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## Guidance Needs of Senior High School Students in Fanteakwa North and South Districts of Ghana

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### **Abstract:**

*Knowing students' guidance needs will assist Guidance and Counselling Co-ordinators to discharge their obligations not only effectively but also more efficiently. This study explored the guidance needs of students of Senior High Schools in the Fanteakwa North and South Districts in the Eastern region of Ghana. The study employed the descriptive sample survey design in which data were collected from a total of 350 respondents. Data were collected using a 30-item questionnaire and analysed using STATA 15. The results show that interpersonal relationship, financial needs and self-understanding are more relevant to students than spiritual needs, employment needs and study habits. It was also found that inadequate knowledge of students' guidance needs and lack of funds for Guidance and Counselling programmes were the more dominant reasons why students' guidance needs were not met. It was recommended that Guidance and Counselling Co-ordinators need to conduct regular needs assessment for the students so as to be able to align their programmes to the needs of the students. Again, the Ministry of Education should ensure that more qualified personnel are trained in the field of counselling and recruited to address students' guidance needs.*

**Keywords:** *Need, needs assessment, guidance needs, senior high school, students*

### **1. Introduction**

Education has the responsibility to develop the uniqueness of individuals by helping them to develop personal philosophies, social adjustment as well as skills and talents in their life endeavors. The individual can develop his/her skills, philosophy and make the necessary adjustment only when he/she has a full understanding of himself or herself. For this reason it is essential to help individuals clarify their life goals, purpose and needs so that they can face problems and challenges in life with certainty (Kandam & Onivehu, 2000).

Siaw (2009) stated that at the Senior High School(SHS) level the student will be faced with the formal decision about continuing his/her formal education after High School or joining the work force. He further states that many children may fail their academic work and would need help in their study habit or with their examination techniques. It is therefore imperative that these students will need more guidance on study skills, examination taking techniques and also where to go after SHS, which course to pursue, what careers they can engage in and the opportunities that they have for training and employment. Amaning (2009), on his part, stated that if our society is not to be plagued by brood of frustrated and unrealistic individuals, SHS students could be exposed to available opportunities and several expectations of the country through career guidance and counselling. Burney & Beilke (2008) was of the view that counselling in schools and colleges will enable the society to identify the talented youths and nurtured them to the optional level of social, educational and economic development.

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

Earlier researchers such as Chuenyane (1983) investigated the career needs of 600 black students in South Africa and how black Senior High School principals perceive the guidance needs of students in their schools. The investigation revealed that, 60% of them expressed additional help in sixteen categories of guidance needs that the students felt their needs were not met and therefore should receive priority in planning guidance programmes for schools. The common issues they expressed included finding jobs and careers, developing self-understanding, career awareness, inter- personal relationships, selection of courses and acquisition of decision making skills.

The issues the black SHS students expressed are relevant to Ghanaian SHS students of today. Again, Ingersoll & Smith (2003) stated that students have always experienced difficulties when making decisions about their careers. Ingersoll & Smith (2003) continued to say that these tenuous choices seemed to be a result of the students' lack of sufficient knowledge regarding themselves in their abilities, attitudes, interest and values, as well as vocational careers, school preparatory subjects and courses leading to those careers, educational and vocational opportunities available to them and financial assistant.

Aluede, Imonikhe et. al. (2007) were of the view that, self-understanding was a basic goal for guidance programmes. They said, through self-understanding, students can begin to know, appreciate and utilize their aptitude, interests, values and limitations, and students who understand themselves are characterized by their ability to make more rational, educational and vocational plans. Aluede, Imonikhe et. al. (2007) maintained that every individual should be helped to study and understand himself or herself as a unique person and to respond to the pressures and stimuli of the time and place in which he/she lives.

Amaning (2009) has observed Senior High School students are generally concerned about independent adults, getting jobs, marrying, gaining status with their peers and helping to solve the ills of the world. The concerns expressed by these writers affect Ghanaian youth also. To assist them with these concerns, guidance programmes are essential for Senior High School students today. Although there may be common set of students needs the priority for certain students varies and shifts in accordance with age, sex, experience and geographical location Vuttanont, Greenhalgh, Griffin & Boynton (2006). From these ideals expressed by the former writers, it is clear that the school has a crucial responsibility of training the child in all accepted ways so that he/she becomes a useful individual both to himself/herself and the society.

### *1.1. Statement of the Problem*

Very little studies have been made on the needs of senior high school students since the emergence of guidance and counselling in Ghanaian schools. Awabil (2002) cited that Opoku (1975) and Forde (1977) had made some assessment needs in Ghana. According to Awabil, Opoku carried out a survey of the concerns of secondary school students in the then nine regions of Ghana (now 10 regions) and found out that students' needs are to be centred on four categories. These were life at school, vocational, economic, personality development and health.

Forde's studies on the other hand were centred in selected Senior Secondary Schools now known as SHS in the Greater Accra Region. She also categorizes the needs into health, finance, religious, self-esteem and sexual issues. Though Opoku's studies covered the whole country, his findings may not apply today since students' needs have changed over the last 30 years due to political, social, and economic changes in the country.

Awabil (2002) conducted a study in Balsa and Kassa and Nankana districts in the Upper East Region. He assessed students' need for educational information, career information, self-understanding, drug information, interpersonal relationship, employment information, and health and study habits. His studies did not cover the guidance needs of students such as moral, spiritual, psychological and financial issues. The studies made on the needs of secondary school students did not talk cover the students in the Eastern Region of Ghana and for that matter Fanteakwa Districts. This current study therefore covers both Fanteakwa North and Fanteakwa South districts.

Fanteakwa District was cut out from East Akim District in 1989. It has been Fanteakwa District till 2018 when it was divided into Fanteakwa North and South with Begoro and Osino as their district capitals respectively. Students from both the Junior High and Senior High Schools in this part of the region in Ghana are often seen roaming about in the streets. Others also move to cities like Accra, Kumasi and Koforidua to do petty trading. The rate of teenage pregnancy is also very high in the area. In the senior high schools in the two districts, students are often sacked from school for not paying their school fees. This at times leads to some of the students not able to write examinations and some also stop schooling. Reasons that can be assigned to these problems are what Beijaard, Verloop, & Vermunt, (2000) stated, that students have always experienced difficulties when making decision about their careers and also, they lack sufficient knowledge regarding themselves. With this background therefore, it is imperative for this study to be conducted to find out the most prevalent guidance needs of senior high school students in this part of the Western Region so that effective guidance programmes could be organized for them.

### *1.2. Purpose of the Study*

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

### *1.3. Research Questions*

The following research questions have been formulated to guide the study

- What are the most prevalent guidance needs of Senior High School students in the Fanteakwa North and Fanteakwa South Districts?
- To what extent are students' guidance needs met in the districts?
- What reasons are given for students not having their guidance needs adequately

### *1.4. Hypothesis*

The following hypothesis was also formulated to guide the study:

- H<sub>0</sub>: There is no significant difference between the guidance needs of male and female students.
- H<sub>1</sub>: There is significant difference between the guidance needs of male and female students.

## 2. Literature Review/Theoretical Framework

### 2.1. The Concept of Guidance

At face value, guidance derives its meaning from the word "guide" in which case it is synonymous with direct, steer or pilot. According to Shertzer & Stone (1976), guidance is the process of helping an individual to understand himself and his world. Arbuckle and Peters (1975) as cited in Buku & Taylor (2012) suggest that guidance can be thought of as a concept, an educational construct and as an educational service.

As a concept, it means the use of ideas or view point to help another person. As an educational construct, it refers to the provision of experiences that lead to self-understanding and total personal growth and as an educational service it involves the provision of procedures and processes to assist the individual through a growth enhancing helping relationship. Jones, Hammond, Keeney & Raiffa, (2015) write that guidance is the assistance given to individuals to make intelligent choices and adjustments in their lives.

Gysbers & Henderson (2001) described guidance as a programme of services to individual students provided by teachers, administrations and guidance specialist based on:

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

### 2.2. Concept of Need

Need has been explained in several ways by different writers. The Macmillan English Dictionary for Advanced Learners (2004) defines a need as a situation in which it is necessary for something to be done. According to Oladele (1987), a need is the lack of something that if present would further the welfare of the organism. Oladele went further to distinguish between two types of needs. These are primary needs and secondary needs.

Primary needs include food, water and oxygen. Secondary needs, on the other hand include affection, status and security. People need food, affection, security, recognition among others. When such needs are strongly felt individuals take action to fulfill them. Mezirow (2000) states that "a need exists when desire to attain or acquire something motivates a person to act or feel in certain ways. The satisfaction or lack of satisfaction of needs determines if people grow or stagnate" (Pg.120)

### 2.3. Maslow's Theory of Need

Psychologists have propounded several need theories. Among them are Murray, Kurt Lewin, Alderfer and Maslow. Murray for instance said a need is a hypothetical force that serves to organize perception, intelligence and action of the individual. He continued by saying that unsatisfied needs would arouse the person and he or she would be sustained until satisfaction had been attained. Since Maslow's theory of needs has some application on the study undertaken, it would be the one that would be reviewed. In attempting to describe steps in the development of a healthy personality, Abraham Maslow (1908-1970), a humanist psychologist, outlined the concept of human needs. The overview of Maslow's hierarchy of needs has been provided in the figure 1.

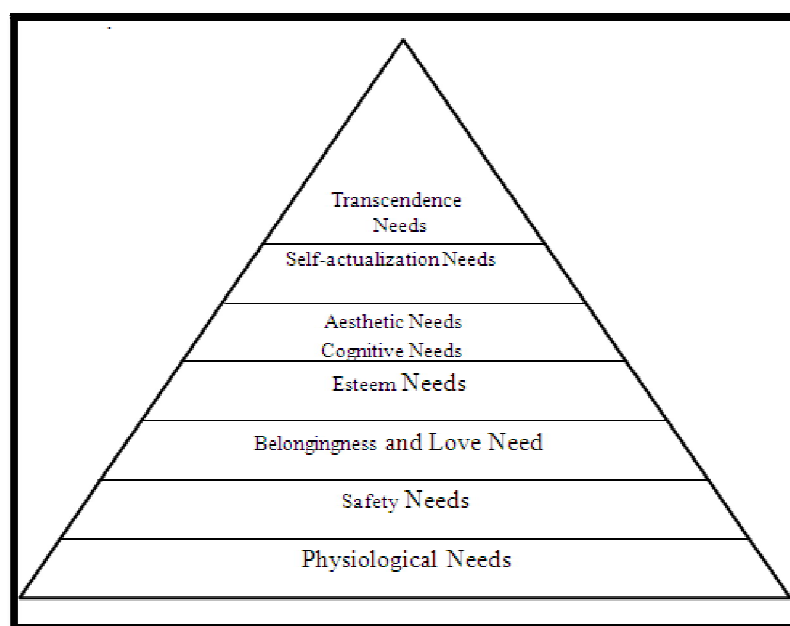


Figure 1: Maslow's Hierarchy of Needs  
Source: Huitt (2000) Cited in Awabil, 2002

Maslow argued that needs are arranged in a hierarchy which is similar to a ladder. He was of the view that people progress from one level to another much like climbing a ladder and the end result is full development of human potential. As a ladder, people who have partially satisfied a level of need may find the need to continue to work on that need while extending their effort to meet those of higher levels.

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

The physiological needs include hunger, thirst and sleep. According to Elliott, Kratochwill, Cook and Travers (2000), unless the physiological needs are satisfied everything else recedes. Maslow also said when these physiological needs are deprived for a long period; the other needs will also not appear. Safety needs include freedom from fear and anxiety, need for protection, security and stability. Elliot et al (2000) said students who are afraid of peers, of a teacher or of a parent have their safety needs threatened and their fears can affect classroom performance.

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

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

Later Maslow saw that there were other lower level needs prior to the general level of self-actualization and one beyond the self-actualization level. These are cognitive, aesthetic and transcendence. Cognitive is the need to know and understand. Aesthetic is the need for symmetry, order and beauty. These are below self-actualization. Above self-actualization need is transcendence. Transcendence is the need to help others find self-fulfillment and realize their potential. According to Hutt (2000) as cited in Awabil, (2002), Maslow was of the view that as one develops wisdom, becomes more self-actualized and transcendence; one will automatically know what to do in a wider variety of situation. According to Maslow, cited in Ackumey (2003) when these needs are met, one can develop the talents and gifts within themselves and one's highest and greatest level of personal growth can be achieved. Ackumey, went further to say that all students in school require the general needs to grow properly and achieve their goals, therefore, any student with a problem in any of the needs will be affected and that person's academic work will also be affected.

### **3. Research Methodology**

#### *3.1. Research Design*

The research design used in the study was the descriptive sample survey. According to Gay (1992), the descriptive sample survey is appropriate when a researcher attempts to describe some aspects of a population by selecting unbiased sample of individuals who are asked to complete questionnaires or respond to interviews. This descriptive sample survey was chosen because according to Sarantakos (1998) cited in Amedahe (2002), studies based on sample survey require less time and produce quick answers. Also, it is thought to be more economical, contains fewer people, requires less printed material and fewer general costs and above all samples are thought to offer more detailed and high degree of accuracy because they deal with relatively small number of units. Considering the purpose of the study, the research questions and the magnitude of the target population, it was the most appropriate design which could lead the researcher to achieve the purpose and to draw meaningful conclusion from the study.

#### *3.2. Population*

The population of the study was 1880 students and 108 teachers from the three SHS in the two districts. This comprised 986 first year SHS students and 894 second year students and also 108 teachers of which two were Guidance Counselling Co-ordinator. The third years were excluded because they were in the process of writing their final examination at the study because

#### *3.3. Sample and Sampling Procedure*

The sample consisted of 350 students and 30 teachers of which three were Guidance Counselling Co-ordinator, bringing the total respondents to 380. This sample size was chosen to ensure that their point of view would adequately reflect that held by the large number of student population in the two districts. To make the sample representative, steps were taken to ensure that the different categories of students were included in the sample. The researcher was interested in studying both boys and girls, form one and form two students, and day and boarding students, the stratified random sampling technique was therefore used.

To achieve this, the students were divided into two groups. Group A consisted of males from both form one and form two and group B was also made of the females from both form one and form two. The researcher used the disproportionate sample of 20% for the males and 15% for the females and through that 90 males and 65 females were selected from Begoro Presbyterian SHS, 46 males and 36 females were taken from New-Nsutam Senior High/Technical School and 62 males and 51 females were also selected from Osino Presbyterian SHS bringing the total students selected to 350. This was made up of 198 males and 152 females. The same procedure was employed in selecting the 27 teachers.

Then, all the three Guidance and Counseling Co-ordinators from the schools were added to the study to make up the total of 380 respondents.

### 3.4. Instruments

A guidance needs assessment questionnaire was developed by the researcher and used for the data collection. There were two sets of questionnaires, one set for students and another set for the teachers and the Guidance and Counselling Co-ordinators. The needs were grouped under eight (8) scales, these were study habit, educational information, career information, spiritual needs, financial needs, employment information, interpersonal relationship and self-understanding. The questionnaires were personally administered and collected on the same day.

### 3.5. Validity and Reliability

To ensure the validity of the questionnaire, two lecturers in Guidance and Counselling read through the questionnaire and made useful suggestions. The instrument was pre-tested at Oforipanin SHS among twenty-four students, five teachers and one Guidance Counselling Co-ordinator. The questionnaire was pre-tested in this school as the students in this school shared similar characteristics of the target population. This was done to check both the face and content validity of the instrument. The Cronbach alpha value reliability was determined to be 0.82 after the analysis. The instrument was therefore found to be highly reliable.

### 3.6. Data Analysis

The responses to the various questionnaire items were coded and processed using STATA 15, a statistical package for analyzing data. The results were tabulated in means, standard deviation and percentages for research questions one and two, while frequencies and percentages were employed to analyze research question three. With respect to the hypothesis, t-test was used.

## 4. Results/Findings

The researcher formulated three research questions concerning guidance needs SHS students in the Fantekwa North and Fantekwa South Districts. These research questions are answered in this section.

### 4.1. Research Question One

What are the most prevalent guidance needs of senior high school students?

This research question sought to find out the prevalent guidance needs of SHS students in this part of the Eastern Region of Ghana. The results are shown in tables 1 and 2.

Rank	Needs	Students Mean	Standard Deviation
1	Interpersonal relationship	3.88	0.816
2	Financial needs	3.72	0.799
3	Self – understanding	3.68	0.849
4	Career needs	2.64	0.753
5	Educational information	2.64	0.727
6	Spiritual needs	2.56	0.833
7	Employment needs	2.56	0.749
8	Study habits	2.47	0.687

Table 1: Prevalent Guidance Needs of Students as Expressed by the Students

It can be deduced from the Table 1, that interpersonal relationship, financial needs and self-understanding are more relevant to students than spiritual needs, employment needs and study habits.

Need	Frequency	Percentage (%)
Study Habits	280	80
Educational Information	196	56
Financial Needs	168	48
Career Needs	154	44
Interpersonal Relationship	140	40
Spiritual Needs	126	36
Self- Understanding	112	32
Employment Needs	98	28

Table 2: The Prevalent Guidance Needs of Students as Expressed by Teachers and Coordinators Who Are also Used to Represent the Adult Respondents

From Table 2, it could be seen that the teachers, who also represented the adults perceived study habits, educational information and financial needs as the most prevalent needs of students. It is indicated by 80%, 56% and

48% respectively. Similarly, they regarded employment, self- understanding and spiritual needs as the least priority needs of students. This was indicated by 28%, 32% and 36% respectively.

From Tables 1 and 2, it could be seen that as students perceive interpersonal relationship, financial needs and self- understanding as their prevalent guidance needs, the teachers who represented the adults on the other hand perceive study habits, educational information and financial needs as the most prevalent guidance needs of students.

#### 4.2. Research Question Two

To what extents are students' guidance needs met?"

This question was to seek the extent to which students in the three public senior high schools in the two districts guidance needs are met. The result is found in Table 3.

Rank	Needs	Mean	SD
1	Interpersonal relationship needs	2.84	0.567
2	Career needs	2.72	0.623
3	Employment needs	2.72	0.661
4	Self-understanding needs	2.71	0.632
5	Financial needs	2.71	0.682
6	Spiritual needs	2.66	0.624
7	Educational needs	2.63	0.540
8	Study habit	2.46	0.527

Table 3: Ranking, Needs and Standard Deviation of the Extent of Needs Being Met

Table 3, shows that students' ranked interpersonal relationship as the need mostly met, followed by career needs, employment needs and self-understanding. Again, financial needs, spiritual needs, educational information and study habits were rated 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup>, respectively.

#### 4.3. Research Question Three

What reasons are given for students not having their guidance needs adequately met?

This research question was to find out the reasons why students guidance needs are not adequately met. The respondents were the teachers and the guidance co-ordinators who were used to represent the adult. The result is found in Table 4.

Item	Frequency	Percentage
Inadequate knowledge of students' guidance needs	196	56
Lack of funds for guidance and counselling programmes	182	52
Negative attitude of students towards guidance and counseling	182	52
Lack of qualified G & C Co-ordinators	140	40
Lack of G & C office	84	24
Heavy workload on G & C Co-ordinators	56	16
Negative attitude of headmaster and headmistresses	42	12
towards G & C		

Table 4: Reasons Why Students' Guidance Needs are Not Met

Table 4, indicates that 56% of the teachers and Guidance and Counselling (G & C) Co-ordinators responded that inadequate knowledge of students' guidance needs was one of the reasons why students' guidance needs are not met. Fifty two percent indicated that negative attitude of students towards guidance and counselling might have accounted for students guidance needs not being adequately met. In the same way (52%) were of the view that lack of funds for guidance and counselling programmes might be the reason why students' guidance needs were not adequately met.

It further indicates that 40% of the respondents assigned lack of qualified Guidance co-ordinators as one of the reasons why students' guidance needs were not adequately met. Furthermore, 24% indicated lack of guidance office as one of the reasons contributing to guidance needs not being adequately met. Another 16% attributed the reason to heavy workload on guidance coordinators, whereas, 12% said it was negative attitude of headmasters/ mistresses towards guidance and counselling.

From Table 4, it can also be observed that inadequate knowledge of students' guidance needs, lack of funds for guidance and counselling programmes, negative attitude of students towards guidance and counselling and lack of qualified G & C Co-ordinators were the major reasons why students' guidance needs were not adequately met. The minor reasons for not having their guidance needs adequately met were heavy workload on G & C co-ordinators, lack of G & C office and negative attitude of headmasters/ mistresses toward guidance and counselling.

#### 4.4. Testing of Hypothesis

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

- Ho: There is no significant difference between the guidance needs of male and female students.
- H1: There is significant difference between the guidance needs of male and female students.

Guidance Needs of Students	Mean		SD		Cat. T	P-Value
	Male	Female	Male	Female		
Educational information	2.6	2.65	0.677	0.793	-214	0.831
Career information	2.7	2.62	0.739	0.773	-619	0.619
Employment information	2.5	1.5	0.68	0.837	-727	0.468
Personal relationship	2.8	3.01	0.759	0.875	-2.15	0.032
Spiritual Needs	2.5	2.63	0.734	0.951	-1.04	0.298
Financial Needs	2.7	2.77	0.725	0.89	-973	0.332
self-understanding	1.6	1.78	0.77	0.941	-1.68	0.093
Study Habit	1.5	1.49	0.692	0.791	-469	0.639

Table 5: Comparison of Needs by Sex

•Significant If  $P < 0.05$   
SD=Standard Deviation

From table 5, with the exception of interpersonal relationship, where there is significant difference ( $p=0.032$ ) between male and female students' guidance needs, in the other seven categories of students' needs, there is no significant difference between the guidance needs of male and female students.

## 5. Discussion

### 5.1. Interpersonal Relationship

It was found that interpersonal relationship was a major concern of adolescent students. This finding agrees with the findings of Chuenyane (1983) and the views of Oladele (1987), Okoye et al (1990), Pietrofesa, Hoffman & Splete (1984), Nalwa & Anand (2003) and the Ghana National Population Council (2000). The reason for this finding could be that adolescent students need to feel worthwhile to themselves and to others.

### 5.2. Self – Understanding

The study also revealed that self-understanding was one of the major needs of the students. The result supports the findings of Chuenyane (1983) and the views of Unachukwu & Igborgbor (1991) who indicated that self-understanding was one of the major concerns of adolescent students. The present findings are also in line with the assertion of Chuenyane (1983), Holland (1973), Eshun (2000) and Okoye et al (1990). The students' expression of their needs for self-understanding could be attributed to the emotional changes of the adolescents. The changes make them moody and at times they feel frustrated and become anxious about a lot of things. As a result, they want to become aware of their potentials, interests, values and limitations.

### 5.3. Educational Information

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

Again, the current finding does not support the findings of Okon (1984), Oweini & Abdo (2000) as cited in Awabil (2002) who discovered that secondary school students greatly needed educational information. The finding is surprising. One would have thought that students would be interested in furthering their education and therefore would find educational information of great relevance to them. It may happen that since students in the Fanteakwa Districts are unaware of the importance of educational information, this might result in them not regarding it as very necessary in their educational and career development.

### 5.4. Study Habit

It was found out that study habit was the least concern of the students. This finding did not support the views of Pecku (1991) that many countries now use guidance and counselling in their schools to help students learn well. Again, the study did not support the views of Okoye et al (1990), Eshun (2000) and Pietrofesa et al (1984) who indicated that students desire to acquire effective study skills. In the same way, the finding could not confirm the findings of Opoku (1975) and Ahia & Bradley (1984), who discovered that study habit was the major concern of students. It is a concern to adolescents but the students in the Fanteakwa North and South may not consider it as a major concern. The reason of this might have stemmed from the fact that the researcher concentrated on forms one and two students who were in school or just two weeks after re-opening during the time of the research. Hence serious academic work for the term had not started.

### 5.5. Career Needs

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

It also supports the views of Unachukwu and Igborgbor (1991) who said that youth have their dreams of what to become as far as their career needs are concerned. Moreover, the finding supports the assertions of Pietrofesa et al. the Ghana National Population Council (2000) and Okoye et al. (1990) as cited in Awabil (2002) who stated that career information is one of the greatest needs of students. The reason for this could be attributed to the fact that the students wanted career information which will enable them to choose career that are in line with their interests, aptitude and aspirations. Apart from that, career information helps students to have a better understanding of the nature of work, the prospect in the work and limitations of the various careers and through that they become familiar with the necessary steps one needs to take to get adequate preparation for the various careers.

### 5.6. Spiritual Needs

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

### 5.7. Employment Information

The survey revealed that employment was not a dominant guidance need of students. This finding did not support the findings of Gallagher, Millar et al. (1992), Opoku (1975) and Chuenyane (1983) who stated that adolescent students desire employment.

### 5.8. The Reason why Students Guidance Needs are Not Adequately Met

The study revealed that inadequate knowledge of students' guidance needs, lack of funds for guidance and counselling programmes, lack of qualified guidance co-ordinators and negative attitude of students towards guidance and counselling were the main reasons why student's guidance needs are not adequately met. The result matches with the views of Onumah (1992) and the findings of Ocansey (1992) and Awabil (2002). The reason that can be assigned to students guidance needs not adequately met is what Awabil (2002) stated, that the Ministry of Education, Science and Sports has not put in place the necessary resources for running guidance and counselling programmes in schools.

### 5.9. The Extent to which Students Needs are Met

The study revealed that both students and teachers who represent the adult, see interpersonal relationship, self-understanding, career information and educational information needs to be met more than study habit, employment, financial and spiritual needs. Chuenyane's (1983) studies in South Africa revealed that students' employment and career concerns were not adequately met. This finding is consistent with Chuenyane's findings. The study again revealed that study habit was not a major concern of students and since this major concern is not met, the school must endeavour to help students with this problem to develop activities that will help to improve the study habit skills among students. Career information, educational information and employment should receive a greater attention in senior high schools in order to promote students' educational and career development. The 1987 and 2007 educational reforms of Ghana emphasized the fact that education is both terminal and continuous (Akyeampong, Djangmah, Oduro, Seidu, & Hunt, 2007: Osei, 2007), hence, students who intend to work after school need to be provided with adequate career information and employment opportunities, while those who wish to continue their education need educational information so as to choose the right post-secondary institution or programme.

### 5.10. Counselling Implications

From the discussion, it could be deduced that students have not been sensitized well on interpersonal relationship, career needs, employment and self-understanding. This may not necessarily mean that students have much information about them. Rather, they may not have much interest in those areas.

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

The finding that self-understanding was considered as a priority need implies that Guidance and Counselling Co-ordinators should administer to students occupational interest inventories, study habit inventory, self-concept skills, aptitude and achievement tests so as to help students have adequate knowledge about their interests, abilities, values, needs limitations and problems.

Again, the fact that the students ranked study habit as least priority concern clearly shows that there is the need for greater attention to be paid to students' study habit in the Senior High Schools in the Fantekwa Districts in particular,



and in Ghana as a whole, if academic success is to be maximized and the academic potential of the individual is to be fully realized.

The finding that career information is a prevalent need to students implies that the Ghana Education Service (GES) needs to make adequate provision for career guidance and counselling services for SHS students. It also implies that school Guidance and Counselling Co-ordinators should not relent in their efforts but need to expose students to the world of work by organizing career conferences, fieldtrips to work places and by providing books and magazines on various careers.

The finding that financial information was greatly needed by the students implies that the Guidance and Counselling Co-ordinators, and school administrators should expose students and their parents to various places of securing scholarship to finance students' education. It was, also, found that spiritual needs were the least concern of students. The implication of this is that spiritual information should be given the least attention in the school guidance programme. Guidance co-ordinators should, therefore, give priority attention to the most prevalent needs of students.

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

## 6. Conclusion

From the study, it could be concluded that students priority needs are interpersonal relationship, financial needs and career information. The male students showed much interest in interpersonal relationship, career information, financial needs and educational information, while the female students expressed much concern in interpersonal relationship, self-understanding, financial needs and educational information. Again, the Ghana Education Service and other stakeholders have to adequately provided resources for addressing the guidance needs of students. The Ministry of Education has to train enough qualified Guidance and Counselling Co-ordinators to SHS to address the guidance needs of students. Also Guidance counselors should conduct regular needs assessment in order to be able to align their programmes to the needs of the students as identified periodically.

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