UNIVERSITY OF CAPE COAST

DETERMINING THE COUNSELLING NEEDS OF STUDENTS OF WA

POLYTECHNIC

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University of Cape Coast

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POLYTECHNIC

BY

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Thesis submitted to the Department of Guidance and Counselling, Faculty of
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Philosophy in Guidance and Counselling

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DECLARATION

Candidate's Declaration

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

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

Name: …………………………………………………………………….

Supervisors' Declaration

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

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

Name: …………………………………………………………………

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

Name: …………………………………………………………………

ABSTRACT

The study is about the counselling needs of students in the Polytechnic in the Wa Municipality. Using a descriptive survey design with a quantitative approach, the researcher used a sample of 810 students drawn from the Wa Polytechnic through the census sampling technique. A Questionnaire developed by the researcher with a composite reliability coefficient of .91 was used to collect data for the study. Descriptive and inferential statistical tools (Independent sample t-test and One-Way ANOVA) were used for the analyses. The study revealed that students in the Wa Polytechnic were challenged in terms of academic problems, vocational problems, social problems and as well as practical problems due to the unavailability of counselling programme in the school. The study also revealed that, the needs for counselling services differed based on gender, age, marital status and programme pursued. These demographic variables determine the specific needs area for guidance and counselling services in the institution. It was recommended that school authorities make effort to provide students with professional counsellors who would help them manage their academic problems, vocational problems, social problems as well as practical problems towards success in their chosen fields.

KEY WORDS

Guidance

Counselling

Students

Respondents

Needs

Polytechnic

ACKNOWLEDGEMENTS

DEDICATION

To my mother Mrs. Abubakar Alimatu, my wife and children and my

supervisors who offered me the best of guidance and support.

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CHAPTER ONE

INTRODUCTION

Background to the Study

Today's students are living in an exciting time with an increasingly diverse and mobile society with new technologies, and expanding opportunities. They face unique and diverse challenges, both personally and socially. In addition, they live in a century in which social structures and personal values are constantly changing (Hassan & Farah, 2013). According to Turkum, (as cited in Ulusoy, Varlikli, Dag, Sahrang, & Turan, 2014), tertiary education life provides students with rich opportunities in terms of gaining independence, discovering their own potentials, self-development, job acquisition, improvement of living conditions and preparation for the next development period.

Tertiary life has the characteristic of an environment that will lead to anxiety and stress. A tertiary education environment is a setting that has demands and expectations a person cannot get through with the values, attitudes and habits he has gained before his/her new environment. This situation is even more dramatic for the students coming from small settlements to big cities. Many researches such as Como and Snow (1986) and Schmeck (1988) conducted studies on tertiary education students and have found that, while the needs of students mostly intensify on academic, vocational and psychological problems, the needs may vary depending on the students' socio-economic statuses, genders, socio-cultural trends and the cultures or subcultures they belong to (Ulusoy, Varlikli, Dag, Sahrang & Turan, 2014).

Tertiary education students have a lot of daily life difficulties such as coping with being dilatory, public speaking anxiety, career uncertainty, efficient study skills, lack of motivation, self-confidence issues, examination anxiety, fear of failure, depression, problems experienced in the relationships with the opposite sex and time management (Gallagher, Golin, & Kelleher, 1992; Nicholas, 2002). Turkum (2007) concluded that the students had financial difficulties, employment problems, problems related to the adaptation to the university and inability to find the support they needed. The rest were problems related to academic achievement, accommodation, education, relationships with the opposite sex, longing for family, career planning, identity seeking and stress. All these problems are believed to cause changes in the lives of students that can affect their mental health. Every student needs guidance support and opportunities to prepare them for the next generation of parents, workers, leaders and citizen (Johnson & Kottman, 1992).

Ghamari and Gendavani (2013) were of the view that contemporary philosophy of education is based on the development of all aspects of an individual personality. This means that, to develop and deliver creative and beneficial human society in line with the development of cognitive and scientific aspect, their physical and emotional aspects should be developed as well. According to Pourebad (2005), the school is a second home of the child, which has a central position in education has crucial and important task.

In today's circumstances, social systems, family set ups and personal values have been varying continually, and these have subsequently led to a stressful state of affairs (Seeja & Rinu, 2015). These problems (Social System, personal values and family set up) usually affect students' personal, social, and

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academic developments which are the significant variables that have a greater effect on the development and efficiency. To assist children to confidently confront the challenges and realities they may face in the ever-changing environments, understand themselves, realize their potential and thereby identify the available opportunities in today's world, proper guidance is inevitable.

According to Seeja and Rinu (2015), guidance refers to the help, assistance, and suggestions for progress and showing the way. In that dimension guidance is a lifelong process. Man needs guidance throughout his life. He needs it even at infancy. When a child is born, the world for him is big, buzzing, blooming confusion and he knows nothing. He learns everything from the society. The society guides the individual to learn and adjust oneself to the physical and social environment. To sum up it is possible to say that guidance is a personal help rendered by the society to the individual so as to enable him to adjust to the physical and social environment and to solve the problems of life. Guidance is an integral part of education and is centered directly on this function. Guidance and counseling services prepare students to assume increasing responsibility for their decisions and grow in their ability to understand and accept the results of their choices. The ability to make such intelligent choices is not innate but, like other abilities, must be developed.

British Association of Counselling (as cited in Ansah, 2015) defines counselling as an interaction in which the counsellor offers another person the time, attention, and respect necessary to explore, discover and clarify ways of living more resourcefully, and to his or her greater well-being. Additionally, counselling has been defined by the European Association of Counselling (as

cited in Ansah, 2015) as an integrated client beneficial relationship set up to approach a client's issues. These issues can be social, cultural and or emotional and the Counsellor will approach them in a holistic way. A client can be a person, or a family group or even an institution (Ansah, 2015).

According to Atta-Frimpong (2013), Guidance and Counselling is an indispensable aspect of any school curriculum in this modern complex world. A society or school system that ignores this reality faces an unprecedented wave of educational wastage and chaos in her educational system and society. Human beings are always beset with problems. Some of these problems are minor and others are grave. Human beings react to such problems in different ways, some with satisfaction to themselves and the society and others with dissatisfaction to themselves and the society. In the case of the latter, the reactions constitute a threat to them and to the society. In such situations people require help to resolve their problems. Guidance and counselling therefore offers help to people who are unable to rely on their own resources to solve their own problems.

Guidance in Ghana is comparatively a new field within the larger and more inclusive field of education and is used as a technical term fo a specific meaning. It covers the whole spectrum of education, which starts from the birth of the child and continues till his/her death. This is a wide meaning of the term, which includes all types of education such as formal, non-formal, informal and vocational etc., which aims to adjust the individual in his environment in an effective way. To Eshun (2016), counselling is a help-oriented relationship that exists between a trained counsellor and a client. Most of the time, the relationship is from person to person and sometimes, it involves more than one person.

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Adebayo as cited in Eshun, 2016 indicated that the task of counselling is to give the client the opportunity to explore, discover and clarify ways of living more satisfactory and resourceful lives. The ethical expectation of the counsellor is to work with clients to assist and empower them to ameliorate their current and possibly past life struggles by Kay (as cited in Eshun, 2016). Counselling needs according to Eshun (2016) can be explained as certain issues an individual may be faced with that would require assistance. Students' counselling needs cannot be solved and met successfully without the use of effective counselling intervention programmes (Matemilola, 1991). Matemilola (as cited in Eshun, 2016) also described counselling services as the guidance and counselling strategies that a counsellor may apply in helping students self-actualize. Knowledge of the counselling needs of students provides a basis for providing essential guidance services to help students deal with their problems.

Individuals may seek counselling for various reasons, however, whatever the reason may be, clients seek counselling in order to be able to address certain issues they may be faced in their lives. Some situations that may cause individuals to seek counselling are bereavement, illness, abuse, relationship and family issues among others. In these cases, people may be sympathetic and empathetic towards the individual because they are events that may happen to every individual at a point in their lives.

Statement of the Problem

Globally, students experience social, personal and academic problems at school and at home. The problems may include living in distressed families, for example, where parents are divorced or separated or where family conflict occurs. These problems negatively affect the students in their school endeavors.

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A significant number of students indulge in drugs, prostitution, truancy, poor discipline and other misdemeanors (Nziramasanga, 1999; Steinberg & Morris, 2001). Student life in school seem to be getting multifaceted day by day. Guidance is needed to help the students for maximum achievement and acceptable adjustment in the diverse life circumstances. Arco, Fernandez, Heilibron and Lopez (as cited in Okyere, 2016) indicated that tertiary students have various counselling needs in terms of time management and poor study skills.

Although guidance and counselling needs of students may look the same, however, there may be variabilities coming from social, economic, geographical location, emotional and psychological based on individual difference. A complete development of the students necessitates that individual differences among them are expected, accepted, understood, and planned for and all types of experiences in an institution are to be so organized as to contribute to the total development of the student (Roy, 2011). Majority of the students lack a sense of direction, a sense of purpose and a sense of fulfillment and may indulge themselves in destructive activities, which could lead to social damage and loss.

Needs assessment of tertiary students is considered the most helpful and efficient first step in designing counselling services on campus. Studies on guidance and counselling needs of tertiary students are available elsewhere and in Ghana (Okyere, 2016; Asamari, 2015), but not general to all tertiary institutions. For instance, Nicholas (as cited in Ulusoy, Varlikli, Dag, Sahrang, & Turan, 2014) in a study among university students in South Africa identified problems such as fear of failure, coping with being dilatory, depression,

discomfort in social surroundings and coping with loneliness. Likewise, Boham (as cited in Okyere, 2016) in a study revealed that the major needs of students were academic, financial, social, and career development needs. Although these studies revealed important needs of students, however, they are limited in terms of jurisdictions that are unfamiliar to Wa Polytechnic

Since the inception of Wa Polytechnic in 1999, no research has been conducted on the needs of students that may demand guidance and counselling services. Although there was a counselling unit in the school, it was not managed by professionals and also lacked studies in this area that could inure to the full functioning of the unit in making students life worth living on campus. This led to the collapse of the unit in 2016 shortly after it was created. The recent increase in suicide cases on campuses of tertiary institutions is very alarming (Wagdy, 2017) and the Wa Polytechnic as a tertiary institution is equally an area of interest.

Purpose of the Study

The study seeks to investigate and determine the guidance and counselling needs of students in the Wa Polytechnic. Specifically, the study seeks to:

1. Identify the guidance and counselling needs of the students at the Wa Polytechnic.

2. Ascertain the perceptions of students of Wa Polytechnic about guidance and counselling.

3. Find out the ways students solve their problems at the Wa Polytechnic.

4. Ascertain the extent to which guidance and counselling needs of students differ based on their demographic characteristics at the Wa

Polytechnic.

Research Questions

1. What are the guidance and counselling needs of students at the Wa Polytechnic?

2. In what ways do students solve their problems at the Wa Polytechnic?

Research Hypotheses

1. **H0:** There is no statistically significant difference between the counselling needs of male and female students of Wa Polytechnic**.**

   H1: There is a statistically significant difference between the counselling needs of male and female students of Wa Polytechnic.

2. **H0:** There is no statistically significant difference between the counselling needs of married and single students of Wa Polytechnic.

   H1: There is a statistically significant difference between the counselling needs of married and single students of Wa Polytechnic.

3. **H0**: There is no statistically significant difference between the counselling needs of younger and older students in Wa Polytechnic.

   H1: There is a statistically significant difference between the counselling needs of younger and older students in Wa Polytechnic.

4. **H0**: There is no statistically significant difference in the counselling needs of students of Wa Polytechnic in terms of their academic programme.

   H1: There is statistically significant difference in the counselling needs of students of Wa Polytechnic in terms of their academic programme.

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Significance of the Study

Guidance and counselling is used for the well-being of persons. Psychotherapy through counselling provides opportunities for those seeking help to live more satisfying and happy lives. When people simply need a professional to listen to and help them, people can turn to counselling. Counselling is a very comprehensive concept. Its objective is to encourage troubled persons to normalize through appraisal, individual or group counselling, parents or teachers' consultation and the most important environment charge.

This study would be helpful in encouraging the students to identify their counselling needs and problems and to solve them problems through consultation with a counsellor. It is also a tool for preventing normal problems from becoming more serious and resulting in delinquency, failure and emotional disturbance. It can also be a major remedial force for helping students in trouble. There are some needs of students which can be overcome through the help of counselling.

The study will also provide management with evidence-based information of the needs of students that demands guidance and counselling services. The researcher hope the findings of the study will lead to management establishing a counselling unit to provide counselling services to the students, parents and the school community at large.

This study would be helpful in encouraging students to identify their counseling needs and problems and solve their problems through consultation with a counselor. Parents will feel relieved knowing their children can access Guidance and Counselling services on campus.

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Delimitations

The study will be delimited to the Wa Municipality. The study will involve students of the Wa Polytechnic. The study will be delimited to the chosen methodology (descriptive survey) and the instruments developed for the study and not any other method available in terms of research.

Limitations

Like any other, this study might be fraught with methodological errors in as much as human subjects were used and as well the questionnaire might have elicited responses that could be socially not acceptable. Again, some respondents may failed to return their instruments on time and this delayed the process. However, the researcher persevered to take back every instrument given out so that the return rate could be comprehensive. Again, measures were put in place to curtail any methodological setback in terms of independent attempt to the instrument. Example of such measures include; given the respondents the requisite education on the study and its importance to the students.

Organisation of the Study

The study is organised in five chapters, presented from chapter one to chapter five. Chapter One will comprise the background to the study, problem statement, purpose of the study, objectives of the study, research questions, research hypotheses, delimitations, limitation and the definition of terms. Chapter Two include conceptual reviews, theoretical reviews and the empirical reviews. Chapter Three espouse research methods, research design, population, sampling procedures, data collection instrument, data collection and data

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processing and analysis. Chapter Four includes results and discussions and chapter five focus on summary, conclusions and recommendations

CHAPTER TWO

LITERATURE REVIEW

Overview

This aspect of the study reviews scholarly works and other views concerning the variables under study. The review will be in three folds such as conceptual review, empirical review and theoretical review.

Conceptual Review

Concept of Guidance and Counselling

Guidance and Counselling according to Egbo (2015) is a compound twin word that is used to describe situations where a trained Counsellor strives to steer a troubled client out of the problems. It is a helping relationship meant to ensure a sustainable adjustment and development of the individual clients. Guidance and Counselling therefore is used to enhance the optimal development of children in areas of academic, vocational aspirations and in resolving personal social problems. Guidance and Counselling is the process of helping individuals discover and develop their educational, vocational, and psychological potentialities and thereby to achieve an optimal level of personal happiness and social usefulness (*Britannica*, 2018).

According to *Britannica* (2018), the concept of counselling is essentially democratic in that the assumptions underlying its theory and practice are, first, that each individual has the right to shape his own destiny and, second, that the relatively mature and experienced members of the community are responsible for ensuring that each person's choice shall serve both his own interests and

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those of society. It is implicit in the philosophy of counselling that these objectives are complementary rather than conflicting. The function of those who guide children and young people is not to effect a compromise between the requirements of individuals on the one hand and the demands of the community on the other. It is rather to orient the individual toward those opportunities afforded by his environment that can best guarantee the fulfillment of his personal needs and aspirations.

Guidance

The Lovely Professional University of India (2012) indicated that guidance is as old as civilisation. In the primitive society, elders in the family offered guidance to the young and to persons in distress. Even today in India, guidance whether in educational, vocational or personal matters, is sought from family elders. Guidance in all places and at all levels has been a vital aspect of the educational process. With the passage of time, revolutionary changes have taken place in the field of agriculture, industry, business and medicine. These changes in all walks of life coupled with extraordinary growth in our population has made the social structure very complex. The head of the family or leader of the community with a limited knowledge of the changed conditions, is hardly competent in providing guidance and counseling to the youth of today. Hence, there is a need for specialized guidance services.

Crow and Crow (as cited in Lovely Professional University, 2012) defined guidance as an assistance made available by personally qualified and adequately trained men or women to an individual of any age to help them manage their own life activities, develop their own points of view, make their own decisions, and carry out their own burden. Lovely Professional University

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(2012) offered two sets of definitions for guidance; ordinary and specific. Ordinarily, guidance is help, assistance, and suggestions for progress and showing the way. In that sense guidance is a lifelong process. It implies that one needs guidance throughout his or her life. He or she needs it even from infancy. When a child is born, the world for him is big, buzzing, blooming, confusion and he knows nothing. He or she learns everything from the society. A child learns how to stand on his feet from the mother, from the father, he/she learns to walk and from the teacher, he/she learns to seek knowledge and education. All learning takes place through guidance. The society guides the individual to learn, to adjust oneself to the physical and social environment. To sum up we may say that guidance is a personal help rendered by the society to the individual so as to enable him to adjust to the physical and social environment and to solve the problems of life (Lovely Professional University, 2012). With this specific definition, guidance is comparatively a more inclusive field of education and is used as a technical term with a specific meaning. It covers the whole spectrum of education, which starts from the birth of the child and continues till his death. This is a wide meaning of the term, which includes all types of education such as formal, non-formal, informal and vocational which aims to adjust the individual in his environment in an effective way.

Surbhi (2016) defined guidance as a kind of advice or help given to individuals especially students, on matters like choosing a course of study or career, work or preparing for vocation, from a person who is superior in the respective field or an expert. It is the process of guiding, supervising or directing a person for a particular course of action. The process aims at making students or individuals aware of the rightness or wrongness of their choices and

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importance of their decision on which their future depends. It is a service that assists students in selecting the most appropriate course for them, to discover and develop their psychological and educational abilities and ambitions. Guidance results in self-development and helps a person to plan his present and future wisely.

Guidance, according to Britannica (2018) in this sense, is a pervasive activity in which many persons and organizations take part in getting assistance. It is afforded to individuals by their parents, relatives, and friends and by the community at large through various educational, industrial, social, religious, and political agencies and, particularly, through the press and broadcasting services. A part of such guidance may be the giving of information that enables others to increase the scope of their exploratory behaviour. The guidance counsellor, for example, may provide information about a person's own abilities and interests as determined by psychological tests or about educational opportunities and the requirements of various occupations. The competent counselor does not attempt to solve people's problems for them, the counselor tries instead to clarify the person's own thinking. Professional counselors and counseling psychologists are commonly found in institutional settings such as high schools and colleges, private industry, community agencies, prisons, and the military, as well as in private practice. They are often called on to help individuals deal with the grief of unexpected tragedies.

Egbo (2015) notes that guidance entails activities designed to induce positive functionalities into abilities, interest, attitudes, aptitudes, and at the same time, turn around weaknesses. Guidance traditionally involves provision of direction or advice as in a decision or course of action, showing the way;

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setting and helping to drive, lead, assist, pilot and steer ideals into individuals by counselling professionals to enhance the achievement of goals. Denga (as cited in Egbo, 2015) defined guidance as a cluster of formalized services through which help is given to individuals in situations where adjustment, planning interpretation of information, and choice are needed. It involves rendering assistance to individuals or a group of people to enable them direct themselves and relate their needs effectively to requirements, demand and opportunities of social, educational, occupational and psychological situations.

Arbuckle, Peter and Farewell (as cited in Egbo, 2015), clarify the term guidance by pointing out the distinctive features implicit in the word as guidance is used as a concept (mental image); as an educational construct (intellectual synthesis) and; as services (actions taken to meet a demand). As a concept, guidance denotes the utilization of a point of view in order to help pupils understand themselves; and as a service, it refers to the procedures and process organized to achieve a helping relationship. In similar vein, Zera and Riccio citing Egbo (as cited in Egbo, 2015) defined guidance as a process, developmental in nature by which an individual is assisted to understand, accept and utilize his abilities, aptitudes interest and altitudinal patterns in relation to his aspirations. Olayinka (as cited in Egbo, 2015) asserted that guidance programme should help students in reaching rather two opposite goals: adjustment to society and freedom to act as unique individuals, failure of which, results in conflicts with the society which always punish various anti-social behaviours. The inference consequently is that guidance improves overall education programme and information, which aids as to take decisions in order to cope with the society as well as to solve individual problems.

According to Mutie and Ndambuki (1999), guidance is a process and progressive in nature, through which people are supported to realize, admit and apply their ability, concern and attitudinal patterns in relation to their goals. According to Nasibi (2002), guidance is an enduring course concerned with identifying and providing for the evolving needs of students. The key element of counseling is provision of professional service by trained and competent persons to an individual or a group in need and it is the client determines the direction and the goals to be achieved (Kinai, 2006). Akinade (2012) defined guidance and counselling as a process of helping an individual become fully aware of his/her self and the ways in which he is responding to the influences of his/her environment. It further assists him to establish some personal meaning for this behaviour and to develop and classify a set of goals and values for future behaviour. Guidance in schools is that area of the school's provision that is specifically directed towards helping pupils realise their full potential in preparing for adult and working life, (O'Concubhair, 1981).

Counselling

The term counseling, according to Surbhi (2016), is defined as a talking therapy, in which a person (client) discusses freely his/her problems and shares feelings, with the counsellor, who advises or helps the client in dealing with the problems. It aims at discussing those problems which are related to personal or socio- psychological issues, causing emotional pain or mental instability that makes you feel uneasy. The counsellor listens to the problems of the client with empathy and discusses it, in a confidential environment. It is not a one-day process, but is a process that involves many sessions.

Counseling is not about giving advice or making a judgement, but helping the client to see clearly the root of problems and identify the potential solutions to the issues. The counsellor also changes the viewpoint of the client, to help him take the right decision or choose a course of action. It also helps the client to remain intuitive and positive in the future. Counseling emphasizes the aspects of increasing client's personal responsibility for their own lives (Regis, 2006). The aim of counselling according to Egbo (2015) is always to assist client to better understand him/herself in relation to the present and future problems. Counselling is an in-depth interaction between the professional counsellor and the counsellee that focus basically on areas of nurturing and healing emotionally, problem management, decision making, crises management, support and life skills training. Egbochuwku (2008) defined counselling as a facilitative two-way collaborative exchange of ideas with a supportive relationship that enables clients to explore their problems. According to Kinai (2006), counseling is a face to face human encounter whose outcome is greatly dependent on the quality of counseling relationship.

To Kinai (2006), counselling is a dynamic relationship between the counselor and the counselee where the counselor establishes rapport but maintains a psychological distance to avoid an overlay emotional involvement. It is a teaching learning process where the client learns new behaviour and attitudes through cognitive reasoning and behavior modification (Kinai, 2006). Teachers are required to identify and counsel students who are maladjusted with an objective of helping them adjust to school environment.

Teachers in charge of guidance and counseling are to coordinate student counseling and handle cases referred to them from peer counselors and other

teachers (Kanga, 2017). According to Oviogbodu (2015) counselling can be defined as a number of procedures in assisting an individual to solve his problems. Counselling is an interaction or relationship between two or few individuals. The client counsellor relationship is of building trust. Guidance in schools is that area of the school's provision that is specifically directed towards helping pupils realise their full potential in preparing for adult and working life, (O'Concubhair, 1981).

Brief Developmental History of Guidance and Counselling

Guidance and counseling is a concept that institutions, especially schools, should promote the efficient and happy lives of individuals by helping them adjust to social realities (Encyclopedia, 2018). According to Encyclopedia (2018), the disruption of community and family life by industrial civilization convinced many that guidance experts should be trained to handle problems of individual adjustment. Though the need for attention to the whole individual had been recognized by educators since the time of Socrates, it was only during the 20th century that researchers actually began to study and accumulate information about guidance.

This development according to Encyclopedia (2018), occurred largely in the United States, were John Dewey and others who insisted that the object of education should be to stimulate the fullest possible growth of the individual and that the unique qualities of personality require individual handling for adequate development. In the early 20th century, social and economic conditions stimulated a great increase in school enrollment. These two forces encouraged a reexamination of the curricula and methods of secondary schools, with special reference to the needs of students who did not plan to enter college.

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The academic curriculum was revised to embrace these alternative cultural and vocational requirements (Encyclopedia, 2018).

Early guidance programms dealt with the immediate problem of vocational placement. The complexities of the industrial economy and the unrealistic ambitions of many young people made it essential that machinery for bringing together jobs and workers be set up; vocational guidance became that machinery. At the same time, counseling organizations were established to help people understand their potentialities and liabilities and make intelligent personal and vocational decisions.

The first vocational counseling service was the Boston Vocational Bureau, established in 1908 by Frank Parsons, a pioneer in the field of guidance. His model was soon copied by many schools, municipalities, states, and private organizations. With the development of aptitude and interest tests, such as the Stanford-Binet Intelligence Test and the Strong Vocational Interest Blank, commercial organizations were formed to analyze people's abilities and furnish career advice. Schools organized testing and placement services, many of them in cooperation with federal and state agencies. Under the provisions of the National Defense Education Act (1958), the federal government provided assistance for Guidance and Counselling programmes in the public secondary schools and established a testing procedure to identify students with outstanding abilities. The U.S. Dept. of Labor has been an active force in establishing standards and methods of vocational guidance, helping states to form their own vocational guidance and counseling services. The personnel departments of many large corporations have also instituted systems of guidance to promote better utilization of their employees. Modern high school guidance programs

also include academic counseling for those students planning to attend college. In recent years, school guidance counselors have also been recognized as the primary source for psychological counselling for high school students; this sometimes includes counseling in such areas as drug abuse and teenage pregnancy and referrals to other professionals (psychologists, social workers, and learning-disability specialists). Virtually all teaching colleges offer major courses in guidance, and graduate schools of education grant advanced degrees in the field (Encyclopedia, 2018).

Rational for Introducing Guidance and Counselling in Schools

The school guidance and counselling programme developed as a result of local, national and international conditions as well as advances in technology, which were confusing and threatening to individuals. The concern for the worth and dignity of each individual as well as the need for his best productive efforts formed the bases for guidance in the school (Mortensen & Schmuller, 1959).

Indiscipline is a severe problem in our present educational system. There are many social problems that students go through. Consuming drugs, alcohol and tobacco continue to be a serious problem for these children. Despite nations globally efforts to eradicate these problems, many students still find their way to these mind altering chemicals (Ramakrishnan & Jalajakumari, 2013). Ndondo (2004) points out that some students engage in antisocial behaviour such as drug and alcohol abuse and irresponsible sexual behaviour, which leads to decline of moral integrity, because they lack knowledge on how to effectively spend and manage their leisure time.

Examination anxiety among students and poor conflict resolution also contribute to student disturbances (Biswalo 1996). Selecting an appropriate

career is a critical task that faces all adolescents in all societies. The selection of a career made during the senior year is among the most critical decisions in a person's lifetime. The wrong choice of an occupation not only brings frustration for the growing adult, but a waste of energy, money and precious time (Ramakrishnan & Jalajakumari, 2013). According to Shertzer and Stone (as cited in Ramakrishnan & Jalajakumari, 2013), factors such as changes in the structure of society, pregnancies of unmarried teenagers, early marriages, drug and alcohol abuse, the escalation of juvenile delinquency, lack of knowledge concerning the use of leisure time, pressure on traditional values and norms, the high dropout rate in schools, youth unemployment, school violence and vandalism, the inability of individuals to make a realistic career choice and the lack of knowledge regarding the principles of differentiated education necessitated the provision of specialised school guidance and counselling service.

Types of Guidance and Counselling Services

Student's life is getting complex day by day. Help is needed for optimum achievement and adequate adjustment in these varied life situations. The scope of guidance are very vast (Ramakrishnan & Jalajakumari, 2013). The following are some of the important areas of guidance suggested by Ramakrishnan and Jalajakumari (2013)

Educational Guidance: If one closely examines the problems of young pupils in schools and colleges, one would exactly realize the need of educational guidance. Educational problems head the needs of student's problems. Educational guidance is related to every aspect of education school/colleges, the curriculum, the methods of instruction, other curricular activities, disciplines

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etc.

Vocational Guidance: Due to advancement in science and technology and consequent changes in industry that occupational guidance emerged. There are thousands of specialized jobs/ occupations in this globalized world. Vocational guidance is a process of assisting the individual to choose an occupation, prepare for it, and enter upon it and progress in it. It is concerned primarily with helping individuals make decisions and choices involved in planning a future and building a career.

Avocational Guidance: The individual student spends only a small portion of his time (4 to 6 hours per day) in school. The rest of the time needs to be effectively managed and utilized by the student for his/her progress and development. Avocational guidance helps the child to judiciously utilize the leisure time. Some interpretations may arise among the readers or teacher practitioners while they deal with the term avocation guidance. It becomes avocational when the leisurely practised vocation becomes a means of livelihood, a trade or an industry. This is the educational implication of avocational guidance other than that of the leisurely vocation.

Social Guidance: School/educational institution is a miniature society and students from different socio-economic status, linguistic and socio-cultural background reach there. Students some time may face problems in adjustment and social relationship. It is very important that the students are to be helped in acquiring the feeling of security and they must be accepted by the group in developing social relationship and in becoming tolerant towards others. Religious maturity, national integration, international understanding, secularism, democracy, political responsibility, empathy, sympathy can be built

up through social guidance. Social guidance will help the students to attain intellectual and personality development through pragmatic opportunities provided to them.

Moral Guidance: Moral values occupy an important place in our life. Sometimes due to influence of diverse factors students tell lies and indulge in undesirable practices. Moral guidance helps in bringing these students in to proper track and helps their all-round development. The value system developed by the adolescent students will occur as a lifelong ethical code and it will be a base platform for their social as well as cultural development. The philosophical and ideological thinking will strengthen the self-confidence and individuality of the students at this critical age of intellectual and social development. The peer group formation at this age level is clearly on the basis of their moral development. Hence they will be provided with socially desirable and culturally valuable moral support, proper guidance and counselling at any cost.

Health Guidance: Health is regarded as wealth. Total health such as preventive and curative is the goal of health guidance. The health guidance may be a cooperative effort of principal, doctors, counsellor/psychologist, teachers, students and parents. For promoting preventive care the conditions of school hostel, canteen needs to be checked. Similarly, health education through formal classes and information is essential in school education stages. In the present day the concern of health guidance also pertains to guidance in HIV/AIDs. Habits of cleanliness, Healthy food habits, awareness on nutrition, prevention of communicable diseases, measures and practices for the prevention of pollution, maintenance of body fitness, importance of physical exercises etc.

should be practiced compulsorily at this age level. (Ramakrishnan & Jalajakumari, 2013)

Importance of Guidance and Counselling in Schools

The goal of Guidance and Counselling is to reduce psychological disturbance (Egan, 2002) and such any psychological issue relating to students can be leveraged through this process. The goal of Counselling is to help the counsellees learn how to deal effectively with self and the reality of the environment (Regis, 2006). The Guidance-counselor's role is to help the counselees to make their decisions or choice as intelligently and as wisely as possible (Mutie & Ndambuki, 1999). Guidance and Counselling aims at promoting self-understanding, developing self-direction, self-guidance and self-improvement through an increased understanding of one's limitations, resources and problems (Okeyo, 2008). Okeyo in a study toting the importance of Guidance and Counselling in school established that counselling aims at addressing and resolving problems, help in decision making, assists one to cope with crisis and work through feelings and inner conflicts so as to improve the relationship with oneself and others.

Guidance and Counselling is considered a lifelong process that involves helping individuals either as part of a group or at personal level (Kanga, 2017). Guidance and Counselling is meant to equip the client with knowledge and techniques that will enable them to identify and find ways of anticipating and solving problems (Mutie & Ndambuki, 1999). Guidance is a lifelong process that involves helping individuals either as part of a group or at personal level. Guidance and Counselling is a service designed to help individuals to analyze

themselves by relating their capabilities, achievements, interest and mode of adjustment to their new decisions (Core, 1991).

Kasomo (2009) observes that Guidance and Counselling is useful in helping individuals face the realities of life; identify talents, interests, needs and attitudes. Guidance and Counseling is an integral part of education process and plays the role of supplementing and complementing all other educational programmes in the school system (Mutie & Ndambuki, 1999).

Guidance and counselling help students to make decisions, solve problems, develop positive attitudes towards self and others, establish personal goals, develop educational plans as well as select the related courses based on individual interests and talents and be responsible for one's actions and choices (Charturvedi, 2007). Rgniyd (2008) observes that guidance and counselling aims at stopping wastage of human manpower and physical resources by helping the individuals to find their place in the society. Guidance and counselling is meant for everybody, that is, students with problems and those without problems can benefit from guidance services (Mutie & Ndambuki, 1999).

Stokes (as cited in Nkechi, Ewomaoghene & Egenti, 2016), counselling and guidance can provide a good basis for a broader education for life. While being non-medical and non-psychiatric, it can be used as therapy for individuals with specific personal problems, or it can be the foundation of a more general life skills training programme for the student who, though not suffering from any particular problem, should be assisted in building up his/her personal resources in order to cope effectively with their future lives. The aims of guidance and counseling service in schools is to assist the student in fulfilling

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his / her basic physiological needs, understanding themselves and developing associations with peers, balancing between permissiveness and controls in the school setting, realizing successful achievement, and providing opportunities to gain independence (Heyden, 2011).

According to Nkechi, Ewomaoghene and Egenti (2016), guidance and counselling is important in schools because it helps to put to shape the mindset of new teachers or pre-service teachers towards teaching and learning. This is due to the fact that pre-service teacher training institutions typically provide very limited experience with the more technical aspects of guidance work. Thus, a need exists in most schools for assistance with guidance and counselling services essential to their educational program. Specifically, the guidance counsellor is qualified to assist teachers with selecting, administering, and interpreting tests; selecting and using cumulative, anecdotal, and other types of records; providing help and suggestions relative to counselling techniques, which teachers can use in counselling their students; and providing leadership in developing and conducting professional development of teachers in guidance functions.

In a study conducted by Nkechi, Ewomaoghene and Egenti (2016) in compiling the importance of guidance and counselling programme in schools from published researched works, it was revealed among others that guidance and counselling programme prepare students for the challenges of the 21st century through academic, career, and personal / social development. It relates educational programme to future success and facilitates career exploration and development. Guidance and Counselling develops decision-making and problem solving skills and assists in acquiring knowledge of self and others. It

enhances personal development, assists in developing effective interpersonal relationship skills and broadens knowledge of our changing world. It also provides advocacy for students, encourages facilitative and co-operative peer interactions and fosters resiliency factors for students and assures equitable access to educational opportunities.

Commenting on the importance of guidance and counselling services in school, Gibson (as cited in Thamarasseri, 2014) indicated that guidance and counselling programme prepare students to assume increasing responsibility for their decisions and grow in their ability to understand and accept the results of their choices. The ability to make such intelligent choices is not innate but, like other abilities, must be developed. In the students' life, this programme is very important (Thamarasseri, 2014). To Thamarasseri, students often encounter difficulties in understanding what is taught in the classroom, laboratories and workshops. Expected change in behaviour is not fully achieved. Failures in examinations and tests, poor standards or assignments, unsatisfactory involvement in the academic work by students are some of the often noticed problems. The problems need to be solved to the maximum extent assisting them through guidance and counselling (Thamarasseri, 2014).

Mohanty (2003) points out in a study that the increasing educational institutions are of many kinds and vocations as well as occupations are of different types. Choice of career or vocation is an important event in the life of an individual. The selection of a wrong vocation can lead to unhappiness, discontent and ultimate failure, because the occupation that the person follows is not merely a means of earning a livelihood (Mohanty, 2003).

According to Ramakrishnan and Jalajakumari (2013), vocational choice is an important event in one's academic and career pursuit. The career guidance is provided by the consultants so that an individual can easily select an appropriate occupation or education which goes well with their capabilities, skills and interest. The Paris 2001 International Association for Educational and Vocational Guidance (IAEVG) Declaration on Educational and Vocational Guidance declared that guidance and counselling services to be essential in meeting personal, social and economic development needs and to encourage further sustainable development in a knowledge based society. The Paris 2001 IAEVG Declaration on Educational and Vocational Guidance also affirmed the importance of research by asserting "the effectiveness of guidance services should be monitored through regular evaluation and relevant research studies'' (Van Esbroeck, 2002).

Aims of Guidance and Counselling Programme in School by Gibson and Mitchell (2008)

The aims of the guidance and counselling service are similar to the purposes of education. In general, the aim is to assist the students in fulfilling their basic physiological needs. It also aimed at helping students understand themselves and the acceptance of others. It assists student to develop associations with peers, balancing between permissiveness and controls in the educational setting, realizing successful achievement, and providing opportunities to gain independence (Heyden, 2011).

To Provide the Realization of Student Potentialities: To all students, the school offers a wide choice of courses and co-curricular activities. A significant function of education is to help students to identify and develop their

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potentialities. The counsellor's role is to assist students to distribute their energies into the many learning opportunities available to them. Every student needs help in planning his major course of study and pattern of co- curricular activities (Gibson & Mitchell, 2008).

To Help Children with Developmental Problems: Even those students who have chosen an appropriate educational program for themselves may have problems that require help. A teacher may need to spend from one- fifth to one-third of his time with a few pupils who require a great deal of help, which deprives the rest of the class from the teacher's full attention to their needs. The counsellor, by helping these youngsters can resolve their difficulties, frees the classroom and use the teacher more efficiently (Gibson & Mitchell, 2008).

To Contribute to the Development of the School's Curriculum: Counsellors, in working with individual students, know their personal problems and aspirations, their talents and abilities, as well as the social pressures confronting them. Counsellors, therefore, can provide data that serve as a basis for curriculum development, and they can help curriculum developers shape courses of study that more accurately reflect the needs of students. Too often, counsellors are not included in curriculum development efforts (Gibson & Mitchell, 2008).

To Contribute to the Mutual Adjustment of Students and the School: Guidance has a responsibility for developing and maintaining a cooperative relationship between students and the school. Teachers and counsellors must be cognizant of students' needs. Students also must make adjustments to the school. They have a responsibility to contribute something to the school. A major contribution of students is that of making appropriate use o f the school's

resources and working toward accomplishments. Such mutual adjustment of students and school is facilitated by providing suggestions for program improvements, conducting research for educational improvements, contributing to students' adjustment through counselling, and fostering wholesome school-home attitudes (Gibson & Mitchell, 2008).

Empirical Review

Guidance and Counselling Needs of Students

According to Mwape (2015), students in schools globally face various challenges and problems worldwide that need the guidance and counseling services. For instance, Watts and Kidd (as cited in Mwape, 2015) argued, no child and no adult is sufficient unto himself. Only by the help he receives from others (guidance and counselling) can the decisions of life be made. According to Manitoba Education, Citizenship and Youth (2007), students face problems that can be considered to be crisis in nature. The following illustrates some crisis situations that students are likely to be found in and they include: child protection/neglect/abuse, a situation where a student has been neglected by his/her parents or guardians. This is serious because students need support both morally and financially and failure to address their plight may lead to some of them stopping school due to financial constraints (Mwape, 2015).

Kochhar (2013) in a study argued that students in schools face problems with making decisions about major career or just higher education in general. A high school counselor should give ideas and prospect for secondary school students regarding their decisions after high school. This is a common problem for this level because some students are unsure of what they want to do with their lives after secondary school and need more details and information about

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their individual skills and academic performances. Students also find themselves in threat-making or threat-receiving. Some students bully their friends and sometimes reach the extent of beating up their fellow students. This becomes a challenge and both perpetuating the vice and the victims need to receive guidance and counseling services. This is because if students are not helped in dealing with this issue, schools will continue being unsafe places to learn at. It is therefore important that counselors detect this and provide the necessary services or refer them to other professionals (Baldry & Farrington, 2000).

Legters and Mcdill (1994) argued that students in schools similarly face a challenge of dealing with peer pressure. As peer pressure is most powerful during school, it is also a common problem that they are pressured into drinking alcohol, illicit sex that result in teen pregnancy or trying drugs in order to get their peers' approval. A counselor is an advocate in raising awareness of these abusive substances and illicit activities to students. They should develop programmes to educate students on the risks and health hazards of substance abuse and also engaging in premarital sex.

Manitoba Education, Citizenship and Youth (2007) further point out that pupils in schools also face challenges dealing with societal pressures. Regardless of which school they belong to, students will face pressure to do things they probably should not be doing. For instance, they will be pressured to send and watch pornographic materials on line, and a host of other items. The other biggest societal pressure in today's culture, according to Manitoba Education, Citizenship and Youth (2007), is dressing in a sexual manner. Girls and boys are being taught by friends that they're supposed to look 'sexy' at a

very young age, and it is leading to a host of issues. This has been perpetuated even by the media especially Televisions and social media such as face book (Mwabi, 2015).

Likewise, a study by Tuchili (2008) conducted in Lusaka district, Zambia among college students revealed that students face various challenges that range from educational, personal/social and vocational/career challenges. The study revealed that students, especially those in secondary school, face some educational problems which include subject selection and combination of subjects and examination anxiety which are dealt with by the guidance department. The study also indicated that personal/ social problems include stress especially after the loss of some one. Vocational problems were also revealed such as problems with career selection.

Kasonde, Ndhlovu and Phiri (2009) similarly in a study among students from selected schools revealed that beer drinking, late coming to lectures, vandalism, peer pressure, bad company, lack of parental guidance, smoking, teachers not coming to teach when they should, male teachers being too friendly to female students, fighting, insulting and wearing wrong uniforms are some of the causes of indiscipline behaviour among secondary school students. Such problems therefore call for the provision of guidance and counseling for such students so that they are able to deal with them. This revelation is synonymous to what is happening in the Kwame Nkrumah University of Science and Technology in Ghana (Monday 22, 2018 at 9:30am) due to breakdown in the moral fiber of society or as a result of moral decadence among students. Such behaviours and actions are controllable if effective guidance and counselling programmes are witnessed.

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A study by Nkhata (2010) Zambia revealed that students face challenges of beer drinking, sexual abuse of girls mostly by male teachers, bullying, peer pressure and difficulties in sharing their problems with others. These challenges are common in almost all the studies done in the country (Ghana) and appropriate guidance and counseling services are needed to enable students overcome them.

Makumba (2013) in a study equally revealed majority of the students face sexual abuse problems and also problems related to boy/girlfriend relationship. Sex related problems such as defilement and rape, including challenges to deal with boy/girlfriend related issues become a real challenge among students in schools' majority of whom have no one to open to and share their problems. These result in traumas and psychological problems that negatively affect their academic performance. The study further indicated that alcohol and drug abuse were also rampant among the students.

A study conducted by Mwape (2015) in Zambia using mixed method design as methodology with a sample of 66 including students, teachers and counselling directors in Zambia revealed a daunting needs of students that demand guidance and counselling. In the study, a number of challenges faced by students were indicated by students themselves, guidance and counseling teachers and head teachers in public secondary schools. The study revealed that all the three categories of respondents reported that students in schools face numerous challenges that need guidance and counseling services. This was through responses such as, *"We face a lot of problems as students and mostly, we need someone to talk to, someone we can trust, someone who can keep secrets and a person who is experienced,"* which was said by one pupil during

the focus group discussion. The study further revealed that guidance and counselling teachers also reported that students in schools were facing a lot of challenges. Head teachers also confirmed this scenario during the interviews. For example, one head teacher said, *"It is obvious that everyone experiences some challenges in life and may require help from the more experienced person. This is the same with our students. They are experiencing most of the things in life for the first time and are away from their parents so they face many challenges.*

On the actual challenges faced by students in schools which demanded guidance and counseling services, the study revealed that over 36 (60%) respondents indicated that they were facing challenges in study skills, subject combination, settling at school, coping with academic pressure, fear of tests and examinations, choosing a right career and tertiary institution. Others include; finding job opportunities, peer pressure, drug/alcohol abuse, illicit sex, boy/girlfriend intimate relationship, dealing with issues of HIV/AIDS and teenage pregnancies, coping with a loss of a beloved one, paying school fees, physical abuse, verbal abuse and sexual abuse (Mwape, 2015).

Effects of lack of Guidance and Counselling service on Students

Guidance and counselling is valuable to the extent that the lack of it may pose a challenge on individuals including students. In an experimental study among students (25 participants for experimental group and 25 participants for control group) by Abid (2006) concerning the effects of guidance and counselling service on students revealed that students who were not exposed to guidance and counselling services face many problems which hinder the development of positive study attitudes and study habits. On those who were

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exposed to guidance and counselling services, the experiment revealed that guidance services have significant positive effect on student's study attitudes and study habits. Improvement in study attitudes and study habits resulted in improvement of students' academic achievement. The revelation implies that, the more one is guided and counselled the better the person exert positive mindset towards his or her activities.

In similar vein, Karkita (n. d.) conducted a study among Indonesian college students concerning the effect of guidance and counselling on their career orientation and development. The study revealed that after the guidance and counselling, the students showed that they were more knowledgeable of their strengths and weaknesses, to be able to identify their problem and prioritise the problems to be solved, as well as identifying the goal and steps that should be taken to achieve it. In the study, students were more certain of their choice of academic field in university after the counselling. Nevertheless, from the monitoring discussion, students indicated that they had an unclear vision of the steps needed for career success. It seemed that the guidance and counselling process provided an orientation toward vocational choice and how to obtain the appropriate information for the career choice (Kartika, n. d.).

According to Mbongo, Mowes and Chata (2016), the need for guidance and counselling in schools has become imperative in order to promote the well-being of learners. It is therefore important that school guidance and counselling services are fully functional and available to all learners in all schools to help alleviate the problems that they face. It is noted that when schools are mainly concerned with delivering an academic curriculum, other aspects of the schools' role, such as providing personal and social education, tend to be overlooked

(Hornby, Hall & Hall, 2003). In addition to intellectual challenges, students encounter personal/social, educational and career challenges that needs to be addressed. In a study of 26 teacher counsellors in Namibia concerning the impact of guidance and counselling on students, Mbongo, Mowes and Chata (2016) revealed that teacher counsellors indicated guidance and counselling programme is enormous for students' holistic development and lack of it may be detrimental to students in terms of their overall decision-making lives. They reported that, the negative effects of the lack of guidance and counselling for students would make them have difficulties in fulfilling their roles as students at schools, which include emotional, behavioural and disciplinary problems, establishing liaison between teachers and learners if problems arise, and assisting school managements in dealing with severe cases of misconduct of learners and teachers (Mbongo, Mowes & Chata, 2016).

Guidance and counselling has been noted to be an integral part of modern academic programmes (Dabone, Graham, & Fabea, 2015). According to Danquah (as cited in Dabone, Graham & Fabea, 2015), Ghana, indeed has a long and documented history on guidance and counseling. Dabone et al, 2015 in a study noted that, stakeholders in education are faced with a myriad of problems albeit social, religious, financial or psychological. The worst victims have also been students and their educators. Whereas guidance and counselling is seen to be an effective management tool for peoples' problems whether this has been transcended to the field of academics and specifically academic performance is still seeking solutions. According to a report by the West African Examination Council in 2013 revealed that more 0.73% of candidates who sat for the West African Secondary School Certificate Examination in Ghana failed

in all subjects. Again, just a year after, 3.07% failed in all subjects. This shows in an increasing trend which is a source of worry. In their experimental study among students (20 participants for experimental group and 20 participants for the control group) in the Dormaa Municipality on the impact of guidance and counselling services on students' academic performance, it was revealed after the experiment that guidance and counselling services have a positive effect on students' academic achievements. Likewise, if guidance and counselling services are not provided for students in school, it may lead to negative effect in their academic performance.

It is believed that guidance and counselling services can have positive effects on students' discipline. According to Salgong, Ngumi and Chege (2016), discipline in school includes any approach used by the school to bring about positive change in behaviour of students. Some of the approaches included punishment of the students. The administration of punishment cannot be ruled out in the control of indiscipline of students for offence which broke school rules and regulation were enhanced in education act and code of regulation and ethics. However, punishment must be reasonable and properly meted out to the student on the account of the offence committed, it should be moderate. Using a descriptive survey design as a method in conducting a study among 24 teachers and 262 students', Salgong, Ngumi and Chege (2016) revealed that 49.4% (117) of the respondents affirmed that guidance and counselling has improved discipline and academic performance. 45.5% (108) of the respondents noted that that they know when to seek help and information from peer counsellor and teacher counsellors. Guidance and counselling has also promoted a balanced leisure time with sports, games, clubs, societies and

academics as shown by 60% (142) of the respondents. 61.8% (146) of the respondents agreed that it reduced student disciplinary problems. Even so, 63.6% (151) of the respondents strongly disagreed that students behave according to the school expectation of school family and society.

Besides, 43.4% (103) of the respondents agreed that guidance and counselling plays a key role in enhancing student discipline. However, 34.5% (82) of the respondents disagreed that they could handle challenges, hardships and difficulties successfully. Likewise, 36.3% (86) of the respondents disagreed that the methods used in guidance and counselling has enhanced student discipline. Similarly, 52.3% (124) of the respondents affirmed that they understood and respected self and others. Finally, 30.8% (73) of the respondents were neutral on whether they avoid self-harming habits and practice (Salgong, Ngumi & Chege, 2016). The study findings reaffirmed the positive stride of guidance and counselling services in school. It can be inferred from the findings that, in the absence of guidance and counselling in such schools, discipline among students would have been worse as students could engage in acts they may deem appropriate for them due to the lack they may had from guidance and counselling.

The ways/Strategies/Source of Support for Students to solve their Problems

Despite having different social, ethnic, religion, and political backgrounds, all students share certain characteristics. For example, all students are introduced to a new academic setting with many unfamiliar aspects. They also encounter cultural differences while interacting with other students, professors, and surrounding communities, which require behavioral and attitudinal adjustments (Bhochhibhoya, Dong, & Branscum, 2017). Other major

stressors for students include difficulty in socio-cultural adaptation, discrimination, and financial constraints (Smith & Khawaja, 2011). Evidence suggests these factors frequently place students at greater risk for psychological problems, such as depression and poor psychological well-being (Atri, Sharma, & Cottrell, 2007; Jung, Hecht, & Wadsworth, 2007).

Because students leave friends and families behind, these students oftentimes feel a deep sense of loss and loneliness (McClure 2007; Sawir, Marginson, Deumert, Nyland, & Ramia, 2008). These students are also challenged to establish comparable social networks to provide social support due to cultural barriers and interpersonal problems (Yeh & Inose, 2003). Social support typically validates one's self-identity, self-esteem, and self-concept; it also provides necessary emotional and instrumental support. Consequently, the loss of social support can lead to feelings of isolation or disorientation (Pedersen, 1991). A study conducted by Mallinckrodt and Leong (1992) suggested that social support not only has a direct positive correlation with stress reduction but also acts as a buffering effect when students experience psychological distress. Students are constantly trying to adapt to new living conditions that encompass a change in the built environment, and a lack of social support. This dual disparity for students could result in chronic stress which can manifest into other health problems, such as impairments to the immune system intensified susceptibility to illnesses (Cohen, Janicki-Deverts, & Miller, 2007 and Mori, 2000).

It is not unusual to see that students report sleep deprivation, loss of appetite, and lack of stamina and energy, as well as higher rates of headaches and gastrointestinal problems (Mori, 2000). These physiological symptoms may

accompany with psychological distress such as sadness, loss, disappointment, resentment, guilt, helplessness, hopelessness, homesickness, painful feelings of isolation, and loneliness (Mori, 2000). In order to get out of these problems as counselling services seem not to be available, most students use unprofessional support services like friends, teachers, academic advisers, friends and parents for solutions to problems that may go beyond the ability of the aforementioned people.

Hombrados-Mendieta, Gomez-Jacinto, Dominguez-Fuentes, Garcia-Leiva, and Castro-Trave (2012) in identifying where students get support from in solving problems in situations where counselling services are unavailable indicated that, the family especially mothers provide significantly more support than the father and that their children are more satisfied with it. In the school, classmates provide significantly more support than teachers. The analysis of these sources of support confirmed that the mother is the main source of support followed by the father, classmates, and teachers in relation to the three types of support defined in the study (emotional, instrumental, and informational).

Another important contribution of this work was to individually analyze the support provided by the father and mother. Each source played a different role in the provision of support. The data reveal the key role of the mother as a main provider of support for both genders. Of the three types of support provided by her, emotional support is the most important, followed by instrumental and informational support. Another finding worth noting is the differential role played by fathers in supporting their sons. Again, this highlights the need to individually analyze fathers and mothers as a source of support rather than together, as some studies have done. Regarding classmates, our

findings are consistent with studies showing an increase in support from friends and classmates (Hombrados-Mendieta, Gomez-Jacinto, Dominguez-Fuentes, Garcia-Leiva, & Castro-Trave, 2012).

Gender Difference and Guidance and Counselling needs of Students

Human as an entity looks the same but may look different when it comes to our needs and wants in society. The difference may come up as a result of the different exposure to the various individuals and this is not different from the guidance and counselling needs of students. Asif and Khattak (2012) in a study, stated that in developing school guidance and counselling programmes, there is need to identify the specific areas that students will acquire competencies after participating in the programmes with reference to the gender of the students. One way to do this would be to identify the needs of students, and then group them into content areas for implementation of the programmes. The three content areas emphasized in the comprehensive school guidance and counselling programs are: academic, career, and personal development that should reflect their gender difference. Bishop, Bauer and Becker (1998) conducted a survey among students concerning their counselling needs at a medium-sized suburban institution in the U.S. The findings indicated that both male and female students need assistance with personal, career and academic problems. A higher percentage indicated a need for assistance with career and academic concerns than with personal issues. Women particularly indicated they worry more about health and safety. This shows that although males and females may share similar counselling needs, there are some areas where the needs may be specific to one group as opposed to the other.

Guneri, Aydin, and Skovholt (2003) found that gender differences in counselling needs of students exist. Male students were found to express a significantly greater concern for family issues, while female students were more concerned about self-control and personal issues. Women had greater needs than did men in the vocational, social, academic and moral issues and emotional issues.

Tertiary students have various counselling needs in terms of time management and drug usage (Aluede, Imhonde, & Eguavoen, 2006), anxiety, low self-esteem, getting easily distracted and poor study skills issues (Arco, Fernandez, Heilborn, & Lopez, 2005), test anxiety (Al-khanji, 2004), career (Ramsey, 2000) and financial problems (Andrews, 1987). These concerns experienced by tertiary students according to Andrews (as cited in Atik & Yalkin, 2010) differ with regard to demographic variables. For instance, females reported higher need for feeling of tense and grief, weight control, and sexual discrimination in employment, personal and self-control issues. On the other hand, males reported more concern for family issues (Guneri, 2006); finances and feeling of anger (Andrews, 1987). While adjustment problems (personality, social, and general) were more prevalent among freshmen, seniors expressed higher needs about academic, social, and career issues (Gizir, 2005). Students who had lower GPA scores experienced more concerns related to academic, financial, family issues and social, health, and future issues (Voltan-Acar, 1986). Single students needed more help in assertiveness/communication and self-evaluation while married students expressed more need in financial and relationship issues (Aluede, et al., 2006).

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In a study among 400 undergraduate students in Ankara, Turkey it was revealed that males and females differed in terms of their counselling needs. According to Atik and Yalkin (2010), the findings related to the demographic variables indicated that males reported more need in "academic", "career", "relational", "sexual concerns", and "self-defeating behaviour" than females.

Studies about student characteristics that may be related to counselling needs often report that gender differences exist. For example, males and females have reported that they have different stressors (Murphy & Archer, 1996), problem solving techniques (Elliott, Johnson, & Jackson, 1997) and experience differential treatment (Reinzi, Allen, Sarmiento, & McMillin, 1993) while attending college.

Sharma (2014) studied the effect of gender and academic anxiety on the guidance needs of students studying in government secondary schools of District Shimla of Himachal Pradesh. He administered Guidance Needs Inventory (GNI) developed by Grewal (1999) and Academic Anxiety Scale for Children (AASC) developed by Singh and Gupta (1984) on a sample of 160 students selected through random cluster sampling technique from 16 government schools of district Shimla of Himachal Pradesh. The results indicated that students having high level of academic anxiety have more guidance needs as compared to students having low level of academic anxiety. Moreover, a significant difference was found in the guidance needs of boys and girls of secondary schools as females counselling needs were more than that of the males.

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Kamla (2014) assessed the guidance needs of senior secondary school adolescents of Imphal districts, Manipur, across type of family. 651 respondents consisting of 272 boys and 379 girls were randomly drawn from 60 schools of Imphal district. Socio-demographic profile of respondents was studied using self-structured performance and their guidance needs was assessed using Guidance Needs Inventory. Results revealed that respondents from both the family types had extreme need for physical, educational and vocational guidance and least need for psychological guidance. Similarly, among the five domains of guidance, respondents from nuclear and joint families expressed need for vocational guidance on top priority.

Sharma and Kaur (2012) aimed to study the guidance needs of 200 students of 9th grade of Ludhiana District in relation to gender, locale and type of school by using the Guidance needs Inventory. The study revealed no significant difference in guidance needs of adolescent boys and girls while significant difference was found in guidance needs of rural and urban, government and private school adolescents.

There was a significant difference in physical and social guidance need of adolescent girls and adolescent boys studying in private schools. The lesser score of girls indicate that girls need more guidance in physical and social area as compared to boys (Sawhney, & Bansal, 2015). Conversely in that study, there was no significant difference in psychological, educational and vocational guidance need of adolescent girls and adolescent boys studying in private schools. Both boys and girls need low guidance in psychological, educational and vocational areas. There was no significant difference in total guidance need of adolescent girls and adolescent boys studying in private schools. However,

the higher score of adolescent boys as compared to adolescent girls in total area of guidance concluded that girls need more guidance as compare to boys (Sawhney, & Bansal, 2015).

In a study among 200 random selected sample in Karela concerning counselling needs, it was revealed that gender difference exists in the case of need for approval and need for security. Results also reveal that gender difference does not exist in the remaining Counselling needs. Thus, it can be understood from the response of the male and female respondents that they are unanimous in the perception of counselling needs of higher secondary students.

Comparing the counselling needs of boys and girls in school, Sahaya and Chamundeswari (2013) indicated that students in girls' schools were usually brought up in a very secluded environment, with very less exposure to the outside world. As a result, the psychological needs of the students in girls' schools were much higher than the psychological needs of students in other two types of schools. But surprisingly, in the case of government-aided schools, on comparing the counselling needs of students in different types of schools, the students in boys' schools are found to be higher and students in co-education schools lower in their counselling needs. Though the students in girls' schools belonging to government and private schools were significantly higher in psychological counselling needs. They were found to perform better academically when compared to the students in boys and co-education schools. The students in girls' schools grow up with more concentration and care both in school and home and as result they were able to perform academically better in spite of higher psychological counselling needs. In the case of government-aided schools, the students in co-education schools who were very less in their

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counselling needs were found to perform academically better when compared to the students in girls' and boys' schools (Sahaya & Chamundeswari, 2013).

A study among University students in Kenya concerning their views on school guidance and counselling needs revealed divergent results. In some instances, the study revealed no significant differences in the rating of the school guidance and counselling (SGC) services among different age groups. The study further revealed that there were significant differences in the rating of the services among different forms. The study also revealed that students in the 12 to 14 years range, 15 to 17 years range viewed the SGC services more positively than students from the 18 to 20 years range and over 20 years range. The calculated Chi-square test for age reveals that there were significant differences in rating the service among school counsellors (Chireshe, 2011).

The findings by and large indicate that differences in counselling based on gender may not necessarily be the same. Differences might occur as result of exposure and availability of the required needs of students.

Theoretical Review

Maslow's Hierarchy of Needs

Maslow's hierarchy of needs is a motivational theory in psychology comprising a five-tier model of human needs, often depicted as hierarchical levels within a pyramid. Needs lower down in the hierarchy must be satisfied before individuals can attend to needs higher up. From the bottom of the hierarchy upwards, the needs are: physiological, safety, love and belonging, esteem and self-actualization (McLeod, 2018). According to Maslow, if people grew in an environment in which their needs are not met, they will be unlikely to function as healthy individuals or well-adjusted individuals (Kaur, 2013).

Deficiency Needs Versus Growth Needs

This five-stage model can be divided into deficiency needs and growth needs. The first four levels are often referred to as deficiency needs (D-needs), and the top level is known as growth or being needs (B-needs). Deficiency needs arise due to deprivation and are said to motivate people when they are unmet. Also, the motivation to fulfill such needs will become stronger the longer the duration they are denied. For example, the longer a person goes without food, the hungrier they will become. Maslow (as cited in McLeod, 2018) initially stated that individuals must satisfy lower level deficit needs before progressing on to meet higher level growth needs. However, he later clarified that satisfaction of a needs is not an "all-or-none" phenomenon, admitting that his earlier statements may have given "the false impression that a need must be satisfied completely before the next need emerges (Maslow, 1987). When a deficit need has been 'more or less' satisfied it will go away, and our activities become habitually directed towards meeting the next set of needs that we have yet to satisfy. These then become our salient needs. However, growth needs continue to be felt and may even become stronger once they have been engaged.

Growth needs do not stem from a lack of something, but rather from a desire to grow as a person. Once these growth needs have been reasonably satisfied, one may be able to reach the highest level called self-actualization. Every person is capable and has the desire to move up the hierarchy toward a level of self-actualization. Unfortunately, progress is often disrupted by a failure to meet lower level needs. Life experiences, including divorce and loss of a job, may cause an individual to fluctuate between levels of the hierarchy. Therefore,

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not everyone will move through the hierarchy in a uni-directional manner but may move back and forth between the different types of needs.

Maslow (1954) stated that people are motivated to achieve certain needs and that some needs take precedence over others. Our most basic need is for physical survival, and this will be the first thing that motivates our behaviour. Once that level is fulfilled the next level up is what motivates us, and so on.

Physiological needs: These are biological requirements for human survival, e.g. air, food, drink, shelter, clothing, warmth, sex, sleep. If these needs are not satisfied the human body cannot function optimally. Maslow considered physiological needs the most important as all the other needs become secondary until these needs are met.

Safety needs: Protection from elements, security, order, law, stability and freedom from fear.

Love and belongingness needs: After physiological and safety needs have been fulfilled, the third level of human needs is social and involves feelings of belongingness. The need for interpersonal relationships motivates behavior. Examples include friendship, intimacy, trust, and acceptance, receiving and giving affection and love. Affiliating, being part of a group (family, friends, work).

Esteem needs: Which Maslow classified into two categories such as esteem for oneself (dignity, achievement, mastery, and independence) and the desire for reputation or respect from others (status, prestige). Maslow indicated that the need for respect or reputation is most important for children and adolescents and precedes real self-esteem or dignity.

Self-actualization needs: Realizing personal potential, self-fulfillment, seeking personal growth and peak experiences. A desire "to become everything one is capable of becoming (Maslow, 1987). Maslow continued to refine his theory based on the concept of a hierarchy of needs over several decades (Maslow, 1962). Regarding the structure of his hierarchy, Maslow (1987) proposed that the order in the hierarchy is not nearly as rigid as he may have implied in his earlier description. Maslow noted that the order of needs might be flexible based on external circumstances or individual differences. For example, he notes that for some individuals, the need for self-esteem is more important than the need for love. For others, the need for creative fulfillment may supersede even the most basic needs. Maslow (1987) also pointed out that most behaviour is multi-motivated and noted that any behaviour tends to be determined by several or all of the basic needs simultaneously rather than by only one of them.

In applying to this study, Maslow's (1962) hierarchy of needs theory has made a major contribution to teaching and management in schools. Rather than reducing behaviour to a response in the environment, Maslow (1970) adopted a holistic approach to education and learning. Maslow looked at the complete physical, emotional, social, and intellectual qualities of an individual and how they impact on learning.

Applications of Maslow's hierarchy theory to the work of the teacher are obvious. Before a student's cognitive needs can be met, they must first fulfill their basic physiological needs. For example, a tired and hungry student will find it difficult to focus on learning. Students need to feel emotionally and physically safe and accepted within the classroom to progress and reach their full potential. Maslow suggested students must be shown that they are valued

and respected in the classroom, and the teacher should create a supportive environment. Students with a low self-esteem will not progress academically at an optimum rate until their self-esteem is strengthened.

Chapter Summary

Literature was reviewed extensively on the key concepts such as academic, vocational, social and practical needs of students. Empirical review was based on indicated variables that make guidance and counselling needs. Varied revelations were recorded, however, everything showed that students in any educational setting need guidance and counselling.

CHAPTER THREE

RESEARCH METHODS

Overview

This chapter focuses on research design, population, sample size and sampling techniques. It also focuses on research instruments, data collection procedures, pilot test, validity and reliability. Finally, it looks at data collection procedures and data analysis.

Research Design

The study used a quantitative approach, using descriptive survey design. The study sought to determine the guidance and counselling needs of Wa Polytechnic students in the Wa Municipality of the Upper West Region. Polit, Beck and Hungler (2010) defined research design as the researcher's overall framework for answering the research question or testing the research hypothesis. Descriptive survey research is usually used as a pre-cursor to quantitative research designs (De Vos, Strydom, Fouche & Delport, 2012). Descriptive survey design is designed to get pertinent and precise information concerning the current status of a problem with respect to one or more variables and where possible draw valid general conclusions from the facts discovered (Mugenda & Mugenda, 1999). As a design, it gives a researcher the opportunity to describe and report events as they occur naturally (Amedahe, et al, 2002).

This design was appropriate per this study because it is recommended by Amin S. M., & Wollenberg, B. F. (2005) for studies which involve a cross section of respondents or subjects with almost similar characteristics. According

to Best and Khan (1998), a survey is concerned with the conditions or relationships that exist, such as determining the nature of prevailing conditions, practices and attitudes; opinions that are held; processes that are going on; or trends that are developed. The survey design is deemed suitable for this research for reasons being that, it reduces chance of surveyor bias because the same questions are asked of all respondents, many people are familiar with surveys, some people feel more comfortable responding to a survey than participating in an interview, tabulation of close-ended responses is an easy and straightforward process. Thus, the approach is adopted on the basis of its advantages of economy of design, the swift turnaround in data collection and the ability to identify characteristics of the population from a sample derived from that population.

However, descriptive studies have important limitations. Descriptive research also provides the likelihood for error and subjectivity. For example, when a researcher designs a questionnaire, questions are prearranged, fix and strict. Again, the researcher cannot control events to isolate cause and effect. Despite this limitation, a descriptive design will therefore be adopted because the study aims to determine the guidance and counselling needs of Polytechnic students in the Wa Polytechnic.

Study Area

The Wa Municipality is one of the 11 administrative districts in the Upper West Region of Ghana. Previously, the region was endowed with seven districts but the outcome of 2010 population census called for re-demarcation and the eventual creation of extra four districts (Population and Housing Census, 2010). The Wa Municipality was upgraded from district in 2004 through a Legislative Instrument (LI) 1800 in pursuant of the policy of

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decentralization which started in 1988. The Wa Municipality shares administrative boundaries with Nadowli-Kaleo District to the North, Wa East District to the East and to the West and the South of Wa- West District. Its capital is Wa, which also serves as the Regional capital of Upper West Region. It has a land area of approximately 579.86 square kilometres that is about 6.4% of the Region. (Ghana statistical service, 2013).

The Wa Municipality is located in Savannah high plains, which surges with an average height between 160 m and 300m above sea level. Low lying areas are found in the following localities: Charia, Zingu, Kperisi to the North and Piisi, Dapouha, Boli, Sing, Biihe and Busa to the South. Valleys in the low lying areas collect and retain water over long period during the rainy season. They also constitute the two main drainage systems in the capital. The streams are seasonal and they dry up during the long dry season thereby reducing available water for agriculture and other uses such as domestic, industrial and construction (Wa Municipal, 2012). Wa Municipality is endowed with educational facilities and can be seen as an educational hub and hosts some of the finest and best Senior High Schools (SHS) in Ghana. For instance, it has a campus of the University for Development Studies, the Wa Polytechnic and a nine SHS, both public and private (Ghana Statistical Service-Wa Municipal, 2012).

Population

The target population comprise all students from level 100 to Level 300 of the Wa Polytechnic in the Wa Municipality. The target population of the study therefore constitute 810 students of Wa Polytechnic in the Wa Municipality (Statistics Office, Wa Polytechnic, 2018). Taking excerpts from

Van Dalen, H. P., & Reuser, M (2006), population is the entire people that research results is intended to be generalized on by a researcher. Burns and Grove (2009) define population as the entire set of individuals that meet the sampling criteria for a study.

Sampling Procedures

The sample frame for the study was all the students of Wa Polytechnic in the Wa Municipality. A sample size of 810 respondents was used for the study. This comprise level 100 to level 300 students. According to Scott (2013), the sample size determines the amount of sampling error inherent in a test result. Other things being equal, effects are harder to detect in smaller samples. Increasing sample size is often the easiest way to boost the statistical power of a test. Bartlett, Kotrlik and Higgins (2001) also asserted that larger samples increase the chance of finding a significant difference. The reason to which larger samples increase the chance of significant difference is because they are more reliable to reflect the population mean. In addition, Fraenkel and Wallen (2000) have also indicated that for descriptive studies, a larger sample size produces desirable results to generalize over the population. Therefore, a sample size of 810 for this study is considered large enough to produce the desired results and allow for generalisation of the findings over the population.

To select the 810 respondents, the researcher used the census sampling technique. According to U.N. (2008), census is the procedure of systematically acquiring and recording information about all the members of a given population. According to Umar & Oche (2013), the census sampling method refers to the complete enumeration of a universe and may be a place, a group of people or a specific locality through which data is collected. This method is

indispensable in some cases like this due to the population but very cumbersome in some other cases because it is believed to be costly and time consuming (Umar, 2013).

Data Collection Instrument

The instrument used in collecting data for the study was a questionnaire, developed by the researcher with a four (4) point Likert Scale arranged according to agreement level (Strongly Agree, Agree, Disagree and Strongly Disagree) upon review of literature. According to Pierce (2009), a research instrument is a survey, questionnaire, test, scale, rating, or tool designed to measure the variable, characteristic, or information of interest, often a behavioural or psychological characteristic. In addition, a research instrument is defined as a measurement or tool that is carefully designed to obtain or collect data or information on a topic or problem of interest from research subjects. The choice of questionnaire as the instrument is informed by the nature of this study as questionnaire has the ability to collect a large amount of information within limited time (Mugenda & Mugenda, 1999). This technique is found to be appropriate because the respondents are scattered over a wide geographical area and they are literate. Questionnaires will be used because they are easier to administer and analyze. Questionnaires are also economical to the user in terms of time and money.

According to Mcleod (2014), questionnaires provide cheap, quick and efficient way of obtaining large amounts of information from a large sample of people. The items on the questionnaire were the closed-ended type and structured to measure the perceptions of adolescents about sex education. The questionnaire comprised Three (3) sections with an estimated total of forty-five

(45) items. Section A questions solicited demographic information from the respondents. Section B questions determined counselling needs of students. Section C questions will seek to determine the ways students employ to manage their problems.

According to Mcleod (2014), the use of close-ended questionnaire is economical. Data can be quickly obtained as closed questions are easy to answer and questions are considered standardized. However, it is noted that close-ended questionnaires lack detail and do not give room for respondents to make their personal views apart from the fixed items (Mcleod, 2014).

Validation of the Instrument

To ensure the accuracy of the construct, the questionnaire was evaluated by the researcher's supervisors. The supervisors' expert knowledge and experience helped to determine whether the individual items of the questionnaire served as a true reflection of the variables of interest. The supervisors ensured that the questionnaire carries what it supposed to measure and to be measured.

Reliability of the Instrument

The questionnaire was pre-tested (Cronbach alpha value of .78) in Bolgatanga Polytechnic to test for the strength of the instrument. According to McLeod (2014), reliability refers to the consistency of a research study or measuring test. Cronbach alpha with values close to 1.00 was used. According to Ritter (2010), Cronbach alpha values ranging from the positive direction are trusted to indicate high level of consistency and are considered to be practical and can make sense.

According to Fraenkel and Wallen (2000), the reliability coefficient should be at least 0.70 and preferably higher. This reliability co-efficient, according to Bonett (2010) will be considered reliable and acceptable to the sample. To establish face and content validity, the items to be formulated for the questionnaire was scrutinized to ensure that they are based on the content of the literature. Also, the questionnaire will be given to the supervisors and experts to assess the content and the face validity. The validated instruments is pilot tested in order to determine the validity of the instruments for use in the final field work.

Data Collection Procedures

Permission was sought from authorities of the Wa Polytechnic through the Registrar after presenting to them letters from the Department of Guidance and Counselling and Institutional Review Board to address the ethical concerns of the research work and to show confirmation that protocols were followed. The researcher used three (3) weeks in collecting the data, with the help of three (3) research assistants that had comprehensive knowledge about data collection. The first week was used in soliciting approval from the various stakeholders among the sampled schools and the remaining two weeks was used in collecting the data.

Ethical Issues

Steps were taken to ensure that the ethical issues in this study are not violated. Participants were made aware that their participation is voluntary and that they had the will to withdraw freely along the study period. The purpose and significance of the study was clearly explained to the participants and the school authority. The participants were assured of the confidentiality of

information they provided. The names of the participants were not indicated on the questionnaires to ensure their anonymity. The researcher ensured the data collected was well protected from third party access. The questionnaires were collected immediately after there were completed and kept in the custody of the researcher.

Data Analysis

The data was analysed after categorization and coding. The study being a descriptive survey, the researcher used quantitative methods/approaches in analysing the results. Research question 1 data was analysed using frequencies and percentages. Research question 2 was analysed using means and standard deviations to indicate the number of respondents to each statement and the degree to which they agree or disagree with the statements. Hypotheses 1 to 2 was analysed using independent samples t-test, and hypothesis 3 to 4 was tested using One-Way ANOVA.

Chapter Summary

The chapter was about the methods employed for the study and espoused the various steps as indicated at the overview section. In the process of the study, some limitations such as methodological setbacks in as much as the use of questionnaire, respondents might not be truthful and some were not able to return the questionnaires

CHAPTER FOUR

RESULTS AND DISCUSSION

Overview

This chapter covers the analysis, presentation and interpretation of the findings resulting from this study. The purpose of the study was assessing counselling needs of students in the Wa Polytechnic in the Upper West Region of Ghana. The analysis and interpretation of data were carried out based on the results of the research questions set for the study. The analysis was based on the 98% return data obtained from 810 students sampled for the study. The data was analysed using descriptive statistics (frequencies and percentages) inferential statistics (ANOVA & *t-test*). The first part of this chapter describes the demographic characteristics of the adolescent. In the second part, the research findings are presented based on the hypothesis formulated for the study.

Presentation of Results

Demographic Characteristics of the Students

This aspect of the questionnaire was designed to elicit the personal information of the students. These demographic data include the student's gender, age (in years). Frequencies and percentages were used to present the analysis.

Table 1-*Demographic Characteristics of Students   (n=790)*

Variable	Level	Frequency	Percentages	Total
Gender	Male	401	50.6	792
	Female	391	49.4	792
Age	17 - 21 years	112	14.1	792
	22 - 26 years	480	60.6	792
	27 years and above	200	25.3	792
Marital	Married	220	27.7	792
	Single	572	72.2	792
Level	100	309	39.0	792
	200	303	38.1	792
	300	181	22.9	792
School	Engineering	160	20.2	792
	Natural Resources	106	13.4	792
	Business	252	31.8	792
	Applied Science	155	19.6	792
	Art and Design	119	15.0	792

Source: Field Data (2019)

Table 1 presents result about the demographic characteristics of the respondents. Table 1 had five demographic characteristics, thus gender, age,

marital status, level and school or department. On the gender dimension, male respondents dominated the sample with 50.6% (401) while female respondents had 49.4% (391). On the issue of age, they were in three categories where respondents between ages 22 to 26 years dominated the sample with 60.6% (480), followed by respondents aged between 27 years and above with 25.3% (200) and those aged between 17 to 21 years had 14.1% (112).

In terms of marital status, respondents were limited to single or married and never included divorced, widowed and as well cohabitation. Concerning respondents who were single, they were the least with 27.7% (220) while respondents' who were married were the majority with 72.2% (572). It can therefore be said that married respondents dominated the sample.

Also, in terms of the level of students, the respondents were naturally grouped into levels based on the stage there are academically. It comprised level 100 to level 300 where level 100 respondents dominated the sample with 39.0% (309), followed by level 200 with 38.1% (303) and level 300 was the least with 22.9% (181).

Furthermore, the study took into consideration the different programmes offered by the school and in all they had five programmes. Among them, respondents in school of business dominated the sample with 31.8% (252), followed by respondents from school of engineering with 20.2% (160). Again, respondents in school of applied science had 19.6% (155) while respondents in school of arts and design with 15.0% (119) and respondents in the school of natural sciences had 13.4% (106).

Research Question One: What are the guidance and counselling needs of students at the Wa Polytechnic?

Academic Guidance Needs

The focus of the question was to find out the guidance and counselling needs of students in Wa Polytechnic. The needs were subdivided to make up academic, vocational, personal and practical. In analysing the first subdivision being the academic need, items 6 to 16 on the questionnaire were used. The items were negative in nature and were reversely scored. The response set was based on agreement and disagreement and virtually, majority of the respondents agreed to the statements. Table 2 presents information on the academic guidance and counselling needs of the respondents:

Table 2-*Academic Needs of Respondents (792)*

Items / Statements	Agree (%)	Disagree (%)
Poor study skills.	464 (58.6)	328 (41.4)
Difficulty preparing for examinations.	512 (64.6)	280 (33.4)
Lack confidence to succeed academically.	480 (60.6)	312 (39.4)
Problems allocating time for studies.	588 (74.2)	204 (25.8)
Difficulty teaching in the university.	498 (62.9)	294 (37.1)
Difficulty retrieving from memory	475 (60.0)	317 (40.0)
Struggling to meet deadlines.	544 (68.7)	248 (31.3)
Difficult discussing my academic problems with my lecturers.	578 (73.0)	214 (27.0)
Difficulty coping with course workload	562 (71.0)	230 (29.0)
Having problems attending lectures regularly.	442 (55.8)	350 (44.2)

Source: Field Data (2019)

Table 2 showed the results of the first part of the research question one in terms of academic needs of students' in the Wa Polytechnic. It can be deduced from the findings that virtually all items were confirmed as being challenges to students concerning their academic needs. For instance, 58.6% of the respondents agreed that they had poor study habits while 64.6% of the respondents agreed that they have difficulty in preparing for examinations. It was revealed that 60.6% of the respondents agreed that they lacked confidence towards academic success while 74.2% of the respondents agreed that they had problems with allocating time for their studies. Again, the study indicated that 62.9% of the respondents agreed that they have difficulty with the style of teaching in the school while 60.0% of the respondents agreed that they have difficulty in retrieving from memory what they have learnt. Furthermore, the study revealed that 68.7% of the respondents agreed that they struggle to meet deadlines while 73.0% of the respondents agreed that they found it hard to discuss with their lecturers about academic problems. More so, 71.0% of the respondents agreed that it is difficult for them to cope with the academic workload while 55.8% of the respondents agreed that they have problems attending regular lectures.

It can be observed from the results that students are challenged academically and the most prominent challenges they encounter were time allocation problems, inability to discuss with lectures about their problems, coping with workload issues and as well struggling to meet academic deadlines.

Vocational/Career Guidance Needs

The study factored vocational/career need as one of the guidance and counselling needs of students in the Wa Polytechnic. In soliciting information for this dimension, 16 to 24 on the questionnaire were used, and as well, analysed data based on the same area. The responses to the statements were in agreement and disagreement direction. Specifically, some statements were negatively structured so their scoring was reversed to aid sound analysis of the data as custom demands. Table 3 presents the results of the vocational/career needs of the respondents:

Table 3-*Vocational/Career Guidance Needs of Respondents (792)*

Statements / items	Agree (%)	Disagree (%)
Information on job requirements.	561 (70.8)	231 (29.2)
Regret in choosing programme of study.	401 (50.6)	391 (49.4)
Worries about getting a job after leaving school.	671 (84.7)	121 (15.3)
Information about occupations/careers/ jobs in my area of specialization.	632 (79.8)	160 (20.2)
Confused about the kind of job to do in future.	457 (57.7)	335 (57.7)
Information about how to prepare and attend job interviews.	618 (70.0)	174 (30.0)
Difficulty in getting information about how to start business after leaving school.	585 (73.9)	207 (26.1)
Help to find placement for industrial attachment.	561 (70.8)	231 (29.2)
Worries about not visiting any industry while in school to be acquainted with the industrial environment.	553 (69.8)	239 (30.2)

Source: Field Data (2019)

Table indicates results of analysis on vocational/career needs of the respondents. It is evident from the results that almost all statements were agreed to by the respondents with varied proportions concerning their guidance and counselling needs on vocations or careers. For example, the study revealed that about 70.85 of the respondents agreed that they have no adequate information about job requirements while 50.6% agreed that they regret choosing the programmes they are reading. It was also revealed that 84.7% of the respondents agreed that they are worried about job prospects after school while 79.8% of the respondents agreed that they need more information about career prospects in their chosen specialisations.

Furthermore, the study revealed that 57.75% of the respondents agreed that they are confused about future placement while 70.0% agreed they need information concerning preparation for job interviews. Again, the study found that 73.9% of the respondents agreed that they are challenged in terms of becoming entrepreneurs after school, 70.8% of the respondents agreed that they need help for industrial attachment while 69.8% of the respondents are worried about not having industrial attachment while schooling.

The revelations from the study are genuine within academia as vocational/career needs are inevitable for students who are likely to finish schooling and meet the demands of the job market. Among vocational/career needs revealed, getting a job after school, the quest for information about careers and difficulty starting personal businesses after school were the most students reported to be challenging them.

Personal/Social Guidance Needs

An aspect of the study focused on guidance and counselling needs concerning personal/social dimensions of students' lives in the Wa Polytechnic. In soliciting information from the respondents in that regard, items 25 to 34 on the questionnaire were used and analysis was done based on that as well. Responses to statement to this regard was based on agreement and disagreement dimensions where those agreeing to the statements confirm the situation or the vice-versa. Table 4 presents results on the practical/social needs of the respondents:

Table 4-*Personal/Social Guidance Needs of Respondents (792)*

Statements / Items	Agree (%)	Disagree (%)
Understanding about myself	569 (71.8)	223 (28.2)
Difficulty relating well with other students	474 (59.8)	318 (40.2)
How to solve interpersonal conflicts	457 (60.0)	317 (40.0)
Cannot easily make friends	632 (79.8)	160 (20.2)
Having problems dealing with disappointment in relationships.	457 (57.7)	335 (42.3)
Having problems with dating.	546 (68.9)	246 (31.1)
Lack freedom at home.	475 (60.0)	317 (40.0)
Struggling to meet family expectations.	531 (67.0)	261 (33.0)
Not relating well with my lecturers.	426 (53.8)	366 (46.2)

Source: Field Data (2019)

Table 4 showed the findings of respondents concerning their personal/social needs as students. The study revealed that the respondents concerning guidance and counselling needs with respect to personal/social

aspects of their lives agreed upon all statements. Deductively, 71.8% of the respondents agreed that they need to know more about themselves while 59.8% of the respondents agreed that they had difficulty relating with colleagues. The study also showed that about 60.0% agreed that they need to know more about interpersonal conflicts while 79.8% of the respondents agreed that they could not easily make friends. Again, it was revealed that 57.7% of the respondents agreed they have problems dealing with disappointments in relationships while 68.9% of the respondents agreed that they had problems with dating. Furthermore, the study found that about 60.0% of the respondents agreed that they lacked freedom at home, 67.0% indicated they struggled to meet family expectations while 53.8% agreed that they do not relate well with their lecturers.

The most challenged personal/social needs of the students were inability to easily make friends, wanting to understand themselves the more, having problems with dating and as well, struggling to meet family expectations.

Practical Guidance Needs

The study envisaged practical needs of students in the Wa Polytechnic. In doing so, items 34 to 44 on the questionnaire were used and as well served as basis for the analysis. The statements on the questionnaire in agreement and disagreement format, where respondents agreeing to the statements are deemed to accept and those disagreeing to the statements are deemed not to accept. Table 5 presents the findings:

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Table 5-*Practical Guidance Needs of Respondents (792)*

Items	Agree (%)	Disagree (%)
Facing financial problems	665 (84.0)	127 (16.0)
Getting emotionally disturbed when failing to meet my financial demands.	620 (78.3)	172 (21.7)
Worries about the poor facilities in the hall of residence.	571 (72.1)	221 (27.9)
Having adequate information about the institution	507 (64.0)	285 (36.0)
Feeling the medical services offered in the university are inadequate.	610 (77.0)	182 (23.0)
Worries about the poor facilities for the disabled persons in the university.	688 (86.9)	104 (13.1)
Worried about the inadequate transport facilities.	658 (83.1)	134 (15.9)
Worries about the high cost of food	587 (74.1)	205 (25.9)
Worries about the high user fees charged	688 (86.9)	104 (13.1)
Worries about the inadequate lecture room space in the university.	530 (66.9)	262 (35.1)

Source: Field Data (2019)

Table 5 showed results on practical needs of students in the Wa Polytechnic. The study revealed that 84.0% of the respondents agreed that they faced financial challenges while 78.3% of the respondents agreed that they become emotionally disturbed for not meeting their financial demands. Again, the study revealed that 72.1% of the respondents agreed that they worry about

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the poor facilities in their school while 64.0% of the respondents agreed that information about their school is inadequate. Furthermore, the study found that 77.0% of the respondents agreed that medical services in their school was inadequate while 86.9% of the respondents agreed that they are worried about facilities that are not disability friendly in their school. In addition, the study revealed that 83.1% of the respondents agreed that they are worried about the inadequate transport facilities in their school while 74.1% of the respondents agreed that they worry about expensive food on campus. Finally, the study revealed that about 86.9% of the respondents agreed they worry about expensive user fees charged while 66.9% of the respondents agreed that they worry about inadequate lecture space in their space.

It is evident from the results above that, students of Wa Polytechnic are challenged practically but then, the areas are highly challenged were high user fees charged, poor facilities in school, financial problems, emotional disturbance for not meeting financial demands and transportation problems in school.

Research Question Two: What ways do students employ to solve their problems at the Wa Polytechnic?

In the advent of guidance and counselling needs, coupling with the identified needs of students of the Wa Polytechnic, it was prudent to explore how students solve the problems they face in school. In doing so, the questionnaire outlined six potential avenues were students were made to choose any among the multiples on how their guidance and counselling needs are solved. The results were ranked based on frequencies and percentages. Table 6 presents the results:

Table 6-*Ways in Solving Needs of the Respondents (n=792)*

Statements	Frequency	Percentage	Ranking
Lecturers	691	87.2	1st
Friends	658	83.1	2nd
Religious leaders	589	74.4	3rd
Family members	431	54.4	4th
Academic advisors	415	52.4	5th

Source: Field Data (2019)

Table 6 showed results about how respondents solve their need problems in the Wa Polytechnic. The study revealed that students usually contacted lecturers to meet their needs (87.2%) followed by friends (83.1%) while academic advisers (52.4%) and family members (54.4%) were the least confronted by students with their problems. The results could be realistic as lecturers and friends seem to be the immediate contact to every student in school, hence sharing of information become so smooth and easy. However, academic advisers and family members may seem to be untrusted because in most cases, familiarity in families may supersede realities presented by members while the bond between students and academic advisors may be weak because they may not be having any direct contact established between them. This advisor-student relationship can be managed when the advisor is a trained counsellor or psychologists who possess the qualities to establish a conducive rapport with students even before they bring their problems.

Research Hypothesis One

One of the objective of the study was to determine the differences in gender with respect to the guidance and counselling needs of students in the Wa Polytechnic. The needs were in four categories and as such independent sample t-test was appropriate for the analysis. Table 7 presents the results on t-test:

Table 7-*Results of Independent Sample t-test*

Variable	Group	N	Mean	SD	t-value	df	Sig. (2-tailed)
Gender	Male	401	76.76	25.91			
	Female	391	85.51	28.62	-4.527	*790	.000

Source: Field Survey (2019)   thus; *Significant, p<0.05 level

Table 7 indicates the results of the test of difference using the independent samples t-test between male and female in terms of their counselling needs. The Levene's test for Equality of Variance results indicate that equal variance among the variables was not assumed. Results from the independent samples t-test shows that there was a statistical significant difference between the variables, thus, *t* (-4.527, df=790, p> .05 (2-tailed). The result suggests that, female students (M= 85.51, SD = 28.62) were different from male students (M=76.76, SD= 25.91) in the guidance and counselling needs. The results imply that female students need counselling services than their male counterparts. The Cohen's *d* for the finding is .3, which signifies a moderate effect in terms of difference (Cohen, 1988). Based on the findings, the null hypothesis was rejected.

Research Hypothesis Two

The study investigated differences in marital status of students in terms of guidance and counselling needs. Based on the nature of the variables, differences could only be conducted using independent samples t-test after assumptions were satisfied. Table 8 presents the results:

Table 8-*Results of Independent Sample t-test*

Variable	Group	N	Mean	SD	t-value	Df	Sig. (2-tailed)
Marital	Married	220	76.97	30.20			
Status	Single	572	83.94	27.12	-2.965[*]	790	.003

Source: Field Survey (2019)   thus, [*]Significant, p<0.05 level

Table 8 indicates the results of the test of difference using the independent samples t-test on marital status against guidance and counselling needs. The Levene's test for Equality of Variance results indicate that equal variance among the variables was not assumed. Results from the independent samples t-test shows that there was a statistical significant difference betweenvariables, thus, *t* (-2.965, df=790, p<0.05). The result suggests that students who are married (M= 76.97, SD = 30.20) were different from students who are single (M=83.94, SD= 27.12) in terms of guidance and counselling needs. The Cohen's *d* for the finding is .2, which signifies a small effect in terms of difference in guidance and counselling needs (Cohen, 1988). It implies that students who are single needs the services than the married students. Based on the findings, the null hypothesis was rejected.

Research Hypothesis Three

The study factored age difference as a variable that could determine guidance and counselling needs of students in the Wa Polytechnic. In this, the age brackets were three (3), thus, 17-21 years, 22-26 years and 27 years and above. In exploring possible analytical tools, One-Way ANOVA seemed suitable, as the categorical variables were three (3) while that of the continuous variables was one (1). Before analysis, assumptions for the tool usage were satisfied. Table 9 presents results on the Levene Test:

Table 9-*Test of Homogeneity of Variances*

Levene Statistic	df1	df2	Sig.
33.709	3	799	.000

Source: Field Data (2019)

The Sig. value for the Levene Test is greater than the 0.05. Scholars have the view that, if it is less than 0.05 then the data significantly deviate from a normal distribution. It was evident from the Table 9 that the significant value (Sig) for Levene' Test is .000 which is less than the alpha value of 0.05. This implies that equal variances were not assumed among the age categories. Based on these results, the Welch Table was reported. Table 10 presents the Welch results:

Table 10-*Robust Tests of Equality of Means*

	Statistic[a]	df1	df2	Sig.
Welch	85.041	3	341.354	.000

Source: Field Data (2019)

Table 10 shows whether the overall *F* ratio for the Welch Table is significant or not. From the analysis, it was noted that the results was significant at 0.05 (*p* =.000) alpha level which implies that there was a significant difference in ages with regards to counselling needs of students in the Wa Polytechnic.

The Post-Hoc test of multiple comparisons was conducted using one-way ANOVA on the dependent variable to assess the group means to determine the age category that account for the significance in the deference. Table 11 presents the Post Hoc results:

Table 11-*Post Hoc Multiple Comparisons*

Needs	(I) Age	(J) Age	Mean Difference (I-J)	Std. Error	Sig.
Tukey HSD	17 – 21	22 – 26	.65119	2.89998	.973
		27 above	11.30036*	3.26150	.002
	22 – 26	17 – 21	-.65119	2.89998	.973
		27 above	10.64917*	2.32586	.000
	27 above	17 – 21	-11.30036*	3.26150	.002
		22 – 26	-10.64917*	2.32586	.000

Source: Field Data (2019)   thus, Significant, p<.05

From the Post-hoc test result using the Turkey HSD, the results showed that there was a significant difference in vocational needs of the students between those aged 17-21 years and 27 years above (Mean/Std Dev. Refer to Table 11, Sig.=.000, p<.05, 2-tailed). This implies that students aged 17-21years needed guidance and counselling than those aged 27 years above. Again, there was a significant difference between students aged 22-26 years and those aged 27 years above (Mean/Std Dev. Refer to Table 11, Sig. =.000, p<.05, 2-tailed) in terms of vocational needs. It implies that students within the ages of 22-26

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years need guidance and counselling more than those aged 27 years above.

Table 11 presents the descriptive:

Table 12-*Descriptive of One-Way ANOVA*

Age	N	Mean	Std. Dev.	Std. Error	95% C I for Mean	
					Lower Bound	Upper Bound
17 – 21	112	84.5804	31.48763	2.97530	78.6846	90.4761
22 – 26	480	83.9292	26.40276	1.20512	81.5612	86.2971
27 above	200	73.2800	28.23095	1.99623	69.3435	77.2165
Total	792	81.3321	27.99570	.99478	79.3793	83.2848

Source: Source: Field Data (2019)   thus, *Significant, $p < .05$

Research Hypothesis Four

The study espoused school of study as a determinant of guidance and counselling needs of students in the Wa Polytechnic in terms of their academic programmes. There were five (5) schools where differences were to be established among them with regard to the needs (academic, vocational, social and practical). Exploring analytical tools gave credence to the One-Way ANOVA as the most tool purposely for testing the hypothesis. Table 12 presents the Homogeneity of Variances Test:

Table 13-*Results of Homogeneity of Variances Test*

Levene Statistic	df1	df2	Sig.
1.812	4	788	.125

Source: Field Data (2019)   thus, *Significant, $p > 0.05$

Table 12 presents the results for test of homogeneity. It was evident from the Table 12 that the significant value (Sig) for Levene' test is .125 which is greater than the alpha value of 0.05. This implies that equal variances were

assumed among the age categories. Based on these results, the ANOVA was reported. Table 13 presents the ANOVA result:

Table 14-*Summary of One-way Analysis of Variance (ANOVA) Results*

Substance usage	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	33920.516	4	8480.129	11.330[*]	.000
Within Groups	595010.702	788	748.441		
Total	628931.219	792			

Source: Field Data (2019)   thus, [*]Significant, p>0.05

Table 14 shows whether the overall *F* ratio for the one-way ANOVA between-groups analysis of variance (ANOVA) is significant or not. From the analysis, it was noted that the F-ratio (11.330) is not significant at 0.05 (*p* =.000) alpha level which implies that there was no significant difference in schools. The ANOVA F-ratio of *F* (4, 788) =.11.330, p=.05, n=792, Sig. = .000) gives statistical evidence to that effect. It was concluded that statistical difference exist among schools in terms of guidance and counselling needs. Therefore, the hypothesis that there is no statistical difference among schools in terms of guidance and counselling needs was rejected. The Post-Hoc test of multiple comparisons was conducted using one-way ANOVA on the dependent variable to assess the group means to determine school that account for the significance difference. Table 14 presents the Post Hoc results:

Table 15-*Post Hoc Multiple Comparisons*

Needs	(I) School	(J) School	Mean Difference (I-J)	Std. Error	Sig.
Tukey HSD	Engineering	Natural Resources	1.68210	3.39853	.988
		Business	-6.13402	2.74656	.168
		Applied Sc.	11.40008*	3.07387	.002
		Art and Design	-5.76647	3.30294	.406
	Natural Resources	Engineering	-1.68210	3.39853	.988
		Business	-7.81612	3.13905	.094
		Applied Science	9.71798*	3.42909	.038
		Art and Design	-7.44857	3.63585	.244
	Business	Engineering	6.13402	2.74656	.168
		Natural Resources	7.81612	3.13905	.094
		Applied Sc.	17.53410*	2.78429	.000
		Art and Design	.36755	3.03530	1.000
Table 14: Continued	Applied Sc.	Engineering	-11.40008*	3.07387	.002
		Natural Resources	-9.71798*	3.42909	.038
		Business	-17.53410*	2.78429	.000
		Art and Design	-17.16655*	3.33438	.000
	Art and Design	Engineering	5.76647	3.30294	.406
		Natural Resources	7.44857	3.63585	.244
		Business	-.36755	3.03530	1.000
		Applied Science	17.16655*	3.33438	.000

Source: Field Data (2019)   thus, *Significant, p>0.05

From the Post-hoc test, the results showed that there were significant difference between engineering students and applied science students (Mean/Std Dev. Refer to Table 15, Sig.=.002, p<.05, 2-tailed). This implies that

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engineering students needed guidance and counselling than those applied science students. Again, there was a significant difference between students natural resources and applied science (Mean/Std Dev. Refer to Table 15, Sig. =.038, p<.05, 2-tailed) in terms of guidance and counselling needs. It implies that students pursuing natural resources need guidance and counselling more than those pursuing applied sciences. In addition, there was a significant difference between students of applied science and business (Mean/Std Dev. Refer to Table 15, Sig. =.000, p<.05, 2-tailed) in terms of guidance and counselling needs. It implies that students pursuing applied sciences need guidance and counselling more than those pursuing business. Furthermore, applied science and art and design students recorded a difference where applied science students needed guidance and counselling more than art and design students' (Mean/Std Dev. Refer to Table 15, Sig. =.000, p<.05, 2-tailed). Table 15 presents the descriptive:

Table 16-*Descriptive Statistics based on School*

Needs	School	N	Mean	Std. Dev.	Std. Error	95% C.I L B	Mean U B
G & C	Engineering	161	81.2840	26.52796	2.08423	77.1680	85.3999
	Natural Res.	106	79.6019	30.13705	2.89994	73.8531	85.3506
	Business	252	87.4180	26.60814	1.66301	84.1430	90.6929
	Applied Sci.	155	69.8839	26.56063	2.13340	65.6694	74.0984
	Art and Design	118	87.0504	28.42589	2.60580	81.8902	92.2106
	Total	792	81.6688	28.05616	.99193	79.7216	83.6159

Source: Field Data (2019   thus, *Significant, p>0.05

Discussion of the Results

This section is to discuss the results obtained from the outcome of the tests conducted to determine the guidance and counselling needs of students in the Wa Polytechnic in terms of their academic, vocational, social and practical

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needs.

Academic Needs Guidance and Counselling

The objective of the study was to determine the guidance and counselling needs of students in Wa Polytechnic in terms of academics. The study revealed that, students needed guidance and counselling as there were challenged in terms of time allocation problems, inability to discuss with lecturers about their problems, coping with workload issues as well as struggling to meet deadlines. The findings confirm Tuchili's (2008) study in the Lusaka district of Zambia which found that students were faced with educational challenges, with respect to academic needs. The studies revealed that the situation was enormous, and could overwhelm students if measures were not put in place to control them. Again, Mwape in his study on guidance and counselling needs of students revealed that 60% of respondents indicated that, they are faced with challenges like study skills, coping with academic pressure, and fear of tests and examinations (Mwape, 2015). Although the revelations are inevitable in tertiary institutions in Ghana, however, it calls for concern and appropriate steps are needed to manage the situation before it degenerate into psychopathology among the students.

Vocational Needs Guidance and Counselling

The focus was to determine guidance and counselling needs of Wa Polytechnic students in terms of their vocational needs. The study revealed that students were concerned about getting a job after school, the quest for information about careers and difficulty starting personal businesses after school. In fact, the findings are not misplaced or are sheer exaggerations, as most tertiary students seem to possess thoughts of this nature concerning life

after school. Almost everyone pursuing tertiary education aim at getting a job or find something doing after school so that they can make a meaningful life. The findings support the argument of Kochhar (2013) that students in schools face problems with making decisions about major careers. To Kochhar, it is a common problem for students because some may be unsure of what they want to do with their lives after school (Kochhar, 2013). Looking at the dynamics of the job market in Ghana, it is clear that many tertiary graduates will constantly compete for the least job opportunities available. The situation continues to pile up as less jobs are available for graduates from public and private tertiary institutions in Ghana. These findings corroborate Tuchili (2008) whose study revealed that students face various challenges including vocational/career challenges in terms of career selection.

Social Needs Guidance and Counselling

The aim was to identify the social needs guidance and counselling among students in the Wa Polytechnic. The study revealed that students are challenged in terms of personal/social needs such as their inability to easily make friends, unable to understand themselves, having problems with dating as well as struggling to meet family expectations. The findings were not surprising as the personal/social aspect of life is a prominent component of every human being in any environment. As such, the needs are real because the continuous unmet of such needs may lead to other inappropriate acts that could ruin the good self of those involved. The study findings support Manitoba Education, Citizenship and Youth (2007) assertion that, students in schools were faced with challenges dealing with societal pressures. Irrespective of where they belong, they are challenged socially and as a result find it difficult to meet societal

demands and making friends. Similarly, Legters and Mcdill's (1994) study findings is similar to the finding of the current study. Legters and Mcdill found in their study that students were faced with challenges of dealing with peer pressure. Social vices of the 21st century seem to emanate from unmet social demands that are not different from what the students of the Wa Polytechnic are facing.

Practical Needs of Guidance and Counselling

The study aimed to find out practical needs of guidance and counselling of Wa Polytechnic. The study revealed that students were challenged practically in terms of high user fee charges, poor facilities in school, financial problems, emotional disturbance for not meeting financial demands and transportation problems in school. The revelation supports Andrews (1987) and Atik and Yalkin's (2010) findings that revealed that, students are faced with practical problems relating to finance, personal and self-control issues. The findings seem to be normal as it cut across campuses of most public and private tertiary institutions in Ghana. However, there is the need for policy dimension towards the revealed areas. Every institution that wants to progress in all aspects must hold in high esteem its major stakeholders such as students. Without students, schools would serve as just mere isolated environment with no value, so it is important that, the practical needs of students be considered in the decisions of school administration. Again, students as they are, would discern in the near future to demand equal measure for what they pay for in schools, so it would be appropriate if measures are put in place to control situations of this sort before they destroy the institutional foundations.

Ways in Solving Guidance and Counselling Needs Problems in School

The aim was to find out how students are able to handle needs problems in the absence of professional counsellors. The study revealed that lecturers, friends, family members, and academic advisors are those students usually confer with about their problems. The revelation supports Hombrados-Mendieta, et al's (2012) study that revealed that students get support (emotional, instrumental, and informational) from family especially mothers, teachers, and classmates in the absence of professional counsellors.

This finding is understandable as lecturers and friends seem to be the immediate and easiest contact to every student in school, hence sharing of information becomes so smooth and easy. Academic advisers and family members may seem to be untrusted. This is because in most cases, familiarity in families may supersede realities presented by members while the bond between students and academic advisors may be weak because they may not be having any direct contact established between them. This advisor-student relationship can be managed when the advisor is a trained counsellor or psychologists who possess the qualities to establish a conducive relationship with students even before they bring their problems for counselling.

Gender Differences in Guidance and Counselling Needs (academic, vocational, social and practical)

The objective was to find out if there exist differences between male and female students in Wa Polytechnic about the guidance and counselling needs. The study revealed significant difference in the counselling needs of male and female. It showed that female students in the Wa Polytechnic require more guidance and counselling in terms of vocational, practical, social and academic

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needs. The findings were indifferent from others such as Guneri, Aydin, and Skovholt (2003) whose study revealed that gender differences in counselling needs of students exist. However, the differences varied, where in part, it favoured males and the other part favoured females. For instance, male students were found to express a significantly greater concern for family issues, while female students were more concerned about self-control and personal issues. Above all, females had greater needs than did male in the vocational, social, academic and moral issues and emotional issues. The findings seem to confirm the generally held impression that males are able to withstand troubles or problems within the environment against the equality in pursuing difficult task like academic work between males and females. For instance, the findings refuted Akik and Yalkin (2010); Guneri (2006) and Gizir (2005) findings that revealed males reported more concern for guidance and counselling needs in terms of practical, social, academic, and career issues.

Marital Status Difference in Guidance and Counselling Needs (academic, vocational, social and practical)

The objective was to find out differences between those who are married and single as students in Wa Polytechnic. The study revealed small significant difference such that single students in the Wa Polytechnic require higher need in of vocational guidance and counselling and practical guidance and counselling needs than their married counterparts. The findings are interesting and could be supported by the idea that students who are married might have had some form of counselling before marriage, hence their low requirement of needs guidance and counselling services.

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Age Differences in Guidance and Counselling Needs (academic, vocational, social and practical)

The focus was to find out if differences existed among age categories (17-21, 22-26 and 27 above). The study revealed small significant differences among the age categories as students' aged 17-21years needed vocational guidance and counselling than those aged 27 years above while those aged around of 22-26 years needed vocational guidance and counselling more than those aged 27 years above did. In addition, the study revealed that aged between 22-26 years require social needs guidance and counselling than those around 27 years above while those aged around 22-26 years require practical guidance and counselling more than those aged 27 years above do. The findings presuppose that the more years' one accumulates, the less need for guidance and guidance among the students in the Wa Polytechnic. The findings corroborates that of Chireshe (2011), which revealed that there were significant differences in age concerning students ratings and needs for guidance and counselling in services.

School of Study Difference in Guidance and Counselling Needs (academic, vocational, social and practical)

The aim is to find out if differences existed among students pursuing different programmes in terms of guidance and counselling needs. The study revealed significant differences as engineering students' require more academic guidance and counselling than applied sciences while students pursuing natural sciences need academic guidance and counselling more than those pursuing business. Furthermore, students pursuing business require more academic guidance and counselling than those pursuing applied sciences while students pursuing art and design require more academic guidance and counselling than

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those in applied sciences. In terms of vocational needs guidance and counselling, engineering students needed it more than those in business and art and design'.

More so, business students' require more vocational guidance and counselling than applied sciences students while applied science students require more guidance and counselling than art and design students. Concerning social guidance and counselling, engineering students require more social needs guidance and counselling than applied science students while business students require more social guidance and counselling than those in applied science and as well, applied sciences students require more social guidance and counselling than art and design students. The study revealed again that, students in engineering require practical guidance and counselling more than those in applied science do while natural science students require more practical guidance and counselling than those in applied science. Furthermore, students pursuing business require more practical guidance and counselling than those in applied science while students pursing applied sciences require more practical guidance and counselling than those in art and design.

In fact, the findings are fascinating in that the need for guidance and counselling go by the programme read. This implies that all students in one educational setting might face similar challenges that could call for same counselling in the school because ones workload might be different from the other.

Chapter Summary

The study came out with overwhelming findings in term of yearning for guidance and counselling needs by students in the Wa Polytechnic. For instance, students indicated they lacked academic, social, practical and vocational counselling. The study further revealed that guidance and counselling needs differed in terms of gender, school, marital status and age.

CHAPTER FIVE

SUMMARY CONCLUSIONS AND RECOMMENDATIONS

Overview

This chapter covers the summary of the findings of the study as well as the conclusions, recommendations, and directions for further research. Thus, the chapter focuses on the implications of the findings from the study for policy formulation and further research. The recommendations are made based on the key findings and major conclusions arising from the study.

Summary of the Study

The study set out to investigate guidance and counselling needs among students of Wa Polytechnic in the Wa Municipality. To achieve this purpose, a descriptive research design was adopted for the study. The study employed quantitative approach through the use of questionnaires developed by the researcher. The respondents participated in the study via responding to the developed questionnaires. In all, 792 students in Wa Polytechnic were selected for the study using census sampling technique. The quantitative data was analysed using both descriptive (frequencies and percentages) and inferential statistics (Independent t-test and One-Way ANOVA).

Key Findings

1. The study revealed that students are challenged academically in terms of time allocation problems, inability to discuss with lectures about their problems, coping with workload issues and as well struggling to meet deadlines.

2. The study revealed that students who are likely to finish schooling have the fear of meeting the demands of the job market in terms of getting a job after school, information about careers and difficulty starting personal businesses.

3. The study revealed that students were challenged on personal/social needs in terms of their inability to easily make friends, wanting to understand themselves the more, having problems with dating and as well, struggling to meet family expectations.

4. The study revealed that students were challenged practically in terms of high user fee charges, poor facilities in school, financial problems, emotional disturbance for not meeting financial demands and transportation problems in school.

5. The study revealed that lecturers and friends, were those students conferred with about their problems in school.

6. The study revealed that female students in the Wa Polytechnic required more academic guidance and counselling, vocational guidance and counselling, and practical guidance and counselling needs than their male counterparts.

7. The study revealed that single students in the Wa Polytechnic need vocational guidance and counselling, and practical guidance and counselling than their married counterparts.

8. The study revealed that guidance and counselling needs differed in terms of ages of the respondents where younger students needed it more than the older students.

9. The study revealed that guidance and counselling needs differed in terms of schools.

Conclusions

Based on the findings of the study, it is concluded that students in the Wa Polytechnic had various problems that needed to be solved, as guidance and counselling services were not available. The solution could be obtained through the provision of effective guidance services in the school. However, the situation of guidance programme in the school was fraught with many problems. The situation is not suitable for an institution that is moving into a full tertiary status.

Recommendations

Based on the findings and conclusion drawn from the study, the following recommendations were made:

1. School authorities should make efforts in providing students with counsellors so that they can be helped with their needs.

2. The National Council for Tertiary Education and the National Accreditations Board should consider making the effective implementation of guidance and counselling system a pre-requisite for accreditation. This will compel the school authorities to pay much attention to guidance and counselling needs.

3. The Ministry of Education should strengthen the guidance and counseling units at regional and district offices so that in-service courses could be organize for to all teachers on how to offer guidance and counseling to students when none exist in schools.

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Suggestions for Future Research

Many issues remain uninvestigated and invite further research. These include the number of students who withdraw, defer or change courses of study and the reasons for doing so. Their academic performances need to be incorporated in future studies as well as the whole process of how students adapt and cope with the transition from high school to tertiary.

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APPENDICES

APPENDIX A

QUESTIONNAIRE

UNIVERSITY OF CAPE COAST

FACULTY OF EDUCATIONAL FOUNDATIONS

DEPARTMENT OF GUIDANCE AND COUNSELLING

The questionnaire is designed to help in a research being undertaking to ascertain the counselling needs of students in the Wa Polytechnic. Your frank responses will help prepare the ground for an effective counselling system to be established in your institution. Your responses will be kept confidential. Please do not write your name on the questionnaire.

SECTION A

Background Information

Direction: Kindly provide the required information or put a tick (√) in the space provided

1. Gender: Male [ ] Female   [ ]

2. Age: 17-21 years [ ] 22-26 years   [ ]   27 years and above [ ]

3. Marital status: Married [ ]   Single [ ]

5. School of Engineering [ ] School of Natural Resources [ ] Applied Science [ ] Arts and Design [ ]

SECTION B

Direction: Tick (√) in the appropriate column to indicate your response to each

of the items in this section. Use the following to guide you: **SA**= Strongly

Agree, **A** = Agree, **D**= Disagree, **SD**= Strongly Disagree.

EDUCATIONAL/ ACADEMIC PROBLEMS	SA	A	D	SD
6. I have poor study skills.				
7. I have difficulty preparing for examinations.				
8. I lack confidence in my ability to succeed academically.				
9. I have problems allocating time for my studies.				
10. I have difficulty with the style of teaching in the university.				
11. I have difficulty retrieving from memory during examinations.				
12. I struggle to meet deadlines.				
13. I find it difficult discussing my academic problems with my lecturers.				
14. I have difficulty coping with course workload in the university.				
15. I have problems attending lectures regularly.				
C. VOCATIONAL/CAREER PROBLEMS				
16. I lack adequate information on job requirements.				
17. I regret choosing my current programme of study				
18. I am worried about getting a job after leaving school.				

19. I need more information about occupations/careers/jobs in my area of specialization.				
20. I am confused about the kind of job I will do in future.				
21. I need information about how to prepare and attend job interviews.				
22. I have difficulty getting information about how to start my own business after leaving school.				
23. I need help to find placement for industrial attachment.				
24. I am worried about not visiting any industry while in school to be acquainted to the industrial environment.				
D. PERSONAL/SOCIAL PROBLEMS				
26. I need to understand more about myself.				
27. I have difficulty relating well with other students.				
28. I need to know how to solve interpersonal conflicts.				
29. I cannot easily make friends.				
30. I have problems dealing with disappointment in relationships.				
31. I have problems with dating.				
32. I lack freedom at home.				
33. I struggle to meet family expectations.				
34. I do not relate well with my lecturers/instructors.				
E. PRACTICAL PROBLEMS				
35. I face financial problems.				

36. I get emotionally disturbed when I fail to meet my financial demands.				
37. I am worried about the poor facilities in my hall of residence.				
38. I do not have adequate information about the school.				
39. I feel the medical services offered in the school are inadequate.				
40. I am worried about the poor facilities for the disabled persons in the school.				
41. I am worried about the inadequate transport facilities in the school.				
42. I worry about the high cost of food.				
43. I am worried about the high user fees charged by the school.				
44. I worry about the inadequate lecture room space in the school.				

Section C

45. From the following, tick (√) those from whom you have received support to help you solve or address your problems.

Family members: [ ]

Friends: [ ]

Lecturers: [ ]

Religious leaders: [ ]

Academic advisors: [ ]

APPENDIX B

RELIABILITY

Academic Needs

Cronbach's Alpha	N of Items
.942	10

Vocational Needs

Cronbach's Alpha	N of Items
.898	9

Social Needs

Cronbach's Alpha	N of Items
.909	9

Practical Needs

Cronbach's Alpha	N of Items
.889	10

APPENDIX C

INTRODUCTORY LETTER

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

Telephone: 0332091854
Email: dgc@ucc.edu.gh

UNIVERSITY POST OFFICE
CAPE COAST, GHANA

Our Ref:

Your Ref: DGC/L.2/VOL.1/ 71

January 29, 2019

TO WHOM IT MAY CONCERN

LETTER OF INTRODUCTION

We introduce to you, Abubakar Ayamba Iddrisu a student pursuing an M.Phil Programme in Guidance and Counselling at the Department of Guidance and Counselling of the University of Cape Coast. As a requirement, he is to submit a Thesis on the topic: *"Determining the Guidance and Counselling needs of Students of Wa Polytechnic"*. We are by this letter affirming that, the information he will obtain from your institution will be solely used for academic purposes.

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

Thank you.

Rev. Fr. Dr. Anthony K. Nkyi
HEAD OF DEPARTMENT

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