

**THE PROSPECTS AND CHALLENGES OF GUIDANCE SERVICES IN SENIOR HIGH SCHOOLS –
KWABRE EAST DISTRICT AS A CASE STUDY**

By

Joseph Kyei Appiah

BA Industrial Art (Textiles)

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ABSTRACT

The core objective of achieving an effective and comprehensive Guidance and Counselling service in Ghanaian schools is a challenge that must be resolved to enable the citizens of this nation to enjoy its benefits. The present approach to providing guidance and counselling service in schools has not been responsive to societal needs since it is saddled with challenges, making the prospects bleak. This study adopted the qualitative research methodology with questionnaire administration and interview to gather data from 15 Guidance and Counselling Coordinators and 270 Students (149 males and 121 females) in six Senior High Schools in the Kwabre East district of Ashanti Region, Ghana. The objective was to investigate how the guidance and counselling services offered in Kwabre East Senior High Schools work to help the students, the type of services that are available to the students and to also identify and describe the major problems or conditions that prevent students from accessing guidance and counselling services in the schools. The study revealed that guidance and counselling when properly streamlined would help curb some of the problems students face in schools. The challenges the students face include shyness, arrogance, lack of information on the part of guidance and counselling officers and non-existence of counselling units in some schools. To enhance and improve guidance and counselling services in the school, more needs to be done to ensure that guidance and counselling is properly accepted and patronised by students.

J. K. A.

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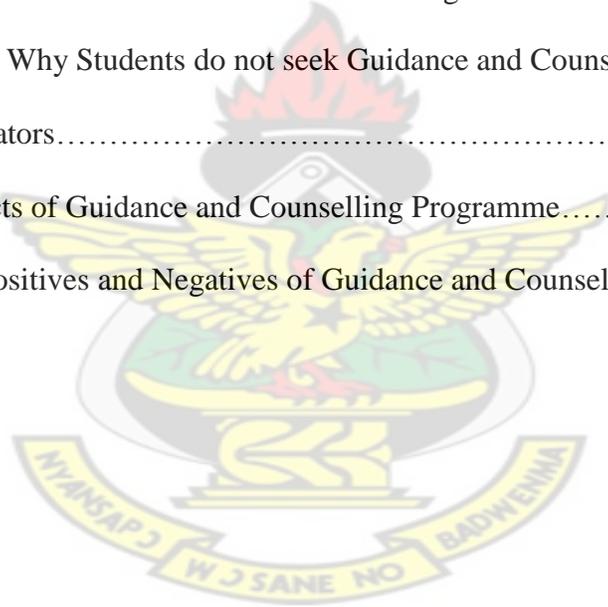
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CHAPTER ONE

INTRODUCTION

1.0 Overview

This chapter provides the basic framework of the thesis. It embodies the background to the study, statement of the problem, objectives of the research, research questions, delimitations, limitations, definition of terms, importance of the study and organization of text.

1.1 Background to the Study

Globally educational institutions are striving to incorporate guidance and counselling programmes in the school curriculum. The United States of America, Great Britain, Canada, and India are on record. In Africa, countries like Nigeria, Kenya, Tanzania and Botswana are also good examples. As societies and individuals, we have progressed to a more formalized understanding of effective mental health practices in aiding others; one such practice is that of individual counselling.

Guidance and Counselling as a concept has existed since the beginning of human society. In the prehistoric societies, 'Guidance' in the broadest sense of the term was the aid given by one person to the other, or by a group to its members, in seeking what was the 'best' for the group (Beck as cited in Pretrofisa et al, 1978). History has revealed that in the early tribal societies, life centered on learning the techniques of survival; hunting, the art

of war, provision of shelter and clothing. These were essential to the perpetuation of their societies.

In America, guidance and counselling took off as a humanitarian movement. The poverty, misery and unemployment which came as a result of the transformation of America into an industrialised and urbanised society led to the establishment of organized charities, settlement houses, philanthropy associations, and government bureaus for corrective and custodian service (Shertzer and Stone as cited in Pretrofisa, et al, 1978).

The beginning of guidance and counselling in Ghana dates as far back as 1955 when the government of Ghana attempted to organize a national system of vocational guidance by establishing youth employment services for all youth under 20 years who had the Middle School Leaving Certificate. The system was designed to give vocational guidance to help people find suitable employment (Ackumme, 2002). The present dynamics of socio-economic, socio educational and socio-cultural systems resulting to complex shapes owing to advancement in science and technology poses some challenges to the guidance and counselling programmes in schools. Also, due to the changing nature of human endeavour, the national concept must come with a corresponding change in the guidance and counselling programme which is intimately connected with the curricular and co-curricular programmes in the educational system that is designed to shape the Ghanaian child (Report of the President's Committee on Review of Education Reform in Ghana, 2002).

Guidance and Counselling in Ghanaian schools have for a long time not been given the needed attention. Many children go to school without knowing what they are supposed to do and leave school without any idea of what they are supposed to do and careers they should follow. They have little understanding of themselves and their socio-economic and political environment since the needs of students are not fully met. It seems imperative therefore that the necessary structures and conditions are put in place for implementing a comprehensive and effective Guidance and Counselling programme in schools so that the Ghanaian educational system would produce people with enough skills to avoid increases in unrest and crime rate to which the youth are most vulnerable. The need for a comprehensive and an effective guidance and counselling should therefore not be over emphasized since when effectively and comprehensively embraced, will play a giant role in shaping the destiny of individuals and the nation at large, thereby eliminating the canker of ill-education, mis-education and uneducated graduates.

1.2 Statement of the Problem

Personal experience of teaching in Ghana shows that many students of Senior High Schools find themselves engulfed in personal adjustment problems: feelings of insecurity, low academic achievement, peer influence, loneliness, and conflict with peers, teachers and parents, as well as stress problems which create tensions and anxieties in them. Guidance and counselling programmes in educational institutions are designed to provide professional relationships between counsellors and students and intended to guide, direct and assist students to solve their problems as well as develop their potentialities. Unfortunately, this programme is not being given the desired patronage by students.

A student throughout his/her schooling age may never experience the guidance and counselling service, if at all, not to the degree that is influential. Nelson (1972) reveals that:

“Many drop-outs are gone before the secondary school guidance programme touched them in any way, others are present only physically. Increasing, technological job requirement and difficulties in college entrance may keep the secondary school counsellor involved with students efforts to reach decisions along along these lines. The adolescent who has not learned earlier to discuss and share concerns in the school setting may now show little inclination to let the school enter his life in a personal way, his need to be independent of adult may block his impulse to do so”.

In such a situation the programme may never touch some; others are present without knowing the importance or the presence of such a service. The counsellor is not seen working with the zeal and versatility expected. It is therefore worthy to research into what prevents students from soliciting guidance and counselling services in Senior High Schools in Kwabre East District of Ashanti Region in Ghana and to find out what might be the bane of counsellors in delivering quality services and the future of the service.

1.3 Objectives of the Research

1. To find out what guidance and counselling services are available in Kwabre East District Senior High Schools.
2. To identify and describe the major problems or conditions preventing students in Kwabre East District Senior High Schools from patronising guidance and counselling services.
3. To explore some measures that can enhance the role of guidance and counselling in Senior High Schools.

1.4 Research Questions

1. What kind of guidance services go on in the schools? How are they being patronized by students?
2. What prevents counsellors from delivering effective services?
3. How can guidance and counselling be enhanced and made comprehensive in the district?

1.5 Delimitation

This study is limited to Guidance and Counselling service provided in Kwabre East Public Senior High Schools in Ashanti Region and how this can be made effective in the schools.

1.6 Limitations

In every endeavour there are bound to be some imposed restrictions which are inevitable and must be managed. Since the research relied mainly on questionnaire and interviews, some challenges emanated from these sources. The sampled students were unable to respond to some of the questions; one school was unable to trace their copies of the administered questionnaire, resulting to re-administration of the questionnaire and loss of time in data collection. Scheduled periods for interviewing were usually postponed resulting in the delay of the collation of data.

1.7 Definition of Terms

Challenges: With specified problems, having a specified handicap, Lacking in

something, lacking in a specified quality or characteristics.

Coordinator: Somebody responsible for organizing diverse parts of an enterprise or groups into a coherent or efficient whole.

Counselling: Counselling is a relationship between a professionally trained, competent counsellor and an individual seeking help in greater self understanding and improving decision-making and behaviour change skills for problem resolution and/or developmental growth.

Curriculum: The subject taught at an educational institution or the elements taught in a particular subject.

Eclectic: Choosing what is best or preferred from a variety of sources or styles.

Formative Years: In human development, the process by which someone develops or takes a particular shape in the early years of life.

Guidance: Guidance is the process of helping a person to develop and accept an integrated and adequate picture of himself and of his role in the world of work, to test his concept against reality and to convert it into reality with satisfaction to himself and the benefit of society.

Ill-Education: Education that is badly, inadequately or inappropriately given.

Introspection: The detailed mental self examination of feelings, thoughts and motives.

Maladaptive: Badly or completely adapted, unsuitable for or poorly adapted to a particular situation function or purpose.

Mis-Education: Education that is wrong, opposite and lacks future.

Practitioner: Somebody who practices a profession particularly a guidance and Counselling officer.

Prospects: Expectation of success, the likelihood of being successful or prosperous in the future, especially in a job or career.

Respondent: Somebody who replies to something.

Psychotherapy: The treatment of mental disorder by psychological methods.

Un-Educated: Lacking the learning that is usually acquired in school.

1.8 Importance of the Study

The study is intended to bring to bear the benefits of guidance and counselling bear on students. It is important that students are guided and directed in their formative years and developing years of life. Identifying problems that prevent them from going in for counselling will go a long way to help in the development of the students' careers and attitudes. The study brings out the need for making the guidance and counselling service part and parcel of the everyday life of the student. It is to help students in future to develop their potentials in all fields of human endeavour. Practitioners will be exposed to emerging obstacles in the delivery of the programme. Information gathered could be used to redesign and support capacity building in the field of Guidance and Counselling to enhance its future. It will also serve as a source of reference material and add up to existing body of knowledge for a comprehensive development of the programme.

1.9: Organization of the Rest of theText

Chapter One covers the introduction containing background to the study, statement of the problem, objectives, research questions, delimitations, limitations, definition of terms, importance of the study and organization of text.

Chapter Two deals with theories of various authors in connection with how they view guidance and counselling in different angles.

Chapter Three deals with the methodology and its relation to the study. It includes the research design, library research, population, data collection instruments, primary and secondary data, data collection procedure and data analysis plan.

Chapter Four presents data that were collected, assembled, discussed and analyzed.

Chapter Five deals with the summary of the contents of the chapters, summary of research findings, conclusions and recommendations.



CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Overview

The purpose of this chapter is to provide a review of literature related to the topic.

The review covers the following:

1. The Concept of Guidance
2. History of Guidance and Counselling in Ghana
3. The Philosophy of Guidance and Counselling
4. Prospects and Challenges of Guidance and Counselling
5. Historical Development of Guidance and Counselling
6. The Concept of Counselling
7. Theoretical Approaches to Counselling

2.1 The Concept of Guidance

2.1.1 Meaning, Nature and Scope of Guidance

Guidance can be defined as a process, developmental in nature, by which an individual is assisted to understand, accept and use his/her abilities, aptitudes and interests and attitudinal patterns in relation to his/her aspirations (UNESCO, 1998). Guidance as an educational construct involves those experiences that assist learners to understand, accept themselves, and live effectively in the society. This is in addition to the learner's experiences in the world of work and the people found there. Guidance can also be

looked at as a programme or services provided to individuals based upon the need of each individual, an understanding of their immediate environment and the influence of environmental factors on the individual and the unique features of each school (Makinde, 1988).

Guidance is designed to help individuals adjust to their environment, develop the ability to set realistic goals for themselves, and improve their education. As a process, guidance is not a simple matter but involves a series of actions or progressive steps which move towards a goal. According to the Commonwealth of Learning (2010), guidance is the process through which an individual is helped to choose a suitable occupation, make the necessary preparations for it (such as enrolling in a training programme), entering into it, and developing in it. This is a continuous process since an individual is likely to re-evaluate the career choice at various points in his/her life and may make changes at any point in his/her career.

The purpose of guidance is to “provide learning experiences to enable clients to acquire knowledge, skills and competencies related to making personal, educational and career decisions” (Clark, 1995, p10). Guidance includes but is not limited to educational guidance and counselling services staffed by trained professionals. It can also include:

- Human resource development work
- Assessment processes and appraisals by managers
- Advice and guidance from managers
- Advice and guidance from shop stewards or other trade union representatives

- Guidance which is a part of educational or training courses, both in-service and provided externally.
- Peer guidance and counselling, carried out by fellow-employees etc.
- Mentoring by appointing a more experienced person who can listen, advise and give feedback when the mentee asks for this.
- Self-assessment methods (paper or electronic).
- Information resources such as careers libraries.
- Telephones help lines.

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2.1.2 Components of Guidance

According to Maes (as cited in UNESCO, 1998), guidance comprises four main services; those of educational, vocational, personal and social guidance. These are explained as follows:

1. Educational Guidance

Educational guidance, in so far as it can be distinguished from any other form of guidance, is concerned with the provision of assistance to pupils in their choices in, and adjustment to, the curriculum and school life in general. Educational guidance is, therefore, essential in the counselling service. Guiding young people to pursue the right type of education is necessary while ensuring that the right balance is kept in order to meet the human resource needs of a nation. Educational guidance is a process for helping an individual to plan a suitable educational programme and make progress in it (UNESCO, 2000). The individual may be assisted, for example, in choosing subjects,

courses, schools, colleges, and school adjustment. The individual has to be helped to know his/her present position in the educational system and see what lies ahead. Girls and women, for example, need to be guided away from those educational myths which contribute to the reluctance of females to pursue careers in technology, mathematics, engineering, and most male-dominated occupations. For the purpose of this study, the discussion on guidance is limited to educational guidance.

2.1.3 Components of Educational Guidance

The components of educational guidance include study skills, time-tabling, note taking, sitting for examinations, and academic counseling (Fry, 1994).

1. Study Skills

A number of students fail their examinations, or fail to deal with educational activities because they lack effective study skills and habits. They spend a considerable amount of time playing, and only a small fraction of their time on productive or school activities. This makes the provision of guidance on effective study skills necessary.

2. Time-Tabling

There is a need to develop a formal time schedule and a personal study time-table so that one can regulate movements. Moreover, one can avoid the tendency to procrastinate in work until the last moment and only work under pressure. Time-tabling will also help one to treat study times as serious commitments and to respect times for home chores and

recreation. This is particularly important for girls who are required to do household chores every day.

3. Note-Taking

Many students have difficulty taking notes during class or presentations. This is due to the fact that they lack note-taking skills. Some teachers always try to prepare notes and distribute them to the class, while others use study time to write notes for students on the chalkboard. While this might help students when they prepare for their examinations, it deprives students of an opportunity to acquire note-taking skills. It also denies them a chance to learn how to select what is important from a lesson or lecture. Some students, as a result, miss lessons because they know that they can get notes from the teacher during study time. As indicated by Lindhard (as cited in UNESCO, 1998), taking notes properly is an important part of learning. This is because it helps a student to remember information presented in class or read from the textbook. Notes help to summarize large chunks of information to remind ourselves, when preparing for examinations. Taking notes during class, or when reading, can help one concentrate on the subject at hand. One should be selective when taking notes; the key is to write down only those things that are essential.

4. Sitting for Examinations

While examinations have been misused and abused, especially when they are used for accepting or eliminating students, they can be a useful tool for evaluating the effectiveness of educational programmes or measuring student progress. It is important

for a student to know how to prepare for and take examinations. Notwithstanding the numerous limitations of examinations in assessing other skills that the student might have acquired during their education, they can help students to learn from what was taught in the course of the year. It is important for every student to learn how to deal with the anxiety and stress generated by examinations. Proper guidance is necessary to help students acquire skills and techniques required to pass examinations.

5. Academic Counselling

Students should be assisted at various levels in their educational development by providing academic counselling. All sorts of students: the gifted and talented, the low achievers, the handicapped and delinquents, should be assisted to plan their educational progress. This calls for an appraisal of the educational needs of a particular student, and the preparation of a cumulative record, which is a device for recording and filling all the relevant data on that student. With this information each student can be helped to plan a satisfying educational programme.

2.1.4 Importance of Educational Guidance

According to UNESCO (2000), educational guidance is important in schools and colleges in the following ways:

1. Educational guidance helps young people to pursue the right type of education. In this way, the individual is motivated to maximize his/her contribution to society.
2. It assists individuals to make informed decisions about their education. Individuals have to know the choices that have to be made, and determine whether the choice is

between subjects, curricula, schools or colleges. They have to know subject combinations or options, what the subject involves in the classroom, available courses and where each course leads, the available schools and colleges, admission requirements, and educational opportunities.

3. It facilitates the smooth transition for children from home to school, from primary to secondary school, from secondary to post-secondary educational institutions, and to the world of work. The final transition from the educational system to the labour force appears to be most important and challenging for students.

4. It helps students to cope with examination anxiety. The fear of failure and the craving for the highest grades are major sources of pressure among students.

5. It helps students to develop effective study habits. The students are assisted to improve their competence in reading, note-taking, and academic achievement.

6. It provides students with meaningful educational experiences. The students are able to relate the curriculum to occupational groups.

2.1.5 Vocational Guidance

Vocational guidance is a process for helping individuals to choose an occupation, prepare for it, enter it and develop in it. Vocational happiness requires that a person's interests, aptitudes and personality be suitable for his/her work. It plays its part by providing individuals with an understanding of the world of work and essential human needs, and familiarizing individuals with such terms as the dignity of labor and work value.

Vocational guidance is the process of helping an individual to choose an occupation, prepare for it, enter it, and progress in it (Bedal, 1978). Vocational guidance was originally thought to be provided only prior to training and employment. However, it is a lifelong process for many individuals at various stages of their lives. At such stages individuals reconsider and re-diagnose their capabilities and match them against the opportunities available. In this way, vocational guidance is aimed at helping students to make not only specific choices but also good decisions. It recognizes that flexibility, and a willingness to change, may be as critical for a student as the ability to commit oneself to a particular goal.

The provision of vocational guidance in educational institutions has been necessitated by great changes in our society and the world at large, and has become more complex than ever before. Automation and recession, for example, have forced many people into early retirement and retrenchment, resulting in unemployment. The rate of technological change, and the isolation of young people from possibilities for employment, has created problems in occupational choices. Many students are not able to obtain an informal exposure to a variety of occupations, nor can they easily obtain relevant data about them.

Students have a limited knowledge of occupations and of the narrow range of alternatives available to them. This ignorance leads to unrealistic career aspirations. There is, therefore, a need to assist students to have more realistic career expectations (Bhusumane, 1993). Students do not know the routine features that characterize work. In industry, for instance, the mental health hazards of alienating work include an increase in

drug use, alcoholism, absenteeism, on-the-job accidents, depression, withdrawal, and forms of mental disturbance. The students should be assisted to be aware of such hazards as well as of actual working conditions (Makinde, 1983).

Our society places values on certain jobs. Some jobs are believed to be exclusively for males while others are regarded as for 'females'. For example, midwifery is traditionally thought to be for females only while architecture is thought to be a 'man's' job. Hence, there is a need to address gender issues in order to eliminate stereotypes from society (Bhusumane, 1993). The students should be aware of the options for wage-earning and gainful employment. For example, they should prepare a business plan and make concerted efforts to find self-employment. Moreover, there is a craving in our society for the accumulation of knowledge. Although specialization can be a blessing to society, the same society may feel that individuals are over-trained, and under-used. Students need to be aware of such problems and how to adjust to them.

2.1.6 Personal and Social Guidance

Personal and social guidance is the process of helping an individual to know how to behave with consideration towards other people. Primarily, personal and social guidance helps the individual to understand himself, know how to get on with others, learn manners and etiquette pursue leisure time activities, practice social skills, develop family and family relationships, and understand social roles and responsibilities.

An individual who understands himself/herself understands his/her immediate and distant surrounding. A thorough knowledge of self, with regards to one's abilities, capabilities,

and intrapsychic functioning which involves knowledge of one's interest, personality structure and ways of perceiving things is necessary for one's understanding of fellowmen. This involves adequate knowledge of attitudes, aptitudes, interest and other personality traits. Understanding one's environment considers having academic knowledge of the environment and a functional awareness of social, educational and occupational opportunities in the environment as well as one's standing in relation to such opportunities and possibilities.

2.2 History of Guidance and Counselling in Ghana

According to Ackumey (2002), the beginning of guidance and counselling in Ghana dates back to 1955 when the government attempted to organize a national system of vocational guidance by establishing Youth Employment Services for all youth under 20 years who had the middle school leaving certificate. The system was designed to give vocational guidance to help young people find suitable employment. By 1960, according to Ackumey (2003), there were about thirty employment centres. By 1962 there was such a strong need for vocational guidance that the Chief Education Officer and the Minister of Labour agreed to the establishment of a National System of Vocational Guidance.

The establishment of a National System of Vocational Guidance was an attempt to make the education system reflect the economic development and the manpower needs of the country because the expansion of the economy was not keeping pace with the educational expansion and the educational facilities were out of balance with manpower needs of the

country (Pecku, 1972). Besides, many youth were becoming dissatisfied and frustrated because they could not get the jobs they wanted since their training did not prepare them for specific jobs.

In 1974, The need for meaningful education led to adoption of a new Structure and Content of Education in Ghana which stressed, among other things, the needs of the individual, the community in which he or she lives and the country as a whole (Ackummey, 2002). Educational reform at that time sought to bring out the best of every individual and equip them with useful skills. Therefore, in addition to the existing content, vocational, technical and business subjects were added to the school curriculum.

The first directive for the establishment of school guidance and counselling programmes in second cycle institutions in Ghana was issued by the Ghana Education Service on November 4, 1976. Two more directives were issued in 1980: one for the inclusion of guidance and counselling in the 1981/82 budget estimates and another one was in 1982 for the introduction of guidance and counselling in first cycle schools (Ackummey, 2002). Therefore, in addition to the existing content, vocational, technical and business subjects were added to the school curriculum. This suggests that the Ghana found guidance and counselling in the educational set up a crucial factor. The dynamic nature of our present technological world brings into operation a number of forces that create problems of adjustment. As educational systems reflect and respond to the needs of the societies they serve, the proposed new structure and content of education in Ghana which

has the guidance and counselling service as a component part should be handled with all seriousness.

2.3 The Philosophy of Guidance and Counselling

It is quite fascinating to note that education which is aimed at making the individual adjust well in society is geared towards studying almost everything else before getting around studying ourselves. The human organism at birth is influenced by both hereditary factors and environmental factors. As one grows and develops, he interacts with the environment and his potentials as a unique entity are unfolded. The changing environmental complexities place much more responsibilities on the individual. It is at this instance that the individual's need for guidance and counselling comes to bear.

Psychologically, a need for guidance and counselling is found wherever the environment is sufficiently complex to permit a variety of responses and whenever individuals are not equipped to react instinctively or habitually to the stimuli of the environment. The basic principles of the philosophy of guidance and counselling are essential pre-condition for one to understand the discipline called 'guidance and counselling' (Traxle and North, 1966). Shertzer (1989) argues that most of the books available that describe the basic principles of guidance have either vaguely and ambiguously described the basic principles or have included the statement of assumptions, aims and practices under the principles.

According to Shertzer (1989), the basic principles of guidance and counselling as accepted by most authorities in the field are as follows:

- Individualism
- Respect to individual differences
- Guidance is a life-long process
- Emphasis on self-direction
- Guidance for all
- Guidance is oriented towards cooperation, not compulsory
- Guidance deals with the whole individual
- Guidance is an interrelated activity, and
- Guidance is a systematic and well- organized activity.

Guidance is not an incidental and isolated activity. In spite of it being a broad based programme, it has a definite purpose to achieve. It therefore requires that information on guidance be shared and understood by of all workers in the school complex. Shertzer (1989) has elaborated on nine key points of the philosophy of Guidance and Counselling. The aggregation of these points brings into focus every possible activity that is needed to develop a wholesome personality to achieve his fullest endowed stature. This is what the whole concept of guidance and counselling is about.

It may be impossible for anyone to construct a totally adequate life philosophy and judging by the criticisms evoked by recent attempts, it may be impossible for anyone to construct an adequate philosophy of guidance because as Nelson (1972) portrays, the

philosophy of guidance can be subjective. Vishala (2006) contends that guidance is universal and the basic principles of the philosophy of guidance are common to all countries with a slight modification to suit the locally accepted beliefs and the specific guidance services offered. The eight principles of the philosophy of guidance that Vishala has propounded are:-

1. The dignity of the individual is supreme.
2. Each individual is unique. He or she is different from every other individual.
3. The primary concern of guidance is the individual in his own social setting. The main aim being to help him to become a wholesome person and to gain fullest satisfaction in his life.
4. The attitudes and personal perceptions of the individual are the bases on which he acts.
5. The individual generally acts to enhance his perceived self.
6. The individual has the innate ability to learn and can be helped to make choices that will lead to self-direction, and make him consistent with the social environment.
7. The individual needs a continuous guidance process from early childhood through adulthood.
8. Each individual may, at times, need the information and personalized assistance best given by competent professional personnel.

Vishala's (2006) exposition also has a bearing on the assertions that enumerate individual importance, uniqueness and talents which form the bedrock of guidance and counselling. The fact that individual differences and the environment provide innumerable opportunities and problems suggests that the crust of the guidance services is geared towards individual excellence. If these principles are accepted and effected, the guidance programme would cater for every individual in every field of activity at all times because individuals are identical in their development and no guidance situations have a common base.

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2.4 Prospects and Challenges of Guidance and Counselling

The prospects of guidance and counselling, if well positioned, can be of national and international force in helping to shape a more effective school environment and provide the student with unique development enhancing opportunities. The service roles must evolve to meet the needs of individuals who experience it so as to ensure that it has a significant impact. Harris, Morgan and Walz as cited in Nayak (1998) predicted that beyond year 2000, the following characteristics of guidance will stand out:

- First the counselor will go where people are; outreach will be a major strategy.
- Secondly the service will be available lifelong; the school age emphasis will have disappeared.
- Thirdly, much of the counsellor's works will emphasize prevention while crisis help will be provided.
- Finally, the counsellor increased versatility will require a sound background in theory, research and techniques and the quality of preparation will rise.

These predictions indicate that persons from all human endeavours will be engaged in providing guidance to others. In this case no social strata or subculture will have an edge over the other and individuals or groups will have their fair share of the guidance and counseling programme. This will make institutions and helping agencies collaborate more effectively than ever, creating opportunities for guidance workers to have a more comprehensive knowledge and better relationship with their colleagues. Most of the destructive features in the environment that generate problems will be eliminated, thus changing the task of agents. Personnel capacity will be developed, gaining in-depth understanding of other cultures and the building of effective working relationships. Programmes for the service will rely on input from the community, the working world and schools where students' progress would be based on competency. Other aspects of the role would involve legal status ethical practices, professional organization and counsellors' supply and demand.

These assertions throw light on the potentials of the guidance and counselling programmes which call for an empirical approach to studying the coaching of substantive counsellors and putting in place structures to facilitate the delivery of the service. Increasing complexities of modern life have also placed new responsibilities on institutions, homes and the youth. Institutions are not equipped with the needed skills, competencies and logistics to meet the emerging challenges. The home may not be aware that it creates some of the problems of her children. To address these challenges the young citizen must be adequately equipped to face head on the socio-economic realities of life as well as the psychosocial and emotional challenges associated with life.

2.5 Historical Development of Guidance and Counselling

The history of school counselling formally started at the turn of the twentieth century, although a case can be made for tracing the foundations of counselling and guidance principles to ancient Greece and Rome with the philosophical teachings of Plato and Aristotle. There is also evidence to argue that some of the techniques and skills of modern-day guidance counsellors were practised by Catholic priests in the middle ages, as can be seen by the dedication to the concept of confidentiality within the confessional. Near the end of the sixteenth century, one of the first texts about career options appeared: The Universal Plaza of All the Professions of the World that was written in 1626 by Tomaso Garzoni stated by Guez & Allen, (as cited in Shayo, 2011). Nevertheless, formal guidance programmes using specialized textbooks did not start until the turn of the twentieth century.

According to Shayo (2011), in most communities, there has been, and there still is, a deeply embedded conviction that under proper conditions, people can help others with their problems. Some people help others find ways of dealing with, solving, or transcending problems (Nwoye, 1990). In schools, if the collaboration between teachers and students is good, students learn in a practical way. Young people develop degrees of freedom in their lives as they become aware of options and take advantage of them. At its best, helping should enable people to throw off chains and manage life situations effectively.

Unprecedented economic and social changes have, over the years, changed the ways in which we manage our lives (Shayo, 2011). Consequently, not all the lessons of the past can effectively deal with the challenges of modern times. Effective counselling, especially in institutions of learning has now become important. Boys and girls, and young men and women, need to be guided in the relationships between health and the environment, earning skills, knowledge, and attitudes that lead to success and failure in life. The need for counseling has become paramount in order to promote the well-being of the child. Effective guidance and counseling should help to improve the self-image of young people and facilitate achievement in life tasks. Counselling should empower girls and boys to participate fully in, and benefit from, the economic and social development of the nation.

2.6 The Concept of Counselling

2.6.1 Meaning, Nature and Scope of Counselling

Counselling is an art and science where two or more people are engaged in a helping relationship in which one of them (counsellor) is a trained, educated, qualified, and most often licensed and certificated as the helper and the other(s) are client(s) seeking help. The purpose of the relationship is that of the counsellor helping one or more clients to solve issues, concerns or problems which arise from attempts to cope with life in an increasingly complex world (Maples, 1996). A shorter definition is also provided by the American Counselling Association (2007) which says“...*counselling* can be defined as a relatively short-term, interpersonal, theory-based process of helping persons who are basically psychologically healthy to resolve developmental and situational problems”.

Finally, and ironically, the definition cited from the American Counselling Association is the same definition given by Wikipedia (n.d.). However, the Wikipedia definition also adds “there are probably as many definitions of counselling as there are practitioners to describe it”.

School counselling is a recent phenomenon in the schools (Yagi, 1997). Even more recent, school counselling is included in some primary schools. School counselling is what the school counsellor does. The school counsellor is a licensed clinical psychologist who does individual therapy by training. The school counselor comes to the school once a week to do individual counselling and provide consultation. The role of the school counselor is limited and directed towards at-risk students. School guidance is integrated within the school system. Each teacher does classroom guidance, which is incorporated in the curriculum (that is, moral education) and included in the schools’ activities. In the primary schools, there are teachers in charge of specific guidance areas to support the classroom teachers. As part of their adjunct role, there is a teacher who is assigned to support the classroom teachers with the children’s discipline and educational life; a teacher who is selected to aid the classroom teachers with the children who may encounter personal/social problems; and a teacher appointed to help the classroom teachers with grade level children who may face problems. Classroom teachers consult with these teachers who are in charge of the overall student guidance in the primary school.

2.6.2 Guidance and Counselling Compared

Biswalo (1996 as cited in Shayo, 2011) defines guidance as a term used to denote the process of helping an individual to gain self-understanding and self-direction (self-decision-making) so that he can adjust maximally to his home, school or community environment. This process, however, depends on counseling which is defined as a process of helping an individual to accept and use information and advice so that he can either solve the present problem or cope with it successfully. Biswalo goes further in remarking that sometimes the process helps the individual to accept unchangeable situations for example, loss of dearly loved ones and to some extent, change it in its favour rather than letting himself be overcome by the situation.

Guez and Allen 2000 (as cited in Shayo, 2011) have remarked that it is difficult to think of a single definition of counselling. This is because definitions of counselling depend on theoretical orientations. Counselling is a learning-oriented process, which occurs usually in an interactive relationship, with the aim of helping a person learn more about the self, and to use such understanding to enable the person to become an effective member of society. Counselling is a process by means of which the helper expresses care and concern towards the person with a problem, and facilitates that person's personal growth and brings about change through self-knowledge. Counselling is a relationship between a concerned person and a person with a need. This relationship is usually person-to-person, although sometimes it may involve more than two people. It is designed to help people to understand and clarify their views, and learn how to reach their self-determined goals through meaningful, well-informed choices, and through the resolution of emotional or

interpersonal problems. It can be seen from these definitions that counselling can have different meanings.

2.6.3 Classification of Counselling

The American Counselling Association (ACA, 2007) has defined counselling as a profession which demands practitioners to complete a prescribed course of study that usually leads to a master's degree or a doctorate degree. Counsellors are members of organizations that set professional and ethical standards and promote state licensing and certification by national associations (Wittmer & Loesch, 1986 as cited in Shayo, 2011). The process of certification and licensing and the adherence to ethical codes assure the public that the counsellor meets minimal educational and professional standards. Counsellors are required to possess personal qualities of maturity, empathy, and warmth. Overall, counselling is active and differs considerably from passively listening to problems.

Counselling deals with personal, social, vocational, empowerment, and educational concerns. Counsellors work only in areas in which they have expertise. These areas may include intra- and interpersonal concerns related to school or college adjustment, mental health, aging, marriage or family issues, employment, and rehabilitation. Counselling is conducted with persons who are considered to function within the "normal range". Clients have adjustment, development, or situational concerns; and their problems require short-term intervention. They are not considered "sick" but "stuck". Sometimes they just need information, but usually they are looking for a way to clarify and use the information they already possess.

Counselling is theory-based and takes place in a structured setting. Counsellors draw from a number of theories and work in a structured environment, such as an office setting, with various individuals, groups and families. Counselling is a process in which clients learn how to make decisions and formulate new ways of behaving, feeling, and thinking. Counsellors focus on the goals their clients wish to achieve. Clients explore their present levels of functioning and the changes that must be made to achieve personal objectives. Thus, counselling involves both choice and change, evolving through distinct stages such as exploration, goal setting, and action (Brammer, 1993 as cited in Shayo, 2011).

Counselling encompasses various subspecialties. Subspecialties include school or college counselling, marriage and family counselling, mental health counselling, gerontological counselling, rehabilitation counselling, addiction counselling, and career counselling. Each has specific educational and experiential requirements for the practitioners. Thus, counselling can be more precisely defined as relatively short-term, interpersonal, theory-based processes of helping persons who are basically psychologically healthy resolve developmental and situational problems. Counselling activities are guided by ethical and legal standards and go through distinct stages from initiation to termination. Personal, social, vocational, and educational matters are all areas of concern; and the profession encompasses a number of subspecialties. A practitioner must complete a required course of study on either the master's or doctoral level to be licensed or certified as a professional.

2.6.4 Techniques of Counselling

According to Dood (2009), the psychological counselling process follows a defined path of steps in a sequence. It is important to follow this process because of the power of human emotions and because of the real need to arrive at a desired outcome of the counselling. Dood argues that the first step is one of active listening and observing the client. Is he or she relaxed or disturbed and agitated? Can eye contact be held or is the person's attention darting and being deflected everywhere? Is the body language telling you something? Is the body posture generally open or closed and defensive? Dood further contends that one should observe whether there are clearly dominant negative emotions such as anxiety, fear, anger or guilt. These will need to be acknowledged and 'fed back' to the client as being observable, real events that need to be dealt with. Unless these negative feelings are actively confronted, no progress can be made with behaviour modification and with goal setting. This task of providing feedback on negativity and bringing strong emotions into the light of day may take a considerable amount of time over several one hour sessions.

Some suggestions like 'you can do something about this' may be timely and empowering. Build up the perception of skills and self-esteem, systematically rewarding all progress including any 'baby steps' taken in the right direction towards the agreed upon goals. Reward in this context of counselling means giving the person focused attention, acceptance, approval and praise. These social reinforce personnel are very potent in supporting changes in behaviour.

Critically, Kersey (2009) has observed that faith is the most critical step in creating success. If a person does not believe in themselves or in what they are doing, it becomes almost impossible to accomplish any project or task. In other words, the more you believe in something, the more you increase your chances of being successful at it. The concept of belief in oneself or belief in a process seems simple and we can usually agree about the necessity of it, but there are still those who fail because they do not possess the strength of faith to accomplish their goals. One of the reasons people will suffer great and enduring emotional distress is that they do not believe counselling or psychotherapy can help them. They have seen multi-media programmes that disparage individuals who seek counselling, or portray counsellors and psychotherapists in an unflattering manner. Some may view counselling as for the weak and cowardly. Each person fails when they have little or no faith in the healing process of change. The successful individual understands that it takes believing in yourself and in others to accomplish a goal or task. They realize that a certain amount of trust needs to be placed in a well-trained, well-educated health care provider or at least explore their lack of trust issues with the therapist in the beginning phase of counselling. This lack of trust in others may stem from early childhood issues and be a primary source of a person's pain.

2.7 Theoretical Approaches to Counselling

According to Moon (as cited in National Youth Network, 2010) in social work and counselling, different needs of clients bring forth many unique ways to assist clients with various circumstances. A few approaches that may be implemented are ego psychology, behaviorism, cognitive-behaviorism, and crisis intervention. Differences can be found

within these four treatment types. The goal is always to help clients attain freedom from the issues holding them back.

Ego psychology

Ego psychology involves clinicians reaching into a client's early life experiences to determine how those experiences pertain to their functioning and personality (Rothman & Sager, 1998). If a client's early encounters caused him or her to develop maladaptive defense mechanisms, the client is likely to interact with his or her environment in negative ways (Rothman & Sager, 1998 as cited in Bedal, 1978). Maladaptive behaviour is harmful to professional identity, it can lead to neglect of personal health, and can lead to inadequate behaviours that inhibit the ability to change (Adkins, 2006 as cited in Commonwealth Learning, 2010).

Behaviourism

Behaviourism is another theoretical approach. Behavioural therapy focuses on behavior that has been learned from experience, but the destructive behaviour can be reconditioned without evaluating the past to find the reason behind a client's behaviours (Havoca, 2006 as cited in Commonwealth Learning, 2010). The purpose of the behavioral approach is to decrease undesirable behaviours and to increase behaviours that are desired. Behaviourism deals with problems that are observable and problems in which improvements can be measurable. Whatever the main problem is, the basis for intervention is guided (Rothman & Sager, 1998).

Rothman and Sager (1998) have indicated that behavioural therapy or behavioural modification is based on observable antecedents, which are events that happen before behaviours are apparent. It is based on observable behaviour, and consequences (National Youth Network, 2010). In this framework of therapy, the practitioner rearranges the antecedent events by means of stimulus control. Consequences also can be arranged by way of structuring favourable and unfavourable outcomes of behaviour.

Reinforcement theory plays a part in behavioural therapy because it is used to strengthen positive behaviour. Positive and negative reinforcement are two types of reinforcement. Positive reinforcement offers pleasant rewards to reinforce good behaviour. Negative reinforcement helps strengthen a behaviour because a negative result will cease when the client has reacted in the appropriate manner (National Youth Network, 2010). Behavioural therapy is effective with different types of clients such as those with depression, those who want to quit smoking, or people who have phobias or problems with anxiety.

Cognitive-behavioural therapy is a type of psychotherapy that aims to solve problems concerning dysfunctional behaviours, emotions, or cognitions by coming up with a systematic procedure. In most cases, a goal-oriented approach is used so that clients can reprogramme the part of the brain that causes them to behave in negative manners. Some social workers use cognitive restructuring and other social workers use exposure therapy. These two methods are intervention techniques that guide clients to an understanding of

their situations. The techniques teach them to reformulate to positive frames of mind and think of constructive self-statements.

Crisis Intervention

Crisis is any situation in which people lose their ability to cope and work through existing problems. Crisis intervention changes how individuals react to a crisis. The goal is to provide tools for the needs of those in crisis so they can return to normality in their daily lives. The reaction people present in crisis situations is diffused using assurance that others undergoing similar circumstances are reacting normally and the reactions are usually temporary. During this elevation of anxiety and stress, individuals are more likely to accept help and guidance to cope with the crisis. Crisis events leave individuals in a weakened state, allowing different influences. Time is essential in these circumstances. Although employed techniques and approaches can be applied for long-term, short-term is critical in diffusing any destructive behaviour that may be present. Short-term assistance is most beneficial in crisis intervention and includes linking functions allowing for referral to support groups and reinforcement of coping skills.

The theoretical approaches that are applied in crisis intervention vary. The widely used technique for coping strategies is relaxation techniques, including exercise. Journaling has been used for crisis individuals. Journaling encourages individuals to write down their thoughts and reactions to a situation, including feelings and emotions that may arise during reflection. Other approaches appropriate in these situations include cognitive, narrative, cognitive-behavioural therapy, family systems, and experiential/existential

therapy. No single theory or practice can be applied to all crisis situations (Rothman and Sager, 1998).

In intervention, social workers assist clients in developing mature defense mechanisms. Clients may practice new defense mechanisms by citing situations they have been enmeshed in, by reflecting on how they have acted in those situations, and then by discovering more productive ways they could interact in similar situations. A key aspect of intervention is helping people to first acknowledge their defense mechanisms are maladaptive. With support from clinicians, clients can learn how to interact in healthier ways. When clients do not receive adequate nurturing during their formative years, they may benefit from validation clinicians offer (Rothman & Sager, 1998). The goal of intervention is to help clients develop behaviours that will lead to positive interactions and advancement.

According to Corey (2001), an integrative approach to counseling and psychotherapy is best characterized by attempts to look beyond and across the confines of single-school approaches in order to see what can be learned from, and how clients can benefit from other perspectives (Arkowitz, 1997). Integrative counselling is the process of selecting concepts and methods from a variety of systems. The integrative approach can ideally be a creative synthesis of the unique contributions of diverse theoretical orientations, dynamically integrating concepts and techniques that fit the uniqueness of a practitioner's personality and style. Since the early 1980s, psychotherapy has been characterized by a rapidly developing movement toward integration. This movement is based on combining

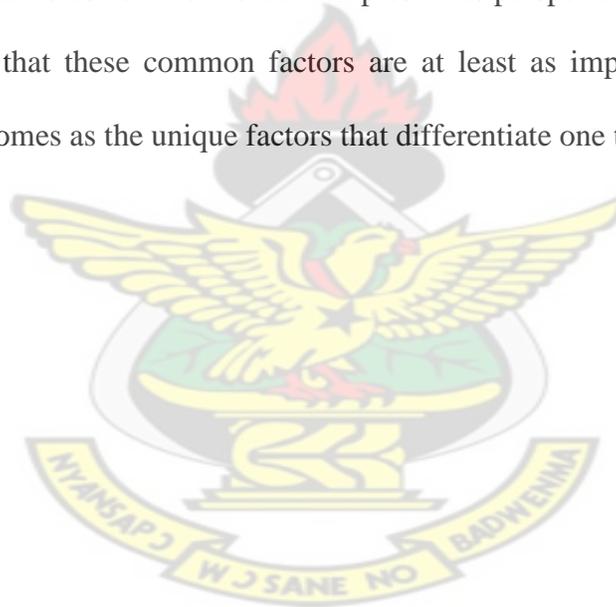
the best of differing orientations so that more complete theoretical models can be articulated and more efficient treatments developed (Goldfried & Castonguay, 1992).

One reason for the trend toward psychotherapy integration is the recognition that no single theory is comprehensive enough to account for the complexities of human behaviour, especially when the range of client types and their specific problems are taken into consideration. Because no one theory has a patent on the truth, and because no single set of counseling techniques is always effective in working with diverse client populations, some writers think that it is sensible to cross boundaries by developing integrative approaches as the basis for future counselling practice (Lazarus, 1996).

A large number of therapists identify themselves as “eclectic,” and this category covers a broad range of practice. Perhaps at its worst, eclectic practice consists of haphazardly picking techniques without any overall theoretical rationale. This is known as *syncretism*, wherein the practitioner, lacking in knowledge and skill in selecting interventions, grabs for anything that seems to work, often making no attempt to determine whether the therapeutic procedures are indeed effective. Such a hodgepodge is no better than a narrow and dogmatic orthodoxy. Pulling techniques from many sources without a sound rationale can only result in syncretistic confusion (Lazarus, 1996).

There are multiple pathways to achieving an integrative approach to counseling practice. Three of the most common are technical eclecticism, theoretical integration, and common factors (Arkowitz, 1997). *Technical eclecticism* tends to focus on differences, chooses from many approaches, and is a collection of techniques. This path calls for using

techniques from different schools without necessarily subscribing to the theoretical positions that spawned them. In contrast, *theoretical integration* refers to a conceptual or theoretical creation beyond a mere blending of techniques. This path has the goal of producing a conceptual framework that synthesizes the best of two or more theoretical approaches under the assumption that the outcome will be richer than either of the theories alone (Norcross and Newman, 1992). The *common factors* approach attempts to look across different theoretical systems in search of common elements. Although there are differences among the theories, there is a recognizable core of counseling composed of nonspecific variables common to all therapies. This perspective on integration is based on the premise that these common factors are at least as important in accounting for therapeutic outcomes as the unique factors that differentiate one theory from another.



CHAPTER THREE

METHODOLOGY

3.0 Overview

Methodology is described by Bell (1996) as the section in research that explains how the problem was investigated and why particular methods and techniques were employed. Anderson (1995) views the methodology section of a research as one that describes what was done and its particular methodological component. This gives credence to the vital role this section plays in a study.

3.1 Research Design

Any research follows a framework which clarifies the problem and helps to determine the best approach to its solution. In the words of Hitchcock and Hughes (1995), a research design will offer the researcher a framework, some key concepts and ideas. The approach that was selected for this study is the qualitative model of research, specifically descriptive method. Hitchcock and Hughes (1995) define qualitative methodology as an approach that enables the researcher to learn at first hand, about the social world they are investigating by means of involvement and participation in that world. This study is non-numerical and descriptive in nature.

The method focuses on what individual actors say and do. It draws both the researcher and subject of the research closer. The approach centers upon investigating social

behaviour in natural settings and requires that attention is paid to what ordinarily and routinely happens in a school.

3.2 Data Collection Instruments

Generally, research includes some types of instruments. This research relied on questionnaire and both structured and unstructured interviews.

Questionnaire

Oppenheim (as cited in Bell, 1996) writes that “the world is full of well-meaning people who believe that anyone who can write plain English and has a medium of common sense can produce a good questionnaire”. Though common sense and ability to write plain English will help, that will not be sufficient. Care has to be taken in selecting question type, in question writing, in the design piloting, distribution and the return of questionnaire”. In this study, a questionnaire (see Appendix A) was designed to solicit facts on behaviour, characteristics, and happenings pertaining to the guidance and counseling in Senior high Schools. Questions on psychological states or attitudes bordering on the topic were constructed. This enabled the researcher to gather perceptions, opinions, attitudes and expectations of counselors and students of the selected schools. The questionnaire was designed with both the closed and opened item style of questions. Two different sets of questionnaire were designed and administered separated to students and the other for the school administrators and counsellors. Of the 315 questionnaire sent out, 270 were retrieved, because 45 students failed to answer the questionnaire given to them in relation to the study.

Interview

The researcher communicated with people associated with the subject matter for specific purposes. In the words of Walker (1993), interviews are based on the assumption that it takes two to tell the truth, and interviews hinge for its effect on the power of introspection. Depending on the circumstances surrounding the administration of the instrument, either a structured interview or unstructured interview was administered. Structured interviews led respondents to answer an established set of questions. It allowed the researcher to explore various research ideas and also respondents' responses in their own words to express personal views. Unstructured interviews were used to study subjective respondents' experiences. It probed more deeply into issues of interest being raised and issues not previously thought of when planning the study was explored. These techniques enabled the researcher was able to unearth most of the challenges and their anticipated solutions. The interview guide used is shown as Appendix B.

3.2.1 Primary Data

Primary data is the data collected with the suitable research instruments the researcher used, which is analyzed and interpreted. Bell (1996) describes the primary data as the source which came into existence in the period under research. It is therefore the product of this research which consist of data on counselling services provided students in Senior High Schools in the Kwabre East district of Ashanti Region, and the Kwabre Education Office at Mampong.

3.2.2 Secondary Data

Secondary data is the information collected from the literature reviewed and websites. Judith sees this as the interpretation of events of that period based on primary sources. In this study secondary data were collected from sources that include academic libraries. The Internet, Senior High Schools in Kwabre East District and the Kwabre Education Office at Mampong.

3.3 Demographic Characteristics of the Study Area

The area of study is the Ashanti Region of Ghana, which is in the forest zone. The accessible area is the Kwabre East District which stretches along the north-eastern corridor of the Region. Predominately the inhabitants are agrarian but this is interspersed with trading in various forms. The district has six government assisted Senior High Schools: which are Simms Senior High School at Fawoade, Kofi Adjei Senior High Technical School at Bampenase, Adventist Senior High Girls School at Ntonso, Antoa Senior High School at Antoa, Adanwomase Senior High School at Adanwomase and Gyaama Pensan Senior High Technical School at Aboaso.

The perception is that senior high school education is not a matter of much concern to the inhabitants persists in the district therefore few students continue with senior high school education after completing junior high school. This may be attributed to the low incomes of the inhabitants.

3.4 Population for the Study

Target Population

The group of interest to this study was heterogenous in character. Anderson (1995) refers to population as all those on the list. The target group subsumes all Senior High Schools in the Kwabre East District of Ashanti Region of Ghana.

The Accessible Population

This is the population to which a researcher is able to generalize his findings (Leedy & Ormrod, 2005). In this situation it consists of the six public Senior High Schools in Kwabre East District.

3.5 Sample and Sampling Technique

Varkevisser et al (2003) explain sampling as the process of selecting a number of study units from a defined population. This establishes the fact that samples of the study population are taken when it is not feasible to carry out whole population studies. In this study, the purposive and simple random sampling techniques were employed. Random sampling was targeted at selecting the students and purposive sampling was adapted to select the counsellors and administrators in the schools.

Simple Random Sampling

Araoye (2003) contends that simple random sampling is a technique in which every member of the population has equal chance (same probability) of being selected as a member of the sample. The size of the sample selected for the population was 315

students and 15 guidance and counselling coordinators. The researcher randomly drew 10 students from each department or programme of study with representatives in each class in all the schools.

Purposive Sampling

Purposive sampling which is also known as 'judgmental technique sampling' is the selection of subjects who the investigator presumes are typical of the population to be studied. In the process of administering, equity was considered in gender groups and programmes when the instruments were being administered in the schools.

3.6 Data Collection Procedure

Every research involves the collection of the primary data for data analysis. The researcher designed a questionnaire and an interview schedule to guide collection of the necessary data. Consent was sought from relevant authorities namely the headmasters and Guidance and Counselling coordinators before administering the two questionnaires, and the granting of interviews.

The questionnaires were personally administered to the respondents in the various schools. The students were given three days to complete their task. The headmasters and counselors were allowed one week for the completion of the questionnaires, because of their busy schedules. The Interview schedules were discussed with the interviewees to create convenience. The core objectives of the study were revealed to respondent for

them to get a vivid picture of the subject of the investigation. Finally the collected data were checked for completeness and accuracy and sorted into themes.

3.7 Validation of Instruments

The validity of research exposes us to whether an item measures or describes what it is supposed to measure or describe. Anderson (1995) believes that “it is the complement to reliability and refers to the extent to which what we measure reflect what we expected to measure”. To achieve a comprehensive result, the questionnaire was piloted on three peers who reviewed the instruments. Their comments were as much as possible incorporated into the final version of the instruments to ensure that the information provided was valid. A trial administration of all the instruments was carried out on 30 students in a different senior high school. The results of this trial were analyzed to ascertain the validity of the yielded desired results.

3.8 Data Analysis Plan

Since this study was qualitative in nature, the data analysis ranged from statistical work to hand tabulation and classification or coding. Anderson (1995) maintains that as the data are analyzed, they must display in ways that will convey to the reader what has been discovered. On this note, judicious use of the procedures in summarizing and organizing the data was followed. The data was assembled, described, analysed and interpreted with conclusions drawn and recommendations made as provided in chapter four.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF FINDINGS

4.0 Overview

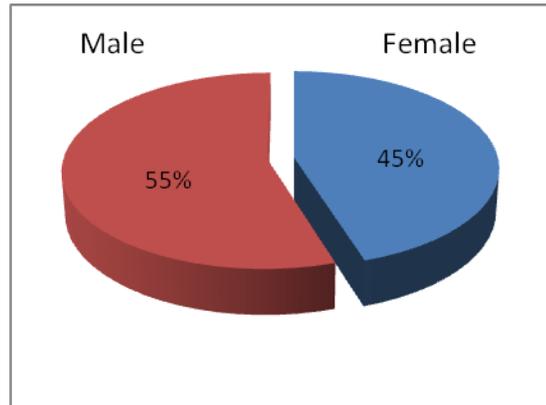
This chapter explains information gathered from the field through the use of questionnaires. These are analyzed to emphasize response from respondents using various forms of graphical representations. This chapter is also divided into sub-sections to throw more light on questions asked on the field in relation to the objectives of the research.

4.1 Demographic Data of Respondents

On demographic data, questions were asked on the gender of respondents who consisted of 315 students selected in six senior high schools and 15 guidance and counselling coordinators in the Kwabre East District. This was because the survey wanted to find the views of both guidance and counselling coordinators and students in the district.

The data in Figure1 shows that 149 student respondents (representing 55%) of the study population were males while 121 (representing 45%) were females. This clearly shows that there were more male participants than females in this survey and it may be the result of the sampling technique used in selecting respondents.

Figure 1: Gender Distribution of Respondent

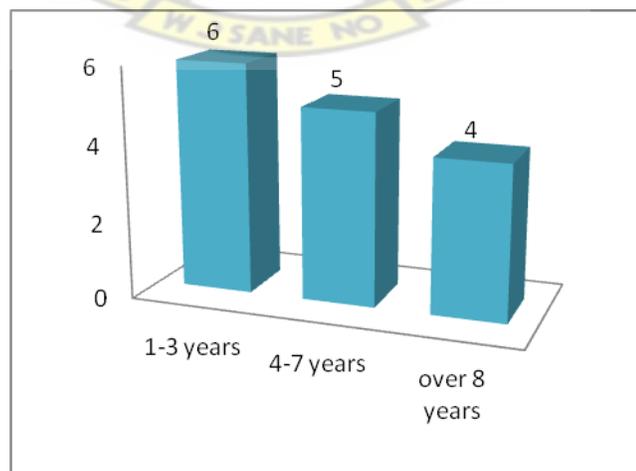


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4.2 Number of Years Served as Guidance and Counselling Officer

This was to find out from respondents the number of years they had served as guidance and counselling officer in the District. The responses showed that out of 15 respondents, six had served as guidance and counselling officers for one and three years respectively; five had served between four to seven years while four had served for over eight years. Figure 2 explains further.

Figure 2: Number of Years as Counselling and Guidance Officer



In a related question, respondents were asked if they were all professionally trained guidance and counselling coordinators. It was found that four were professionals while 11 were not professionally trained officers. Of the 11 respondents, only two had attended any in-service training within three years while nine had never attended any in-service training.

4.2.1 Roles and Duties of Guidance and Counselling Officers

To find out the roles or duties of the guidance and counselling officers, the responses showed that eight of the 15 explained their role or duty as counselling students on their future careers. That includes assisting their students, for example, in choosing elective subjects, programmes, and making adjustments in school. Students are helped to know the counsellors' position in the educational system and what lies ahead.

Six respondents stated that guidance and counselling officers most often prescribe disciplinary actions for students who flout school rules. That means punishments are prescribed for students to let them feel sorry for their action but not to deter them from school or their careers. Nine respondents also stated that one of the duties or roles of guidance and counselling officers is to advise students on matters of education and other skills. Moreover, the guidance and counselling officer advises schools on matters concerning students' welfare and how the school and students are to relate. Figure 3 shows the key roles deduced from the responses to the questionnaire.

Figure 3: Roles and Duties of Guidance and Counselling Officers

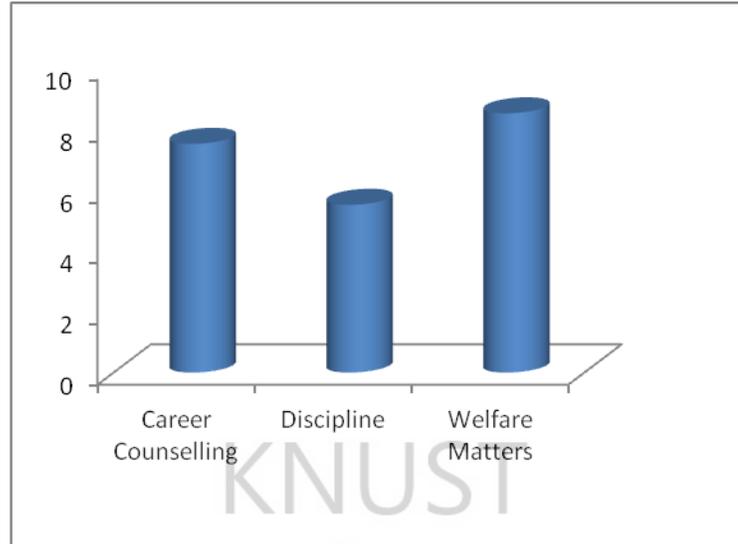


Figure 3 shows that the role and duties of guidance and counselling officers are very important as they are involved in career counselling, discipline and welfare matters of both students and schools. Furthermore, it is realized from Figure 3 that the number of responses are more than the respondents; this is as a result of respondents choosing more than one answer in relation to the question asked.

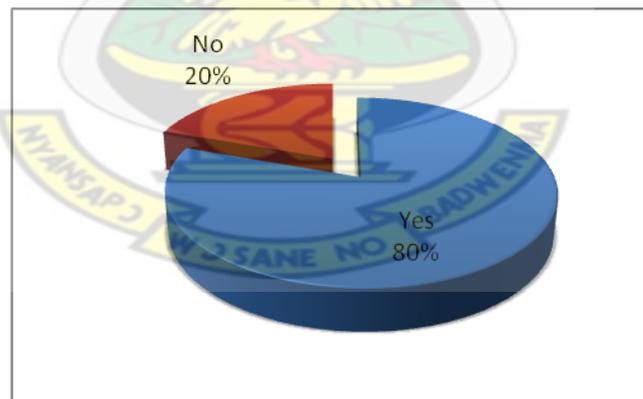
In a related question, respondents were asked if the knowledge of guidance and counselling was widespread among students in their schools. Out of 15 respondents, one stated that guidance and counselling was not widespread among students but seven said 'yes', meaning that guidance and counselling was widespread among students. Three respondents stated 'not much' to mean that students do not patronise it or are not much aware of guidance and counselling services in their schools.

When asked if students patronise the services of guidance and counselling, nine respondents answered ‘yes’ while six said their students do not patronise the services of guidance and counseling unit. This gives the impression that not all the students patronize guidance and counseling services provided in the schools.

4.2.2 Awareness of Guidance and Counselling in Selected Schools

To find out from the student respondents if they were aware of or had guidance and counselling units in their schools, 205 (representing 80%) of 225 respondents stated that they were aware of guidance and counselling services in their schools while 50 (representing 20%) stated that they did not have guidance and counselling units in their schools (see Figure 4).

Figure 4: Awareness of Guidance and Counselling in Selected Schools



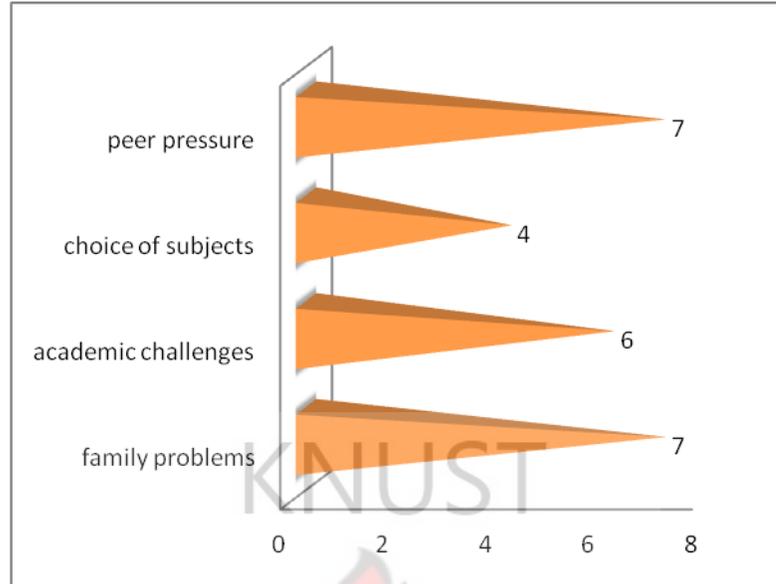
The questionnaire revealed that five out of the six selected schools had guidance and counselling units though students in the sixth school had not heard of guidance and counselling in their schools. In the related question of how they got to know their school had a guidance and counselling unit, 151 out of 205 respondents reported that they got to

know of the guidance and counselling unit through the orientation sessions they were taken through when they got admitted to the schools. Another 46 students stated they got to know of guidance and counseling when a friend needed the counsellors' help while eight respondents stated that they got to know of guidance and counselling services when they needed the counsellor's help. Respondents in the school that did not have a guidance and counselling unit in their school and therefore had no counsellors did not answer this question.

4.2.3 Common Problems of Students as stated by Coordinators

With regards to the commonest problems students share when they visit guidance and counselling officers, Figure 5 reveals that seven respondents stated family problems and academic challenges as the reasons that make the students consult guidance and counselling officers. Figure 5 also shows that students who visit guidance and counselling officers have challenges which relate to school, family and peers. It is realized from Figure 5 that the number of responses are more than the respondents; this is as a result of respondents choosing more than one answer in relation to the question asked.

Figure 5: Common Problems of Students



4.2.4 Why Students do not solicit Guidance Services

On why some students do not patronize the guidance and counselling services even though they might have some challenges, nine respondents stated that most students are shy to approach the counsellors for advice in relation to their problems or challenges. Besides shyness, three respondents stated that most students are ignorant of the services provided by the guidance and counselling units of their schools, more so one school did not have this unit to help students with peculiar problems. The study found that most of the students preferred to share their problems with their colleagues rather than share it with those at the guidance and counselling offices. Figure 6 shows this in graphic form.

Figure 6: Reasons Why Students do not solicit for Guidance

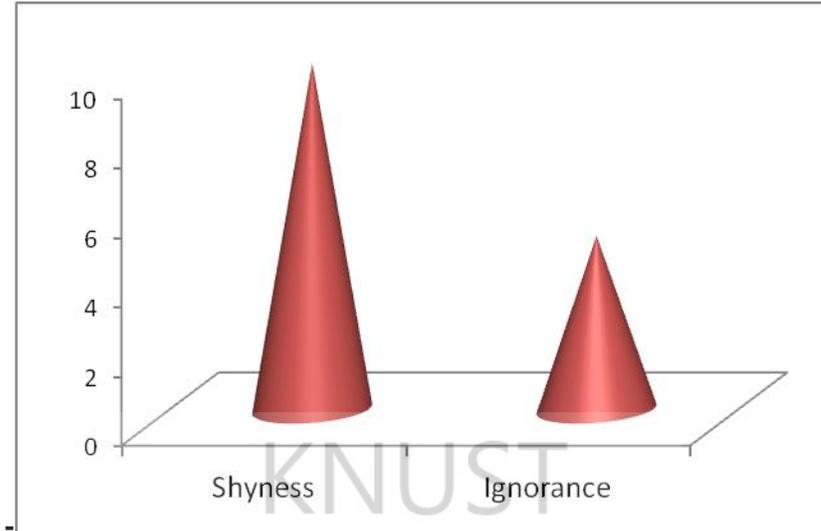
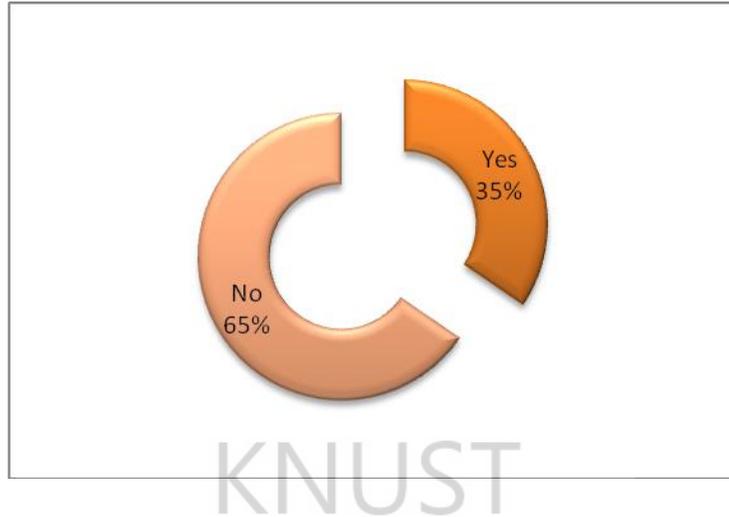


Figure 6 shows that shyness and ignorance on the part of students prevent them from seeking or soliciting advice from the guidance and counselling unit. Moreover, it is realized here that the number of responses are more than the number of respondents. This is as a result of respondents choosing more than one answer in relation to the question asked.

4.2.5 Students and Guidance and Counselling

To find out if respondents had gone for help from guidance and counselling officers in their schools, the majority of 167 (representing 65%) of the 225 respondents stated they had not gone for help or advice from guidance and counselling officers. The 50 respondents in Gyaama Pensan School did not have guidance and counselling officers to go to because they do not have a guidance and counselling unit in their school. The responses show that 88 (representing 35% respondents) had gone for help from guidance and counselling officers in the sampled schools. Figure 7 illustrate this data.

Figure 7: Students Visit to Guidance and Counselling Units/Officers



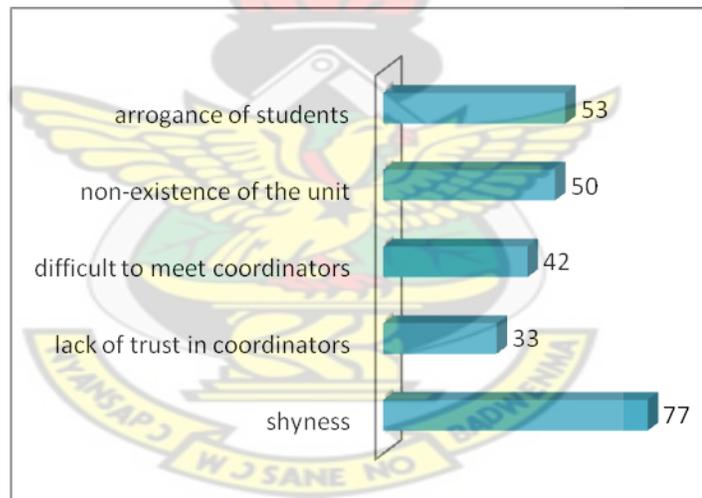
When respondents who had visited the counsellors were asked the reasons for going to see them, the responses show that 26 respondents visited the guidance and counselling unit to seek advice on their programmes or subjects of study. Another 17 stated that peer pressure was the reason for their visit to the guidance and counselling unit; 21 respondents stated that family challenges and problems was the reason for their visit; 10 were there because of truancy while 14 respondents visited the unit because of financial challenges. This shows that the students have various reasons for using guidance and counselling services in the five schools.

4.2.6 Reasons why Students do not Seek Guidance and Counselling

From a sample size of 255, the majority of 77 stated that they felt shy to come out with their problems or challenges and therefore keep to themselves or talk to their peers; 33 respondents stated that they do not trust coordinators of the guidance and counselling unit as most coordinators spread the news that students confidentially share with them, while

42 respondents agreed that it is always difficult to meet the coordinator in charge of guidance and counselling as they are always not around or busy. Another 53 respondents stated that most students refuse to go to the guidance and counselling unit because of pride on the part of the students. Respondents explained that most of the students believe they are on their own and can always solve their own problems and challenges. This excludes 50 respondents whose school had no guidance and counselling unit. Figure 8 graphically explains these details.

Figure 8 Reasons Why Students do not seek Guidance and Counselling from Coordinators



4.2.7 Prospects of Guidance and Counselling in Schools

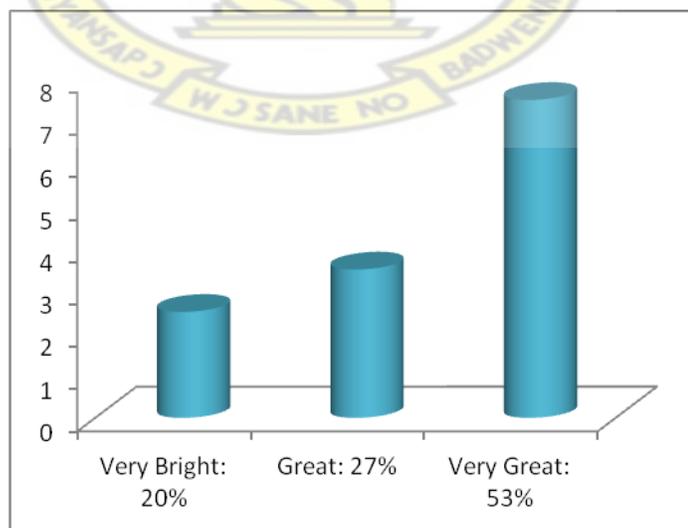
Three teacher respondents were of the opinion that the prospects of guidance and counselling in senior high schools are very bright, and explained that if guidance and counselling services are properly streamlined it will help students come forward with

their challenges which would improve discipline and academic performance in the schools.

Some respondents explained that guidance and counselling helps students psychologically and help them to make the right choices. Respondents explained that students are counselled in their choice of programmes and information on career choices are made available to them. This helps the students to release their burden of making their own academic and career choices.

Information gathered on the prospects of guidance and counselling in the schools revealed the following issues: Out of 15 respondents, three teachers or 20% see the prospects very bright; four (or 27%) view it as great; and eight (or 53%) think it is very great (see Figure 9).

Figure 9 Prospects of Guidance and Counselling Programme

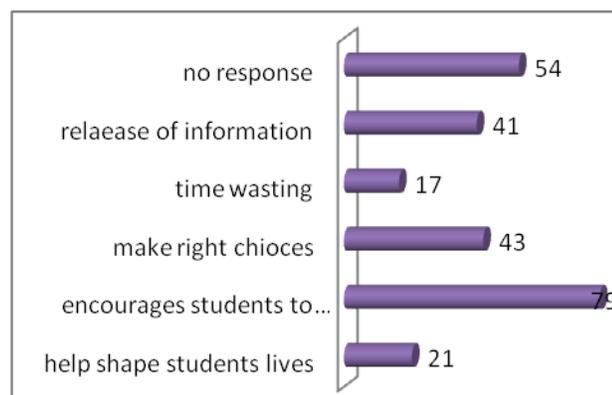


4.2.8 The Positives and Negatives of Guidance and Counselling

From a sample size of 255 respondents, 21 stated that guidance and counselling has positive results and that it helps shape the moral life of students when the proper counselling is given. Another 79 respondents stated that guidance and counselling encourages students to work harder towards the achievement of their goals; 43 were of the opinion that it enables students to make the right choices in terms of programme selection and dealing with challenges that students have with their peers. However, 17 respondents stated that guidance and counselling is a waste of students' time as most of the coordinators do not have the skill to properly talk to students who have challenges and some rather end up worsening the problem.

Another negative side of guidance and counselling in the sampled senior high schools stated by another 41 respondents was the release of confidential information students shared with guidance and counselling coordinators which draws students away from the guidance and counselling unit. This shows that the students see both positive and negative sides of guidance and counselling (see Figure 10).

Figure 10: The Positives and Negatives of Guidance and Counselling



As guidance is a process, developmental in nature, by which individuals are assisted to understand, accept and use their abilities, aptitudes and interest, and attitudinal patterns in relation to personal aspirations (UNESCO, 1998), the service should be given prime attention in all facets of students' life to make them reap the benefits of the service.

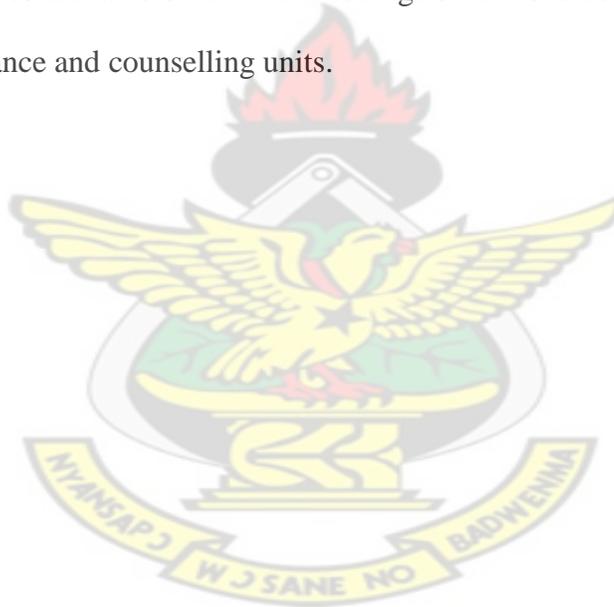
4.2.9 Improving Guidance and Counselling in Senior High Schools

On how guidance and counselling could be enhanced in the senior high schools, 10 respondents stated that coordinators need offices to properly run the guidance and counselling units instead of coordinators normally using classrooms or staff common rooms as their offices when handling students or those who patronize the unit. Three respondents however, stated that students should feel free and put away shyness and arrogance as most coordinators are trained to handle the problems of students and to help them have a brighter future. Two others stated that refresher courses and seminars should be frequently organized for coordinators as some of them are not trained to handle all situations.

4.2.10 Measures to Enhance Guidance and Counselling in Senior High Schools

The majority of respondents (115 out of 255) stated that guidance and counselling coordinators should always keep confidential information of students to themselves rather than releasing such information to the student populace. As Kersey (2009) says, faith is the most critical step in creating success. Building trust in the students will help the students to have confidence to share their problems and believe that any information divulged would be treated as confidential and personal. The 50 students, mainly those in

Gyaama Pensan Senior High School, were of the opinion that their interest would best be served if guidance and counselling coordinators are made available in their school since most of them have challenges and needed help. In addition, 90 respondents were of the view that guidance and counselling coordinators must operate in well-equipped and decent offices as most coordinators use staff common rooms and classrooms as their offices. This, according to respondents, gives way for others to listen to or get to know their problems or challenges. The implication is that providing separate offices for the guidance and counselling officers, and having them keep students' problems shared with them to themselves are factors that will encourage students to consult them. This will also sustain the guidance and counselling units.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Overview

This chapter presents the summary of findings, conclusion and recommendations of the study. The conclusions were made from the data analysis in relation to the objectives of the research.

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5.1 Summary

The study was about the prospects and challenges of guidance and counselling in the six senior high schools in the Kwabre East District of Ashanti Region. The issues studied included identifying the major problems preventing students in district's schools from patronizing guidance and counselling units and exploring measures to enhance guidance and counselling in schools. The study was based on data collected by the use of a questionnaire. The population for the study included guidance and counselling coordinators and students of six senior high schools in the district who were selected by means of the simple random and purposive sampling techniques.

The study was found that in spite of the importance of guidance and counselling to academic processes, and the fact that Ghana Education Service mandates Senior High Schools to have guidance and counselling units, some students in the Kwabre East District schools were not patronizing the services of guidance and counselling units while

some students do not have access to guidance and counselling units in their schools to help them deal with their challenges. There is therefore the need to consciously make it mandatory to establish up-to-the-task counselling units in schools to enable them play their proper roles for the benefit of the students.

The study revealed that many students are not visiting guidance and counselling units in their schools for reasons such as shyness, pride and fear of having their issues discussed openly by the coordinators. The students prefer to share their problems with their peers rather than the coordinators. Lack of trust in the coordinators, for the simple reason that some of them publicly share problems identified from encounters they have with students who use their services which makes it difficult for other students to discuss their problems or challenges with these officers.

The study also revealed that the major challenge of the schools' guidance and counselling coordinators is the lack of offices to house the guidance and counselling units. This compels the coordinators to hold counselling sessions in the staff common rooms and classrooms which provide no privacy for those who consult the coordinators. There is therefore the need for senior high schools to build or provide separate offices for use as guidance and counseling units to enhance the coordinators' work.

The importance of this service in schools also make it imperative for schools without guidance and counselling units to urgently alert their school authorities to create guidance and counselling units to encourage students to share their challenges and seek help to

resolve them. Moreover, guidance and counselling is about confidentiality. Coordinators must respect the students they deal with and ensure they keep the challenges the students share with them to themselves while also ensuring that they deal positively with these challenges.

The role of guidance and counselling in senior high schools is of great importance. If guidance and counselling services are properly streamlined, it will help senior high school students to come out to discuss their challenges with the coordinators. This will improve discipline and academic performance in the schools. This is based on the view of the majority of the study respondents who agreed that the presence of guidance and counselling units in schools is very good as guidance and counselling coordinators help students to handle psychological and academic challenges. It also helps them make the right choices in terms of their programmes of study and career prospects as well as relieving the burden of students who worry about their academic and career choices.

5.2 Conclusions

Guidance and counselling is a learning-oriented process, which occurs usually in an interactive relationship, with the aim of helping a person learn more about the self, and to use such understanding to enable the person to become an effective member of society (Biswalo, as cited in Shayo, 2011) Counselling is a process by means of which the helper expresses care and concern towards the person with a problem, and facilitates that person's personal growth and brings about change through self-knowledge. Counselling is a relationship between a concerned person and a person with a need. This relationship is

usually person-to-person, although sometimes it may involve more than two people. It is designed to help people to understand and clarify their views, and learn how to reach their self-determined goals through meaningful, well-informed choices, and through the resolution of emotional or interpersonal problems (Dood, 2009)

The study has revealed that guidance and counselling is very important and that it helps students and when properly streamlined would help curb some of the problems they face in schools. In spite of this important role guidance and counselling seems to play, the service is hampered by challenges which include shyness on the part of students, arrogance of students, leakage of information on the part of guidance and counselling officers, and non-existence of the units in some schools. To enhance and improve guidance and counselling services in the schools, more needs to be done to ensure that guidance and counselling units are properly organised to encourage students to patronize their services.

5.3 Recommendations

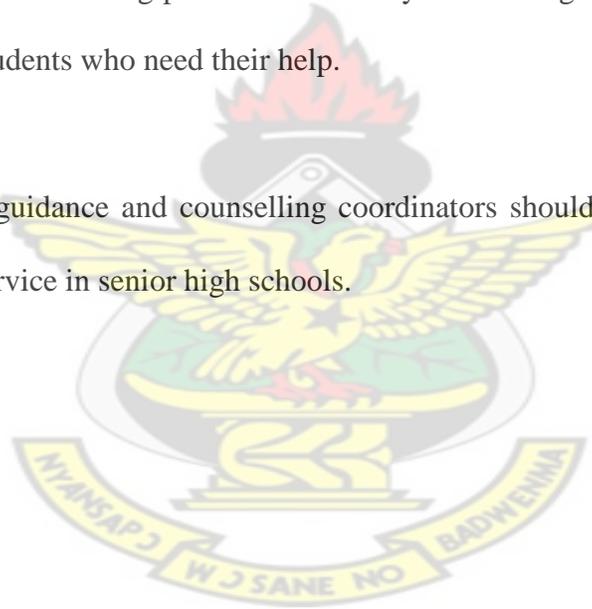
Considering the importance of guidance and counselling in schools, it is important that all bottlenecks are identified and removed to enhance guidance and counselling services for it to play its effective role in schools especially in the Kwabre East District. The following steps are therefore recommended:

1. Not all the guidance and counselling coordinators in the Kwabre East district are trained professionals and are therefore not providing effective services to the students.

The district education office must provide in-service training for the guidance and counselling coordinators in the schools to enable them acquire the technical know-how required to help them handle students in need of help. This will help the students there to feel free to visit the units knowing they are with professionals who can help them and keep their information personal and confidential.

2. A large number of the sampled students were not aware of the existence of guidance and counselling units in their schools while one school had no guidance and counselling unit or coordinator. The Kwabre East District Education Office should introduce guidance and counselling in their orientation programmes once students are admitted in the schools to create awareness of the importance of guidance and counselling in academic life and to also regularly remind the students of this service. Schools without guidance and counselling units and coordinators should make the effort to introduce them as their students are in need of counselling and guidance to steer them in this modern world.
3. The coordinators need appropriate logistics to enhance the development of guidance and counselling in senior high schools. As was revealed by the study, guidance and counselling coordinators in the sampled schools were using the staff common rooms and classrooms for their interaction with students who went to them for assistance. This does not ensure confidentiality. It is important therefore that a separate block or room is provided to house the unit in order to have a permanent location for the coordinators and thereby encourage the students to meet with them privately so that they can share their concerns and challenges in a free environment.

4. This study has brought together what is known about guidance and counselling, and the related prospects and challenges. Other elements that might be interesting to explore are how guidance and counselling services impact the lives of students in the long run. Research of this nature will provide a framework for in-depth study of how the guidance and counselling offered in senior high schools equip the students for further education in the tertiary institutions for example.
5. Guidance and counselling coordinators who also teach for long hours as well should be given limited teaching periods so that they have enough time to provide guidance services to students who need their help.
6. Professional guidance and counselling coordinators should be introduced by Ghana Education Service in senior high schools.



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APPENDIX A

INTERVIEW GUIDE FOR GUIDANCE AND COUNSELLING

COORDINATORS

1. Are you a professionally trained counsellor?

Prompt: Were you selected or nominated?

Prompt: How often do you go for an in-service training?

2. Do you teach in addition to your role as a guidance and counselling officer?

Prompt: What other duties do you carry out apart from guidance and counselling?

3. Is the practice of guidance and counselling widespread among students?

Prompt: Are students aware of the service you provide?

Prompt: Is the patronage of the service encouraging?

4. What are the common problems of students?

Prompt: Have you had the opportunity to follow up on students you have offered the services?

5. In your view what prevents students from soliciting for guidance and counselling?

Prompt: Do you involve parents in your duties as a guidance and counselling officer?

Prompt: Should parent be part of school guidance and counselling service?

6. Which of the guidance and counselling services in/are mostly in your school?

Prompt: Which of the services are prevalent?

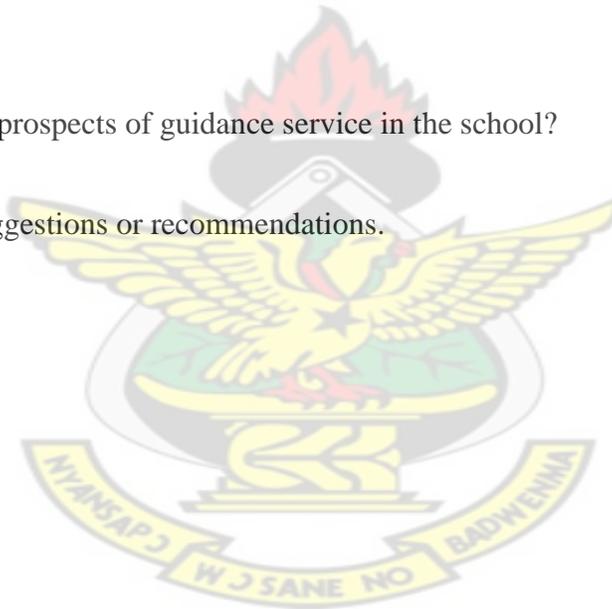
7. Kindly state some issues that account for the success of the practice of guidance services in the school.

Prompt: What are some of the challenges in guidance and counselling service in your school?

8. Kindly state some suggestions for the improvement of the practice of guidance service in the school.

9. What are the prospects of guidance service in the school?

Prompt: Any suggestions or recommendations.



APPENDIX B

**RESEARCH QUESTIONNAIRE TO SOLICIT VIEWS FROM THE DISTRICT
EDUCATION DIRECTOR(S) AND THE DISTRICT GUIDANCE AND
COUNSELLING COORDINATORS TO ASCERTAIN THE PROSPECTS AND
CHALLENGES OF THE GUIDANCE AND COUNSELLING SERVICE IN THE
KWABRE EAST SENIOR HIGH SCHOOLS**

(TICK OR STATE WHERE APPLICABLE)

1. Gender Male Female
2. Name of Institution.....
3. Position Held.....
4. Are you a professional counselor Yes No
- 5A. If you answered 'No' at question 4 were you selected or nominated
Selected Nominated
- 5B. If you choose any of the (5A) have you ever been trained?

- A. Workshop training
- B. In-service training
- C. University training
- D. None

6. Do you have the necessary logistics for the delivery of the guidance and counselling service programme in the district? Yes No

7. Since when have you been a guidance officer?.....

8. State some of your duties as a guidance and counselling officer.....

.....

.....

.....

.....

9. In your view is the practice of guidance and counselling widespread in the schools in your district.

- A. Yes B. No C. Not much

9A. If you answered 'Yes' in question 9, how would you describe the prevalence

- A. Very high
- B. High

C. Average

9B. If you answered 'No' in question 9, how would you describe it

A. Very poor

B. Poor

10. Do counsellors/coordinators show commitment to their work as counsellors in schools?

Yes

No

11. If you answered 'No' in question 10 why do you think it is so.

.....

.....

.....

12. Which of the guidance and counselling services is/are mostly practiced in schools?

A. Information service

B. Orientation service

C. Appraisal service

D. Counselling service

E. Referral service

F. Placement service

G. Follow-up service

H. Evaluation

13. How do you coordinate with counsellors in your schools?

A. Visits

B. Workshops

C. In-service training

D. Any other

14. If you answered any of question 13, how often.

.....

.....

.....

.....

15. Is the patronage of the service by students encouraging? Yes No

16. Should parents be involved in the guidance and counselling service in schools?

Yes No

17. What are your personal challenges as district guidance and counselling officer?

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.....

18. Kindly state some challenges of the guidance and counselling service in schools in your district.....

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19. What do you think prevents students from soliciting for guidance and counselling in schools?.....

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.....

20. What are the prospects of the guidance and counselling service in schools in your district?.....

.....

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.....

21. Kindly write down some suggestions for the improvement of the practice of guidance and counselling service in schools in your district.....

.....

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22. Any other comments/suggestions or recommendations.....

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APPENDIX C

RESEARCH QUESTIONNAIRE TO SOLICIT VIEWS FROM SENIOR HIGH SCHOOL STUDENTS IN KWABRE EAST DISTRICT TO ASCERTAIN THE PROSPECTS AND CHALLENGES OF GUIDANCE AND COUNSELLING SERVICE IN SCHOOLS

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TICK OR STATE WHERE APPLICABLE

1. Gender Male Female Age

2. Name of your school..... Class..... Programme.....

3. What do you intend to do in future?

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4. Are you aware of guidance and counselling service in your school? Yes No

5. If you answered 'Yes' for question 4, how did you come in contact with the service?

- A. It was introduced to you when you were admitted into the school
- B. You got aware when you needed the counsellor's help
- C. You got aware when a friend needed the counsellors help
- D. Any other reason

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6. If you answered 'No' for question '4' why?

- A. because there is no counsellor
- B. Because it has no impact
- C. You have just heard of the guidance and counselling service
- D. Any other reason.....

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7. Do you have guidance any counselling coordinator in your school? Yes No

8. Do you know him/her? Yes No

9. At what stage did you become aware of guidance and counselling?
- A. Primary school
 - B. Junior High School
 - C. Senior High school
- 10A. Have you ever gone for help from your school's guidance and counselling coordinator?
- Yes No
- 10B. If you answered 'Yes' in 10A what was your problem?
- A. Choice of subject
 - B. Peer pressure
 - C. Family problem
 - D. How to study
 - E. Truancy
 - F. Drugs
 - G. Financial
 - H. State any other problem
11. Who gives you information on questions/problems when you need them?
- A. Parents
 - B. Counsellors

- C. Teachers
- D. Friends
- E. Priest/Pastor
- F. State any other source

12A. Do you have any other source of counselling? Yes No

12B. If you answered in question 12A state the source

- A. Parents
- B. Counsellors
- C. Teachers
- D. Friends
- E. Radio
- F. State any other source

13. Do your parents sit and talk with you about your problem?

- A. No
- B. Sometimes
- C. All the time

14. What do you think prevents some students from going to the guidance and counselling coordinator for help?

- A. I feel shy

- B. They are not aware of the existence of the service
 - C. I don't trust him/her
 - D. he is not friendly
 - E. Difficult to meet him/her
 - F. State if there is any other reason.....
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15. Kindly write down some suggestions for the improvement of the practice of guidance services in the school.
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16. State some of the challenges that do not make the programme work well in your school.
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17. Do you think the guidance and counselling programme is good for senior high

schools? Yes No

18. State reason(s) if you answered 'Yes' in question17

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19. Your reason(s) for answering 'No' in question17

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21. State anything positive or negative about the guidance and counselling service programme.

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