, the role and responsibilities of the school counsellor, guidance organisation and administration structures. It also includes a discussion of each of the guidance and counselling services, empirical review and the summary of the literature review.

Scope of Guidance in Colleges of Education

Secondary and Tertiary education occupy a unique position in the educational ladder of any country. Apart from being a crucial stage in the life of an individual, it is during this period that the students enter the crucial period of adulthood or move from the period of adolescent to adulthood. In fact, guidance and counselling at this stage is of great importance. Rao (1992) identified two main factors that urgently call for guidance and counselling in schools and colleges:

(a) The making of academic choice that ultimately determines their vocational future and

(b) Becoming sexually mature.

Rao further hinted that guidance and counselling programme needs to be introduced in our colleges and even universities to meet the varied needs of the educational system, administration and students. He gave the following points to support this view:

i. To help in the total development of the students.

ii. To help in the proper choice of courses.

iii. To help in the proper choice of careers.

iv. To help the students in vocational development.

v. To develop readiness for choice and change to face new challenges.

vi. To reduce the mismatching between education and employment and help in the efficient use of manpower.

vii. To motivate the youth for self-employment.

viii. To help the students in their period of turmoil and confusion.

ix. To identify and help students in need of special help.

x. To ensure the proper utilization of time spent outside the classroom.

xi. To minimize the incidence of indiscipline.

Additionally, the student body is heterogeneous in composition. It represents many people from different cultural backgrounds being trained to take care of young ones. There is, therefore, the need for a programme which will help identify the various groups derived from various cultural backgrounds and

provide their various needs. Guidance and counselling programmes in the colleges will be relevant to this situation (Gibson & Mitchell, 1978).

Furthermore, the curriculum for Colleges of Education is both subject matter as well as practical oriented. Many students found their way into Colleges of Education either as a last resort or pressure from parents. To such students, there is emotional stress which should be handled tactfully by subject tutors and the counsellor's co-operation.

Gibson and Mitchell (1990) stated that the basic guidance activities in schools and colleges should include appraisal, counselling, placement, follow-up, research and evaluation. Oladele (2000) noted that secondary school and training college students are faced with two main decisions to make. That is either to continue their education to the university or to move straight into the world of work. Thus the scope of guidance at the Colleges of Education should cater for the educational, vocational, socio-personal needs of the students. This will ensure the total growth and development of the students.

Administration of Guidance Programmes

According to Olayinka (1990) effective launching of guidance services programme depends on the counsellor performing several counselling tasks. Ezeukwu (1987) proposed a list of what the counsellor should do as follows:

1. Need identification

2. Generating support and establishing leadership.

3. Proposal for programme development and involvement of policy makers.

4. Students' needs assessment and its prioritizing.

5. Developing outcome statements.

6. Determining counsellor activities to meet the needs.

7. Developing guidance calendar with counsellor responsibilities.

8. Organising guidance and counselling hand book.

9. Evaluation/Review of programme.

This list should serve as a reference point to counsellors when initiating guidance programme. Ezeukwu further stated that guidance programme should be a series of systematically arranged activities between the student – client and the counsellor. It should not be a 'one-man show' rather it should be operated as a 'teamwork' that involves cooperative contribution from all 'school family members'. In addition writers such as Akinade (1990) likened it to a football team in a match. It is difficult for only one person to score acceptable goals during a match whereas, this is possible when all the team members play their part in very coordinated, enthusiastic, determined, committed and positive way. This is the spirit that should be encouraged when it comes to 'scoring counselling goals', which is achieving guidance and counselling objectives in an establishment or school. Here, the counselling team members should include the principal, the counsellor, students, staff (non-academic and academic), PTA members, visitors to the schools and resource people around.

According to Akinade (1990) the establishment of guidance and counselling programme can be broken into three phases: Planning, implementation and developmental stages.

The Planning Stage: This stage may be regarded as a preparation stage. It is assumed that the person to establish the guidance programme is a trained counsellor who has been employed to do the work of a counsellor. The counsellor should recognize the fact that he/she cannot give all guidance services at the start, and start in a modest and convincing way, first with a few manageable ones. The counsellor may then expand the guidance services as the programme matures or gains more recognition or acceptance in the school. In other words, the counsellor should avoid planning to engage in more activities than available facilities or what his/her competence can support. The counsellor should introduce his activities tactfully and gradually rather than imposing it on the curriculum and administration that has been established before it.

In the Implementation Stage: Akinade further opines that the guidance programme that should be administered for each school should be based on the peculiar needs of the school. It is of the counsellor to prepare to the school principal his/her research findings. This could include, what is currently available, indicating in a hierarchical order, the students and staff guidance needs. During the implementation stage, the counsellor must acknowledge practically the importance of the principal, staff and students in the successful implementation of guidance programmes and activities. The counsellor should exhibit good human relation so as to win the unalloyed support of the principal. Again, the counsellor should let the Principal take a lead in the execution of guidance programmes for the school. The counsellor can come in occasionally but the counsellor should make it look as if it is the head of the establishment or institution taking the

decision for the school. The counsellor could suggest to the principal the formation of guidance committee comprising some members of staff. This will assist the counsellor in administering the various guidance programmes of the school.

The counsellor in the developmental stage serves as a catalyst for stimulating the development of the entire staff. He should assign members of staff to areas in which they are interested. At this stage, teachers become the centre of the guidance programme and it is the counsellor's role to provide the kind of leadership, assistance and support which permit the teacher to work to the fullest extent in the development of a comprehensive programme (Akinade, 1990).

In summary, one can say that the proper administration of guidance programmes in Colleges of Education depend largely on how the students, tutors, principals and counsellors are committed to the task.

Need for Guidance and Counselling in Colleges of Education

When a person is born he and she is not capable of working independently. In view of this, human beings by nature tend to seek advice and assistance from others whenever they are confronted with a problem. This is equally true with students in the Colleges of Education.

At the Colleges of Education, it is obvious that students who gain admission into training colleges need to have vital information on the existing structures and facilities available. The structures or the facilities students need to be abreast of may include the library, school clinic, dining hall, the administration block, the internet etc. It is in view of this that Idowu (1988) and Makinde (1990)

opine that orientation services are needed most by fresh students in order to help them adjust to the new environment in which they find themselves.

In most Colleges of Education, students may have poor study habit and this may invariably affect their performance in both internal and external examination. In this regard, Akinade, Osarenren and Sokan (2005) assert that students need to be guided by their respective counsellors on good study habits and also the need to form appropriate study groups.

Population explosions, democratization in education, industrialization and westernization have brought together many students from different ethnic and social background into one umbrella, that is, the school system. This development however, poses a threat and frustration for students and teachers alike to cope. It is therefore imperative to provide guidance and counselling services to students especially those in the training colleges so as to help bring harmony and integration among them (Taylor & Buku, 2006; Chauhan, 2003).

It is interesting to note that many students have no definite vocational plans. Some of them have wrong notions while some are completely ignorant about the world of work. Guidance and counselling is needed to help students in the training colleges in their career awareness and lifestyles associated with their teaching profession (Taylor & Buku, 2006).

Guidance and Counselling at Various Levels of Education

Guidance and counselling primarily addresses the needs of learners and since the needs of learners vary according to their developmental levels, it is important that the nature and the mode of guidance and counselling services

offered at the various levels of education also vary. At the primary or basic school level, children do not have complex problems that cannot be solved through interviews and consultations. However, both individual and group counselling are often used by school guidance and counselling co-ordinators to explore and discuss children's experiences and problems with the view of helping them to understand their situation and also to develop the right self concept (Akinade et al. 2005).

At the primary school level where most of the pupils have just started their education, there is not much of vocational and educational decisions to make. But then, behaviour modification and self concept are the two main aims and objectives of counselling in primary school (Dinkmeyer & Caldwell, 1970).

At the secondary school level, most students are faced with all kinds of problems ranging from educational, vocational through social to psychological problems (Kochhar, 2001). He further states that guidance in the secondary school is wider in scope than that of the basic school. It employs all the guidance services in a bid to solve students varied problems but consulting, co-ordinating and counselling still seem to be the prominent features of the guidance package.

Kochhar (2001) states that in most state level organizations, Colleges of Education and psychologists offer courses in guidance and counselling. Some of these courses according to him are useful in providing orientation, extension services and in- service training to students as well as teachers. This is in consistent with the guidance and counselling programme offered by the Department of Educational Foundations of the University of Cape Coast and the

University of Education Winneba respectively. These two institutions offer variety of educational, vocational and socio personal services to students and also organise in service training for prospective teachers and counsellors. Buttressing this point, Taylor and Buku (2006) opine that by 1981 the Institute for Educational Planning and Administration (IEPA) of the University of Cape Coast trained about two hundred co-ordinators to work in second cycle schools, regional and district education offices of the Ghana educational services. This is to enable them function effectively as guidance co-ordinators. Currently, University of Cape Coast offers M. ED and M.A courses in guidance and counselling to empower teachers with the requisite skills to be able to organise guidance and counselling programmes in their respective schools and districts.

Roles of the Guidance Committee

Akinade, et al (2005) assert that the guidance committee should include staff members who are committed or interested or have been trained in seminars or workshops on administration of guidance and counselling, vocational guidance or the use of psychological testing. Using such personnel will make the teachers involved feel a sense of belonging and being recognised. Members of the committee are to perform the following functions as:

(i)   Identifying staff and student needs and categorising them.

(ii)   Drawing up agenda termly and yearly about counsellor (planning a calendar of activities).

(iii)   Acquiring needed resources: identifying useful strategies and office accommodation and needs.

(iv) Carrying out programmes.

(v) Giving feedback regularly to the principal and School.

(vi) Seeing to adequate funding and managing of resources.

(vii) Evaluating the implemented guidance programme.

The guidance committee should start with simple, less costly and demanding guidance activities. The programme should be planned to reveal progression, flexibility and continuity. It could be planned to start the first day or week in school and on the last day in school. It should be based on age or class or school level. It should be cumulative in nature (Bojuwoye, 1992).

Role of School Personnel in Administration of Guidance Programmes

Steffler et al as cited in Akinade et al (2005) stated "the counsellor should see the school as a social establishment where groups and individuals interact. He should recognize that he cannot operate in isolation from the others as every member has a role to play to bring about success". The school personnel include the principal, vice principal, teachers , school inspectors, students, school health personnel, social Workers, Psychologists, counsellors, educational evaluators, and non-academic staff such as clerks, messengers, gatemen and drivers. All of them have peculiar role to play in the guidance Programme. In this write up only the roles of the principal, vice principal, teachers, students and the counsellor will be discussed.

Akinade, Sokan and Osarenren (2005) opine that the principal for instance, is the key factor in all school activities - guidance programmes inclusive. He is the boss or leader of everyone in the school. The principal is in charge of

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time, resources, funds, men and materials and disburse any of these the way he deems fit. The counsellor should therefore recognize the position of the principal and deliberately generate good rapport with the principal. Establishing good rapport with the principal will enable the counsellor to execute the guidance programmes clearly and satisfactorily.

Akinade et al (2005) further state that the vice principal is appointed to assist the principal in the day to day running of the School. The principal may also assign the vice principal legitimate school duties. One of such duties may be the guidance programme. In some cases, the vice principal is more available or approachable to staff and students and the counsellor than the principal when it comes to executing guidance Programmes in the School.

Historically, teachers are more established in most schools than the counsellors. They therefore, have a big and important role to play in the guidance of the students. Teachers should be present to teach the various subjects. They should teach with some dedication and concern for the welfare of the students. Again, teachers closeness to and regularity with the students, are likely to recognize, identify and refer students who need guidance or counselling to the counsellors. Teachers can also assist in the diagnosis of some problem-prone students in the school and then offer the necessary assistance. They may also be helpful in broadcasting the availability and relevance of guidance to others. This is why the counsellor should develop a very good human relationship with the teachers (Akinade, Sokan & Osarenren, 2005).

The students are the focus of the guidance programme in schools. They should therefore be made to understand and appreciate the various objectives of guidance and counselling. A cordial relationship must exist between the students and the counsellor since they serve as a veritable link between the counsellors, other students and their parents. The students could assist in the collection of information in virtually all aspects of educational, vocational and personal guidance and counselling. They can help identify and compile a list of counsellors, resource persons and materials needed (Akinade, 1990).

Roles and Responsibilities of School Counsellor

The role of the school counsellor has been found to be numerous and varied. Pietrofesa (1980) states that students look on the counsellor as an academic adviser who is expected to know something about courses, curricular and educational, as well as vocational opportunities. Arbuckle (1967) says the counsellor is considered to be neither a 'teacher' nor an 'educator'. He/she is thus known as a school guidance counsellor. His/her work in the school has the school child as the ultimate focus in an attempt to make the whole educational enterprise bear fruit.

George and Cristiani (1986) are of the view that the role of the counsellor should include:

i. Openness and acceptance of their own experience.

ii. Ability to allow themselves to be seen by others as they actually are.

iii. Awareness of their own values and beliefs.

iv. Ability to develop warm and deep relationships with others.

v.   Acceptance of personal responsibility for their own behaviours and

vi. Development of realistic levels of aspiration.

According to Blocher (1987) the roles of the counsellor should include:

i.   Direct responsibility for counselling with students on matters of self-understanding.

ii. Decision making and planning.

He adds that the counsellor is responsible for counselling with the help of teachers, and for counselling parents on questions on students' problems and concerns. Tindall and Gray (1985) state the role of the counsellor as providing leadership in the school guidance programme. Patterson (1967) sees the role of the counsellor as accepting responsibility for assisting all pupils and equally having his/her major concern the development needs and the attendant problems experienced by youths. Denga (1985) sees the school counsellor as a member of the school staff who has specialized skills and provides some assistance to all students in making the right decisions which will enable them have efficient stages of growth and development they may pass through.

From the foregoing it is clear that the school counsellor is a trained professional with specialized skills which enable him/her help students in resolving their educational, vocational and personal-social problems, thereby becoming a fully functioning members of the school and the society.

Guidance Organisation and Administration Structures

The type of administration pattern adopted in a school may be determined by the peculiarities of the services to be rendered in the school. According to Shertzer and Stone (1980) there are four patterns of administration namely:

1. Line-and-Staff: This is common in the public schools. It involves drawing functional lines among staff members. For instance, all individuals who should carry out a specific guidance activity are grouped together.

2. Scalar or Hierarchical: This involves arranging individuals according to their positions or authority or power. Usually the one with most authority is arranged at the top while the others are arranged in descending order. In other words, this arrangement respects bureaucratic arrangement. For instance, here the principal would be placed at the top and the students at the bottom.

3. Spatial Arrangement: This involves the arrangement on the basis of centralization of functions of a department.

4. Radial Arrangement: Here the head or leader or co-ordinator is placed at the centre. All others relate directly with him and have equal authority and similar responsibilities. According to Shertzer and Stone, this is the best arrangement.

Denga (1986) opines that two administrative models may be used in schools. These are: (a) centralised specialism and (b) decentralised generalism. The first is the counsellor specialist oriented approach which places the counsellor as the person in charge of all the guidance programmes. Many schools may not be able to carry out guidance programme if this approach is adopted. This is

because the centralised specialism approach does not allow the teachers to implement guidance programmes in the school. The administering of any guidance programme is the sole responsibility of the counsellor. The decentralised generalism involves the use of several members of the school (such as the various teachers and students) to administer guidance programmes. This approach looks like what is more feasible in the schools and colleges. However, it relegates the expertise of the counsellor to the background. This is because the counsellor is not allowed to lead in his/her special area of training. Other school personnel may not even see the need for a counsellor's presence in the school.

Concept of Guidance

Guidance has been defined by different authors. Shertzer and Stone (1976) see guidance as "the process of helping individuals to understand themselves and their world". This definition implies that guidance involves activities that consistently facilitate the individual's appreciation of his personal identity as well as his/her environment.

Mathewson (1962) sees guidance as the systematic professional process of helping the individual through educational interpretation procedures to gain a better understanding of his characteristics and potentialities and to relate himself more satisfactorily to social requirements and opportunities in accordance with social and moral values. Martenson and Schmuller (as cited in Akinade, Sokan & Osarenren 2005) considered guidance in the context of the total school programme and developed a definition along the same line. They defined guidance as the personalization of education both in theory and practice. It is the

part of the educational programme that helps provide the personal opportunities and specialized staff services by which each individual can develop to the fullest of his abilities and capabilities in terms of democratic ideal.

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

(i) Guidance is a process: A process is a phenomenon that shows continuous change over time. This implies that guidance is not a single episodic event but it involves a series of actions or steps progressing towards a goal.

(ii) Guidance is concerned with choice at problem point in the individual's unique world of perceptions, interaction with the external order of events in his life context.

(iii) It is assistance to the individual in the process of development rather than redirection of the development. In this perspective, the aim is to develop the capacity for self-direction, self-guidance and self-improvement through an increased understanding of his problems and his resources as well as limitations to solve problems.

(iv) Guidance is a service meant for all. It is a regular service, which is required at every stage of development for every student, not only for awkward situations and abnormal students. In fact, it is a positive programme to meet the needs of all students.

(v) It is both generalized and specialized service because everybody within the school system is involved in the organization and administration of the programme. It is a specialized service because some guidance personnel

within the school guidance programme render specialized services to help the individual to get out of his problems. Some of such specialized personnel are the counsellors, social workers, psychologists and psychiatrist.

Guidance therefore is the process of assisting the individual to perceive the nature of himself and understand the aggregate of his environments so as to lead a more productive and a happy life (Kankam & Onivehu, 2000).

Guidance Services

Guidance services are formalised actions undertaken by the school to make guidance operational and available to students. These services have been delineated by common agreement to provide unique actions which overlap, minimally with other familiar school functions (Shertzer & Stone, 1980). The services are offered by professionally trained guidance counsellors to students.

According to Oladele (1987) guidance services are professional aids to the individual and small groups in dealing with commonly recurring problems. They are often classified according to the area of life in which the problems occur. The services prepare students to assume increasing responsibility for their decisions and growth in the ability to understand and accept the result of their choices.

Makinde (1987) also posits that guidance is for individuals who want to understand themselves and their world and to become more effective, more productive and happier beings. Makinde therefore, lists guidance services as appraisal, placement, counselling, orientation, consultation, evaluation and follow-up

Appraisal Services

In guidance and counselling the ultimate purpose of student appraisal is to increase student self-understanding, leading to wise-decisions. Shertzer and Stone (1976) see appraisal as collecting, analyzing and using a variety of objective and subjective personal; psychological and social data about each pupil for the purpose of understanding pupils/students as well as assisting them to understand themselves.

Rowntree (1977) appraisal is to ascertain the students' strengths and weaknesses and identifying emerging interests. He adds that in appraisal the student is helped to know who he is and what he can do so that he can decide on the kinds of aspirations he want attain in the future. Hence there is self-evaluation and decision-taking in appraisal. Appraisal, according to Okafor (1991) refers to measurement and evaluation of human attributes and characteristics. The attributes include intelligence or general ability, aptitudes or specific abilities, interest and other personality characteristics which could be assessed by the use of tests. Okafor also points out that guidance co-ordinator or the school counsellor aids the school staff in gathering and using various kinds of data through the techniques or methods of appraisal. Data from cumulative records, psychological information about pupils, teachers and parents aids the counsellor to provide greater individualized assistance to pupils. The pupil gains information about himself that can be used in a meaningful fashion in the decision-making process or change of behaviour when these roles are performed by the counsellor. He

believes that when parents have access to some appraisal data they are helped to understand their children and help.

Basically, there are two methods of collecting appraisal data. These are test and non-test techniques (Pecku, 1991). The test techniques comprise of standardized tests and teacher-made tests. According to Shertzer and Stone (1976) most authorities define a standardized test as "an objective sample of some aspect of behaviour". These tests help the counsellor to better understand the strengths and weaknesses and needs of individual pupils. Durojaiye (1977) and Anastasi (1976) see standardized test as essentially an objective measure of a sample of behaviour. Tests measure individual differences which is one of the goals of counselling. Standardised tests are commercially prepared by measurement experts. They provide methods of obtaining samples of behaviour under uniform procedure. Uniform procedure refers to the fact that the same fixed set of questions is administered with the same set of directions and timing constraints and that the scoring procedure is carefully delineated and uniform (Mehrens & Lehmann, 1978).

Teacher-made tests are principally designed by the class teacher to measure the achievement or knowledge and skill acquired by a learner in a specific area of instruction after a period of study.

The non-test techniques are more qualitatively based than quantitative. They include observation, interviews, rating scales, sociograms, anecdote, autobiographies and many others. A way of keeping student records called cumulative records also come under non-test techniques. All the necessary

information/data needed for appraising a student is usually kept (or obtained) in the student cumulative record card folder (Pecku, 1991).

From the foregoing, it is obvious that appraisal service plays a vital role in the lives of students. The effective administering of this service is justifiable in training colleges since it helps students to understand themselves and also make meaningful decisions.

Orientation Service

Orientation service involves activities embarked upon by the school counsellor to help students adjust to the school environment and school experiences. According to Bennet (1963) orientation is a mutual process of learning on the part of new students to become an effective functioning part of the institution and help the institution to become responsive to the needs of a changing student body. In support of the above view, Makinde (1990) opines that orientation services are provided to help students adjust to any new environment. At the beginning of each academic year, new children/students of different background are admitted into primary, secondary, colleges and other tertiary institutions. Many of these students feel lost socially and psychologically in their new environment because they no longer enjoy the psychological support of their friends, parents and former teachers. Orientation services are, therefore, designed to help students make adjustments during such critical transition periods.

Again, the purpose of orientation is to help students feel emotionally secured and better adjusted in a new environment (Oladele, 2000; Makinde, 1987). Orientation provides students emotional stability and security (Pecku,

1991). Pecku further stated that after educational placement, orientation activities should follow. Napier cited in Oladele (2000) conceptualises that orientation programmes for students have two basic purposes and these are: (a) assisting students of the school and (b) enabling members of staff-individual students' familiarization and offer of help (academic or school experience).

The above importance of orientation in guidance makes it necessary for the guidance co-ordinators to organize orientation programmes that would facilitate individual students' early adjustment and security in the school. Therefore, team effort and co-operation is much needed for the promotion and achievement of the purpose of orientation service.

Information Service

The information service provides appropriate and relevant data to students on their educational, vocational, personal and social opportunities and growth (Zunker, 1993). With the advances in science, technology, politics and industry the world is becoming more complex and highly competitive. Against the background of their interests, students find it difficult to understand themselves, to plan, make appropriate choices and decisions. The availability of the data enables students to make better and well-informed choices and decisions. In a similar vein, Zeran and Riccio (1962) explain that the information service is the assistance counsellors render to students to understand, accept and utilize their abilities, aptitudes, interests and attitudinal patterns in relation to their aspirations. Such assistance may be educational, career, social, and health, recreational, emotional and moral.

Ekwe (1991) opines that information service is essential in all human endeavours. It is the essence of all man's intellectual activities, transactions, government, literature and the maintenance and expansion of man's store of knowledge. According to Van Til (1971) information service is a co-operative effort of teachers, counsellors and librarians. They endeavour to obtain appropriate materials to organize for the pupils' most efficient use and to help pupils understand the significance of the materials when they cannot do so by themselves. By information service, students are helped to understand themselves and their environment to meet the challenges of today and tomorrow.

Basically, data used in the information service are categorized into three educational namely educational, occupational and social/personal information service serves that purpose.

Shertzer and Stone as cited in Gesinde (1991) sees educational information as a valid and usable data about all types of the present and probable future educational or training opportunities and requirement among others required to aid the student in making realistic choices. This implies that data collected by guidance personnel would be used by students to learn more about educational programmes and other opportunities. Gesinde (1991) further stated that counsellors should be acquainted with the following information for adequate educational counselling:

i.   Existing high school.

ii. Requirement for entering high school.

iii. Available curricular.

iv. Cost of tertiary education.

v. Characteristics of different tertiary educational programme.

vi. Correspondence schools.

vii. On-the-job training opportunities.

viii. Alternative source of funding e.g. scholarships and grants.

ix. School clubs and social activities.

Vocational information assists all categories of students to gain some knowledge about the world of work, what it is like at present and what it is probably going to be in the near future. Ekwe (1991) views occupational information as any and all kinds of information regarding any position, job or occupation, provided only that the information is potentially useful to a person who is choosing an occupation. In addition, writers such as Norris and Zeran as cited in Shertzer and Stone (1976) see vocational information as a valid and usable data about positions, jobs and occupations including duties, requirements for entrance, conditions of work, rewards offered, and advancement pattern, existing and predicted supply of and demand for worker, and sources for further information.

Social-personal information is concerned with provision of information on social life, skills needed to interact, habits, etiquettes and manners for promoting healthy inter-personal relationships. It involves knowledge and skills needed to tolerate others irrespective of their behaviour. According to Norris, Zeran and Hatch (1972) personal social information is a valid and usable data, about the opportunities and influence of the human and physical environment which bear on

personal and inter-personal relations. Students should be helped to acquire appropriate social and personal skills such as displaying appropriate responses to questions, accepting criticisms, observing punctuality, accepting responsibility and verbally responding to others. These will form part of the social skill for the students.

In sum, information service is very important in the guidance services. This is because it provides the students with a greater knowledge of educational, vocational and personal social opportunities so that they make better informed choices and decisions in an increasingly complex society.

Placement Service

Placement is one of the crucial functions of a guidance counsellor. Placement can be in educational, vocational or personal-social areas (Sokan, 1990). The placement service is designed to help pupils/students choose and make use of opportunities available within the school or outside the school with the aim of improving or furthering their social or academic position or securing employment status (Pecku, 1991). Thus in the placement service students are helped to enter into further education, a new class, or take up a new subject relevant to their future plans or enter into an occupation. In line with this, is the view of Shertzer and Stone (1976) that good placement results in opportunities for the individual to develop and achieve consonance with his objective.

Shertzer and Stone further opine that placement must be student oriented or conducted in the interest of the individual, rather than institution oriented. It involves both in school and out-of-school activities. Shertzer and Stone (1976)

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explain in-school placement as helping students select an appropriate curriculum, the subjects within a curriculum, extracurricular activities, special grouping or special classes. In-school placement is also concerned with placing students in school activities that will aid their development as individuals. The In-school placement helps to meet needs for social development, civic participation and personal growth; select activities that contribute to their development in line with their interests; select special classes suitable for them.

The out-of school placement, Shertzer and Stone explain it to include assistance to students to secure part time and vacation employment after their career is terminated, placement in post-senior secondary school educational and training situations. Out-of-school placement ushers guidance personnel to secure information from employment officers. The information that is provided by employment officers includes local jobs openings, opportunities for job-training in business and industries. This information is disseminated to students, particularly those entering the labour market.

Pecku (1991) categorizes placement into three; namely educational, vocational and social placement:

Educational placement, Pecku holds the view that it involves assisting students to adjust to school life. That is assigning students to specific groups or courses of study which are best suited for their abilities and circumstances or helping them to enter appropriate higher or relevant institutions. To achieve this, the students' achievement/performance, aptitudes, interest and personality data be

known to enable the counsellor select the type of senior secondary school, polytechnic, colleges, university or other tertiary institutions to attend.

Pecku (1991) also holds the assertion that vocational or career placement implies assisting young students to enter into occupational field which will enable them to achieve their objectives in life. Vocational placement also involves:

i. Helping students to find suitable jobs.

ii. Assisting employers to recruit suitable applicants to fill vacant posts.

iii. Helping students to accept the skills of writing application letters and attending interviews with the skills which are involved in this field.

In the field of Social placement, Pecku (1991) describes it as a service whereby pupils are placed in social groups that will foster their social interaction. Social placement involves:

i. Helping students to develop social skills.

ii. Assisting students to enhance self-acceptance in a group.

iii. Helping students to develop leadership skills.

Thus the counsellor can make use of school clubs like the debating club, the science club, the Red Cross and many others for such a purpose. Considering what has been discussed so far, it becomes obvious that placement service plays an integral part in preparing students for their future education endeavours, career aspirations and social interaction. However, students can achieve this ambition only when they are provided with the needed information by the counsellor.

Counselling Service

Counselling has been given different definitions and interpretations. Some see counselling as giving advice to students while others contend that counselling is a form of interview, between the counsellor on one hand and the counselee on the other, which will eventually enable the counsellor to solve problems of the counselee. Yet to another group, counselling is simply helping secondary school students choose their careers.

Based on this, Durojaiye (1987) describes counselling as involving the development of interaction through the relationship between a trained therapist (counsellor) and a troubled person (counsellee) in a perceived temporary state of indecision, confusion, malfunction, habit disorder, distress or despair. Makinde (1983) sees counselling as "an enlightened process whereby people help people by facilitating growth and positive adjustment through self-understanding. In a similar view, Thompson and Poppen (1972) also view counselling as a person-to-person relationship in which one person helps another to resolve areas of conflict that have not hitherto been resolved. The helper in the relationship is by virtue of his training and experience, a counsellor. He attempts to assist a student (counsellee) in becoming an independent person capable of resolving his conflict situations.

In addition, writer like Perez (1965) sees counselling as "an interactive process co-joining the counselee who is vulnerable and who needs assistance and the counsellor who is trained and educated to give this assistance". The goal is to

help the counselee learn to deal more effectively with himself and the reality of his environment.

According to Gibson and Mitchell (1990) the desired outcome of counselling is self-realisation and self-direction on the part of the student (counsellee) and the focus of the school counselling is often viewed as planning and decision-making. Indeed, counsellors help counselees to obtain the information needed to make decisions and gain acceptance or clarification of certain personal characteristics that may interfere with, or be related to making decisions.

In summary, one can say that counselling services are the structures put in place by the school to help students to achieve their educational, vocational adjustment and fulfilment. This can be ensured by individual or group counselling. It is for this reason that writers such as suggested in (Oladele, 2000; Makinde, 1987; & Pecku, 1991) that two types of counselling constitute the counselling service. These are individual and group counselling.

Individual Counselling

Individual counselling can be defined as one-to-one helping relationship with the sole aim of helping the other to arrive at rational decisions which will enable the client or counsellee solve his problems (Akinade, et al. 2005). The emphasis is one to one because only the two individuals involved in the counselling process are present. Individual counselling is private in nature. The types of problems which are usually discussed are mainly personal-social ones. It is the personalized nature of the problems handled that lend credence to the term

individual counselling. Generally, counsellors have realized counselling is more effective when there is emphatic understanding, genuineness and respect for client (Pecku, 1991).

The characteristics of individual counselling can be summed up as follows:

i. Counselling is one-to-one basis.

ii. Counselling is a face to face encounter.

iii. Counselling is a person to person affair.

iv. Counselling is exclusively counsellor-client affair.

v. The counsellor gets more deeply emotional involved with the client.

vi. The counsellee is the only client in the helping relationship.

vii. Counsellee receives help but does not give help.

The above characteristics of individual counselling enable the counsellor to offer maximum privacy, attention and time to the counsellee (client).

Group Counselling

Group counselling is a contact between a counsellor and a group of clients. It is a relationship entered into by a counsellor and a group of students (counsellees) who need help or assistance in a problem which is common to the members of that group. Trotzer (1977) views group counselling as the development of an interpersonal relation- characterized by trust, acceptance, respect, warmth, communication and understanding through which a counsellor and several clients come, in contact in order to help each other confront unsatisfactory or problem areas in the clients' lives and discover, understand and

implement ways of resolving these problems and or dissatisfactions. Hansen, Warner and Smith (1980) say it is an interpersonal process involving a counsellor and several members who explore themselves from a survey of prominent contribution to the field of group counselling.

Group counselling is on assisting counsellees cope with the day to day adjustment and development problems. It also focuses on experience and feelings of group members. According to Shertzer and Stone (1976) group counselling is highly useful for resolving interpersonal issues and learning interpersonal skills. It offers economy of counsellor's time and effort. However, it has the disadvantage of not offering the individual adequate privacy, time and attention as in the case of individual counselling.

Consultation Service

Consultation is an aspect of guidance in which the counsellor works together with teachers, school administrators, parents and curriculum experts with the aim of assisting them to overcome certain difficulties they may be experiencing while executing their functions (Shertzer & Stone 1976).

Gibson and Mitchell (1990) view consultation as a process of helping a system improve its services to its clientele. This kind of assistance is geared towards making parents, teachers or administrators have better understanding of children or students they handle and also come to realize better ways of handling them. Curriculum planners are also in the position of planning better curriculum for students or pupils when they come to understand the nature of children's development (Pecku, 1991; Shertzer & Stone, 1976).

Consultation becomes imperative when the problem of the student has to do with or is caused by another person. Marion (1981) states that, here, the counsellor mediates between the client and other people who interact with the students and who are the cause of the student's worry. The counsellor consults on behalf of the client with the client's consent. It may involve discussion with people concerned with the client's welfare.

Consulting with Parents

Counsellor consultation with parents may be initiated by the counsellor or by parents. According to Shertzer and Stone (1976) the school counsellors tend to initiate consultation with parents for a number of reasons:

(a) To discuss and interpret test results of their children.

(b) To have discussion on their children's placement or planning with regard to their education.

(c) To inform them and interpret their children's behaviour in schools.

(d) To discuss how their children are achieving and developing.

(e) To discuss or suggest the need for their children to be referred to an appropriate agency or professional.

Brown and Srebalus (1972) supported the above view by identifying two major goals for parental consultation. First, the guidance co-ordinator or counsellor may be attempting to solicit the support of the parent in the treatment process of the student. Second, the counsellor may be seeking information about the students. Sometimes the above goals may be pursued – simultaneously.

For consultation with parents to be effective, counsellors should not assume positions which look threatening to parents. Counsellor-interaction with parents should be non-threatening since parents may have wrong perceptions about counsellors as being threats. Counsellors should exhibit all the attitudes, and create the conditions, which will enable parents to participate meaningfully in the consultation. All the counsellor attributes of good listening, empathy, acceptance, genuineness, specificity summed up in caring attitude, should be exhibited (Shertzer & Stone, 1976).

Consulting with Teachers

The school counsellor renders consultation services with teachers in the school. Shertzer and Stone (1976) list a number of ways counsellors and teachers can help one another as consultants. These are:

(a) Interpreting the child's behaviour for the teacher to better understand the child.

(b) Collaborating with the teacher to seek assistance for pupils or students who require special help for example, financial support.

(c) Interpreting test data on students to a teacher.

(d) Helping the teacher to secure sociometric measures in his class.

The counsellor in working as consultant with teachers should not assume a superior position of advising them. He should develop a positive mutual working relationship with them. This is necessary for teachers to perceive the counsellor's consultative role as non-threatening. Such a perception or attitude facilitates the

consultative process. Brown and Screbalus (1972) outline two major responsibilities of the teacher, namely:

(a) Identifying guidance needs in all children or students and

(b) Facilitating the development of certain attitudes, skills and competencies.

Thus, the counsellor helps the teacher to become competent with guidance procedures in both diagnostic and therapeutic areas. This will enable the teacher provide information to the counsellor on:

(a) How children and students behave in class (in groups).

(b) Students style of learning and

(c) Students' reaction to classroom discipline.

Consulting with Administrators

The counsellor plays useful consultative role with school administrators. The principal or headmaster is usually not in touch with the student body since he or she may not be in the classroom. The counsellor therefore serves to inform him/her about the needs, morale, attitudes of the students, the general academic and social atmosphere in the school. According to Brown and Srebalus (1972) consultation with administrators generally has as its main objective–the changing of a system or at least part of a system so that all students may benefit. The school counsellor may find many problems in the educational system itself which have adverse effect on the lives of students. The counsellor may feel that a positive change is needed in the system to improve the lives of the students.

Evaluation Service

Gibson and Mitchell (cited in Kankam & Onivehu, 2000) evaluation service is a means or process for assessing the effectiveness of the school guidance programme. It is a fundamental service because it ensures the verification and improvement of professional and programme performance. Brown and Srebalus (cited in Amadehe, 1989) see evaluation as those activities engaged in by guidance staff to determine the effectiveness of guidance programme in meeting students' needs. Added to this, Ezeukwu (1987) suggested that the entire school guidance programme should be evaluated after about two years to take care of the changing times and the consequent changing students' guidance needs.

According to Zeran and Riccio (1962) the main purpose of evaluation in counselling is to ascertain the correct status of an activity within a frame of reference and on the basis of that knowledge improve the activities in terms of quality and efficiency.

Zaccaria (1969) outlined the main characteristics of evaluation service as:

(a) The service should be systematic and comprehensive.

(b) It should focus on changes in the individuals who benefit from the programme.

(c) The service should result and yield organized findings that will furnish the greatest amount of meaning to the public, students and staff.

(d) It should be continuous and it should not be a done and forgotten service.

(e) The service should be a teamwork involving the widest possible staff participation.

Furthermore, Ipaye (1983) opines that guidance practices cannot consistently grow in effectiveness if they are not evaluated by a counsellor using a variety or different kinds of research. He identifies observation, survey, empirical research and case study as four ways by which guidance and counselling programme can be improved.

From the above discussion it is obvious that evaluation service completes the entire process of guidance. It is essential for the school counsellor to evaluate the use and application of information to establish activities in order to determine their effectiveness, which is the degree to which they satisfy students' needs and their efficiency.

Follow-up Service

Follow-up service is the review or systematic evaluation carried out to ascertain whether guidance in general satisfies the needs of the students. Pecku (1991) views follow-up service as a systematic method of finding out how individuals are getting on in places where they have been placed. Follow-up are efficient ways which educational institutions can use for measuring the effects of school (Omotosho, 1995).

As school counsellors work with students, it is necessary to follow them up in order to assess their progress. Again, teachers, administrators and parents are concerned with what is happening to students while they are in school, and after they have left school. Without such knowledge about students, neither the

instructional programme nor the guidance services can be evaluated in terms of the effect they have on the lives of students. It is through an organized follow up programme that data can be gathered and used to evaluate the effectiveness of school policies and practices.

According to Bolge (1975) follow-up is the bedrock of guidance, but this service is often overlooked. It is important that counsellors use follow-up service to gauge and check counselling outcomes.

Empirical Research

Prominent authors and researchers have conducted a study on guidance and counselling services in our schools and colleges. Among such prominent writers is Pecku (1991) who observed that the college is made up of students who hail from different backgrounds and have different abilities, interests and ambitions. Someone definitely needs to help these students to adjust to the new school environment. This is taken care of through orientation service.

The findings of (Sowah, 1984; Affum-Gyan, 1992; & Ocansey, 1992) revealed that orientation, consultation, appraisal, counselling, information and placement services were offered in schools and colleges while follow up and evaluation services were not administered. These findings of their studies go to support the fact that institutions see the need for guidance services and various attempts are made by principals, headmaster as well as teachers to institute guidance and counselling services. The purpose is to help students to make meaningful adjustment in the school situation and also to help them develop their potentials to the fullest.

The studies conducted by Awabil (1996) in the Upper East Region, Abukari (1996) in the Tamale Municipality, Aboagye (1994) in Central Region and Adusei-Poku (1996) in the Greater Accra Region on evaluation of guidance programmes revealed that students, teachers, headmasters and principals see the usefulness and the need for guidance programmes in their schools. In a similar vein, Keteku (1989) conducted a study on guidance services in some second cycle schools in Niger State, Nigeria. Keteku also confirmed the need for guidance and counselling services in the schools. In addition, Amenyedzi (1997) conducted a study on six senior secondary schools in the Ketu and Keta district of Volta Region. The finding of this study was that, appraisal and placement services were implemented in schools at an appreciable level rather than evaluation and information services.

A review of guidance programme by Essuman (2001) indicates that even though guidance programmes were administered in most schools, they were not run effectively. The study also revealed that lack of funds, inadequate facilities tight teaching schedules for co-ordinators and negative attitude of students, teachers and heads were the factors contributing to the ineffectiveness of guidance programmes in schools.

With regard to the ineffectiveness of guidance services, Awabil (1996) conducted an in-depth investigation into guidance and counselling programmes in secondary schools in the Bulsa district of Ghana. The study revealed that, lack of funds, and heavy workloads on co-ordinators were the major factors leading to the ineffectiveness of guidance services.

In another development, Gibson and Mitchell (1990) conducted a survey on educators in Great Britain and the United States (US) to compare educational and vocational problems facing second cycle students in these two countries. The study revealed that students in United States and Britain have problems with post vocational and technical educational opportunities, job opportunities and inadequate guidance programmes.

In Nigeria, another study was conducted by Alache (1991) to investigate guidance problems of students in secondary schools. From the study the most common problems of students were in the field of social relationship followed by study habits and adjustment to school. Mezzano cited in Shertzer and Stone (1980) using a Mooney Problem check list involving 1,495 students from Wisconsin Public School Communities to find out whom students contact when confronted with problems relating to personal, social, educational and vocational. His findings revealed that most students preferred to discuss their health, educational, vocational, moral and religious problems with guidance co-ordinators or counsellors.

The Joint Admissions Matriculation Board (JAMB) in Nigeria has proved that majority of candidates seeking admission did not have enough and appropriate information for job Appointment and Admission. This view is in line with the findings of Ackom (1992) on students' perception of guidance co-ordinators. His study revealed that most students are aware of the existence of co-ordinators in schools, but are mostly influenced by sources other than the

guidance co-ordinators in their choices of subjects for the school certificate and the Advance Level examination.

It is for the reasons that guidance and counselling services are needed in schools to help students make wise and informed decisions on their educational and vocational choices.

Summary of Literature Review

The review of literature has so far explained the views of authors and researchers on the concept of administration. It also spelt out that, guidance services in Colleges of Education should include orientation, appraisal, information, placement, counselling, consultation, evaluation and follow-up. Many educationists and researchers have advocated how important these services are and call for the implementation of these services at all levels of education.

Empirical evidence from various studies revealed that students need valid and usable information to prepare them for the world of work or for further studies. The information service seeks to handle this need. The need for placement service also plays an integral part in the lives of students. This service assists students to get vocation jobs and to find their level of adjustment educationally, vocationally and socially. Consultation service is another aspect of guidance in which the counsellor works together with teachers, parents and other agencies to resolve the problems of students. In fact, students must be free from any emotional problems so as to have a sound mind and body to pursue any academic/vocational programmes. This is what the guidance and counselling services offer to students.

The review further stated various studies conducted by various researchers that showed that teachers, students and heads of institutions realized the usefulness of guidance programmes in their schools. They enumerated the factors impending the effective running of guidance programmes in schools. Among some of the factors identified are lack of funds, inadequate facilities, heavy workload on co-ordinators and the negative attitude of students, teachers and the heads of schools towards the guidance services.

In the review, the roles and functions of the counsellor and the principal in the guidance programme have been clearly stated. The role of the counsellor points to the fact that he/she should be trained personnel to act as an initiator, consultant and the co-ordinator of various guidance activities usually under the umbrella of the principal.

The role guidance and counselling services play in the educational, vocational, social and personal developments of students makes it imperative to undertake a study in some selected Colleges of Education. This is to find out the extent to which these services are administered to the students. There is also the need to conduct a study to investigate whether these services are functional in Colleges of Education or not.

CHAPTER THREE

METHODOLOGY

This chapter describes the method and procedures by which the research was conducted. It includes the research design, the population, sample and sampling procedure, the instruments used for the data collection, data collection procedure and finally data analysis procedure.

Research Design

The research design adopted for the study was descriptive survey. Descriptive survey according to Ekuri (1997) involves the collection of data to accurately and objectively describe an existing phenomenon. Ekuri further added that studies under descriptive survey are employed to obtain a picture of the present conditions of particular phenomena. Kerlinger (1973) on his part describes the design as that which is directed towards determining the nature of a situation as it exists at the time of investigation.

Fraenkel and Wallen (1995) opine that obtaining answers from a large group of people to a set of carefully designed questionnaire and administered questionnaire, lies at the heart of survey research. They added that the advantage of descriptive survey is that it has the potential of providing information obtained from quite a large number of individuals. Osuala (1991) believes that surveys are particularly versatile and practical, especially for the administrator, in that they

identify present conditions and point to present needs. According to him, descriptive survey is basic for all types of research in assessing the situation as a prerequisite for conclusions and generalizations.

However, Fraenkel and Wallen (1990) again hold the view that the descriptive design has the difficulty of ensuring that questions are reacted to during interviews because they are often explicit. They further state that data gathered could produce untrustworthy result. This is because they delve into private and emotional matters which respondents might not be completely truthful about.

Since this study intends to find out the nature of guidance and counselling administration in the Colleges of Education in Ghana, descriptive design is seen as the most appropriate and adequate research design in describing and documenting the administration of guidance and counselling programmes in the Colleges of Education.

Population

Pollit and Hungler as cited in Amedahe (2000) define population as the entire aggregation of cases that meet a designated set of criteria. They further stated that whatever the basic unit, the population always comprises the entire aggregation of elements in which the researcher is interested. Aczel (1995) considers population as a set of all measurements in which the investigator is interested. According to Aczel, population is also called the universe.

The population for the study comprised all the students, tutors and the guidance co-ordinators of three Colleges of Education in the Eastern Region. The

three institutions are Kibi Presbyterian College of Education, Seventh Day Adventist College of Education and Abetifi College of Education. These institutions were selected because of their proximity to the researcher and also for easy accessibility and to minimise the cost and risks of travelling extensively for data collection in other regions.

The total population for each of the three Colleges of Education excluding the third year students who were on internship were Kibi, three hundred and fifty three (353); SDA, five hundred and forty (540) and Abetifi, four hundred and one (401). The numbers of tutors for each of the colleges are thirty (30), fifty three (53) and thirty two (32) respectively.

The target population is one thousand four hundred and nine (1409) which consisted of the first and second year students, tutors and guidance co-ordinators of the three institutions. The accessible population was the second year students totalling six hundred and fifty (650) including their tutors and guidance co-ordinators

The rationale for choosing the second year group (students) was that the first year students knew little about guidance and counselling programmes in the college while the third year students were also on the internship programme. Therefore, the most appropriate group to rely upon for this study was the second year students. This is because of their insight into guidance and counselling administration, despite the fact that guidance and counselling is a course specifically taught in the third year.

Sample and Sampling Procedure

Ekuri (1997) defines sample as the small group selected from the population. Aczel (1995) sees sample as a subset of measurement selected for the study. A total sample of two hundred and nine (269) respondents; made up of two hundred and twenty-four (224) second year students and forty-five (45) tutors including the guidance co-ordinators were involved in the study.

The study was conducted in three (3) different Colleges of Education in Ghana; Table 1 indicates the colleges that were involved in the study.

Table 1: Institutions Involved in the Study

Colleges of Education	Students		Tutors	
	Frequency	Percentage	Frequency	Percentage
Kibi	78	34.8	15	33.3
SDA	80	35.7	15	33.3
Abetifi	66	29.5	15	33.3
Total	**224**	**100.0**	**45**	**100.0**

Source: Field data, 2010

Table 1 showed that seventy eight (78) of the participants representing 34.8% were from Kibi College of Education, eighty one (80) also representing 36% were from SDA College of Education while the rest of the sixty six (66) participants representing 29.5% came from Abetifi College of Education. The Table also pointed out that 15 of the tutors representing 33.3% were from Kibi College of Education, whiles 15 representing 33.3% were from SDA College of Education and 15 representing 33.3% came from Abetifi College of Education.

Random Sampling technique was used to select the sample for the study. Random Sampling technique according to Ekuri (1997) is a method of drawing a fraction of the population so that all possible elements or subjects have equal chance of being selected. Amedahe (2000) sees random sampling as the type of sampling that gives all units of the target population an equal chance of being selected. This technique was adopted because it gives every member of the population an equal chance of participating in the study. It is also appropriate for a population of study that has similar characteristics.

Since the study is a survey, the selection of sample is vital because it is impractical to include the entire second year students in the three institutions who constituted the target population for the study. The composition of the second year classes for the various colleges is: Kibi College of Education had five (5) classes with an average population of thirty nine (39) students; Abetifi College of Education had six classes with thirty three (33) students in each class; while SDA College of Education had eight classes with forty (40) students in a class.

However, only two of these classes were selected for the study. A lottery technique was used to select the classes. To begin the process, slips of paper were prepared to cover the second year classes for all the sampled colleges separately. Only two of these slips for each college had 'Yes' inscription on them while the rest bore 'No'. Leaders of the various classes in the respective colleges were invited to pick the slips in turns, those who picked slips with 'Yes' inscriptions were made the sample for the study.

With regards to the selection of the tutors, another lottery method was used. Lists of the tutors and their names in all the three colleges were obtained and the composition of tutors is as follows: Kibi College of Education had thirty (30) tutors; SDA, fifty three (53) and Abetifi, thirty two (32). A cut out of the names of tutors and their corresponding numbers were made and folded. These cut outs were put in a container and thoroughly mixed and one removed at a time. The removed slip was then marked and registered against the list, then folded and returned to the container for the next draw. This process continued until the 14th person for each college was selected. Any name that was found to be picked twice, only the first selection holds and the second selection was then nullified.

However, all the three guidance co-ordinators, one from each college were purposively sampled for the study. This is because they are directly involved in the administration of guidance and counselling services in their institutions. This brought the sample size to two hundred and sixty nine (269)

Research Instruments

The questionnaires on the administration of guidance and counselling services were administered personally to two hundred and sixty nine (269) respondents made up of students, tutors and guidance co-ordinators. There were two types of questionnaires with thirty six (36) items for students, thirty five (35) items for tutors. The students' questionnaire was in two sections. Section 'A' elicited response on the biographic data of the respondents while section 'B' focused on the research questions. The tutors' questionnaire was also in the same format. However, the guidance and counselling co-ordinators were interviewed

(Appendices A, B and C). The reasons for these were to enable the researcher get different views from the respondents and to make the study more representative, reliable and valid.

In order to obtain the face and content validity of the instrument, my colleague graduate students and my supervisor critiqued the initial items set on the instruments. This paved way for some of the items to be restructured. At the end of the process only items that received hundred percent approval from colleagues and my supervisor were included in the instruments. However, those items that did not receive higher approval were removed. The instruments were pre-tested on 30 students and 15 tutors in the Greater Accra College of Education and the instruments were found to be highly reliable as the Cronbach's Alpha reliability coefficient of (0.88) was established for the students and (0.75) for the tutors questionnaires.

Data Collection Procedure

In order to successfully collect data for the study, an introductory letter was obtained from the Department of Educational Foundations, introducing the researcher and the purpose of the research to the various principals of the selected institutions. This letter was then forwarded to the principals personally. However, in the absence of a principal, the deputies (vice principals) were there to receive the letter. The data was collected over three weeks period. The researcher spent at least one week in each college to complete the data collection process.

Both students' and tutors' questionnaires were administered by the researcher. The administered questionnaires were counted and properly checked before proceeding to another college.

In the case of the interviews, an appointment was booked with the guidance and counselling co-ordinators of the various Colleges of Education at their own convenient time and regular phone calls were made to find out if a particular guidance co-ordinator was around. This process helped to reach out to all the three guidance and counselling co-ordinators for the interview.

Data Analysis

Descriptive statistic with reference to frequencies and percentage were used in analysing the data. The analysis was based on the research questions.

CHPTER FOUR

RESULTS AND DISCUSSION

This chapter deals with the presentation and analysis of the data collected for the study. The data collected was analysed based on the research questions one after the other using different statistical tools. The main statistical tools used in the study were descriptive statistics.

The biographic data of the participants was presented first and preceded by the main data with their respective research questions. Table 2 presents information about the age distribution of the participants.

Table 2: Age Distribution of Participants in the Study

Ages of students and tutors in Colleges	Students		Tutors	
	Frequency	Percentage	Frequency	Percentage
18-25	189	84.4	-	-
26-30	35	15.6	3	6.7
31-35	-	-	2	4.4
36-40	-	-	9	20.0
Above 41	-	-	31	68.9
Total	**224**	**100.0**	**45**	**100.0**

Source: Field data, 2010

Table 2 shows that majority of student teachers 189 (84.4%) who participated in the study were young, aged between 18 and 25. However, a good number of the participants constituting 16% aged between 26 and 30. It is also shown in Table 2 that less than 5% of the tutors aged between 26 to 35 years. However, majority of the tutors (69. %) in the Colleges of Education were above 41 years. This suggests that majority of the tutors in Colleges of Education are far older than their students.

Similarly, participants in the study were made up of different sexes, thus males and females; Table 2 sheds light on males' females' representation in the study.

Table 3: Gender Distribution of Students and Tutors

Sex	Students		Tutors	
	Frequency	Percentage	Frequency	Percentage
Male	133	59.3	20	44.4
Female	86	38.4	25	55.6
No Response	5	2.2	-	-
Total	**224**	**100.0**	**45**	**100.0**

Source: Field data, 2010

A glean of Table 3 revealed that majority of the students who participated in the study, that is 133 (59.3%), were males while 86 representing 38.4% were females. The Table further showed that majority of the tutors (55.6. %) were females.

The qualifications of the tutors in the Colleges of Education vary. Table 4 indicates the qualification of tutors in Colleges of Education.

Table 4: Qualifications of Tutors in Colleges of Education

Academic Qualification	Frequency	Percentage
First Degree	39	86.7
Second Degree	4	8.9
No Response	2	4.4
Total	**45**	**100.0**

Source: Field data, 2010

A glance at Table 4 confirmed that majority of the tutors (86.7%) in Colleges of Education were first degree holders.

Tutors in the Colleges of Education have varied years of teaching experience, Table 5 indicates the number of years each tutor has taught.

Table 5: Number of Years Taught

Number of years taught	Frequency	Percentage
1-2 years	2	4.4
3-4 years	21	46.7
5-6 years	7	15.6
7-8 years	3	6.7
More than 9 years	11	24.4
No Response	1	2.2
Total	**45**	**100.0**

Source: Field data, 2010

Table 5 points out that many of the tutors representing 44.7% taught for three or four years whilst 24.4% of them taught for more than 9 years. However, only few of them thus, 4.4% taught for one or two years.

Tutors in Colleges of Education belong to different ranks in the Ghana Education Service. Table 6 in indicates the ranks of tutors in the Colleges of Education.

Table 6: Ranks of Tutors in Colleges of Education

Ranking in the GES	Frequency	Percentage
Assistant Director 1	26	57.8
Assistant Director II	12	26.7
Principal Superintendent	3	6.7
Senior Superintendent	4	8.9
Total	**45**	**100.0**

Source: Field data, 2010

Table 6 revealed that majority of the Tutors in the Colleges of Education (57.8%) were Assistant Director 1 whilst less than 10% were Principal Superintendents and Senior Superintendents respectively.

Research Question 1: What is the Nature of Guidance and Counselling Services in the College?

In answering this research question, data from section 'B' of both students and tutors' questionnaires were employed. The statistical tools used in analysing the data were frequencies and percentages.

In order to ascertain the existence of guidance and counselling in Colleges of Education students were asked 'Yes' and 'No' questions whether there is guidance and counselling system in the colleges.

Table 7 presents students response on the existence of guidance and counselling in the Colleges of Education.

Table 7: Existence of Guidance and Counselling in Colleges of Education

Response	Students		Tutors	
	Frequency	Percentage	Frequency	Percentage
Yes	175	78.1	41	91.1
No	59	22.9	4	8.9
Total	**224**	**100.0**	**45**	**100.0**

Source: Field data, 2010

Table 7 showed that majority of the students (78.1%) answered in the affirmative that guidance and counselling exists in the Colleges of Education. Similarly, the Table showed that 41 tutors representing (91.1%) also admitted that guidance and counselling exists in the Colleges.

Tutors further contended that guidance and counselling has been in existence for a number of years. Table 8 indicates the number of years guidance and counselling existed in Colleges of Education.

Table 8: Duration of the Existence of Guidance and Counselling in Colleges

Duration of Existence	Frequency	Percentage
Three years	3	6.7
Four years	11	24.4
Five years or More	17	37.8
Nine years	2	4.4
No Response	12	26.7
Total	**45**	**100.0**

Source: Field data, 2010

From Table 8, it is obvious that the administration of guidance and counselling has existed in the Colleges of Education for more than Five years as this assertion is confirmed by 37.8% of the tutors in various Colleges of Education. Similarly, students did not just make a vague claim about the existence of guidance and counselling in the colleges, but provided evidence to support the claim.

Table 9 presents information on how students got to know of the existence of guidance and counselling in the Colleges of Education.

Table 9: How Students Got to Know about the Existence of Guidance and Counselling

Knowledge of existence	Frequency	Percentage
Observation	99	44.2
Participation	67	30.0
Notice board	20	8.9

Table 9 Continued

Knowledge of existence	Frequency	Percentage
Unnamed sources	8	3.6
Colleagues	20	8.9
Through friends	4	1.8
Orientation	2	0.8
No Response	4	1.8
Total	**224**	**100.0**

Source: Field data, 2010

A close look at Table 9 revealed that 99 students representing 44.2% contended that they got to know about guidance and counselling in the Colleges of Education through observation. A good number of students, thus 67, representing 30% claimed they became aware of guidance and counselling through their participation in the guidance and counselling programmes. Surprisingly, the colleges seldom orient students about the existence of guidance and counselling as only 2 students representing 0.8% said the existence of guidance and counselling was made known to them through orientation. These revelations agreed with Gibson and Mitchell (1990) who stated that the basic guidance activities in Schools and Colleges should include appraisal, counselling, placement, follow-up, orientation and evaluation.

The study further revealed that guidance and counselling is essential in Colleges of Education as it helps students in diverse ways. This revelation confirms Oladele's (2000) postulations that Senior High Schools and Colleges of Education students are faced with two main decisions to make. That is either to

continue their education to the university or to move straight into the world of work. This argument suggests that students in Colleges of Education need to avail themselves of guidance and counselling services so that they can make informed choices on issues related to their lives. Thus the need for guidance and counselling is eminent in addressing problems especially in the colleges to cater for the educational, vocational, socio-personal needs of the students. This will ensure the total growth and development of the students.

The nature of guidance and counselling in the colleges is quite broad. Table 10 presents students' point of view about the nature of guidance and counselling.

Table 10: The Nature of Guidance and Counselling Services in Colleges

The Nature of Guidance and Counselling in colleges	Frequency	Percentage
Is for all students	120	53.6
Voluntary and not compulsory	50	22.3
Continuous process	9	4.0
Is a team effort	8	3.6
None of the above	29	12.9
No Response	8	3.6
Total	**224**	**100.0**

Source: Field data, 2010

A survey of Table 10 pointed to the fact that guidance and counselling in the Colleges of Education is for all students as 120 students representing 53.6% held this view. Students further alluded to the fact that guidance and counselling

66

in the colleges is voluntary and not compulsory as this is also the view of 50 students representing 22.3%. The findings agreed with the opinion of writers such as Akinade (1990) who said that guidance and counselling should be operated as a 'teamwork' that involves cooperative contribution from all 'school family members. He further likened it to a football team in a match. It is difficult for only one person to score acceptable goals during a match whereas, this is possible when all the team members play their part in very coordinated, enthusiastic, determined, committed and positive way.

According to him, this is the spirit that should be encouraged when it comes to 'scoring counselling goals', which is achieving guidance and counselling objectives in an establishment or school. Here, the counselling team members should include the principal, the counsellor, students, staff (non-academic and academic), PTA members, visitors to the schools and resource people around. He further went to say that the establishment of guidance and counselling programmes can be broken into three phases: Planning, implementation and developmental stages.

There is the need for guidance and counselling in Colleges of Education because in most colleges, students may have poor study habit and this may invariably affect their performance in both internal and external examinations. In this regard, Akinade et al (2005) assert that students need to be guided by their respective counsellors on good study habits and also the need to form appropriate study groups.

From the analysis made, the nature of guidance and counselling in the Colleges of Education in Ghana is for all students and it is voluntary but not compulsory.

Research question 2: What are the Types of Guidance and Counselling Services in the College?

In answering this research question, data from section 'B' of both students and tutors' questionnaires were used. The statistical tools used in analysing the data were frequencies, percentages and mean

In order to ascertain the types of guidance and counselling services provided in Colleges of Education students were asked to indicate whether 'Yes' or 'No' the listed types of guidance and counselling in the colleges. Table 11 presents students responses on the types of guidance and counselling in the colleges.

Table 11: Types of Guidance and Counselling Services in Colleges of Education

Types of guidance and counselling	Yes	No	Total
Orientation	135 (60.3%)	89 (39.7%)	224
Appraisal	35 (15.6%)	189 (84.4%)	224
Counselling	96 (42.9%)	128 (57.1%)	224
Follow-up	8 (3.6%)	216 (96.4%)	224
Evaluation	18 (8.0%)	206 (92.0%)	224

Source: Field data, 2010

An examination of Table 11 confirmed that although the types of guidance and counselling services provided in the Colleges of Education were many, some services were much known to students than others. Orientation was the known guidance and counselling service to students as 135 respondents representing 60.3% admitted to its existence in the colleges. However, guidance and counselling services such as appraisal, follow-up and evaluation were less known among students in the colleges. Perhaps these services are rarely administered to students in the colleges, hence their low rating.

Until now, many schools and colleges in Ghana the practice of guidance and counselling is trusted in the hands of officials who had no formal training in guidance and counselling. These officials sometimes had their trainings during workshops and seminars. The services that are discussed during these workshops and seminars are certainly the ones to practice in the schools and colleges. This assertion was confirmed by one of the guidance coordinators in the colleges.

The findings threw light on the types of guidance and counselling services administered in the Colleges of Education. These findings support the explanation of Shertzer and Stone (1986) that guidance services are formalised actions undertaken by the school to make guidance operational and available to students. These services have been delineated by common agreement to provide unique actions which overlap, minimally with other familiar school functions. The services are offered by professionally trained guidance counsellors to students.

The findings are also in harmony with Oladele (1987) guidance services are professional aids to the individual and small groups in dealing with commonly

recurring problems. They are often classified according to the area of life in which the problems occur. The services prepare students to assume increasing responsibility for their decisions and growth in the ability to understand and accept the result of their choices. The findings are cupped in the opinions of Makinde (1987) that guidance is for individuals who want to understand themselves and their world and to become more effective, more productive and happier beings. Makinde therefore, lists guidance services as appraisal, placement, counselling, orientation, consultation, evaluation and follow-up. These services according to Makinde, are so essential and therefore, should be provided to students.

Research Question 3: Which of the guidance and counselling services are administered?

In answering this research question, data from both students' and tutors' questionnaires were used. The statistical tools used in the analysis were frequencies and percentages.

Even though the guidance and counselling services in the Colleges of Education are many, some services are more administered than others. Table 12 presents information on the types of guidance and counselling services that are administered in the colleges.

Table 12: Guidance and Counselling Services that are Administered

Types of guidance and counselling	Frequency	Percentage
Orientation	124	55.4
Appraisal	29	12.9
Counselling	65	29.0
Follow-up	2	0.9
Evaluation	4	1.8
Total	**224**	**100**

Source: Field data, 2010

It can be inferred from Table 12 that orientation was the single most administered guidance and counselling service in the Colleges of Education as confirmed by (55.4%) of the students. This was followed by counselling with 29% approval from the students. However, follow up and evaluation services are rarely administered in the colleges. This revelation fits well in the assertion of (Sowah, 1984; Affum-Gyan, 1992; Ocansey,1992) which states that orientation, consultation, appraisal, counselling, and placement services were offered in schools and colleges while follow up and evaluation services were not administered.

Table 13 indicates the frequency at which orientation services are being provided.

Table 13: Frequency at which Orientation Services are Being Provided

Responses	Frequency	Percentage
Every day	21	9.4
Every week	23	10.3
Fortnightly	9	4.0
Monthly	34	15.6
Yearly	82	36.6
Only when first years are being oriented	1	0.4
When a student has a problem	11	4.9
Seldom	8	3.6
None of the above	27	12.1
No Response	8	3.6
Total	**224**	**100.0**

Source: Field data, 2010

Table 13 indicates that 36.6% of the participants confirmed that orientation is done annually, whilst 15.6% claimed that it is done monthly. This means that orientation is the commonest guidance service that is provided in the Colleges of Education.

Students advanced several reasons to justify why orientation service is administered to the neglect of other guidance services. Table 14 shows some of the reasons.

Table 14: Reasons Why Orientation Service is Popular in Colleges

Responses	Frequency	Percentage
That is the only service known to students	90	40.2
That is the only available service in the college	8	3.6
There are available structures for guidance programmes	29	12.9
Availability of qualified personnel	27	12.1
All the above	4	1.8
None of the above	33	14.7
Mandatory	20	8.9
No Response	13	5.8
Total	**224**	**100.0**

Source: Field data, 2010

Table 14 shows that about 40.2% of the students contended that orientation was the most prominent service provided in the Colleges of Education because it is the only service known to students. The Table further revealed that 12.9% of the students held the notion that there were available structures for guidance programmes in their colleges. This suggests that in most schools and colleges there are no enough facilities and structures for the effective administration of all the guidance and counselling services.

To verify students' claim that orientation service is the most popularly administered guidance service in colleges, students were asked to indicate Yes or

No if they have ever benefitted from orientation service. Table 15 provides information on this.

Table 15: Students who Benefitted from Orientation Service

Responses	Frequency	Percentage
Yes	145	64.7
No	79	35.3
Total	**224**	**100.0**

Source: Field data, 2010

Table 15 indicates that majority of the students representing 145 (64.7%) admitted having benefitted from orientation service; this authenticated the assertion that orientation service was the known guidance and counselling service to students in Colleges of Education.

Students were asked to indicate the manner in which they benefitted from the orientation in a variety of ways. Many of the students said that through orientation, they were informed about the diploma programme.

The study brought to the fore that guidance and counselling services are beneficial to students in the Colleges of Education. This revelation supports the findings of Awabil (1996) in the Upper East Region, Abukari (1996) in the Tamale Municipality, Aboagye (1994) in the Central Region and Adusei-Poku (1996) in the Greater Accra Region on the evaluation of guidance programmes which revealed that students, teachers, headmasters and principals see the usefulness and the need for guidance programmes in their schools and colleges.

In a similar vein, Keteku (1989) conducted a study on guidance services in some second cycle schools in Niger State, Nigeria. Keteku also confirmed the need for guidance and counselling services in the schools. This implies that orientation service is the known guidance and counselling service to students and it is administered in a beneficial way to students.

Research question 4: In what ways are guidance and counselling services beneficial in the Colleges of Education?

In order to answer this research question, data from both students' and tutors' questionnaires were used. Frequencies and percentages were employed to analyse the data.

As to whether students see the need for guidance and counselling in their respective Colleges of Education, Table 16 presents information on this.

Table 16: Students' View on the Need for Guidance and Counselling

	Frequency	Percentage
Yes	43	95.6
No	2	4.4
Total	**45**	**100.0**

Source: Field data, 2010

It is clear from Table 16 that majority of the tutors (95.6%) contended that students see the need for guidance and counselling in the Colleges of Education.

As to whether the principals in the Colleges of Education also see the need for guidance and counselling, Table 17 presents information on this.

Table 17: Students and Tutors Responses on Principal's views on the Need for Guidance and Counselling Services

Response	Students		Tutors	
	Frequency	Percentage	Frequency	Percentage
Yes	124	55.4	43	95.6
No	81	36.2	1	2.2
No Response	19	8.5	1	2.2
Total	**224**	**100.0**	**45**	**100.0**

Source: Field data, 2010

Looking at Table 17, it can be said that majority of the tutors representing 95.6% indicated that principals in their respective colleges see the need for guidance and counselling programmes. Similarly, students contended that the principals see the need for guidance and counselling services in colleges as 55.4% of them answered in the affirmative.

Table 18 presents both students and tutors responses on whether guidance and counselling is beneficial.

Table 18: Students and Tutors Responses on the Benefits of Guidance and Counselling

Response	Students		Tutors	
	Frequency	Percentage	Frequency	Percentage
Yes	142	63.4	39	86.7
No	80	35.7	3	6.7
No Response	2	0.9	3	6.7
Total	**224**	**100.0**	**45**	**100.0**

Source: Field data, 2010

Table 18 shows that majority of the tutors representing 86.7% are of the view that guidance and counselling is beneficial to students. Similarly, a total of 142 out of 224 representing 63.4% of the students also acknowledged the benefits of guidance and counselling programmes in the Colleges of Education.

Table 19 presents information on the manner in which students benefitted from guidance and counselling programmes in the Colleges of Education.

Table 19: Tutors' Views on how Students Benefit from Guidance and Counselling Services

Responses	Frequency	Percentage
It helps them to track students progress	1	2.2
It helps them to identify students interest areas	1	2.2
It helps them to identify students weaknesses and provide remediation	26	57.8
No Response	17	37.8
Total	**45**	**100.0**

Source: Field data, 2010

It is evident from Table 19 that majority of the tutors representing 57.8% opined that guidance and counselling help them to identify students' weaknesses and provide remediation for those weaknesses.

Apart from the tutors' report, students also have their views on the benefits they derive from the guidance and counselling. Table 20 provides the summary of this.

Table 20: Students' Views on how Guidance and Counselling benefit them

Responses	Frequency	percentage
I was given orientation about the diploma programme	135	60.3
Through counselling I was helped to make the right choice of subjects	20	8.9
I was helped to form a good study habit	12	5.4
I was helped to join a good study group	5	2.2
For personal issues	3	1.3
None of the above	18	8.0
All the above	1	0.4
No Response	29	12.9
Total	**224**	**100.0**

Source: Field data, 2010

Table 20 reveals that 60.3% of the students were of the notion that through guidance and counselling, they were given orientation about the diploma programme. Similarly, 8.9% of them said, through counselling they were helped to make the right choice of subjects. This suggests that counselling is another popular guidance service administered in colleges.

The study also fits into the work of (Awabil, 1996; Abukari, 1996; Aboagye, 1994; Adusei-Poku, 1996) on the evaluation of guidance programmes which revealed that students, teachers, headmasters and principals see the usefulness and the need for guidance programmes in their schools and colleges.

Table 21 presents information on the rating of guidance and counselling by both students and tutors in Colleges of Education.

Table 21: Students and Tutors Rating of Guidance and Counselling in Colleges

Rating of Guidance and Counselling	Students		Tutors	
	Frequency	Percentage	Frequency	Percentage
Excellent	11	4.9	-	-
Very Good	48	21.4	1	2.2
Good	76	33.9	23	51.1
Fair	31	13.8	11	24.4
Poor	45	20.1	6	13.3
No Response	13	5.2	4	8.9
Total	**224**	**100**	**45**	**100**

Source: Field data, 2010

Table 21 shows that majority of the tutors in the Colleges of Education representing 51.1% concluded that the guidance and counselling services in Colleges of Education is '*Good'*. Similarly, a total of 135 students representing 60.2% rated guidance and counselling in the colleges as '*Excellent'*, *'Very Good' and 'Good'*.

Research question 5: What roles do tutors play in the administration of guidance and counselling in the Colleges of Education?

In answering this research question, data from both students' and tutors' questionnaires were employed. The statistical tools used in the analysis were descriptive with emphasis on frequencies and percentages. Interview data from the guidance and counselling coordinators were also used in the analysis process.

The research question sought to find out the roles of tutors in guidance and counselling in their colleges.

To answer this question, tutors were first asked to indicate 'Yes' or 'No' whether the guidance and counselling co-ordinator involves them in the administration of the guidance and counselling in the college. Table 23 provides a synopsis of this.

Table 22: Involvement of Staff in Guidance and Counselling by the Co-ordinators

Response	Frequency	Percentage
Yes	23	51.1
No	18	40.0
No Response	4	8.9
Total	**45**	**100.0**

Source: Field data, 2010

Table 22 shows that majority of the tutors representing 51.1% answered 'Yes', suggesting that the co-ordinators do involved them in the administration of guidance and counselling. However, a greater percentage of them also said they are not involved in the administration of guidance and counselling.

Table 23 shows the roles tutors play in the administration of guidance and counselling.

Table 23: Tutors' Roles in the Administration of Guidance and
Counselling in Colleges

Response	Frequency	Percentage
I refer students to the co-ordinator	10	22.2
I provide information on students' academic progress to the co-ordinator	4	8.8
I counsel students who come to me privately	1	2.2
I serve on the guidance and counselling Committee	13	28.9
No Response	17	37.8
Total	**45**	**100.0**

Source: Field data, 2010

Table 23 shows that a good proportion representing 37.8% of the tutors did not respond to this question. This perhaps explains why some tutors thought the administration of guidance and counselling in their colleges are either fair or poor, since they are not consulted and involved in the administration of guidance and counselling. However, about 29% of the tutors serve on the guidance and counselling committee in their various colleges. Similarly, many of the tutors, representing 22.2% claimed that the main role they play in the administration of guidance and counselling is to refer students to the guidance and counselling co-ordinator.

Tutors who said they do not play any role advanced several reasons to explain their non involvement in guidance and counselling administration as shown in Table 24.

Table 24: Reason for Tutors' Non Involvement in Guidance and Counselling Programmes

Response	Frequency	percentage
I have no interest	1	2.2
I serve on the committee	23	51.1
I have my personal reasons	2	4.4
We do not have guidance and counselling services	2	4.4
No Response	17	37.8
Total	**45**	**100.0**

Source: Field data, 2010

Table 24 indicates that majority of the tutors representing 51.1% said they serve on other committees that is why they do not play any role in the administration of guidance and counselling in their respective colleges.

This analysis reveals that the guidance and counselling co-ordinators work hand in hand with the tutors in the colleges. This revelation is in line with Shertzer and Stone (1976) who opined that the school counsellor renders consultation services with teachers in the school. Shertzer and Stone, list a number of ways counsellors and teachers can help one another as consultants. These are: Interpreting the child's behaviour for the teacher to better understand the child, collaborating with the teacher to seek assistance for pupils or students who require special help for example, financial support, Interpreting test data on students to a teacher and helping the teacher to secure socio-metric measures in his/her class. The counsellor in working as consultant with teachers should not

assume a superior position of advising them. He and she should develop a positive mutual working relationship with them.

This is necessary for teachers to perceive the counsellor's consultative role as non-threatening. Such a perception or attitude facilitates the consultative process. The finding further confirms Brown and Screbalus (1972) outline of the two major responsibilities of the teacher, namely: Identifying guidance needs in all children or students and facilitating the development of certain attitudes, skills and competencies. Thus, the counsellor helps the teacher to become competent with guidance procedures in both diagnostic and therapeutic areas. This will enable the teacher to provide information to the counsellor on: How children/students behave in class (in groups). Students style of learning and students' reaction to classroom discipline.

The involvement of teachers in the school guidance and counselling administration is essential considering the proximity of the teacher in identifying a peculiar problem associated with students especially those in their class. This position is highlighted in the work of Akinade, Sokan and Osarenren (2005) as they contend that teachers are more established in most schools than the counsellors. They therefore, have a big and important role to play in the guidance of the students. Again, teachers closeness to and regularity with the students, are likely to recognize, identify and refer students who need guidance or counselling to the counsellors. Teachers can also assist in the diagnosis of some problem-prone students in the school and then offer the necessary assistance. They may also be helpful in broadcasting the availability and relevance of guidance to

others. This is why the counsellor should develop a very good human relationship with the teachers.

Research Question 6: What are the Challenges of Guidance and Counselling Services in Colleges?

In answering this research question, data from both students and tutors questionnaires were used. The statistical tools used in the analysis were descriptive with emphasis on frequencies and percentages. Interview data from the guidance and counselling co-ordinators were also used in the analysis process.

The research question was meant to find out the challenges associated with the administration of guidance and counselling programmes in the colleges, Table 25 highlights tutors' position on the challenges of guidance and counselling.

Table 25: Tutors Views on Challenges Affecting Guidance and Counselling

Response	Frequency	Percentage
Lack of qualified guidance co-ordinators	13	28.9
Lack of equipment and facilities for the programme	7	15.6
Negative attitudes of tutors towards the programme	8	17.8
Negative attitude of the principal towards the programme	2	4.4
Lack of interest	1	2.2
No response	14	31.1
Total	**45**	**100**

Source: Field data, 2010

From Table 25, it is obvious that lack of qualified guidance and counselling co-ordinators is the main factor that rendered the guidance and counselling service ineffective as 28.9% of the participants attested to this fact. Other factors include: Negative attitudes of tutors towards the programme, 17.8%, and lack of equipment and facilities for the programme, 15.6%. However, lack of interest is not a major challenge in the administration of guidance and counselling. On the contrary, 31.1% did not ascribe any reasons for the challenges in the administration of guidance and counselling services in colleges. The non response could imply that because of their non involvement in the guidance and counselling administration, they are not aware of the administrative challenges.

Students also expressed their view on the challenges. Table 26 presents the challenges.

Table 26: Challenges Facing Guidance and Counselling in Colleges of Education

Response	Frequency	Percentage
Lack of funds	65	29.0
Lack of qualified coordinators	40	17.9
Lack of offices for the coordinators	26	11.6
Lack of cooperation among the administrators	55	24.6
Many challenges	22	9.8
Insufficient time for counselling	1	0.4
Lack ample seriousness attached to the service	1	0.4
No Response	14	6.3
Total	**224**	**100.0**

Source: Field data, 2010

The analysis of Table 26 reveals that lack of funds is the major challenge affecting guidance and counselling programmes in the colleges as 29% of the participants confirmed it. In the same vein, lack of co-operation among the administrators is another challenge facing guidance and counselling administration as confirmed by 24.6% of the respondents. Further interaction with some students on the challenges of guidance and counselling emerged the following challenging patterns: they claimed that the guidance and counselling administrators are not sociable and also professionally incompetent. Others contended that the guidance and counselling administrators are not secret and confidential, therefore, cannot be honest, trustworthy and reliable.

This finding confirms the review report by Essuman (2001) which indicates among other things that even though guidance programmes were administered in most schools, they were not run effectively. The study also revealed that lack of funds, inadequate facilities; tight teaching schedules for co-ordinators and negative attitude of students, tutors and principals are the factors contributing to the ineffectiveness of guidance programmes in schools. Similarly the findings further confirms Awabil (1996) who concluded that, lack of funds, and heavy workloads on co-ordinators are the major factors leading to the ineffectiveness of guidance services.

CHPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The main purpose of the study was to examine the nature of guidance and counselling administration in the Colleges of Education, to find out the types of guidance and counselling services administered in the colleges, the role of tutors in guidance and counselling and the challenges associated with the administration of guidance and counselling and to suggest possible solutions to these problems.

The research design adopted for the study was descriptive. A total of 269 participants made up of 224 students, 42 tutors and 3 guidance and counselling co-ordinators were sampled for the study. Questionnaires and interview guides were the instruments used in the study. The main statistical tools used in the analysis of the quantitative data were frequencies and percentages. The interview data were however grouped according to various themes based on the research questions.

Key Findings

The following are key finding of the study:

1. Guidance and counselling is beneficial to students in the Colleges of Education in diverse ways; it helps them solve their academic and social

problem, to form good study habits and also helps them to adjust themselves to face the challenges of the world.

2. Tutors and students rated the guidance and counselling in the Colleges of Education as good, they were however, not satisfied with its operations in the colleges and therefore wanted improvement.

3. Guidance and counselling co-ordinators in the Colleges of Education involved tutors in discussing issues related to students' academic problems.

4. Orientation and counselling are the popular guidance and counselling services rendered to students in colleges.

5. Lack of funds and qualified guidance and counselling co-ordinators were the major factors militating against the administration of guidance and counselling services in Colleges of Education. Despite this, other factors such as the negative attitudes of tutors towards the programme and lack of equipment and facilities for the programme also constituted a challenge.

Conclusions

Based on the findings of the study the following conclusions were drawn. Guidance and counselling services in most of the colleges have made some modest impact on the lives of students.

Much more work needs to be done, if guidance and counselling services are to promote academic, social and economic lives of students in the colleges.

Lack of funds and the negative attitudes of tutors and students contributed to the ineffective implementation of guidance and counselling policies in the colleges.

Recommendations

Based on the findings of the study, the following recommendations are made:

1. That effective guidance and counselling policies be enacted by the Ministry of Education for adoption and implementation in all Colleges of Education and other tertiary institutions such that students could be attracted and willing to avail themselves of these services for the benefit of both practitioners and the counsellees.

2. The Curriculum Development Division of Ghana Education Service should design efficient guidance and counselling administration systems in colleges, so that its administration could be directly monitored by a special unit in the Ghana Education Service.

3. The Ghana Government in collaboration with the Ministry of Education Service should make funds available for the provision of essential resources and materials needed for the effective administration of guidance and counselling services in the Colleges of Education.

4. College authorities should ensure that form tutors submit comprehensive reports on students' social and academic progress to the guidance and counselling co-ordinators for appropriate action to be taken. Again, college authorities should encourage tutors to take active part in the administration of guidance and counselling in their respective Colleges of Education.

5. The activities of the guidance and counselling programme should be widely utilised in the colleges through seminars and on notice boards to keep both tutors and students alive on issues pertaining to guidance and counselling.

Suggestions for future researchers

Based on the finding of the study, it is therefore necessary for future research to be conducted on the impact of guidance and counselling services on the communities within which colleges are located or the status of guidance and counselling in curbing crime rate in rural communities. Studies may also be conducted on factors contributing to the effective administration of guidance and counselling services in schools and colleges.

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APPENDICES

APPENDIX A

QUESTIONNAIRES FOR STUDENTS ON THE ADMINISTRATION OF

GUIDANCE AND COUNSELLING SERVICES IN COLLEGES OF

EDUCATION IN THE EASTERN REGION

The purpose of this questionnaire is to help the researcher collect data from the respondents on the administration of guidance and counselling services in the training colleges. You are therefore entreated to provide frank and objective response to the items.

Please read the questions carefully before responding to them. However, the confidentiality of the information provided would be strictly ensured.

SECTION (A)

Please fill the following:

1.   Age

18-25   [   ]

26-30   [   ]

31-40   [   ]

2.   Sex

Male   [   ]

Female   [   ]

3.   College:

Kibi College of Education   [   ]

SDA College of Education   [   ]

Abetifi College of Education   [   ]

4. Form:

DBE 1   [   ]

DBE 2   [   ]

DBE 3   [   ]

Others, specify…………...........................…………………………

5. How long have you been in this College?

(a) One year   [   ]

(b) Two years   [   ]

(c) Three years   [   ]

(d) Others, specify………………………………………………………...

SECTION (B)

Instructions

Read the following questions carefully and answer according to your opinion.

Tick the answer that applies to you in the questions below like this (√) or by

supplying the appropriate response

6. Do you have guidance and counselling services in your college?

Yes   [   ]

No   [   ]

7. How do you know about your choice in question six?

(a) Through observation   [   ]

(b) Through participation   [   ]

(c) Through the college notice board   [   ]

(d) Through unnamed source   [   ]

(e) Through colleagues   [   ]

(f) Others, specify…………………………………………………………….

8.   If yes, how do you know about the guidance and counselling services in your

     college?

(a) Through the college administration   [   ]

(b) The principal   [   ]

(c) The guidance and counselling co-ordinator   [   ]

(d) The college brochure   [   ]

(e) Others, specify………………………………………………………….

9.   What is the nature of the guidance and counselling services in the college?

(a) Is for all students   [   ]

(b) Voluntary and not compulsion   [   ]

(c) Continuous process   [   ]

(d) Is a team effort   [   ]

(e) Others, specify…………………………………………………………..

11. What are the types of guidance and counselling services in your college?

(a) Orientation   [   ]

(b) Appraisal   [   ]

(c) Counselling   [   ]

(d) Follow-up   [   ]

(e) Evaluation   [   ]

(f) Others, specify……………………………………………………

12. Which of the guidance services are administered in the college?

(a) Orientation   [   ]

(b) Appraisal   [   ]

(c) Counselling   [   ]

(d) Follow-up   [   ]

(e) Evaluation   [   ]

(f) Others, specify………………………………………………………….

13. Which of the following reasons account for their administration?

(a) That is the only service known to students   [   ]

(b) That is the only available service in the college   [   ]

(c) There are available structures for guidance programmes   [   ]

(d) Availability of qualified personnel   [   ]

(e) It is mandatory   [   ]

(f) Others, specify……………………………………………………………….

14. Have you ever benefited from guidance and counselling services?

    Yes   [   ]   No   [   ]

15. If No, what are your reasons?

(a) Lack of interest   [   ]

(b) Inadequate structures   [   ]

(c) Lack of confidentiality on the part of guidance and counselling

administrators   [   ]

(d) Lack of professional counsellors   [   ]

(e) Others, specify…………......………………………………………

16. If Yes, which of the services?

(a) Orientation   [   ]

(b) Appraisal   [   ]

(c) Counselling   [   ]

(d) Follow-up   [   ]

(f) Evaluation   [   ]

(g) Others, specify…………………………………….............................

17. How did you benefit from such services?

(a) I was given orientation about the diploma programme   [   ]

(b) Through counselling I was helped to make the right choice of subjects[   ]

(c) I was helped to form a good study habit   [   ]

(d) I was helped to join a good study group   [   ]

(e) Others, specify………………………………………….

18. Does the guidance co-ordinator have enough time for individual student?

   Yes   [   ]   No   [   ]

19. How much time does he/she have for individuals who come for counselling?

(a) Excellent time   [   ]

(b) Very much time   [   ]

(c) Much time   [   ]

(d) Little time   [   ]

(e) No time   [   ]

20. How did you find the services provided by the counselling administrators?

(a) Excellent   [   ]

(b) Very good   [   ]

(c) Good   [   ]

(d) Average   [   ]

(e) Others, specify……………………………………………………………………….

21.   What factors account for your choice in question twenty?

(a) Students interest in guidance programmes   [   ]

(b) Students lukewarm attitudes towards guidance programmes   [   ]

(c) Lack of confidence on the part of guidance administrators   [   ]

(d) Students high patronage of the programme   [   ]

(e) Availability of qualified personnel   [   ]

(f) Others, specify………………………………………………………….

22. Does your college have adequate facilities for guidance and couselling

delivery?

Yes   [   ]   No   [   ]
23. If yes, what are the available facilities for guidance and counselling services

    in your college?

(a) Office for the guidance and counselling co-ordinator   [   ]

(b) Log books for recording cases   [   ]

(c) Cabinet for storing documents   [   ]

 (d) Luxury chairs and tables   [   ]

(f) Others, specify…………………………………………………………..

24. Does the principal assist in the administration of guidance and counselling

    programmes in the college? Yes [   ]   No   [   ]

25. How frequent is guidance and counselling administered to the students?

(a) Every day   [   ]

(b) Every week   [   ]

(c) Fort nightly   [   ]

(d) Monthly   [   ]

(e) Yearly   [   ]

(f) Others, specify ……………………………………………………………………..

26. How would you rate the guidance and counselling services in the college?

 (a) Excellent   [   ]

(b) Very good   [   ]

(c) Good   [   ]

(d)   Fair   [   ]

(e) Poor   [   ]

27.   Are you satisfied with the personnel involved in the administration of

        guidance and counselling services in the college?

        Yes   [   ]   No   [   ]

28. If no, why?

(a) They are not secret and confidential   [   ]

(b) They are not honest and trustworthy   [   ]

(c) They are not reliable   [   ]

(d) Others, specify ………………………………………………………………

30. If yes, what factors account for your stand?

(a) They are honest and trustworthy   [   ]

(b) They are trained personnel   [   ]

(c) They are secret and confidential   [   ]

(d) Others, specify …………………………………………………………………..

31. What guidance and counselling services are **not** frequently administered in

the college?

(a) Orientation   [   ]

(b) Appraisal   [   ]

(c) Placement   [   ]

(d) Counselling   [   ]

(e) Consultation   [   ]

(f) Follow-up   [   ]

(g) Evaluation   [   ]

(h) Others, specify………………………………….. ……………………

32. Which of the services would you say are ineffective?

(a) Orientation   [   ]

(b) Counselling   [   ]

(c)   Placement   [   ]

(d) Appraisal   [   ]

(e) Evaluation   [   ]

(f)   Others, specify…………………………………………………………

33. In your opinion what factors account for their ineffectiveness?

(a) Lacks of funds.   [   ]

(b) Lack of qualified co-ordinators.   [   ]

(c) Lack of office for the co-ordinators   [   ]

(d) Lack of co-operation among the administrators   [   ]

(e) Others, specify   ……………………………………………………………

34. Do you think the administration of guidance and counselling services in your college is effective?

     Yes   [   ]   No   [   ]

35. If yes, what factors account for the effectiveness?

(a) The availability of qualified personnel   [   ]

(b) Positive attitude of the administrators towards the programme   [   ]

(c) Adequate structures   [   ]

(d) Willingness of the student to cooperate   [   ]

(e) Others, specify …………………………………………………………

36. If no, in your opinion what factors account for the ineffectiveness of the guidance services?

(a) Lack of funds   [   ]

(b) Lack of qualified personnel   [   ]

(c) Lack of equipment and facilities for the programme   [   ]

(d) The negative attitude of the students towards the programme   [   ]

(e) Others, specify……………………………………………………………

ADMINISTRATION OF GUIDANCE AND COUNSELLING SERVICES

IN COLLEGESOF EDUCATION IN THE EASTERN REGION

AN INTERVIEW GUIDE FOR GUIDANCE CO-ORDINATORS

The purpose of the questionnaire is to collect a comprehensive and systematic data from guidance co-ordinators on the administration of guidance and counselling services in training colleges to enable the researcher obtain accurate and in-depth information on the administration of guidance and counselling services in the training colleges. You are humbly requested to give the required information according to your most honest opinion.

SECTION (A)

Thanks for your co-operation.

Please fill the following:

1. Sex   Male   [   ]   Female   [   ]

2. Age:

(a) 20-25   [   ]

(b) 26-30   [   ]

(c) 31-35   [   ]

(d) 36-40   [   ]

(e) 41 and above,   [   ]

(f) Others, specify ……………………………………………………………

3. College

(a) Kibi   [   ]

(b) SDA   [   ]

(c) Abetifi   [   ]

4. Qualification

(a) First Degree   [   ]

(b) Second Degree   [   ]

(c) Third Degree   [   ]

5. Rank in GES

(a) Director   [   ]

(b) Assistant Director   [   ]

(c) Principal Superintendent   [   ]

(d) Senior Superintendent   [   ]

(e) Assistant Superintendent   [   ]

SECTION (B)

6. Do you have guidance and counselling services in your college?

Yes [ ]   No   [   ]

7. How long has it been in place?

(a)   Recently

(b)   Last year

(c)   For the past two years

(d)   For the past three years

(e)   Others, specify……………………………………………………………

8.   Have you been providing guidance and counselling services to students since its inception in the college?

Yes [ ]   No   [   ]

9.   What is the nature of the guidance and counselling services in your college?

(a) Team effort   [   ]

(b) For all students   [   ]

(c) Voluntary not compulsory   [   ]

(d) Continuous process   [   ]

(e) Respect the right and dignity of the individual student   [   ]

(f) Others, specify…………………………………………………………

10. How will you rate the guidance and counselling services in your college?

(a)   Excellent   [   ]

(b)   Very good   [   ]

(c)   Good   [   ]

(d)   Fair   [   ]

(a)   Poor   [   ]

(b)   Others, specify……………………………………………………………….

11.   Apart from overseeing the administration of guidance and counselling

programmes in your college do you also teach?

   Yes   [   ]   No   [   ]

12. If Yes, how many hours do you teach a day?

      ……………………………………………………………………………

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13. Do you have enough time assigned to guidance to enable you do the job that should be done?

Yes   [   ]   No   [   ]

14. If yes, how much time do you have for guidance services in a day?

    ……………………………………………………………………………………

15. Do you encounter challenges in discharging your duties?

Ye   [ ]   No   [   ]

16. What are the challenges you face in the administration of guidance and counselling in your college? Non co-opration on the part of

(a) The principal   [   ]

(b)   Staff members   [   ]

(c)   Students   [   ]

(d)   If others, specify……………………………………………………….

17. How often do students patronize the guidance programme?

(a) Weekly   [   ]

(b) Monthly   [   ]

(c) Fort nightly   [   ]

(d) Others, specify…………………………………………………………..

18. How do you reach out to the students in the administration of guidance programmes?

(a) I go to them   [   ]

(b) Through individual counselling   [   ]

(c) Through group counselling   [   ]

(d) By organizing career guidance   [   ]

(e) Others, specify ……………………………………………….................

19. Does the principal support you in the administration of guidance and counselling services?

    Yes   [   ]   No   [   ]

20. Do tutors co-operate with you in the administration of guidance and counselling programmes in your college?

Yes [ ]   No   [   ]

21. If they co-operate, in what ways?

(a) Serve on the guidance committee   [   ]

(b) Referring students to the guidance co-ordinator   [   ]

(c) Accepting students for remediation   [   ]

(d) Others, specify ……………………………………………………

22. Do you have a guidance committee in your college?

Yes []   No   [   ]

23. Do you think the guidance and counselling services in your school is effective?

    Yes   [   ]   No   [   ]

24. If yes, what factors account for its effectiveness?

(a) Availability of qualified personnel   [   ]

(b) Positive attitude of the administrators towards the programme   [   ]

(c) Adequate structures and facilities   [   ]

(d) Willingness of the students to co-operate   [   ]

(f) Others, specify…………………………………………………………………………..

25. If no, what factors account for its ineffectiveness?

   …………………………………………………………………………………………

26. What facilities are available for the administration of guidance and counselling services in the college?

(a) Offices   [   ]

(b) Luxury chairs and tables   [   ]

(c) Log books   [   ]

(d) Stationery   [   ]

(f) Others, specify…………………………………………………………………...

27. Do you have some guidance and counselling services that are administered?

   Yes   [   ]   No   [   ]

28.   Which of the following guidance services are frequently administered?

(a) Orientation   [   ]

(b) Placement   [   ]

(c) Follow up   [   ]

(d) Appraisal   [   ]

(e) Consultation   [   ]

(f) Others, specify…………………………………………………………………….

29. How frequently are they administered?

(a) Daily basis   [   ]

(b) Weekly basis   [   ]

(c) Fortnightly   [   ]

(d) Monthly   [   ]

(e) Others, specify …………………………………………………………...

30.   In your opinion, why are they administered?

(a) Availability of qualified personnel   [   ]

(b) Available structures for guidance programme   [   ]

(c) Students are aware of their importance   [   ]

(d) It is mandatory   [   ]

(f) Others, specify………………………………………………………..

31.   Which of the guidance services are not administered?

(a) Orientation   [   ]

(b) Appraisal   [   ]

(c) Consultation   [   ]

(d) Follow up   [   ]

(e) Evaluation   [   ]

(f) Others, specify……………………………………………………….

32. In your opinion, why are they not administered?

(a) Lack of funds   [   ]

(b) Lack of qualified personnel   [   ]

(c) Lack of structures and facilities   [   ]

(d) Negative attitude of the principal   [   ]

(e) Others, specify………………………………………………………..

QUESTIONNAIRE FOR TUTORS ON THE ADMINISTRATION OF

GUIDANCE AND COUNSELLING SERVICES IN COLLEGES OF

EDUCATION IN THE EASTERN REGION

The purpose of this questionnaire is to help the researcher collect data from the tutors on the administration of guidance and counselling services in their various institutions. Please answer the items sincerely to give us valid data. Your answer to the questionnaire items will provide information on how guidance services are administered in the training colleges.

Thanks for your co-operation

Please fill the following:

SECTION (A)

1. Sex   Male [   ]   Female [   ]

2. Age

(a) 20-25   [   ]

(b) 26-30   [   ]

(c) 31-35   [   ]

(d) 36-40   [   ]

(e) 41 and above.   [   ]

(f)   Others, specify ………………………………………………………..

3. Colleges

(a) Kibi   [   ]

(b) SDA   [   ]

(c) Abetifi   [   ]

4. Qualification

(a) First Degree   [   ]

(b) Second Degree   [   ]

(c) Third Degree   [   ]

(d) Others, specify…………………………………………………………….

5. Rank in GES

(a) Director   [   ]

(b) Assistant Director   [   ]

(c) Principal Superintendent   [   ]

(d) Senior Superintendent   [   ]

(e) Assistant Superintendent   [   ]

6. How long have you been in the college?

(a) 1 - 2 year   [   ]

(b) 3 - 4 years   [   ]

(c) 5 - 6 years   [   ]

(d) 7 - 8 years   [   ]

(e) Others, specify…………………………………………………………….

SECTION (B)

Please read the following questions carefully and answer the items to the best of your knowledge by ticking (√) or supplying the appropriate response that applies to you.

7. Does the college have guidance and counselling programmes?

Yes   [   ]   No   [   ]

8.   How long has the programme been in existence?

(a) One year   [   ]

(b) Two years   [   ]

(c) Three years   [   ]

(d) Four years   [   ]

(e)   Others, specify……………………………………………………………..

9.   What is the nature of guidance and counselling services in your college?

(a) Team effort   [   ]

 (b) For all students   [   ]

(c) Voluntary not compulsory   [   ]

(d) Continuous process   [   ]

(e) Respect the right and dignity of the individual student [   ]

(f) Others, specify……………………………………………………………

10. Do you have guidance and counselling co-ordinator in your college?

     Yes   [   ]   No   [   ]

11. If yes, what are the types of guidance services does he /she provide?

(a) Orientation   [   ]

(b) Appraisal   [   ]

(c) Consultation   [   ]

(d) Follow up   [   ]

(e) Counselling   [   ]

(f) Others, specify……………………………………………………………

12. Which of the guidance and counselling services are mostly provided?

(a) Orientation   [   ]

(b) Appraisal   [   ]

(c) Consultation   [   ]

(d) Follow up   [   ]

(e) Evaluation   [   ]

(f) Others, specify…………………………………..

13. How often are those services provided?

(a) All the time   [   ]

(b) Weekly basis   [   ]

(c) Daily basis   [   ]

(d) Fort nightly   [   ]

(e) Others, specify………………………………………………………………

14. Do you play any role in the administration of guidance and counselling services in your college?

Yes   [   ]   No   [   ]

15. If yes, what specific role do you play?

(a) Serve on the guidance committee   [   ]

(b) Refer students to the guidance co-ordinator   [   ]

(c) Provide information on student academic performance to the guidance co-ordinator.   [   ]

(d) Others, specify …………………………………………………………...

16. If no, why?

(a)   I have no interest   [   ]

(b)   Too busy   [   ]

(c)   Serve on other committees   [   ]

(d)   Others, specify …………………………………………………………...

17.   In your opinion what are the most frequently administered guidance services

      in your college?

(a)   Orientation   [   ]

(b)   Appraisal   [   ]

(c)   Consultation   [   ]

(d)   Fellow-up   [   ]

(e)   Evaluation   [   ]

(f)   Others, specify ……. …………………………………………….............

18.   Do students often avail themselves to guidance services in the college?

      Yes   [   ]   No   [   ]

19.   Do you refer students to the guidance co-ordinator?

      Yes   [   ]   No   [   ]

20.   What type of cases do you refer to the guidance and counselling co-

      ordinator?

(a)   Students academic problems   [   ]

(b)   Students adjustment problems   [   ]

(c)   Students behavioural problem   [   ]

(d)   Students health problems   [   ]

(e)   Others, specify…………………………………………………………...

21. Does the guidance co-ordinator involve the staff in discussing students' problems?

Yes [   ]   No   [   ]

22. If yes, what type of problem does the guidance co-ordinator discuss with staff?

(a)   Academic problems   [   ]

(b) Career problems   [   ]

(c)   Behaviour problems   [   ]

(d)   Social-personal problem   [   ]

(e) Others, specify ……………………………………………………………

23. Does the co-ordinator listen to staff concerns/ suggestions on students' problems?

Yes   [   ]   No   [   ]

24. Do students see the need for guidance and counselling programmes in the school?

Yes   [   ]   No   [   ].

25. If no, what factors account for their stand?

(a)   The guidance co-ordinator cannot keep secret.   [   ]

(b)   The students have no interest in it.   [   ]

(c)   The attitude of teachers towards the programme   [   ]

(d)   The negative attitude of the guidance co-ordinator towards the programme
      [   ]

(e)   Others, specify …………………………………………………………

26. Does the principal see the need for guidance services in the college?

Yes   [   ]   No   [   ]

27. If no, what factors account for his/her stand?

(a) Lack of interest   [   ]

(b)   Lack of funds   [   ]

(c)   Lack of cooperation on the part of staff members   [   ]

(d)   Others, specify …………………………………………………………………….

28. Are guidance and counselling services in the college beneficial to the staff?

Yes   [   ]   No   [   ]

29. If yes, in what ways is it beneficial to staff?

(a) Helps to identify students' progress   [   ]

(b) Helps them to identify the interest areas of students.   [   ]

(c) Helps in identifying the weaknesses of the students and provide the necessary

remediation.   [   ]

(d)   Others, specify …………………………………………………………………..

30. Does the school have a guidance committee?

Yes   [   ]   No   [   ]

31. If yes, how often do they meet to review the guidance programmes?

(a) Weekly   [   ]

(b) Monthly   [   ]

(c) Yearly   [   ]

(d) Others, specify …………………………………………………………………...

32. How would you rate the guidance and counselling services in your college?

(a) Excellent   [   ]

(b) Very good   [   ]

(c) Good   [   ]

(d) Fair   [   ]

(e) Poor   [   ]

33. Do you think the administration of guidance and counselling services in your college is effective?

    Yes   [   ]   No   [   ]

34. If yes, what factors account for the effectiveness of guidance and counselling services in your college?

(a) The availability of qualified personnel   [   ]

(b) The positive attitude of the administrators towards the programme   [   ]

(c) Availability of funds for the programme   [   ]

(d) Availability of equipment and facilities for the programme   [   ]

(e) Others, specify ……………………………………………………………….

35. If no, what factors account for their ineffectiveness?

(a) Lack of funds   [   ]

(b) Lack of qualified guidance coordinators   [   ]

(c) Lack of equipment and facilities for the programme   [   ]

(d) The negative attitude of the teachers towards the programme   [   ]

(e) The negative attitude of the principal towards the programme   [   ]

(f) Others, specify ………………………………………………………………...