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A Study of Student's View on Guidance and Counselling Services in Sunyani Technical University, Ghana

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Abstract:

Education in the true sense is an activity, endeavor and an enterprise which is related to the notion of bringing up and leading forth. It is the human endeavor of self-development towards self-realisation, self-actualization, self-fulfillment in the areas of education, vocational, and social as well as emotional development. The guidance and counselling of students is an integral component of the educational mission of the school. Guidance and Counselling services promote the personal/social, educational and career development of all students.

An analysis of guidance and counselling services in providing adequate guidance for students in Sunyani Technical University and other tertiary institutions is of importance. Therefore, this paper seeks to study students view on guidance and counselling services in Sunyani Technical University. The study population was 200 students, 100 students in the second year and 100 students in the final year were selected using simple random sampling technique. First year students were not included since they have not been in the school for more than a year. Descriptive research design and questionnaire was used in the collection of data, the data collected was analysed using descriptive statistics in the form of frequencies and percentages. The data was analysed using summary tables for the purpose of data presentation and interpretation.

Keywords: *Counselling, guidance, career development*

1. Introduction

Guidance and Counselling as the third force in education along with instruction, is an integral part of educational system in Ghana. The objective of education is to provide opportunities for students to reach their full potentials in the area of educational, vocational, social and emotional development. Guidance and counselling is the bedrock for achieving self-actualization. This is to complement learning in the classroom and also enhance academic performance or achievements of students. Guidance plays a vital role in preventing educational, personal, social, mental, emotional and other similar problems among Tertiary students.

The implementation of the educational policy calls for supportive measures, the most important of which is guidance and counselling, which spans the whole spectrum of essentials required by any teacher in the day-to-day situation in a classroom and the school to improve the quality of education. It is therefore not surprising that the present 2007 Education Reform Programme in Ghana whose main objective is to improve the relevance and efficiency of education is feverishly re-introducing and re-awakening the institution of guidance and counselling in our schools and colleges. It is therefore expected that the proper and effective implementation of guidance and counselling services would go a long way to bring about the desired results in our educational policy. Guidance and Counselling activities should be pivotal in our curriculum and also must be given the necessary attention in our educational set up to assist students. Guidance and Counselling must therefore be carefully designed and well executed at every level of the educational ladder especially at the tertiary level.

It is an open secret that students in Ghana face myriad of challenges which militate against their academic, career and socio personal progress in school due to the absence of quality guidance and counselling services, Ali (2012).

The recent happenings in our educational institutions across the country leaves much to be desired. The report that some students are involved in prostitutions, armed robbery, homosexuality among others must be a concern for all of us. For some, it is a manifestation of failure on our part to tightened institutions which are mandated be in charge of our youth development in the country. In addition, the youth are deeply rooted for foreign culture since nobody is ready to inculcate our values and ideals in them. Not long ago, there was a report that 8000 gays including Junior High School students have registered with an NGO in the Central and Western Regions.

There was another revelation that more basic school students now smoke and the sodomy of five students at the Adisadel College by their Mathematics teacher. The sodomy of the 15-year-old boy in Takoradi by an adult and the dismissal of a lesbian lecturer at the Takoradi Polytechnic now Takoradi Technical University were signals that there was a serious problem in our schools especially the boarding houses.

Unfortunately, after such reports, No one have seen any pragmatic efforts being put in place to prevent more innocent young people from becoming victims of many of these vices. In recent times, there have been reports of suspension of students across the country for committing several offences.

According to myjoyonline report, the Northern Business Senior High School in Tamale suspended over 950 of their final year students with Kumasi Girls also doing same to over 400 students during the Easter celebrations this year for various offences. The Daily Graphic on its 1st April,2013 edition also reported that 85 students from Keta Business College and Abor Senior High School were withdrawn for a similar offence.

The number of students involved in all these incidents is very worrying and should be a source of concern for all Patriotic Ghanaians who have Youth development at heart. The fact that the number of affected students is overwhelming means that there is a serious problem with the systems and institutions mandated to check the behavior of our students. Ali (2013). It appears our concentration is on teaching of content and passing of examinations which has become the business of the day in most of our schools at the expense of our moral and social lives. Whilst one can acknowledge teachers for doing their best to make sure students pass and become successful people, we must also make sure we do not produce people who will have social and moral issues with the larger society, therefore there is the need for our guidance and counselling units in our tertiary institutions to serve as a catalyst in giving useful information to help students to understand themselves and the world around them.

In the present globalized scenario, the adolescents face enormous problems. Atwater (1988) argues that the adolescent stage of life is marked by emotional development that includes mood swings, enthusiasm, tenderness, cruelty, curiosity and apathy. The students are not matured enough to critically evaluate baffling situations they face in their daily lives. They need somebody to help in the solution of problems and thus avoid tensions and conflicts. The students must know their capabilities and potentialities, especially in areas that are crucial for the realisation of objectives in life. Their goals and aspirations and expectations are to be shaped accordingly.

Kolo (2001), however, pointed out that teaching is a difficult task and therefore not every teaching that brings about pupils learning. He noted that you can take a horse to the stream but you cannot force it to drink water. In a sense, it is possible that one could put in his best effort to teach and yet some pupils fail to learn. This is where counselling comes in for there are students who find it difficult to learn due to some learning problems. Some do not understand why they are in school, what is expected of them and how to handle some of their problems.

Guidance is a programme of service to individual students based on the need of each student, in understanding of his immediate environmental factors and the influences of such factors on the individual. It is designed to help each pupil adjust to his environment, develop the ability to set realistic goals for himself and to improve his total educational programmes while in school and post school life.

Guidance and counselling, comes with a whole lot of services that help to enhance the quality of teaching and learning in educational institutions. Teachers can be given in-service training by the Guidance and Counselling Department to help make the desired changes and improvement in their teaching methods as well as in the assessment and evaluation strategies they would employ. It will also help establish the students' assessment and evaluation records in this era where there is strong public outcry by Ghanaians over the falling standards of education in Ghana.

Guidance and Counselling services in educational institutions, if handled properly, will go a long way to eliminate student indiscipline and other students' problems like dropping out of school, drug abuse, unwanted pregnancy and the like. A considerable number of schools fail to carry out sufficient guidance services, fewer workshops, seminars, meetings and career days are conducted. The researchers have found out that only three of the services are given attention in the schools namely Orientation, Information and Counselling. The remaining services such as Placement, Consultation appraisal, Evaluation and follow-up are scarcely run. In the absence of adequate counselling students' problems are still with them and little effort has been made to better the lot of these students by way of helping them understand themselves and their world. Shertzler and Stone (1976), stated that one of the counsellor's responsibility to the student is to show concern for, and to assist in the planning of students' educational, career, personal and social development.

For instance, it has been documented by Ocasey (1992) and Bondah (1996) that, Ghana Education Service's circular in November, 1996, called for the establishment of the guidance and counselling programmes in schools. This caused most schools to establish the programme but unfortunately, the programme is poorly managed and has become ineffective. In their studies, the researchers have stated that the ineffectiveness of the programme in schools is mostly due to lack of qualified guidance and counselling co-ordinators, lack of funds, lack of infrastructure and better logistics and tight teaching schedules of co-ordinators.

The establishing of counselling centers at all levels of education is inevitable in our quest to promote a healthy lifestyle of our younger generations. The training of more educational counsellors who would facilitate guidance talks through information giving should be the priority of the Ghana Education Service. Such centers may also liaise with local NGOs and communities in organizing programmes for teachers and parents to create awareness of the consequences of behaviours such as homosexuality, drug addiction, early sex, abortion etc. It is obvious that children who fall prey to their victims are innocent and naive. It is therefore our duty as a country to protect them. Educational counsellors must facilitate the strengthening of clubs and associations in our schools. Such clubs give opportunity to students to share ideas on many of these issues which are gradually becoming a problem. We also urge

civil society organizations to offer assistance to schools in their catchment area in this direction. Professor George Kankam of the Department of Psychology and Education, University of Education states; If education has any fundamental, then the fundamentals of guidance and counselling will constitute the fundamental of education, Ali (2014).

Guidance and Counselling should therefore move hand in hand in our educational setup to assist students to properly adjust to the school environment.

2. Statement of the Problem

It has been noted that students face a number of problems during adult life which students in Sunyani Technical University are no exception. One of the researcher's personal experience during his school days shows that many students at the tertiary institutions find themselves engulfed in personal adjustment problems like feeling of insecurity, low academic achievement, peer influence, indecisiveness, and low self-esteem among others.

These students lack study skills or motivation towards learning in school, majority of new entrants break school rules and regulations, some also pay little or no attention in the lecture halls and have no sense of time management leading to examination malpractices.

Guidance and counselling services in educational institutions are designed to guide, direct and assist students to solve their own problems and also to develop their potentials.

Unfortunately, students do not have the passion to patronize these services; even if students have the desire do these services exist in schools? A student in his or her schooling days will never even get to hear of guidance and counselling services.

There is enough indication to show that students are not living up to expectation academically and socially. It seems that the state of affairs of students in the University may partly be due to the ineffectiveness of the role of guidance and counselling services in the institution, whose aim is to forestall the pitfalls stated above among the students.

In such a situation, students are not touched by these services, others do not know the importance of such services, the counsellor is not seen working with the zeal as expected.

It is therefore worthy for the researchers to determined or study the views students have on guidance and counselling services in Sunyani Technical University.

3. Objectives

The study seeks to:

1. Identify the types of guidance and counselling services the school offers and which ones' students prefer.
2. Ascertain how students expect guidance counselling services to be organized.
3. Assess the impact of guidance and counselling services provided in their school.

4. Research Questions

1. What types of guidance and counselling services school offer and which ones do students prefer?
2. How do students expect guidance and counselling services to be organized in the school?
3. How do students view the impact of guidance and counselling services provided in their school?

5. The Concept of Guidance and Counselling

Guidance is a process of helping someone to make a good and informed decision or choice. It involves making people understand themselves and what goes on around them. According to Shertzer and Stone (1976), Guidance is a process of helping an individual to understand himself and his world.

Glosop and Koprowicz (1990) state that counselling provides a unique opportunity for individuals to explore and express their ideas and feelings in a non-evaluative and non-threatening environment.

Thompson and Popen (1972), see counselling as a person to person relationship in which one person helps another to resolve an area conflict that has not been hitherto resolved. Counselling, from the researcher's view is the heart of the guidance programme which provides opportunity for the coordinator and the student to meet in a face-to-face interview so that the coordinator can learn more about the client.

Throwing more light on the concept of guidance, Miller F.W (1978) in his book *Guidance principles and services* sees guidance as all the activities engaged in by the School that are primarily aimed at assisting an individual to make, carry out adequate plans and to achieve satisfactory adjustment in all aspects of his daily life.

Supporting the above definition, George and Cristiani (1986) in their book *Counselling theory and Practice* stated that Counselling is a relationship between a professionally trained counsellor and an individual seeking help in gaining greater self-understanding, improved decision-making skills, behavior change and skills for problem solving.

Reading through the above definitions of the concept of Guidance and Counselling over and over again makes one wonder whether our stakeholders in the educational sector are much concerned about the services in our tertiary institutions. The researchers admit that most of our tertiary institutions which Sunyani Technical University is no exception now have Coordinators for Guidance services despite the numerous challenges they face.

5.1. *The Importance of Guidance and Counselling in Schools*

Guidance and counselling is a very important program in our schools. It is the process by which students are given advice on how to deal with emotional conflicts and personal problems both in school and how to incorporate the same in their daily lives. Some sessions involve career guidance where students are advised on which courses to do and which jobs to expect when one does a particular course. The following are some of the benefits of guidance and counselling:

1. Students are given solutions on how to deal with psychological problems which might affect their studies. Through this, the students are able to develop problem solving skills which to an extent help them deal with particular issues surrounding their lives.
2. Students are advised on how to cope with different situations facing them in their school life. For instance, on how to relate with their peers.
3. It helps to shape a student's behavior and instill discipline in students. Students who are guided and counselled in a right way tend to know what to do and how to do such things.
4. Students get to learn how to live in harmony with others in the school community. In so doing, they also learn to appreciate the people around and come to harmony with their environment.
5. It bridges the gap between the students and the school administration, since they can channel their problems through guidance and counselling office.
6. Students get comprehensive pieces of advice on careers, courses and jobs which enables them to have an informed choice on what to do after school.
7. To develop in students an awareness of opportunities in the personal, social opportunities and vocational areas by providing them with appropriate, useful information.
8. To help students acquire as early as possible in their lives a positive image of self through self-understanding and self-direction.
9. To assist students in the process of developing and acquiring skills in problem solving and decision making.
10. It allows students to talk about various things which they feel uncomfortable talking about with their parents which include things like drug abuse. It also allows the students to become better people because they are taught by the counsellors about how to behave in a proper manner.

It enables students undergoing difficulty in their lives have a good place to ask for questions and clarity from the guidance and counselling office. There are some questions that one may find difficult to ask even his/her parents. One can ask any question without fear because the persons in-charge are very willing to help, Vann (2013).

6. **The School Guidance and Counselling Services**

According to Egbo (2008), the rationale for guidance and counselling in schools is based on the belief that prevention is always better than cure in every aspect of life. She therefore noted that counselling no doubt has the key for the prevention of almost all the problems associated with learning therefore the need to understand the services provided under the school guidance programme towards attainment of effective teaching and learning.

6.1. *Orientation*

Orientation involves activities in which students are assisted to adjust to the new school environment and school experiences. This service is very important for new entrants to school. The purpose of orientation is to help students feel emotionally secure and better adjusted in a new environment as well as getting familiar with the school, its history, its traditions, its rules and policies and its opportunities. According to Akinade (1994) a fresher in the university, for instance, would need orientation on the history, geography, social and academic matters in this new institution. He would need orientation as to what courses to enroll for and how to register properly. He would need to be familiar with important facilities and personalities. These may include his faculty, library, laboratories, faculty officer, his teachers and other essential supportive staff.

6.2. *Placement Services*

Placement is an aspect of the guidance programme that makes students aware of opportunities available in and out of the school. The goal of this service is to ensure that students achieve placement whether on programme of the study, a career, work study or even a medical treatment programme. According to Buku and Taylor (2006), the purpose of placement is getting appropriate placements for students on a programme of instruction or training scheme that is in line with their plans, aptitudes, attitudes, interests, and abilities. Placement may be educational, social or vocational; placement is used to assign pupils to class, groups or courses of study best suited to their capacities, ability and interests. Educational placements assist students in choosing higher institutions of learning whilst vocational placement is concerned with assisting the young person to enter occupational field. Social or personal placement seeks to develop in students who are emotional and unable to make decisions or to function normally, a greater ability to cope with and solve their problems and to gain an increased competence in making decisions and plans for the future. Placement service, also keeps in touch with employment agencies to know when vacancies occur and when students should apply for them. It should therefore make available information about employment opportunities.

6.3. *Information Service*

This service is designed to provide students with data about educational, social and vocational opportunities. It involves collection of data for clients/students. The information service is a co-operative effort of teachers, counsellors and librarians. Ipaye (1983)

explains that the information service is the counsellor's assistance to a student to understand, accept and utilize his ability, attitude, interests and attitudinal patterns in relation to his aspirations. It makes available to students, pertinent information on data related to education, occupation and their socio-psychological growth. The information may be collected from books, pamphlet, local newspapers, government report, employment agencies, internet and various industries. Information has always been a vital part of guidance and services. Adequate information may help students understand the world better and enable them to act with competence and confidence. Career days, conferences, excursions all fall under this service. The researchers are interested in finding out the extent to which these activities are carried out in the school.

6.4. *Counselling Service*

Pecku (1991) says counselling is a process and a relationship in which an individual in need of help is assisted to solve his problems or to know and understand himself. Generally, one could say counselling is a process that involves a relationship between two people who meet so that one person who is a professional can help the other who needs help to resolve his problem.

The counselling service is the pivot around which the whole guidance service revolves. It is a learning process or relationship between the counsellee who is troubled, anxious and worried and the more knowing person the counsellor, who is expert or helper. The client is guided to take an honest look at himself, becomes aware of his strengths and weaknesses, or consider alternatives in the light of existing facts and information, and make his own decisions. Counselling should be in privacy, warmth, mutual acceptance and confidentiality in which the student gains intellectual and emotional stability.

6.5. *Consultation Service*

Consultation service is the aspect of guidance in which the counsellor works together with teachers, parents, and other agencies to resolve the problems of students. It means seeking the help of an individual or a small group to gather useful information and suggestions to aid decision making. The guidance programme is effective when it is a co-operative enterprise between the teacher, the guidance officer, administrators and the community. This is because the total education of the student is only possible in a co-operative enterprise where all stakeholders of education contribute their quota. These people exchange ideas about the student, collect as much information as they can about him, and plan what could be done with or for the student.

The school guidance officer must initiate consultation and should not wait to be consulted. He must serve as a rounding base, bringing information to those concerned. He or she should avail him/herself to students, parents and teachers. Consultation must be based on mutual respect if it is to succeed. The guidance co-ordinators are however not always available to be consulted at some schools due to their heavy teaching schedule. The study will bring this to light after examining the students' views in the Sunyani Technical University.

6.6. *Fellow-up Services*

This is the most effective way by which the guidance and counselling coordinator can assess the success or failure of guidance services rendered to a student. It is only through an organized follow-up programme that data can be gathered and used for evaluation. In the view of Sheltzer and Stone (1976) follow-up services should seek to:

1. Obtain information as to how well students do after completing school.
2. Help students realize the problem that lies ahead.
3. Gain an appraisal of school programmes and services.
4. Obtain ideas for improving school services.

6.7. *Evaluation Service*

The success of the whole guidance system will depend on its effectiveness and this could be assessed only through evaluation. The goal of this service is to provide feedback on the effectiveness of school guidance through research into the concrete outcomes of the school guidance. According to Pecku (1991), evaluation is the use of scientific method to find out whether a programme is working well and whether it is effectively achieving its goal. There are lots of benefits in evaluation, namely:

1. Evaluation assesses an ongoing programme stage by stage, and the guidance programme will benefit from a systematic process of outcome evaluation.
2. Evaluation enables the guidance officer to monitor the programme at all levels and also enable the guidance officer to monitor the programme at all stages and take remedial measures as soon as there become necessary.

Thus, to get good evaluation results, the objective of the guidance programme at each stage must be especially defined and the criteria for success must also be established.

6.8. *Appraisal Service*

Sheltzer and Stone (1976), explain that an "Appraisal service" is designed to collect, analyse, and use a variety of objective and subjective personal, psychological, social data about each pupil for the purpose of better understanding the pupils as well as assisting them to understand themselves. In support of the above view, Appraisal, according to Okafor (1991) refers to measurement and evaluation of human attributes and characteristics. The attribute includes intelligence or general ability, aptitudes or specific abilities, interests and other personality characteristics which could be assessed by the use of tests. Okafor also points out that the guidance co-ordinator or the school counselling aid the school staff in gathering and using various kinds of data through the techniques or method of appraisal.

Data from cumulative records, psychological information about students and standardized test scores are utilized by the counsellor for interpretative work with pupils, teachers and parents. This aids the teachers to provide greater, individualized assistance to pupils. The pupil gains information about himself that can be used in a meaningful fashion in the decision-making process or change of behaviour when these roles are performed by the counsellor. He believes that when parents have access to some appraisal data, they are helped to understand their children and help them.

According to Okoye (1990), cumulative record is a data about a pupil providing comprehensive information in a minimum of space. It is in fact, a progressive longitudinal report on an individual which is updated from time to time. From the foregoing, it is evident that the appraisal service is a process for obtaining cogent information about a student with the purpose of forming a sound judgment about his or her present or future behaviour. It also helps the student in understanding himself and in making meaningful decision.

7. Methodology

The study involves students' views on guidance and counseling services in Sunyani Technical University. The approach which was used for the study is the qualitative research, specifically descriptive method.

Descriptive survey research is the research design that was used in the collection of data, is a research design which specifies the nature of a given phenomenon. It determines and reports the way things are. It is basically concerned with the present although it often considers past events and influences as they relate to current conditions.

The population for the study was students in the Sunyani Technical University. However, the sampled population was 200 Higher National Diploma (HND) students in Sunyani Technical University in the BrongAhafo Region of Ghana.

Simple Random Sampling is the technique which was employed in the study in which every member of the population has an equal chance of being selected as a member of the sample.

The size of the sample selected for the population was 200 Higher National Diploma (HND) students where 100 students each were selected from second and final year classes respectively. The researchers only used second and final year students for the study because having been in the school for at least one year, it placed them in a better position to comment on guidance and counselling services offered to them if there is any.

The research instrument that was used in the collection of data is questionnaire, semi-structured questionnaire specifically. In this study, a questionnaire was designed to solicit students view on guidance and counselling services the school offer to students. Since the researchers assumed that respondents might not know what some of the guidance and counselling services are, the services were fully explained or defined in all the questions for respondents to be able to attempt answering them with understanding.

Descriptive statistics was used to analysis the data. This was done with the help of Statistical Package for Social Sciences (SPSS) or Excel.

8. Findings

8.1. Introduction

This chapter deals with the analysis and discussion of the data collected. It presents findings based on the views of students on guidance and counselling services in Sunyani Technical University.

8.2. Bio-Data

This section of the study deals with the biographic data of the students. It comprises the Gender and Age group of students

| Gender | Frequency | Percentage (%) |
|--------------|------------|----------------|
| Male | 112 | 56 |
| Female | 88 | 44 |
| Total | 200 | 200 |

*Table 1: Gender of Students
Source: Field data October, 2016*

The table above indicates that majority (112) of the respondents representing 56% of the total sample were males whiles 88(44%) of them were females. This shows that the males were more than the females sampled for this study. Though the males were more than females, this finding would have no major effect on the study since the research did not seek to find out the guidance and counselling needs of students in relation to gender.

| Age range | Frequency | Percentage (%) |
|--------------|------------|----------------|
| 15-18years | 22 | 11 |
| 19-25 years | 136 | 68 |
| 26 years + | 42 | 21 |
| Total | 200 | 100 |

*Table 2: Age Group of Students
Source: Field data October, 2016*

Table 2 indicates that some (22) of the respondents representing 11% of the total sample were aged between 15-18 years. Majority (136) of the respondents, representing 68% were aged between 19 and 25 years. 42(21%) of the students were 26 years and above.

8.3. Main Data

8.3.1. Types of Guidance and Counselling Services Schools Offer and Student's Preference?

| Response | Frequency | Percentage (%) |
|--------------|------------|----------------|
| Yes | 144 | 72 |
| No | 28 | 14 |
| I don't know | 28 | 14 |
| Total | 200 | 100 |

Table 3: Students' Responses about whether their School Offers any type of Guidance and Counselling Services
Source: Field data October, 2016

The above table indicates that majority (144) of the respondents representing 72% of the sample said that their school offers some type of guidance and counselling services while 28(14%) of them responded 'NO'. Another 28 of the respondents representing 14% said they do not know if the school offered any type of guidance and counselling service. This finding indicates that most students are aware of guidance and counselling services in their school.

| Services | Yes | | No | | Total | |
|--------------|-----------|----|-----------|-----|-----------|-----|
| | Frequency | % | Frequency | % | Frequency | % |
| Counselling | 92 | 46 | 108 | 54 | 200 | 100 |
| Follow-Up | 90 | 45 | 110 | 55 | 200 | 100 |
| Orientation | 114 | 57 | 86 | 43 | 200 | 100 |
| Information | 96 | 48 | 104 | 52 | 200 | 100 |
| Consultation | 20 | 10 | 180 | 90 | 200 | 100 |
| Appraisal | 6 | 3 | 194 | 97 | 200 | 100 |
| Placement | 56 | 28 | 144 | 72 | 200 | 100 |
| Evaluation | 0 | 0 | 200 | 200 | 200 | 100 |

Table 4: Type of Guidance and Counselling Services the school offer and respondents' preference
Source: Field data October, 2016

The table above indicates the types of guidance and counselling services available to students and which of the services they would prefer. From the table, majority (108) of the respondents representing 54% of the total sample do not prefer counselling while 92 respondents representing 46% of the total sample preferred counselling.

The table also indicates that (110) respondents representing 55% of the total sample do not prefer follow-up services while (90) representing 45% said 'YES': 114 respondents representing 57% of the total sample said they preferred Orientation and (96) representing 48% prefer information service, while majority (104) of the sample representing 52% said 'NO'. Majority (180) of the respondents representing 90% did not prefer Consultation service and 20(10%) of them also indicated that they like that service. 6(3%) prefer the Appraisal service but majority of them (194) representing (97%) said 'NO'. majority (144) of the respondents representing 72% did not prefer the placement service. Considering the interconnectedness of the services in the table above and the inconsistencies in the findings, it is quite clear that students have little or no knowledge of what guidance and counselling comprises of.

| Response | Frequency | Percentage (%) |
|--------------|------------|----------------|
| Yes | 114 | 57 |
| No | 48 | 24 |
| I don't know | 38 | 19 |
| Total | 100 | 100 |

Table 5: Guidance and Counselling Service Meeting Individual Students' Personal Needs
Source: Field data October, 2016

Asked whether guidance and counselling met their personal needs, 114 (57%) respondents indicated Yes, while 48 respondents representing 24% stated No and 38 (19%) respondents said they did not know.

It is evident from the findings above that students must be told as soon as they are admitted into school about the existence of the guidance and counselling facility. According to Oladele (1987), guidance services are a professional aid to individuals and small

groups with commonly recurring, personal, educational and vocational needs and problems. If the students are told early they could be better helped in their academic and social life in and outside their campuses.

Makinde (1983) point out that counselling is needed by students to clarify their goals and values and to strengthen their interest and aspiration; this is in agreement with the findings because counselling is an important service of the guidance programme. It is the heart of the whole programme (Shertzer& Stone, 1976).

8.3.2. How Do Students expect Guidance and Counselling Services to be Organised?

| How to give guidance and counselling service | Frequency | Percentage (%) |
|--|------------|----------------|
| Individually | 164 | 82 |
| Small Groups | 28 | 14 |
| Large Groups | 8 | 4 |
| Total | 100 | 100 |

Table 6: Personal Preference of how to run Guidance and Counselling
Source: Field data October, 2016

The table above indicates that majority (164) of the respondents representing 82% of the total sample preferred guidance and counselling services to be provided on individual basis while some (28) representing 14% preferred small groups. Minority (8) of them representing 4% however preferred large groups. The response given corroborates what Thompson and Popen (1972) and Gibson and Mitchel (1995) (cited in Taylor&Buku, 2006) drew attention to. According to them, counselling should be regarded as a person to person relationship. In this relationship, there is focus on a person's growth and adjustment, problem-solving and decision-making needs.

| Period | Yes | | No | | Total | |
|-----------------------|-----------|----|-----------|----|-----------|-----|
| | Frequency | % | Frequency | % | Frequency | % |
| Energy in the morning | 48 | 24 | 152 | 76 | 200 | 100 |
| During break time | 42 | 21 | 158 | 79 | 200 | 100 |
| In the evening | 62 | 31 | 138 | 69 | 200 | 100 |

Table 7: When to Offer Guidance and Counselling Services.
Source: Field data October, 2016

The above table depicts the exact period of the day students believe guidance and counselling services should be held. Out of the 200 sample, 152 (76%) of them preferred guidance and counselling to be organized early in the morning while 48 (24%) prefers morning. Out of the 200 sample, 158 representing 79% preferred break time period while 42(21%) prefer during break time. 138 (69%) out of the 200-sample preferred guidance and counselling to be organized in the evening. This finding indicates that most students preferred guidance and counselling services to be organized any time be it morning, afternoon or evening.

| When to give guidance, and counselling | Frequency | Percentage (%) |
|--|------------|----------------|
| End of the Semester | 50 | 25 |
| Beginning of the Semester | 68 | 34 |
| Middle of the Semester | 82 | 41 |
| Total | 200 | 100 |

Table 8: Period within the Semester Students would want to Patronize Guidance and Counselling Services
Source: Field data October, 2016.

Table 8 above indicates the period within the Semester students deem ideal for Guidance and Counselling to be organized. Majority (82) of the respondents representing 41% wants it at the middle of the semester; 68(34%) wants it to be at the beginning of the semester; while minority (50) representing 25% believed end of semester would be ideal. Guidance and Counselling can be given repeatedly until the desired aim or goal is achieved, the above statement does not correspond with the findings of the research because majority gave a time frame which indicated that guidance and counselling should be offered at the middle of the semester.

| Person/Individual | Frequency | Percentage (%) |
|-------------------------------------|------------|----------------|
| Lecturers | 48 | 24 |
| Heads of Department | 36 | 18 |
| Guidance & Counselling Co-ordinator | 116 | 58 |
| Total | 200 | 100 |

Table 9: Who should give Guidance and Counselling Services?
Source: Field data October, 2016.

The table above indicates that majority (116) of the respondents representing 58% suggested guidance and counselling co-ordinator as the ideal person to offer guidance and counselling services. In spite of this number, 48 (24%) of the respondents indicated Lecturers, while 36 (18 %) felt the Heads of Department were the ideal persons to offer guidance and counselling services. The study reveals that the guidance and counselling co-ordinator should offer Guidance and counselling and this is in agreement with the what Sherter and Stone (1976) said the guidance Coordinator is the one who helps to plan and develop the guidance programme according to the needs of the students in school.

According to Bedu-Addo (2000) the one to offer guidance and counselling should be a trained person, who understands human nature and is willing to avail himself to help a client. He further explains that everyone needs guidance and counselling.

| Recipient | Frequency | Percentage (%) |
|------------------------|------------|----------------|
| Only those who need it | 38 | 19 |
| Every student | 162 | 81 |
| Total | 200 | 100 |

Table 10: Who to Receive Guidance and Counselling

Source: Field data October, 2016

The table above indicates who guidance and counselling should be offered to. Majority (162) of the respondents representing 81% of the total sample said there is the need for every student to receive guidance and counselling while 38 (19%) of them said guidance and counselling should be given to only those who need it.

| Place | Frequency | % |
|--------------|------------|------------|
| In public | 22 | 11 |
| In private | 178 | 89 |
| Total | 200 | 100 |

Table 11: Where Guidance and Counselling should be Held

Source: Field data October, 2016

The above table indicates where guidance and counselling should be held. 22 of the respondents representing 11% said it is ideal for it to be held in public while majority 178 of the respondents representing 89% said guidance and counselling should not be held in public but rather in private. This supports what Thompson and Popen (1972) said, counselling as a person to person relationship in which one person helps another to resolve an area of conflict that has not been hitherto resolved. Counselling from the researchers view, is the heart of guidance programme which provides opportunity for the counsellor and the students to meet in a face to face interview so that the co-ordinator can learn more about the client.

From the study, majority of the respondents said guidance and counselling should be in private and this is in agreement with Taylor and Buku (2006) Guidance is more public while counseling is always personal, private and confidential.

8.3.3. How do Students Regard the Impact of Guidance and Counselling Services provided in the School?

| Response | Yes | | No | | Total | |
|--|-----------|----|-----------|----|-----------|-----|
| | Frequency | % | Frequency | % | Frequency | % |
| Have you ever been offered guidance and counseling in University? | 48 | 24 | 152 | 76 | 200 | 100 |
| Has guidance and counseling helped you to resolve your personal problem? | 54 | 27 | 146 | 73 | 200 | 100 |

Table 12: Students Responses about the Impact of Guidance and Counselling

Source: Field data October, 2016

The table above indicates the impact of guidance and counselling on the students. Out of the 200 sample, 152 (76%) of them have not been offered guidance and counseling in the school while 48 (24%) out of the 200 sampled said they have been offered guidance and counselling.

Majority (146) of the respondents representing 73% said guidance and counselling has not helped them to resolve their personal problems while 54 (27%) out of the 200 sampled said guidance and counselling has helped them to resolve their personal problems. This finding indicates that guidance and counselling has not benefitted most students. Bennet (1963) cited in Taylor and Buku (2006) said it is a mutual process of learning on the part of new students, the faculty, students body of an institution whereby each group becomes better acquainted with each other and participates in an ongoing process which will help the new student to become an effective functioning part of the institution and help the institution to become responsive to the needs of a changing body.

Also, majority of the respondents said they have not benefited from guidance and counselling and from the studies of researchers such as Ocansey (1992) and Bondah (1996) it seems the school have not in the past, fulfilled the functions of guidance and counselling adequately, this is evident, for example in the career our students who have passed through the educational system choose.

The aim of guidance and counselling is to assist students to succeed in their educational endeavor and to attain their educational objectives and goals. They help them to overcome problems which make learning difficult or prevent them from settling down in school. Shertzer and Stone (1976) indicated why students do not benefit from the guidance and counselling. They also go to confirm Onumahs (1992) assertion that ineffectiveness of the guidance programme in our schools is due to lack of trained personnels, lack of funds, heavy workload of coordinators, and lack of office for coordinators to conduct the counselling among others.

9. Summary, Conclusions and Recommendations

9.1. Summary

The study aimed at finding out whether the services rendered by Sunyani Technical University on guidance and counselling adequately met students' needs and, if not, what strategies needed to be implemented to improve and make guidance and counselling services in the school more beneficial. Adopting the descriptive survey design and mainly semi-structured questionnaire, the researchers selected 200 respondents using the simple random sampling technique. Respondents provided answers to three research objectives namely:

1. Identify the types of guidance and counselling services schools offer and students prefer.
2. Ascertain how students expect guidance and counselling service are organized.
3. Assess the impact of guidance and counselling service provided in their school.

The study revealed that schools had a number of guidance and counselling services which are Counselling, Follow-Up, Orientation, Consultation, Appraisal, Placement and Evaluation. However, the one the students preferred most and wanted was orientation. Minority of them indicated that they preferred evaluation service.

The second objective sought to ascertain how students expect guidance and counselling services to be organized. Majority of the respondents preferred individual guidance and counselling services other respondents also preferred small and large group guidance and counselling. The study further revealed that the respondents preferred guidance and counselling services to be organized anytime, be it morning, afternoon or evening. Majority of the respondents also agreed that guidance and counselling services should be organized at the middle of the semester. The study revealed that most students want a professional guidance and counselling coordinator to offer guidance and counselling services. Again, the study revealed that every student needs guidance and counselling. The study further revealed that guidance should be offered in public and counselling in private.

The third objective of the study sought to find out the impact of guidance and counselling services provided in schools. The study revealed that guidance and counselling had not benefited most students in Sunyani Technical University.

9.2. Conclusions

This study dealt with students view on guidance and counselling services in Sunyani Technical University. Based on the findings of the study, it was concluded that most students of the University have not been offered guidance and counselling services.

The findings from the study also concluded that some of the Sunyani Technical University students have little or no knowledge of what guidance and counselling comprises of. Based on the findings generated so far from this study, it can be concluded that Sunyani Technical University students prefer individual counselling. They also want guidance and counselling programs to be organized in the middle of the semester.

Also, the findings of the study concluded that students prefer the guidance coordinator to be the one who should offer guidance and counselling.

Based on the findings of the study, it was concluded that most students want guidance and counselling to be organized in private. It may be concluded that guidance and counselling services in the institution do not benefit the students.

9.3. 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 Sunyani Technical University.

The following steps are therefore recommended:

- The Management of the University should ensure that the Counsellor is encouraged to organize seminars for the students frequently so as to make them know the purpose and meaning of guidance and counselling.
- Guidance and Counselling are needed in schools in order to help students come out of their own problems. It is therefore recommended that guidance and counselling activities in the University should be incorporated into the academic calendar such as seminars and counselling programmes that would equip students with knowledge and preventive strategies.
- There is the need to have trained and qualify guidance and counselling coordinators in the school. If lecturers will serve as guidance and counselling coordinators, then there is the need to organize in-service training for them to acquire the needed skills. The School Management in consultation with the Ghana Education Service can employ qualified counsellors for the school.
- For any guidance and counselling programme in the school to be effective, it must be supported by the Heads of Department and Management of the school. Students with some deviant behaviours may be suspended or sacked from the school in consultation with the counsellor. It is therefore necessary for all stakeholders to help maintain the good work of the counsellors in the University. It is hoped that if these recommendations are implemented, there will be marked improvement in guidance and counselling activities in Sunyani Technical University.

- The institution's counsellor on his own part should be committed to the counselling programmes through helping the Lecturers with the identification of students with learning problems and inform the Lecturers, so that different individualized methods can be used for effective teaching and learning.
- A large number of the sampled students were not aware of the existence of guidance and counselling services in the school. The Counsellor should introduce guidance and counselling in their orientation programmes once students are admitted in the school 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 Counsellors should make the effort to introduce them as their students are in need of counselling and guidance to steer them in this modern world.
- As it stands now, the counselling office faces a lot of challenges, both material and human resource. The unit should be well resourced by adding on more staff and good office space for effective and efficient counselling services.

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