

UNIVERSITY OF CAPE COAST

GUIDANCE NEEDS OF SENIOR HIGH SCHOOL STUDENTS
IN WASSA AMENFI WEST AND EAST DISTRICTS
OF THE WESTERN REGION OF GHANA

DANIEL YAW AMANING

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BY

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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: Daniel Yaw Amaning:

Supervisor's Declaration

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

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

Mr. Godwin Awabil:

ABSTRACT

The purpose of the study was to find out the guidance needs of Senior High School students in the Wassa Amenfi West and Wassa Amenfi East Districts of the Western Region of Ghana. The descriptive survey design was adopted.. Samples were drawn from the three public Senior High Schools in the two districts. Respondents were made up of 250 students and 25 teachers. Data for the study were obtained through questionnaire. The data collected were organized into tables. Frequencies and percentages and t – test were the main statistical tools used to analyse the data. Interpersonal relationship, self understanding and career information were the prevalent needs of the students whereas study habits, spiritual needs and employment needs were the least needs of the students.

Also interpersonal relationship and career needs were the needs that were found to be adequately met. Study habits and educational information were the needs not adequately met. Inadequate knowledge of students' guidance needs, negative attitude of students towards guidance and counselling, and lack of funds for guidance and counselling programmes were the major reasons responsible for students' not having their guidance needs adequately met. The study also found out that there was no significant difference between the guidance needs of male and female students. It was therefore recommended that qualified guidance co-ordinators are appointed for all Senior High Schools and the co-ordinators put in place programmes that will benefit the students.

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DEDICATION

To my wife Margaret Fosuah Amaning and my children Philomena Amaning, Stephen Amaning and Augusta Amaning for the endurance and encouragement they gave me.

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CHAPTER ONE

INTRODUCTION

Background of the Study

The history and development of Guidance and Counselling Service within the school system in Ghana started in the late 1960's. Before then the function of guiding the youth was left in the hands of the classroom teachers, the elders in the churches and mosques and the adults within the community in which the students lived and interacted. Moreover, education and vocational guidance were presumably unnecessary because the elected few who had access to Western Education could study Classics and Rhetoric and those who passed were capable of self-direction academically and jobs were readily available for everyone who obtained a certificate at the basic, secondary or university level (Essuman 1999).

According to Dankwa (1981) (as cited in Taylor and Buku 2006) in Ghana initial guidance was in the form of advice giving. In the boarding institutions, it was in the form of voluntary service administered in the schools by the heads of the institutions, housemasters, teachers, chaplains and at times school prefects. It took the form of:

- 1: organizing orientation programmes for new students.
- 2: counselling and advising the youth on moral issues.
- 3: providing places and opportunities for the youth to socialize and recreate.

4: assisting the youth to solve their personal problems and

5: guiding the youth through Sunday school lessons and discussions to develop morally and spiritually.

Dankwa continued to say that this form of guidance was unsystematic and unorganized and did not adequately meet the needs of young people, thence the need for formalized guidance and counselling in the country.

Guidance in Ghana began in 1955 when the Ministries of Labour and Social Welfare and Education came together to establish a Youth Department. This department was created to cater for the unemployed middle school leavers who were below twenty years. After giving them vocational guidance, the school leavers were placed in suitable jobs, Ackumey (2003) (cited in Taylor & Buku, 2006) stated that by 1961, about thirty of such youth employment centres had been established in the country. Serious work in establishing guidance and counselling in schools however, began in the late 1960s when the Curriculum Research Development Unit (CRDU) was instituted to cater for programmes in school welfare service, education for the handicapped and guidance and counselling.

Essuman (1999) stated that in 1976, the Government of Ghana came out with a policy through a directive given by the Ghana Education Service (GES) for the establishment of guidance and counselling in the nation's second cycle institutions. Essuman continued that the Ghana Education Service (GES) then wrote to all second cycle institutions to establish a systematic guidance and counselling programmes in their schools.

The directive also made the University of Cape Coast responsible for the training of guidance personnel to serve in the second cycles schools as guidance co-ordinators. According to Ackumey (2003) by 1981 about 200 guidance co-ordinators had been trained and were working in second cycle schools or in the Regional and District Offices of the Ghana Education Service.

Prior to the institutionalization of formalized guidance and counselling in schools, the University of Cape Coast had introduced guidance and counselling as an academic discipline. Citing Ackumey, Essuman (1999) said courses in the Guidance and Counselling at the University of Cape Coast were included in the undergraduate programmes by 1971. The Post Graduate Diploma in Education (P.G.D.E), and the Department of Arts and Social Science (D.A.S.E) programmes also included Introduction to Guidance and Counselling.

In 1976, a graduate programme in guidance and counselling was initiated so as to produce counsellors at the Master's level. According to Essuman, the University of Cape Coast has continued to run these programmes up to date and in June 2006, Sandwich programmes to produce counsellors at the master's level was started.

Apart from the University of Cape Coast, the University of Education – Winneba also offer a post-diploma degree programmes in guidance and counselling. With the University of Education, Winneba complementing the effort of the University of Cape Coast in training professional guidance and counsellors, it is evident that guidance and counselling has come to stay in Ghana (Taylor & Buku 2006).

Taylor and Buku (2006) identify the following as the basic needs that the

- 1: Need for self-understanding, awareness of one's opportunities, special aptitude, interest and other personal traits, which are required for personal development and adjustment in life.
- 2: Need for help in finding a suitable and gainful employment.
- 3: Need to relate to colleagues and others in the cultural environment in order to enhance personal adjustment and relationship.
- 4: Need to develop skills and improve performance in areas of specialization
- 5: Need to develop the ability to make independent choices among alternatives and be able to take responsibilities for such actions.
- 6: Need to build up a positive image of oneself after taking into consideration one's strengths and weaknesses
- 7: Need to select appropriate courses based on the needs, interest and abilities of the individual in order to aid educational progress and adjustment.
- 8: Need to have adequate information on career opportunities within the environment so as to serve as a guide in the choice of a vocation that is suited to one's interest, aptitude and traits.

Oladele (1987) stated that at the senior secondary level the student will be faced with the formal decision about continuing his/her formal education after secondary school or going to work. He also said that, many children may fail their academic work and would need help in their study habit or with their examination techniques.

These graduates will need more guidance on where to go, which course to pursue, what careers they can engage in and the opportunities that they have for training and employment. Abiri (1973), on his part, stated that if our society is not to be plagued by brood of frustrated and unrealistic individuals, secondary school students could be exposed to available opportunities and several expectations of the country through career guidance and counselling. Olayinka (1978) was of the view that counselling in schools and colleges will enable the society to identify the talented youths and nurtured them to the optional level of social, educational and economic development.

Students in Senior High School are mainly adolescent raging from ages 15years to 20 years. According to New Zealand Curriculum Framework (NZCF) on education (1997) drawn by the New Zealand Ministry of Education and quoted by Awabil (2002) the Senior High School curriculum are expected to develop students knowledge and skills, lay the foundation for further education, training and employment, assist the students to make choices and planning for the future and prepare them for adult life.

Chuenyane (1983) investigated the career needs of 600 black students in South Africa and how black senior high school principals perceive the guidance programme in their schools. The investigation revealed that, 60% of them expressed additional help in sixteen categories of guidance needs that the students felt their needs were not met and therefore should receive priority in planning guidance programmes for schools. The common issues they expressed included finding jobs and careers, developing self understanding, career awareness, inter-

personal relationships, selection of courses and acquisition of decision making skills.

The issues the black secondary school students expressed are relevant to Ghanaian Senior High School students of today. (Prediger et al. 1973) (cited in Chuenyane 1983) stated that students have always experienced difficulties when making decisions about their careers. Prediger et al (1973) continued to say that these tenuous choices seemed to be a result of the students' lack of sufficient knowledge regarding themselves in their abilities, attitudes, interest and values, as well as vocational careers, school preparatory subjects and courses leading to those careers, educational and vocational opportunities available to them and financial assistant.

McDaniel and ShafteI (1956) also cited in (Chuenyane 1983), were of the view that, self understanding was a basic goal for guidance programmes. They said, through self understanding, students can begin to know, appreciate and utilize their aptitude, interests, values and limitations, and students who understand themselves are characterized by their ability to make more rational, educational and vocational plans. McDaniel and ShafteI maintained that every individual should be helped to study and understand himself or herself as a unique person and to respond to the pressures and stimuli of the time and place in which he/she lives. The New Zealand Curriculum Framework –NZCF 1997) also stated that Senior High School years are a time when students are clarifying their thinking about their own strength and goals and are considering what they should do when they leave school. The Senior High School students are confronted by a

complex and changing world of work, they therefore need to make choice between future career and employment options and plan for future education and training.

Super (1957) cited in Chuenyane (1983) contended that probably no other decision a young person makes is crucial for his happiness in life as his/her choice of work including the preparation for it.

Tyler (1970) quoted in Chuenyane (1983) has observed Senior High School students are generally concerned about independent adults, getting jobs, marrying, gaining status with their peers and helping to solve the ills of the world. The concerns expressed by these writers affect Ghanaian youth also. To assist them with these concerns, guidance programmes are essential for Ghanaian Senior High School students today. Although there may be common set of students needs the priority for certain students varies and shifts in accordance with age, sex, experience and geographical location (Prediger et al 1973). From these ideals expressed by the former writers, it is clear that the school has a crucial responsibility of training the child in all accepted ways so that he/she becomes a useful individual both to himself/herself and the society.

Statement of the Problem

Very little studies have been made on the needs of secondary school students since the emergence of guidance and counselling in Ghanaian schools. Awabil (2002) cited that Opoku (1975) and Forde (1977) had made some assessment needs in Ghana. According to Awabil, Opoku carried out a survey of

the concerns of secondary school students in the then nine regions of Ghana and found out that students' needs are to be centred on four categories.

These were life at school, vocational, economic, personality development and health.

Forde's studies on the other hand were centred in selected senior secondary schools in the Greater Accra Region. She also categorizes the needs into health, finance, religious, self esteem and sexual issues. Awabil (2002) said though Opoku's studies covered the whole country, his findings may not apply today since students' needs have changed over the last 30 years due to political, social, and economic changes in the country. To find out current needs of secondary school students, more detailed work need to be done in all parts of the country

Awabil (2002) conducted a study in Balsa and Kassena and Nankana districts in the Upper East Region. He assessed students' need for educational information, career information, self-understanding, drug information, interpersonal relationship, employment information, and health and study habits. His studies did not cover the guidance needs of students such as moral, spiritual, psychological and financial issues.

The studies made on the needs of secondary school students did not talk much about the students in the Western Region of Ghana and none has touched on the two districts in the Amenfi area namely Wassa Amenfi West and Wassa Amenfi East Districts. Wassa Amenfi District was cut out from Wassa West District in 1989. It has been Wassa Amenfi District till 2005 when it was divided

into Wassa Amenfi West with Asankrangwa as its district capital and Wassa Amenfi East with Wassa Akropong as its capital. The study covers both Wassa Amenfi West and East districts. Students from both the Junior High and Senior High Schools in this part of the region are often seen roaming about in the streets.

Others also move to cities like Accra, Kumasi and Takoradi to do petty trading. The rate of teenage pregnancy is also very high in the area. In the senior high schools in the two districts, students are often sacked from school for not paying their school fees. This at times leads to some of the students not able to write examinations and some also stop schooling. Reasons that can be assigned to these problems are what Prediger et al (1973) stated, that students have always experienced difficulties when making decision about their careers and also they lack sufficient knowledge regarding themselves. With this background therefore, it is imperative for this study to be conducted to find out the most prevalent guidance needs of senior high school students in this part of the Western Region so that effective guidance programmes could be organised for them.

Purpose of the study

The major purpose of the study was to identify the most important guidance needs of Senior High School students in the Wassa Amenfi West and East districts of the Western Region of Ghana. The study also sought to find out the extent to which the needs of students in this part of the country are met and if these are not adequately met, the reasons why they are not adequately met could be identified. Again, the study aimed at finding out whether the guidance needs of students depended on variables such as sex.

Research Questions

The following research questions have been formulated to guide the study

1. What are the most prevalent guidance needs of Senior High School students in the Wassa Amenfi Districts?
2. To what extent are students' guidance needs met?
3. What reasons are given for students not having their guidance needs adequately met?

Hypothesis

The following hypothesis was also formulated to guide the study.

1. H_0 : There is no significant difference between the guidance needs of male and female students.
2. H_A : There is significant difference between the guidance needs of male and female students.

Significance of the Study

It is anticipated that the study will bring to light the guidance needs of senior high school students in the Wassa Amenfi West and East Districts so that appropriate counselling can be designed for the students

Furthermore, the finding will inform policy makers especially the Ministry of Education, and its agencies, such as Ghana Education Service and the Department of Social Welfare so that proper guidance programmes could be drawn for the youth. Besides, it would provide the reasons why students' guidance needs are not adequately addressed. With the reasons, Ghana Education

Service can put in place the needed policies and resources that will adequately cater for the needs of students.

Not only that, it will be of importance to churches and non-governmental organizations who engage in the youth work as it will enable them to include more activities in their programmes that would address the guidance needs of young people.

It is also hoped that the findings will entice other researchers to investigate the guidance needs of students in other parts of the country so that a comprehensive report on the needs of students can be made.

Delimitation of the Study

With current technological advancement and changes in our educational system, it is apparent that an investigation into the guidance needs of students is invaluable to guidance and counselling in Ghanaian schools.

Looking at the peculiarity of the two districts, the current study concerned itself with educational information, employment information, career information, spiritual information, self-understanding, interpersonal relationship, financial issues, and study habits. The study will not investigate health needs social needs sexual information, and psychological issues.

Limitations

A total sample size of 250 students was used. There was relatively small as compared to the population of 1800. This sample size might make it difficult to the generalizability of the findings to the population. Moreover, because

questionnaires were used in collecting the data, bias could not be ruled out completely.

Organization of the study

Chapter One talks about the history of guidance and counselling as well as some guidance needs of adolescents which forms the background of the study. The statement of the problem, the purpose of the study, research questions and the hypothesis formulated to guide the study are also discussed under this chapter. Chapter Two discusses the theoretical and the empirical literature as well as the views of writers related to the study. The section also deals with the literature on the extent to which the adolescents' needs are being met as well as the views on the guidance needs of adolescents and the factors that affect the effective running of guidance and counselling programmes in our schools.

Chapter Three describes the methodology used in the study. This includes the research instruments, pre-testing, the data collection procedure and the analysis of the data.

The presentation of the result of the study and the analysis of the result is found in Chapter Four. The researcher also spells out the implication of the findings in this chapter. The summary, conclusion and the recommendations as well as suggestions for further research are outlined in Chapter Five.

In conclusion, this chapter highlighted the history of Guidance and Counselling in Ghana. It also provided the reason why a study on guidance needs of senior high school students in this part of the country should be conducted. The study also sought to find out the extent to which the needs of the students were

adequately met and if not, reasons could be identified. Three research questions and one hypothesis were formulated to guide the study. The study was found to benefit Ghana Education Service, school administrators, churches and non governmental organizations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter contains the review of the literature related to the study. The topics to be reviewed included; the concept of guidance, the concept of need and the theories of human needs. Also to be reviewed are these guidance needs, study skills, educational information, self-understanding, interpersonal relationship, career needs, spiritual needs, financial needs and employment information.

Extent to which senior high school students' needs are being met, factors which militate against effective running of guidance and counselling and the resources needed for guidance and counselling will also be reviewed.

The Concept of Guidance

At face value, guidance derives its meaning from the word "guide" in which case it is synonymous with direct, steer or pilot. The dictionary definition stresses advice giving but guidance is not advice giving. Shertzer and Stone (1976) provide a very straight forward definition. According to them, guidance is the process of helping an individual to understand himself and his world.

Arbuckle and Peters (1975) (as cited in Makinde, 1983) suggest that guidance can be thought of as a concept, an educational construct and as an educational service.

As a concept, it means the use of ideas or view point to help another person. As an educational construct, it refers to the provision of experiences that lead to self understanding and total personal growth and as an educational service it involves the provision of procedures and processes to assist the individual through a growth enhancing helping relationship. Jones, Steffire and Steward (1970) write that guidance is the assistance given to individuals to make intelligent choices and adjustments in their lives.

Isaken and Mink (1963) described guidance as a programme of services to individual students provided by teachers, administrations and guidance specialist based on:

1. The needs of each student.
2. The understanding of his immediate environment which includes his teachers and parents.
3. The effect of these influences on the student.
4. The unique features of each school.

Concept of Need

Need has been explained in several ways by different writers. The Macmillan English Dictionary for Advanced Learners (2004) defines a need as a situation in which it is necessary for something to be done.

According to Oladele (1987), a need is the lack of something that if present would further the welfare of the organism. Oladele went further to distinguish between two types of needs. These are primary needs and secondary needs.

Primary needs include food, water and oxygen. Secondary needs, on the other hand include affection, status and security. People need food, affection, security, recognition among others. When such needs are strongly felt individuals take action to fulfil them. Pietrofesa, Hoffman and Splete (1984) states that “a need exists when desire to attain or acquire something motivates a person to act or feel in certain ways. The satisfaction or lack of satisfaction of needs determines if people grow or stagnate” (Pg.170)

Theories of Human Needs

Psychologists have propounded several need theories. Among them are Murray, Kurt Lewin, Alderfer and Maslow. Murray for instance said a need is a hypothetical force that serves to organize perception, intelligence and action of the individual. He continued by saying that unsatisfied needs would arouse the person and he or she would be sustained until satisfaction had been attained. Since Maslow’s theory of needs has some application on the study undertaken, it would be the one that would be reviewed.

Maslow’s Theory of Need

In attempting to describe steps in the development of a healthy personality, Abraham Maslow (1908-1970), a humanist psychologist, outlined the concept of human needs. Maslow’s need theory states that human needs are arranged in a hierarchy and as one general type of need is satisfied another higher order need will emerge and become operative in life (Chauhan 1989).

Elliott, Kratochwill, Cook and Travers (2000) also said Maslow's hierarchy of needs is a theoretical model of five needs that Maslow believed every human being had. The basic assumption here is that healthy people seek self-improvement. This assumption includes the recognition that such improvement requires effort. Maslow argued that needs are arranged in a hierarchy which is similar to a ladder. He was of the view that people progress from one level to another much like climbing a ladder and the end result is full development of human potential. As a ladder, people who have partially satisfied a level of need may find the need to continue to work on that need while extending their effort to meet those of higher levels. Maslow categorized needs into two divisions; deficiency needs and growth needs, Huitt (2000) (as cited in Awabil, 2002). Deficiency needs are those needs when they are satisfied urge a person to seek other needs and if they are not satisfied everything recedes. The growth need is the one which enables a person to move towards a goal as the basic needs have been satisfied. Maslow's theory of motivation claims that human needs are arranged in a series of levels, that is hierarchy of importance.

The hierarchy of needs is a theoretical model of eight needs that Maslow believed every human being had. The needs range from basic physiological and safety needs to love and belonging needs, esteem needs and finally at the top of the hierarchy the need for transcendence.

The physiological needs include hunger, thirst and sleep. These are dominant and are the basis of motivation. Motivation as defined by Wiener (1990) and quoted in Elliott et al (2000) "Is an internal state that arouses us to action,

pushes us in particular directions and keeps us engaged in certain activity' According to Elliott, Kratochwill, Cook and Travers (2000), unless the physiological needs are satisfied everything else recedes. Maslow also said when these physiological needs are deprived for a long period; the other needs will also not appear.

Safety needs include freedom from fear and anxiety, need for protection, security and stability. Elliot et al (2000) said students who are afraid of peers, of a teacher or of a parent have their safety needs threatened and their fears can affect classroom performance.

Love and belonging needs refer to our need for family and friends, the need to affiliate with others and be accepted by others. Elliot et al (2000), once again said students who lack any sense of belongingness usually have poor relationship with others, and this can affect classroom learning. Esteem needs include the need to achieve, the need to be competent, the need to gain approval and the need to have recognition. Maslow classified these four needs as the deficiency needs. A deficit in any one need category will affect performance of students.

The highest need in the hierarchical system proposed by Maslow is self-actualization. Self-actualization is the realization of one's human potential or to fulfill one's individual nature in all its aspect.

Maslow grouped self-actualization as a growth need. According to him, an individual would be ready to satisfy his/her growth need if the deficiency needs are met. Maslow said only a few people became completely self-actualized. Initially,

he conceptualized self actualization as the only growth need. Later he saw that there were other lower level growth needs prior to the general level of self actualization and one beyond the self –actualization level. These are cognitive, aesthetic and transcendence. Cognitive is the need to know and understand. Aesthetic is the need for symmetry, order and beauty. These are below self-actualization. Above self-actualization need is transcendence. Transcendence is the need to help others find self-fulfilment and realize their potential. According to Hutt (2000) (as cited in Awabil, 2002), Maslow was of the view that as one develops wisdom, becomes more self actualized and transcendence, one will automatically know what to do in a wider variety of situation.

The overview of Maslow’s hierarchy of needs has been provided in the diagram below:

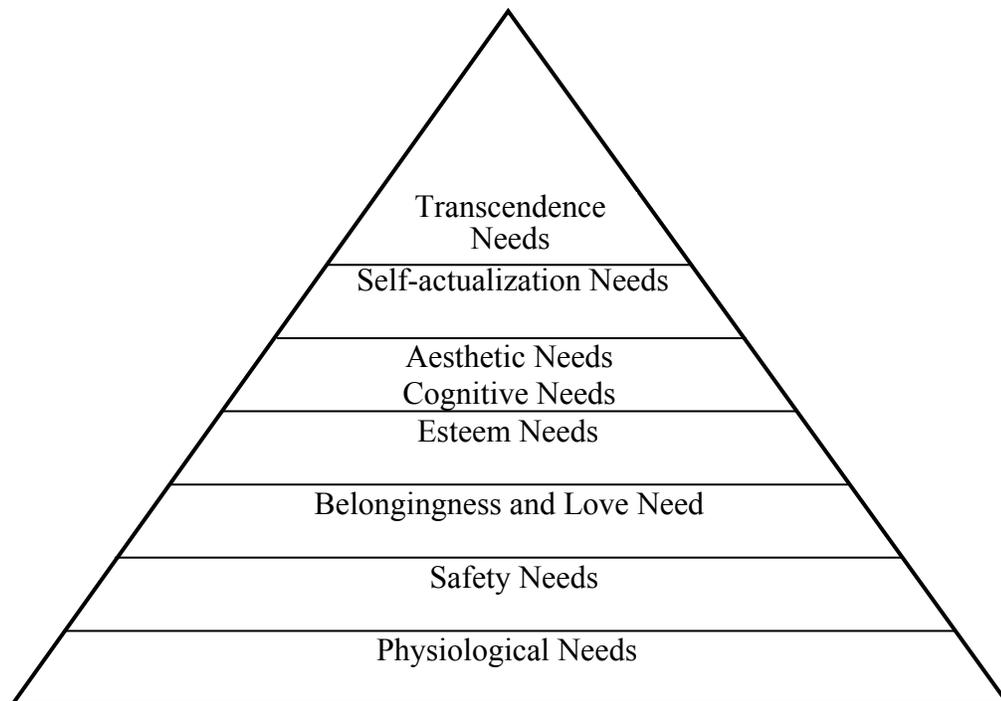


FIG.1 Maslow’s Hierarchy of Needs

Source: Huitt (2000) cited in Awabil, 2002.

According to Maslow, cited in Ackumey (2003) when these needs are met, one can develop the talents and gifts within themselves, and one's highest and greatest level of personal growth can be achieved. Ackumey, went further to say that all students in school require the general needs to grow properly and achieve their goals, therefore, any student with a problem in any of the needs will be affected and that person's academic work will also be affected.

Guidance Needs of Students

There are several needs in schools which call for guidance. Among the guidance needs of students highlighted by writers are:

Study Habits/Skills

According to Pecku (1991), many countries now use guidance and counselling in their schools to help their children. This is because guidance and counselling assist children to learn well. They help them to overcome all problems which make learning difficult or prevent them from settling down in schools. Oladele (1987), said with many African countries adopting a new educational systems, when it becomes fully operational, a large number of the children may fail in their academic work and would need help with their study habits or with their examination techniques. Pietrofesa, Hoffman, & Splete (1984) and Eshun (2000) indicated that students desire to acquire effective study habits. Opoku (1975), Ahia and Bradley (1984) discovered that study habit was the major concern of adolescent students. Unachukwu and Igborgbor (1991) also stressed

the need for guidance and counselling in secondary schools especially, the need for proper learning skills and learning styles. Moreover, Okon (as cited in Awabil (2002) studied the concerns and problems of 411 secondary school students in Nigeria and discovered that study habit was one of the biggest concerns of students. Again, Larry William (1969) cited in Megill (1998) conducted a survey of 805 young people from the Gambia, Sierra Leone, Liberia, Ghana and Nigeria on the issues of most concern to the youth. Eighty six percent ((86%) of them indicated that their major concern was how to study.

Educational Information

Fafunwa (1967) views guidance and counselling as playing an important role in the education and social growth of the individual. Awokoya (1980) states that the purpose of the 6-3-3-4 system of education in Nigeria would not be achieved without academic guidance and counselling, especially in the Junior High Schools.

Again, in Ghana, the educational reforms of 1987 and 2007 stressed the need for educational guidance and counselling. The 2007 or the Anamuah Mensah educational reforms for instance emphasized guidance and counselling and recommended that it should be made compulsory for all schools. It also recommended that the Ghana Education Service train more guidance co-ordinators for the schools. Moreover, a research conducted by Oweini and Abdo (2000) indicated that 89% of secondary school students in Lebanon needed to know more about educational information.

Spiritual Information

According to Akinboye (1987) adolescents are concerned about spiritual things, such as the presence of God, whether he listens and cares, and why He is so patient with sinners. They were also concerned with how to relate with God, how to resolve religious conflicts and their understanding of dreams. Not only that, but their concerns are also centred on how to talk to God and what God looks like. They also doubt their faith in God and the church.

Akinboye, studied 5000 Nigerian students and concluded that only 12% of them expressed the need for spiritual concern, he therefore said that spiritual needs was not a dominant concern of adolescent in Nigeria. He however, suggested that adequate counselling programmes should be provided to help adolescents cope with these concerns.

Career Information

Unachukwu and Igborgbor (1991) say the youth have their dreams of what to become as far as their career needs are concerned. Denga (1983), puts it that very few people in developing nations go to school solely for the purpose of becoming literate. Almost every child is career oriented and as such there is the need to identify students' career needs, interests and talents for suitable career attainments.

According to Okoye, Adejumo & Achebe (1990), Pietrofesa, Hoffman and Splete (1984) and the Ghana National Population Council (2000), young people need to have adequate information on careers to enable them to make the right decisions and choices. Oweini and Abdo (2002) conducted a study of 116

secondary school students in Lebanon and discovered that 90% of them needed more information on careers. Cherry and Gear (1987) also studied 423 students in England and found that 70% of the secondary school students in England ranked career information as the third guidance needs. France, Huang, Si & Zhang (1991) investigated the career needs of 224 middle school students in China and found that students ranked career information as the first guidance need.

Interpersonal Relationship

Given the importance of peers in children's development, teachers need to create classroom environment that promotes social relationship. Several writers have stated that students need to know how to establish interpersonal relationship with peers, parents, teachers and siblings. Empirical evidence has shown that students need to know how to relate with other people. Chuenyane (1983), for example, revealed that 75% and 72% of Form 3 and Form 5 students from black secondary schools in South Africa respectively expressed that, they need to relate with other people. Again, Makinde (1987) and Omar (1983) found that interpersonal relationship was a dominant concern of adolescent students in Nigeria.

Self-Understanding

According to Harter, Waters and Whitsell (1996) cited in Awabil (2002) guidance and counselling are important for the adolescent because the adolescents are more likely to describe themselves with contextual or situational variations.

Chuenyane (1983), Okoye, Adejumo and Achebe (1990), Holland (1973), Pietrofesa, Hoffman and Splete (1984) and Eshun (2000) have highlighted the reference of self-understanding in school's guidance programmes. According to them, students need to understand their aptitude, interests, values and limitation in order to make rational education and vocational plans. Similarly, McDaniel and Shaftel (1956) (as cited in Chuenyane, (1983) maintained that every individual should be helped to study and understand himself or herself as a unique person and to respond to the pressures and stimuli of the time and place in which they live.

Research has also shown that self-understanding is a priority concern of adolescent students. For instance, France, Huang, Si and Zhang (1991) discovered that Chinese middle school students ranked self-understanding as second guidance need. Besides, Chuenyane (1983) found that 72% of the black secondary schools students in South Africa needed to understand themselves

Employment Information

According to Oladele (1989), Eshun (2000), and Okoye, Adejumo and Achebe (1990) students need help in finding suitable and gainful employment. Studies have also shown that students need employment. For instance, Cherry and Gear (1987) conducted a study into the vocational guidance needs of 1,712 pupils in 20 secondary schools in England and found that the pupils ranked employment as the first guidance need. Again, the research conducted by Chuenyane (1983) on the guidance needs of 600 black secondary school students in South Africa revealed that From 5 and From 3 students ranked employment first and second

respectively. In the same way, also, Opoku (1975) investigated the concerns of 4,793 secondary school students in Ghana and the result showed that job was one of the priority needs of students.

Financial Information

Any period of change is likely to be accompanied by many potential difficulties. With current technological age, adolescents' need money to purchase dresses books mobile phones and others. How to find money becomes a problem for them. Chauhan (1989) stated that with the current socio-economic development of many countries, adolescents' problems have multiplied. Money is one of such problems. According to him, there are many activities of adolescents which involved money, but parents are conservative in providing money for extra activities of their wards. Adolescents, at times feel ashamed of begging for money from their parents, it therefore becomes a problem to them. The survey conducted by Larry Williams, cited in Megill (1998) of 805 young people from British West African countries revealed that, for 47% of them, their major concern was how to find money for school fees and other things.

Relationship of Students' Guidance need with Sex

The researches conducted by Chuenyane (1983) and Forde (1997), revealed that sex was not a factor in students' perception of their needs. However, Gallagher, Millar, Hargie and Ellis (1992) discovered that significant differences existed between the problems of male and female students. In terms of age,

research has shown that differences existed between the concerns of mid and late adolescents (Forde 1997).

School administrators and teachers most often think that they know best about adolescents needs and for that matter design programmes around that assumption (Hiebert, Kemeny and Kurchak, 1998). Great differences however, have been identified between adult perceptions of adolescents' needs and students' reports of their own needs, as indicated in Hiebert et al (1998). These writers were of the view that for guidance and counselling programmes to be connected to the spirit of a comprehensive guidance and counselling model, students' perceptions of their own needs should be first considered when planning programmes.

Extent of Needs being Met

According to Lawrence, Jones and Smith (1999) (as cited in Awabil 2002) researchers have written about adolescents, concerning their needs and ways of coping with those needs. But media reports and visitation to schools show that young people's guidance needs are not being met adequately. As a result, people are of the view that the issue of finding a better way of addressing youth concerns should be an issue of great concern to parents, educators, politicians, schools and the community.

The research conducted by Cheunyane (1983) also revealed that students' career guidance needs were not adequately met. For instance, as many as 60% of the students expressed a need for additional help with finding jobs and careers.

Factors that Militate against the Effective running of Guidance Programmes

Researches conducted by writers have revealed that some factors hinder effective delivery of guidance programmes. For instance, Onumah (1992) Ocansey (1992) and Awabil (1996) cited in Awabil (2002) revealed that lack of funds, lack of qualified guidance personnel, lack of officers and heavy workload on co-ordinators were the main factors hindering the effective delivery of guidance services in schools. In addition, some writers (Oladele (1987), Okoye et al (1990) have also indicated that accommodation or guidance office, adequate time for guidance work, sufficient funds and counselling personnel are necessary for the effective delivery of guidance programmes in schools.

Resources needed for Guidance and Counselling

Having known that students' needs are not adequately being met in our schools shows that our children are not having the maximum benefit of education and therefore, there is the need to find the necessary resources for guidance and counselling in schools. Schmidt (1999) identified the following resources for effective implementation of guidance programmes in schools or counselling office

A counselling centre or office

To provide confidential counselling and consulting services for students, parents and teachers, counsellors need appropriate space within the school. A counselling centre usually reflects the level and nature of a school's counselling programme. Centres in junior high and senior high schools vary according to the

developmental needs of students, the size of the school and the type of major activities in the schools. Schmidt (1999) further, observed that many junior high schools in the United States were built before elementary counselling existed. As a result, school counsellors often work in facilities that were once classrooms, an administrative office or a health office or were used for other purposes. These are not the best arrangement in which to develop comprehensive programmes. Schmidt said that counselling centres which are also called offices should be located at a place where everyone in the school will have equal access.

Materials and equipment

A well-designed counselling centre or office is complete when it includes appropriate and adequate materials and equipment to delivery the intended services. In summary, a school counselling centre typically has; appropriate and sufficient furnishings for students, tables for group activities, audio and visual privacy for counsellors office, a telephone, a computer for self-instruction and guidance-related programmes and a secure room where students records can be stored.

Budget

Materials and equipment need to be assessed annually, as do other aspects of the counselling programme. As items become outdated, they must be replaced. To do this, counsellors control a budget or are involved in budgetary process. Schmidt (1999) outlines the following budget items for school counselling programme.

- a. Personnel, for example school guidance co-ordinators.
- b. Furnishing and equipment like desks, chairs, cabinets
- c. Materials such as books and reference materials, tests and inventory.
- d. Centre supplies such as paper and pens
- e. Communication and travels such as telephone and postage

Personnel

The schools may have the physical structures and other facilities, materials and equipment and good programmes can be drawn all right, but it is the people in the programme who determine its true value and potentials. A comprehensive counselling programme must therefore make room for administrators, teachers, students, service specialists and counsellors.

Oladele (1987) point out the requirements for school guidance services as accommodation, finance, time and career library will not be complete if there are no people.

Summary

The review of the literature focused on the concepts of guidance and need. Abraham Maslow's theory of needs and the guidance need of students which included study habits, educational information, self-understanding, career information, spiritual needs, financial needs, employment information and interpersonal relationship were discussed.

The extent to which students' needs are met was also discussed. Factors which militate against effective guidance and counselling in schools in Ghana

were also identified. Both the theoretical and empirical reviews were done and Maslow's hierarchical theory of human needs was found to be relevant to the study. Opinions expressed by writers indicated that students have need for habit, career information, employment, interpersonal relationship, self-understanding, educational information, spiritual, financial and information.

CHAPTER THREE

METHODOLOGY

This chapter describes the research design, the population, the sample as well as the sampling procedure used in the study. Besides, the research instruments, the procedure followed in collecting the data and the method of scoring and data analysis have also been discussed.

Research Design

The research design used in the study was the descriptive sample survey. According to Gay (1992), the descriptive sample survey is appropriate when a researcher attempts to describe some aspects of a population by selecting unbiased sample of individuals who are asked to complete questionnaires or respond to interviews. It must be noted however, that the method is not totally devoid of bias. This is particularly so when a questionnaire is used to gather data. This descriptive sample survey was chosen because according to Sarantakos (1998) cited in Amedahe (2002), studies based on sample survey require less time and produce quick answers, also it is thought to be more economical, contains fewer people, requires less printed material and fewer general costs and above all samples are thought to offer more detailed and high degree of accuracy because they deal with relatively small number of units. Considering the purpose of the

study, the research questions and the magnitude of the target population, it was the most appropriate design which could lead the researcher to achieve the purpose and to draw meaningful conclusion from the study.

Population

The population of the study was 1880 students and 108 teachers. This comprised 986 senior high school form one and 894 senior high school form two students and 108 teachers of which two were guidance co-ordinators. Tables 1 and 2 give the details.

Table 1

Population of Students

Name of school	Enrolment						
	SHS 1			SHS 2			Sub Total
	Boys	Girls	Total	Boys	Girls	Total	
Asankrangwa Senior High School.	250	160	410	200	140	340	750
Asankrangwa Senior High Technical School.	195	50	245	185	70	255	500
Amenfiman Senior High School	231	100	331	169	130	229	630
Total	676	310	986	554	340	894	1880

Table 2

Population of Teachers

Name of School	No. of Teachers		
	Male	Female	Total
Asankrangwa Senior High School	42	6	48
Asankrangwa Senior High Technical School	22	3	25
Amenfiman Senior High School	31	4	35
Total	95	13	108

Sample and sampling procedure

The sample consisted of 250 students and 25 teachers of which two were guidance and counselling co-ordinators. Tables 3 and 4 illustrate the sample.

Table 3:

The sample of students selected per school.

Name of school	No. of students selected						
	SHS 1			SHS 2			Sub-total
	Boys	Girls	Total	Boys	Girls	Total	
Asankrangwa Senior High School	40	30	70	45	35	80	150
Asankrangwa Senior High Technical School	12	8	20	15	5	20	40
Amenfiman Senior High School	15	13	28	18	14	32	60
Total	67	51	118	78	54	132	250

Table 4

Sample of teachers selected per school.

Name of school	No. of teachers		
	Male	Female	Total
Asankrangwa Senior High School	13	2	15
Asankrangwa Senior High Technical. School	3	1	4
Amenfiman Senior High School	5	1	6
Total	21	4	25

The sample was made of 150 students from Asankrangwa Senior High School, 40 from Asankrangwa Senior High Technical School and 60 from Amenfiman Senior High School. Fifteen of the teachers were from Asankrangwa Senior High School including the guidance and counselling co-ordinator, four from Asankrangwa Senior High Technical School and six from Amenfiman Senior High School also include the Guidance and Counselling Co-ordinator, bringing the total respondents to 275. This sample size was chosen to ensure that their point of view would adequately reflect that held by the large number of student population in the two districts.

To make the sample representative, steps were taken to ensure that the different categories of students were included in the sample. The researcher was interested in studying both boys and girls, form one and form two students, and day and boarding students, the stratified random sampling design was therefore used.

The students were divided into two groups. Group A consisted of males from both form 1 and form 2 and group B was also made of the females from both form 1 and form 2. In selecting the samples for the groups both day and boarding students were considered. The researcher decided to use the disproportionate sample of 20% for the males and 15% for the females and through that 85 males and 65 females were selected from Asankrangwa Senior High School, 27 males and 13 females were taken from Asankrangwa Senior Technical School and 33 males and 27 females were also selected from Amenfiman Senior High School bringing the total students selected to 250. This was made up of 145 males and 105 females. The same procedure was used in selecting the teachers.

Instruments

A guidance needs assessment questionnaire was developed and used for the data collection. There were two sets of questionnaire, one set for students and another set for the teachers and the guidance and counselling co-ordinators. From the literature review, the researcher, with the help of the supervisor carefully developed the items for both questionnaires. Portion of the questionnaire for the students was adapted from the questions prepared by Awabil (2002).

The questionnaires for the students were in two columns: column 'A' and column 'B'. Column 'A' consisted of 40 items on a 4 point-scale to which students were required to indicate the extent to which the needs are important to them. Column 'B' was also of 40 items on a 3 point-scale, students were to indicate the extent to which the needs are being met. The needs were grouped under 8 scales, these were study habit, educational information, career

information, spiritual needs, financial needs, employment information, interpersonal relationship and self-understanding. The questionnaire for the teachers and the guidance and counselling co-ordinators was of two sections. The first section was on personal records. The other sections seek information on the issues students mostly brought to the teachers. It also asked why students' needs are not being met. Some of the questions were solely meant for the guidance co-ordinators.

Validity and Reliability

To ensure the validity of the questionnaire, two master students in guidance and counselling and a lecturer in the counselling centre read through the questionnaire and made useful suggestions. The instrument was later pre-tested at Aggrey Memorial Senior High School. Twenty five students comprising the interest of the researcher and two teachers responded to the pre-test and the result was analysed. The questionnaire was pre-tested in this school as the students in this school shared similar characteristics of the target population. This was done to check both the face and content validity of the instrument. The Cronbach alpha value reliability was found to be 0.82. The final approval was given by the supervisor before the questionnaires were finally administered.

Data collection procedure

The researcher visited the selected schools to administer the questionnaires after he had handed over a cover letter from the Department of Educational Foundations to the headmasters of the three schools. With the help of

the Assistant Headmasters and the Guidance and Counselling-coordinators of the schools, the students were gathered in their classrooms and the questionnaires were given to them.

They were briefed on how to respond to the items and they were given the opportunity to ask questions or to call the researcher to clarify difficulties they came across in the course of responding to the items. The questionnaires were collected on the same day they were administered. One respondent did not return the questionnaire given to him.

The questionnaire for the teachers and the guidance and counselling co-ordinators was also hand-delivered in each of the schools. It must be noted that the teachers and the guidance co-ordinators are also used to represent the adult. In order to encourage the respondents quick response to the questionnaire, they were served with the cover letter to explain the purpose of the study and the importance of the study to the guidance programmes and educational policy formation and why their co-operation was solicited. They all completed the questionnaire on the same day they were given and handed them back to the researcher.

Data Analysis

The responses to the various questionnaire items were coded and tabulated in means, standard deviation and percentages for research questions one and two, while frequencies and percentages were employed to analyze research question three. With respect to the hypothesis, t-test was used

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter is organized under three sections. The first section presents the results of the study. The second section deals with the discussion of the findings and the third section focuses on the implication of the findings.

Presentation of Results

The researcher formulated three research questions concerning guidance needs of senior high school students in the Wassa Amenfi West and East Districts. These research questions are answered in this section. The questions are taken one at a time with appropriate data to answer them.

Research Question One:

This research question sought to find out the prevalent guidance needs of senior high school students in this part of the Western Region of Ghana. The research question was “what are the most prevalent guidance needs of senior high school students?” Tables 5 & 6 are used to answer research question 1. The detailed results are shown in appendices A and B.

Table 5

The prevalent guidance needs of students.

Rank	Needs	Students	
		Mean	Standard Deviation
1	Interpersonal relationship	1.88	.816
2	Financial needs	1.72	.799
3	Self – understanding	1.68	.849
4	Career needs	1.64	.753
5	Educational information	1.64	.727
6	Spiritual needs	1.56	.833
7	Employment needs	1.56	.749
8	Study habits	1.47	.687

According to the information in Table 5, interpersonal relationship was the most prevalent guidance needs of students. This was followed by financial needs, self-understanding, career needs, educational information and spiritual needs. Finally, students ranked 7th and 8th employment needs and study habits respectively.

It can be observed from Table 5 that interpersonal relationship, financial needs and self-understanding are more relevant to students than spiritual needs, employment needs and study habits.

Table 6:

The prevalent guidance needs of students as expressed by teachers and Coordinators who are also used to represent the adult respondents

Need	Frequency	Percentage (%)
Study habits	20	80
Educational information	14	56
Financial needs	12	48
Career needs	11	44
Interpersonal relationship	10	40
Spiritual needs	9	36
Self- understanding	8	32
Employment needs	7	28

From Table 6, it could be seen that the teachers, who also represented the adults perceived study habits, educational information and financial needs as the most prevalent needs of students. It is indicated by 80%, 56% and 48% respectively. Similarly, they regarded employment, self- understanding and spiritual needs as the least priority needs of students. This was indicated by 28%, 32% and 36% respectively.

From Tables 5 and 6, it could be seen that as students perceive interpersonal relationship, financial needs and self- understanding as their prevalent guidance needs, the teachers who represented the adults on the other hand perceive study habits, educational information and financial needs as the most prevalent guidance needs of students.

Research Question Two:

This question was to seek the extent to which students in the three public senior high schools in the two districts guidance needs are met. The research question was “to what extents are students’ guidance needs met?” For answers to this question, research instrument on responses (Appendix A Column B) items 1-40 were considered. Item 14 of (Appendix B) was also used.

The detailed result is found in Tables 7 and 8

Table 7

Ranking, Needs and Standard Deviation of the extent of needs being met

Rank	Needs	Mean	SD
1	Interpersonal relationship needs	1.84	.567
2	Career needs	1.72	.623
3	Employment needs	1.72	.661
4	Self-understanding needs	1.71	.632
5	Financial needs	1.71	.682
6	Spiritual needs	1.66	.624
7	Educational needs	1.63	.540
8	Study habit	1.46	.527

Table 7 above indicates the extent to which students guidance needs are met. The result shows that students’ ranked interpersonal relationship as the need mostly met. This was followed by career needs, employment needs and self-

understanding. Again, financial needs, spiritual needs, educational information and study habits were rated 5th, 6th, 7th and 8th, respectively.

Table 8

Need, frequency and percentage of whether students' guidance needs are adequately met as perceived by teachers and guidance co-ordinators who are also used to represent the adult population

Statement	Frequency		Percentage %	
	Yes	No	Yes	No
Career needs	3	22	12	88
Educational needs	3	22	12	88
Self- understanding	3	22	12	88
Interpersonal relationship	5	20	20	80
Employment needs	7	18	28	72
Study habits	9	16	36	64
Spiritual needs	11	14	44	56
Financial needs	16	9	64	36

From Table 8, it could be seen that, three (12%) of the respondents indicated that career needs, educational needs and self-understanding needs were adequately met, whereas (88%) were of the view that they were not met. Five (20%) of the respondents were of the view that interpersonal relationship needs were met and 20 (80%) were also of the view that it was not met. For employment, 7 teachers (28%) responded that it was met, while 18 (72%) said it

was not met. For study habits, 9 (36%) said it was met whereas 16 (64%) indicated that study habit was not met. Eleven (44%) indicated that spiritual needs were met while 14 (56%) said they were not met. In the case of financial needs, 16 (64%) said they were met and 9 (36%) responded that they were not met.

From Table 8, it could be observed that financial needs spiritual needs and study habits are guidance needs teachers and guidance co-ordinators perceived as adequately met. These teachers and co-ordinators perceived career needs, educational information and self-understanding as those needs that were least met.

Research Question Three:

This research question was to find out the reasons why students guidance needs are not adequately met .The question was “what reasons are given for students not having their guidance needs adequately met?” The respondents were the teachers and the guidance co-ordinators who were used to represent the adult. To answer this question, the research instrument on responses (Appendix B) item 15 was used. The detailed result is found in Table 9

Table 9

Reasons why students' guidance needs are not met

Item	Frequency	Percentage (%)
Inadequate knowledge of students' guidance needs	14	56
Lack of funds for guidance and counselling programmes	13	52
Negative attitude of students towards guidance and counseling	13	52
Lack of qualified guidance co-ordinators	10	40
Lack of guidance office	6	24
Heavy workload on guidance co-ordinators	4	16
Negative attitude of headmaster and headmistresses towards guidance and counseling	3	12

Table 9 indicates that 56% of the teachers and guidance co-ordinators responded that inadequate knowledge of students' guidance needs was one of the reasons why students' guidance needs are not met. Fifty two percent indicated that negative attitude of students towards guidance and counselling might have accounted for students guidance needs not being adequately met. In the same way (52%) were of the view that lack of funds for guidance and counselling programmes might be the reason why students' guidance needs were not adequately met.

The table further indicates that 40% of the respondents assigned lack of qualified guidance co-ordinators as one of the reasons why students' guidance

needs were not adequately met. Furthermore, 24% indicated lack of guidance office as one of the reasons contributing to guidance needs not being adequately met. Another 16% attributed the reason to heavy workload on guidance co-ordinators, whereas, 12% said it was negative attitude of headmasters/ mistresses towards guidance and counselling.

From Table 9, it can be observed further, that inadequate knowledge of students' guidance and counselling needs, lack of funds for guidance and counselling programmes' negative attitude of students towards guidance and counselling and lack of qualified guidance co-ordinators were the major reasons why students' guidance needs were not adequately met.

The minor reasons for not having their guidance needs adequately met were heavy workload on guidance co-ordinators, lack of guidance office and negative attitude of headmasters/ mistresses toward guidance and counselling.

Testing of Hypothesis

One hypothesis was formulated to guide the study. The hypothesis sought to find out whether there was a significant difference between the guidance needs of male and female students. The hypothesis states that:

H₀: There is no significant difference between the guidance needs of male and female students.

H₁: There is significant difference between the guidance needs of male and female students.

Table 10 is used to test this hypothesis.

Table 10

Comparison of Needs by Sex

Guidance needs of Students	Mean		Standard deviation		Cal.T at 0.05	Sig. P value
	Male	Female	Male	Female		
Educational Information	1.63	1.65	.677	.793	-214	.831
Career information	1.67	1.62	.739	.773	-619	.619
Employment information	1.53	1.60	.680	.837	-727	.468
Personal relationship	1.79	2.01	.759	.875	-2.154	.032
Spiritual needs	1.52	1.63	.734	.951	-1.043	.298
Financial needs	1.67	1.77	.725	.890	-973	.332
Self understanding	1.60	1.78	.770	.941	-1.684	.093
Study habit	1.45	1.49	.692	.791	-469	.639

- Significant if $P < 0.05$. With the exception of interpersonal relationship, where there is significant difference between male and female students' guidance needs, in the other seven categories of students needs, there is no significant difference between the guidance needs of male and female students.

Discussion of Findings

Interpersonal Relationship

It was found that interpersonal relationship was a major concern of adolescent students. This finding agrees with the findings of Chuenyane (1983) and the views of Oladele (1987), Okoye et al (1990) Pietrofesa et al (1984) and the Ghana National Population Council (2000). The reason for this finding could be that adolescent students need to feel worthwhile to themselves and to others.

Self – Understanding

The study also revealed that self-understanding was one of the major needs of adolescents. The result supports the findings of Chuenyane (1983) and the views of Unachukwu and Igborgbor (1991) who indicated that self-understanding was one of the major concerns of adolescent students. The present findings are also in line with the assertion of Chuenyane (1983). Holland (1973), Eshun (2000), Okoye et al (1990), McDaniel Shaftel and Super (1956) as cited in Chuenyane, 1983).

The students' expression of their needs for self-understanding could be attributed to the emotional changes of the adolescents. The changes make them moody and at times they feel frustrated and become anxious about a lot of things. As a result, they want to become aware of their potentials, interests, values and limitations.

Educational Information

The study revealed that the students did not consider educational information as a priority need. The findings are contrary to the views of Pietrofesa et al (1984) who stated that educational information was of great relevance to secondary school students.

Again, the current finding does not support the findings of Okon (1984), Oweini and Abdo (2000) (as cited in Awabil 2002) who discovered that secondary school students greatly needed educational information.

The finding is surprising. One would have thought that students would be interested in furthering their education and therefore would find educational information of great relevance to them. It may happen that since students in the Wassa Amenfi Districts are unaware of the importance of educational information, this might result in them not regarding it as very necessary in their educational and career development.

Study Habit

It was found out that study habit was the least concern of adolescent students. This finding did not support the views of Pecku (1991) that many countries now use guidance and counselling in their schools to help students learn well. Again, the study did not support the views of Okoye et al (1990), Eshun (2000) and Pietrofesa et al (1984) who indicated that students desire to acquire effective study skills.

In the same way, the finding could not confirm the findings of Opoku (1975) and Ahia and Bradley (1984) who discovered that study habit was the

major concern of adolescent students. It is a concern to adolescents but the students in the Wassa Amenfi East and West may not consider it as a major concern. The reason of this might have stemmed from the fact that the researcher concentrated on forms one and two students who were in school during the time of the research.

Career Needs

The result showed that career information was a major concern of students. The present finding supports the finding of Ahia and Bradley (1984) Cherry and Gear (1987), Oweini and Abdo (2000) who found that career information was a top priority need of adolescent students.

It also supports the views of Unachukwu and Igborgbor (1991) who said that youth have their dreams of what to become as far as their career needs are concerned. Moreover, the finding supports the assertions of Pietrofesa et al, the Ghana National Population Council (2000) and Okoye et al (as cited in Awabil 2002) who stated that career information is one of the greatest needs of adolescent students.

The reason for this could be attributed to the fact that the students wanted career information which will enable them to choose career that are in line with their interests, aptitude and aspirations. Apart from that, career information helps students to have a better understanding of the nature of work, the prospect in the work and limitations of the various careers and through that they become familiar with the necessary steps one needs to take to get adequate preparation for the various careers.

Spiritual Needs

The research revealed that spiritual needs were one of the least concerns of the adolescent students. The finding supports Akinboye (1987) studies on the 5000 Nigeria students which found out that some students are concerned about spiritual things but the spiritual concern is not a major concern for all.

Employment Information

The survey revealed that employment was not a dominant guidance need of adolescent students. This finding did not support the findings of Porteous, Poole and Evans (as cited in Awabil 2002), Opoku (1975) and Chuenyane (1983) who stated that adolescent students desire employment.

The reason why students Guidance needs are not adequately met

The study revealed that inadequate knowledge of students guidance needs, lack of funds for guidance and counselling programmes, lack of qualified guidance co-ordinators and negative attitude of students towards guidance and counselling were the main reasons why student's guidance needs are not adequately met.

The result matches with the views of Onumah (1992) and the findings of Ocansey (1992) and Awabil (2002). The reason that can be assigned to students guidance needs not adequately met is what Awabil (2002) stated, that the Ministry of Education, Science and Sports has not put in place the necessary resources for running guidance and counselling programmes in schools.

The Extent to which students needs are met

The study revealed that both students and teachers who represent the adult, see interpersonal relationship, self-understanding, career information and educational information needs to be met more than study habit, employment, financial and spiritual needs. Chuenyane's (1983) studies in South Africa revealed that students' employment and career concerns were not adequately met. This finding is consistent with Chuenyane's findings.

The study again revealed that study habit was not a major concern of adolescent students and since this major concern is not met, the school must endeavour to help students with this problem to develop activities that will help to improve the study habit skills among adolescent students. Career information, educational information and employment should receive a greater attention in senior high schools in order to promote students' educational and career development.

The 1987 and 2007 educational reforms emphasized the fact that education is both terminal and continuous, hence, students who intend to work after school need to be provided with adequate career information and employment opportunities, while those who wish to continue their education need educational information so as to choose the right post-secondary institution or pro

Counselling Implications

From the discussion, it could be deduced that students have not been sensitized well on interpersonal relationship, career needs, employment and self-

understanding. This may not necessarily mean that students have much information about them. Rather, they may not have much interest in those areas.

The finding that interpersonal relationship was priority need has several counselling implications. The school as well as the church should organize regular talks on human relation skills for the youths to be equipped with interpersonal skills which will enable them to relate with their parents and teachers. Again, both the school and the church should organize games, debates, group discussion and dramas for the youth. Such avenues offer the youth the opportunity to develop interpersonal skills. Moreover, the adolescents should be encouraged to join clubs or societies such as Red Cross, Boys' Brigade, Girls Guide, Virgin Clubs and Young Farmers Club. These social groupings provide avenues for students to acquire good interpersonal skills. (Awabil 2002)

The finding that self-understanding was considered as a priority need implies that guidance and counselling co-ordinators should administer to students occupational interest inventories, study habit inventory, self concept skills, aptitude and achievement tests so as to help students have adequate knowledge about their interests, abilities, values, needs limitations and problems. In addition, non-test methods like anecdotal records, socio metric devices and rating scales can provide useful information to students.

It also implies that senior high schools should use cumulative records folders so that information from both test and non-test devices about each student can be recorded. The fact that the students ranked study habit as least priority concern clearly shows that there is the need for greater attention to be paid to

students' study habit in the senior high schools in the Wassa Amenfi Districts in particular, and in Ghana as a whole, if academic success is to be maximized and the academic potential of the individual is to be fully realized. The finding that career information is a prevalent need to students implies that the Ghana Education Service (GES) needs to make adequate provision for career guidance and counselling services for secondary school students. It also implies that school guidance and counselling co-ordinators need to expose students to the world of work by organizing career conferences, fieldtrips to work places and by providing books and magazines on various careers. Another implication is that guidance and counselling co-ordinators, teachers, school administrators and all individuals and agencies responsible for the provision of career guidance and counselling services to the students should not relent in their efforts.

The finding that financial information was greatly needed by the students implies that the guidance and counselling co-ordinators, and school administrators should expose students and their parents to various places of securing scholarship to finance students' education.

Another implication is that firms and companies should offer vacation jobs to the students to enable them gain job experiences as well as get some money to purchase their basic needs.

It was, also, found that spiritual needs were the least concern of students. The implication of this is that spiritual information should be given the least attention in the school guidance programme. Guidance co-ordinators should, therefore, give priority attention to the most prevalent needs of students.

The finding that inadequate knowledge of students guidance needs, lack of funds for guidance and counselling programmes, negative attitude of students towards guidance and counselling and lack of qualified guidance co-ordinators are the major reasons why students' guidance needs are not adequately met. Among the implications are that the Ministry of Education has not trained and posted enough qualified guidance and counselling co-ordinators to senior high schools to address the guidance needs of students and has also, not made funds ready for guidance programmes in our schools. The finding revealed that both male and female students have similar level of needs. This, therefore, implies that guidance programmes can be drawn for both sexes

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter deals with the summary, conclusion and recommendations to the study.

Summary

The major purpose of the study was to find out the most important guidance needs of the three public senior high schools students in the Wassa Amenfi West and East Districts in the Western Region of Ghana

In addition to this, the study was to find out whether there were differences between the guidance needs of male and female students. The population of the study consisted of form one and form two students, teachers, some of whom were guidance co-ordinators, and also used to represent the adult respondents.

The respondents were made up of 275, consisting 144 boys, 105 girls and 25 teachers including two guidance co-ordinators. The research instrument used for the study was questionnaire .There were two types of questionnaires, one set for students and another set for teachers and guidance co-ordinators .The stratified random sampling was used to select the students and the teachers and through that 250 students and 25 teachers were selected. Frequencies, Percentages, means, standard deviation and t-test were used in analyzing the data.

The following were the main findings of the study. In terms of the eight categories of needs, interpersonal relationship, financial needs, self understanding and career information were of greater concern to students than employment needs, spiritual needs and study habits.

The study also showed that inadequate knowledge of students' guidance needs, lack of qualified guidance and counselling co-ordinators, lack of funds for guidance and counselling programmes were the main reasons accounting for students not having their guidance needs adequately met. It was also found that there was no significant difference between the guidance needs of male and female students.

Conclusion

From the study, it could be concluded that students priority needs are interpersonal relationship, financial needs and career information. The male students showed much interest in interpersonal relationship, career information, financial needs and educational information, while the female students expressed much concern in interpersonal relationship, self-understanding, financial needs and educational information. Again, the Ghana Education Service has not adequately provided resources for addressing the guidance needs of students.

Recommendations

From the findings and the conclusion of the study, the following recommendations are made:

The government (Ministry of Education) and other stakeholders such as the Ghana Education Service, the Ghana Education Trust Fund (Get fund), and

individuals should provide the necessary funds for guidance and counselling in senior high school.

For students to develop positive attitude towards guidance and counselling it is recommended that guidance and counselling co-ordinators sensitized the students on the importance of guidance and counselling to their career, personal-social and educational development to enable them have a positive attitude towards guidance and counselling

It is also recommended that the Ghana Education Service see to the appointment of professional counsellors for all senior high schools in the country

Areas of further research

For a compressive work on the needs of students to be obtained, researchers should conduct need assessment survey in other senior high schools in the country.

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APPENDICES

APPENDIX A

NEEDS ASSESSMENT QUESTIONNAIRE FOR STUDENTS

This questionnaire seeks information on the guidance needs of students at the senior secondary school level. You are assured that any information given is solely for academic purpose and would be kept confidential.

DIRECTIONS: Please fill in the following:

- i. Name of School
- ii. Age 15 – 17 [] 18 – 23 []
- iii. Sex Male [] Female []
- iv. Form 1 [] 2 []
- v. Boarding [] Day []

The questionnaire has two columns. These are column ‘A’ and column ‘B’. In column ‘A’

tick the box that best describes how important the need is to you. The boxes have following labels.

Very important

Important

Slightly important

Not important.

In column 'B' tick the box that best describes how well that needs is being met.

The boxes in this column have been labeled as follows:

Need effectively met.

Need not effectively met

Need not met at all

GUIDANCE NEEDS	COLUMN A			
	How important is this need ? Please tick			
SCALE : STUDY HABITS	Very important	Important	Slightly important	Not important
1. I need to know how to use my study time effectively				
2. I need to know how to take notes well				
3. I need to learn how to concentrate very well when I am studying				
4. I need to know how to write good essays				
5. I need to know how to prepare for tests and examinations.				

GUIDANCE NEEDS	COLUMN A How important is this need ? Please tick			
SCALE 2: EDUCATIONAL INFORMATION	Very important	Important	Slightly important	Not important
6. I need to know more about existing universities, polytechnics, colleges or any other post-secondary educational institution.				
7. I need to have information on courses or programmes offered at the universities, polytechnics, colleges or any other post-secondary educational institution				
8. I need to know the admission requirements for universities, polytechnics, colleges or any other post-secondary educational institution				

GUIDANCE NEEDS	COLUMN A			
	How important is this need? Please tick			
SCALE 2: EDUCATIONAL INFORMATION	Very important	Important	Slightly important	Not important
9. I need to become aware of courses or programmes that meet my interest and abilities.				
10. I need to become aware of ways of financing or paying for universities, polytechnics colleges or any other post-secondary educational institution.				
SCALE 3: CAREER INFORMATION				
11. I need to have adequate information on types of work, career or job.				
12. I need to understand the relationship between education and careers.				

GUIDANCE NEEDS	COLUMN A How important is this need? Please tick			
SCALE 3: CAREER INFORMATION	Very important	Important	Slightly important	Not important
13. I need to know the prospects and limitations of various types of work or job				
14. I need to know the requirements for different jobs or work				
15. I need to make trips to industries, hospitals or any other place of work and know now more about work or jobs.				
SCALE 4: EMPLOYMENT				
16. I need to know how to apply for jobs after school				
17. I need to know how to find a job after school.				

GUIDANCE NEEDS	COLUMN A How important is this need ? Please tick.			
SCALE 4: EMPLOYMENT	Very Important	Important	Slightly important	Not important
18. I need to learn how to write an effective resume in order to get a good job.				
19. I need to know how to prepare for job vacancies or interviews.				
SCALE 5: SELF UNDERSTANDING				
20. I need to know more about job vacancies or opportunities in Ghana.				
21. I need to know and understand my interest and abilities.				
22. I need to become aware of my strengths and weaknesses.				

GUIDANCE NEEDS	COLUMN A			
	How important is this need? Please tick.			
SCALE 5: SELF UNDERSTANDING	Very important	Important	Slightly important	Not important
23. I need to understand that I am different from other students, I am unique.				
24. I need to know more about my likes and dislikes.				
25. I need to become fully aware of my goals in life.				
SCALE 6: INTERPERSONAL RELATIONSHIPS				
26. I need to know how to relate maturely with boys and girls of my age.				
27. I need to know how relate maturely with my parents.				

28. I need to know how to relate maturely with my teachers.				
29. I need to know how to initiate friendship with both boys and girls of my age.				
30. I need to learn how to resolve conflicts				
SCALE 7: SPIRITUAL INFORMATION				
31. I need to know more about God.				
32. I need to know whether God listens or cares for human beings				
33. I need to relate more personally with God.				
34. I need to understand dreams.				
35. I need to know whether Satan exists.				

GUIDANCE NEEDS	COLUMN A			
	How important is this need ? Please tick			
	Very important	Important	Slightly important	Not important
SCALE 8: FINANCIAL INFORMATION				
36. I need to have scholarship scheme to my course.				
37. I need parental support for my education.				
38. I need adequate textbooks and Tuition for my course				
39. I need to do vacation job to Support my education.				
40. I want my school fees to be paid Promptly.				

GUIDANCE NEEDS	COLUMN B How well is it being met. Please tick one		
SCALE 1 : STUDY HABITS	Needs effectively met	Needs not effectively met	Needs not met at all
1. I need to know how to use my study time effectively			
2. I need to know how to take notes well			
3. I need to learn how to concentrate very well when I am studying.			
4. I need to know how to write good essays			
5. I need to know how to prepare for tests and examinations.			
6. I need to know more about existing universities, polytechnics, colleges or any other post-secondary educational institution			

GUIDANCE NEEDS	COLUMN B How well is it being met. Please tick one		
SCALE 2: EDUCATIONAL INFORMATION	Needs effectively met	Needs not effectively met	Needs not met at all
7. I need to have information on courses or programmes offered at the universities, polytechnics, colleges or any other post- secondary educational institution			
8. I need to know the admission requirements for universities, polytechnics, colleges or any other post- secondary educational institution.			
9. I need to become aware of courses or programmes that meet my interest and abilities.			

GUIDANCE NEEDS	COLUMN B How well is being met. Please tick one.		
SCALE 2: EDUCATIONAL INFORMATION	Needs Effectively met	Needs not effectively met	Needs not met at all
10. I need to become aware of ways of financing or paying for universities, polytechnics, colleges or any other post-secondary educational institution.			
SCALE 3: CAREER INFORMATION			
11. I need to have adequate information on types of work, career or job.			
12. I need to understand the relationship between education and careers.			
13. I need to know the prospects and limitations of various types of work or job.			
14. I need to know the requirements for different jobs or work.			
15. I need to make trips to industries, hospitals or any other place of work and know now more about work or jobs.			

GUIDANCE NEEDS	COLUMN B How well is it being met. Please tick one		
SCALE 4: EMPLOYMENT	Needs Effectively met	Needs not effectively met	Needs not met at all
16. I need to know how to apply for jobs after school.			
17. I need to know how to find a job after school			
18. I need to learn how to write an effective resume in order to get a good job.			
19. I need to know how to prepare for job interviews.			
20. I need to know more about job vacancies or opportunities or opportunities in Ghana.			
SCALE 5: SELF UNDERSTANDING			
21. I need to know and understand my interest and abilities.			
22. I need to become aware of my strengths and weaknesses.			

GUIDANCE NEEDS	COLUMN B		
	How well is it being met. Please tick one		
	Needs Effectively met	Need not Effectively met	Need not met at all
23. I need to understand that I am different from other students, I am unique			
24. I need to know more about my likes and dislikes.			
25. I need to become fully aware of my goals in life.			
SCALE 6: INTERPERSONAL RELATIONSHIPS			
26. I need to know how to relate maturely with boys and girls of my age			
27. I need to know how to relate maturely with my parents.			
28. I need to know how to relate maturely with my teachers.			
29. I need to know how to Initiate friendship with both boys and girls of my age.			

GUIDANCE NEEDS	COLUMN B How well is it being met. Please tick one.		
	Needs Effectively met	Needs not effectively met	Needs not met at all
30. I need to learn how to resolve interpersonal conflicts.			
SCALE 7: SPIRITUAL INFORMATION			
31. I need to know more about God			
32. I need to know whether God listens or cares for human beings			
33. I need to relate more personally with God.			
34. I need to understand dreams.			
35. I need to know whether satan exists.			
SCALE 8 : FINANCIAL INFORMATION			
36. I need to have scholarship scheme to my course.			
37. I need parental support for my Education			

GUIDANCE NEEDS	COLUMN B How well is it being met. Please tick one		
	Needs Effectively met	Needs not Effectively met	Needs not met at all
38. I need adequate textbooks and extra tuition for my course			
39. I need to do vacation job to support my education			
40. I want my school fees to be paid promptly.			

APPENDIX B

Need assessment questionnaire for teachers and guidance Co-ordinates

This questionnaire seeks information on the guidance needs of students at the Senior High School Level. You are assured that any information given is solely for academic purpose and would be kept confidential.

INSTRUCTION: Section 'A' is for all categories of teachers. Part of Section 'B' is for Guidance Co-ordinators only. Kindly fill the response appropriate to you or you tick [] the answer relevant to you. Those in asterisk are meant for Guidance Co-ordinators only.

Section A

Personal Records

1. Age:
2. Sex :
3. Qualification:
4. No. of years taught
5. Housemaster/mistress [] Form master/mistress []
Head of Department [] Guidance Co-ordinator []
6. If guidance co-ordinators, how many years have you served as a guidance Co-ordinator ?
7. If guidance co-ordinator, how many periods do you teach a week ?
.....
8. If guidance co-ordinator, have you received any training as a guidance Co-ordinator ? [] Yes [] No [].
9. If "Yes" to question 9, state the place or institutions where you received the training.

10. If a guidance co-ordinator, have you got an office ? Yes No

11. If “ Yes” to question 10, tick the items in your office.

Writing Desk and Chair File Cabinet Arm-Chair

Stationery Notice Board

Any other (specify)

12. Do your students discuss their need with you? Yes No

13. If “Yes” to question 12, what types of need are discussed with you ?

Please tick the appropriate ones.

Needs related with study habits

Needs related with study habits

Interpersonal relationship

Issues related with how to get money

Issues related with programmes or course at the universities any other Post

Secondary

Institutions and how to gain admission into such schools

Issues concerned with God and the Bible .

Issues related to the body and sicknesses

Issues related to how to relate with age mates .

Knowing their strength and weaknesses .

14. Which of the needs are not adequately met ?

- | | | | | | |
|---------------|--------------------------|--------------------|--------------------------|-----------|--------------------------|
| Study habit | <input type="checkbox"/> | Employment | <input type="checkbox"/> | Career | <input type="checkbox"/> |
| Financial | <input type="checkbox"/> | Education | <input type="checkbox"/> | Spiritual | <input type="checkbox"/> |
| Interpersonal | <input type="checkbox"/> | Self Understanding | <input type="checkbox"/> | | |

Tick the applicable ones.

15. What reasons are given for students' needs not adequately met ? Please tick

- the reasons that are appropriate.
- lack of qualified guidance co-ordinators
- heavy workloads on guidance co-ordinators.
- Negative attitude of students towards guidance and counseling
- lack of guidance office
- lack of funds for guidance and counseling programmes
- Negative attitude at headmaster/mistress towards guidance and counseling
- Inadequate knowledge of students' guidance needs.

APPENDIX A

NEEDS ASSESSMENT QUESTIONNAIRE FOR STUDENTS

This questionnaire seeks information on the guidance needs of students at the senior secondary school level. You are assured that any information given is solely for academic purpose and would be kept confidential.

DIRECTIONS: Please fill in the following:

- i. Name of School
- ii. Age 15 – 17 18 – 23
- iii. Sex Male Female
- iv. Form 1 2
- v. Boarding Day

The questionnaire has two columns. These are column ‘A’ and column ‘B’. In column ‘A’ tick the box that best describes how important the need is to you. The boxes have following labels.

Very important

Important

Slightly important

Not important.

In column ‘B’ tick the box that best describes how well that needs is being met.

The boxes in this column have been labeled as follows:

Need effectively met.

Need not effectively met

Need not met at all

GUIDANCE NEEDS	COLUMN A			
	How important is this need ? Please tick			
SCALE : STUDY HABITS	Very important	Important	Slightly important	Not important
1. I need to know how to use my study time effectively				
2. I need to know how to take notes well				
3. I need to learn how to concentrate very well when I am studying				
4. I need to know how to write good essays				
5. I need to know how to prepare for tests and examinations.				

GUIDANCE NEEDS	COLUMN A How important is this need ? Please tick			
SCALE 2: EDUCATIONAL INFORMATION	Very important	Important	Slightly important	Not important
6. I need to know more about existing universities, polytechnics, colleges or any other post-secondary educational institution.				
7. I need to have information on courses or programmes offered at the universities, polytechnics, colleges or any other post-secondary educational institution				
8. I need to know the admission requirements for universities, polytechnics, colleges or any other post-secondary educational institution				
9. I need to become aware of courses or programmes that				

meet my interest and abilities.				
GUIDANCE NEEDS	COLUMN A			
	How important is this need ? Please tick			
SCALE 2: EDUCATIONAL INFORMATION	Very important	Important	Slightly important	Not important
10. I need to become aware of ways of financing or paying for universities, polytechnics colleges or any other post-secondary educational institution.				
SCALE 3: CAREER INFORMATION				
11. I need to have adequate information on types of work, career or job.				
12. I need to understand the relationship between education and careers.				
13. I need to know the prospects and limitations of various types of work or job				
14. I need to know the requirements for different jobs or work				
15. I need to make trips to industries, hospitals or any other place of work and know now more about work or jobs.				

GUIDANCE NEEDS	COLUMN A			
	How important is this need ? Please tick.			
SCALE 4: EMPLOYMENT	Very Important	Important	Slightly important	Not important
16. I need to know how to apply for jobs after school				
17. I need to know how to find a job after school.				
18. I need to learn how to write an effective resume in order to get a good job.				
19. I need to know how to prepare for job vacancies or interviews.				
SCALE 5: SELF UNDERSTANDING				
20. I need to know more about job vacancies or opportunities in Ghana.				
21. I need to know and understand my interest and abilities.				
22. I need to become aware of my strengths and weaknesses.				

GUIDANCE NEEDS	COLUMN A			
	How important is this need? Please tick.			
	Very important	Important	Slightly important	Not important
23. I need to understand that I am different from other students, I am unique.				
24. I need to know more about my likes and dislikes.				
25. I need to become fully aware of my goals in life.				
SCALE 6: INTERPERSONAL RELATIONSHIPS				
26. I need to know how to relate maturely with boys and girls of my age.				
27. I need to know how relate maturely with my parents.				
28. I need to know how to relate maturely with my teachers.				
29. I need to know how to initiate friendship with both boys and girls of my age.				

GUIDANCE NEEDS	COLUMN A			
	How important is this need ? Please tick			
	Very important	Important	Slightly important	Not important
30. I need to learn how to resolve conflicts				
SCALE 7: SPIRITUAL INFORMATION				
31. I need to know more about God.				
32. I need to know whether God listens or cares for human beings				
33. I need to relate more personally with God.				
34. I need to understand dreams.				
35. I need to know whether Satan exists.				
SCALE 8: FINANCIAL INFORMATION				
36. I need to have scholarship scheme to my course.				
37. I need parental support for my education.				

GUIDANCE NEEDS	COLUMN A			
	How important is this need ? Please tick			
	Very important	Important	Slightly important	Not important
38. I need adequate textbooks and Tuition for my course				
39. I need to do vacation job to Support my education.				
40. I want my school fees to be paid Promptly.				

GUIDANCE NEEDS	COLUMN B		
	How well is it being met. Please tick one		
SCALE 1 : STUDY HABITS	Needs effectively met	Needs not effectively met	Needs not met at all
1. I need to know how to use my study time effectively			
2. I need to know how to take notes well			
3. I need to learn how to concentrate very well when I am studying.			
4. I need to know how to write good essays			
5. I need to know how to prepare for tests and examinations.			

GUIDANCE NEEDS	COLUMN B How well is it being met. Please tick one		
SCALE 2: EDUCATIONAL INFORMATION	Needs effectively met	Needs not effectively met	Needs not met at all
6. I need to know more about existing universities, polytechnics, colleges or any other post-secondary educational institution			
7. I need to have information on courses or programmes offered at the universities, polytechnics, colleges or any other post-secondary educational institution			
8. I need to know the admission requirements for universities, polytechnics, colleges or any other post-secondary educational institution.			
9. I need to become aware of courses or programmes that meet my interest and abilities.			

GUIDANCE NEEDS	COLUMN B How well is being met. Please tick one.		
SCALE 2: EDUCATIONAL INFORMATION	Needs Effectively met	Needs not effectively met	Needs not met at all
10. I need to become aware of ways of financing or paying for universities, polytechnics, colleges or any other post-secondary educational institution.			
SCALE 3: CAREER INFORMATION			
11. I need to have adequate information on types of work, career or job.			
12. I need to understand the relationship between education and careers.			
13. I need to know the prospects and limitations of various types of work or job.			
14. I need to know the requirements for different jobs or work.			
15. I need to make trips to industries, hospitals or any other place of work and know now more about work or jobs.			

GUIDANCE NEEDS	COLUMN B		
	How well is it being met. Please tick one		
SCALE 4: EMPLOYMENT	Needs Effectively met	Needs not effectively met	Needs not met at all
16. I need to know how to apply for jobs after school.			
17. I need to know how to find a job after school			
18. I need to learn how to write an effective resume in order to get a good job.			
19. I need to know how to prepare for job interviews.			
20. I need to know more about job vacancies or opportunities or opportunities in Ghana.			
SCALE 5: SELF UNDERSTANDING			
21. I need to know and understand my interest and abilities.			
22. I need to become aware of my strengths and weaknesses.			

GUIDANCE NEEDS	COLUMN B		
	How well is it being met. Please tick one		
	Needs Effectively met	Need not Effectively met	Need not met at all
23. I need to understand that I am different from other students, I am unique			
24. I need to know more about my likes and dislikes.			
25. I need to become fully aware of my goals in life.			
SCALE 6: INTERPERSONAL RELATIONSHIPS			
26. I need to know how to relate maturely with boys and girls of my age			
27. I need to know how to relate maturely with my parents.			
28. I need to know how to relate maturely with my teachers.			
29. I need to know how to initiate friendship with both boys and girls of my age.			

GUIDANCE NEEDS	COLUMN B		
	How well is it being met. Please tick one.		
	Needs Effectively met	Needs not effectively met	Needs not met at all
30. I need to learn how to resolve interpersonal conflicts.			
SCALE 7: SPIRITUAL INFORMATION			
31. I need to know more about God			
32. I need to know whether God listens or cares for human beings			
33. I need to relate more personally with God.			
34. I need to understand dreams.			
35. I need to know whether satan exists.			
SCALE 8 : FINANCIAL INFORMATION			
36. I need to have scholarship scheme to my course.			
37. I need parental support for my Education			

GUIDANCE NEEDS	COLUMN B		
	How well is it being met. Please tick one		
	Needs Effectively met	Needs not Effectively met	Needs not met at all
38. I need adequate textbooks and extra tuition for my course			
39. I need to do vacation job to support my education			
40. I want my school fees to be paid promptly.			

APPENDIX B

Need assessment questionnaire for teachers and guidance Co-ordinates

This questionnaire seeks information on the guidance needs of students at the Senior High School Level. You are assured that any information given is solely for academic purpose and would be kept confidential.

INSTRUCTION: Section ‘A’ is for all categories of teachers. Part of Section ‘B’ is for Guidance Co-ordinates only. Kindly fill the response appropriate to you or you tick [] the answer relevant to you. Those in asterisk are meant for Guidance Co-ordinates only.

Section A

Personal Records

- | | |
|--|---------------------------|
| 1. Age: | 2. Sex : |
| 3. Qualification: | 4. No. of years taught |
| 5. Housemaster/mistress [] | Form master/mistress [] |
| Head of Department [] | Guidance Co-ordinator [] |
| 6. If guidance co-ordinators, how many years have you served as a guidance Co-ordinator ? | |
| 7. If guidance co-ordinator, how many periods do you teach a week ?
..... | |
| 8. If guidance co-ordinator, have you received any training as a guidance Co-ordinator ? [] Yes [] No []. | |

9. If “Yes” to question 9, state the place or institutions where you received the training.

.....

10. If a guidance co-ordinator, have you got an office ? Yes [] No []

11. If “ Yes” to question 10, tick the items in your office.

Writing Desk and Chair [] File Cabinet [] Arm-Chair []

Stationery [] Notice Board [] Any other (specify)

12. Do your students discuss their need with you? Yes [] No []

13. If “Yes” to question 12, what types of need are discussed with you ?

Please tick [] the appropriate ones.

Needs related with study habits []

Needs related with study habits []

Interpersonal relationship []

Issues related with how to get money []

Issues related with programmes or course at the universities any other Post Secondary

Institutions and how to gain admission into such schools []

Issues concerned with God and the Bible [].

Issues related to the body and sicknesses []

Issues related to how to relate with age mates [].

Knowing their strength and weaknesses [].

14. Which of the needs are not adequately met ?

Study habit [] Employment [] Career []

Financial [] Education [] Spiritual []

Interpersonal [] Self Understanding []

Tick the applicable ones.

15. What reasons are given for students' needs not adequately met ? Please tick

[] the reasons that are appropriate.

[] lack of qualified guidance co-ordinators

[] heavy workloads on guidance co-ordinators.

[] Negative attitude of students towards guidance and counseling

[] lack of guidance office

[] lack of funds for guidance and counseling programmes

[] Negative attitude at headmaster/mistress towards guidance and counseling

[] Inadequate knowledge of students' guidance needs.