

ASSESSMENT OF GUIDANCE SERVICES IN SENIOR HIGH SCHOOLS IN UPPER DENKYIRA EAST MUNICIPALITY

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ABSTRACT: *The purpose of the study was to assess guidance services rendered in the Senior High Schools(SHS) in the Upper Denkyira East Municipality. To accomplish this, descriptive survey research design procedure with a quantitative approach was adopted. The study employed a multistage sampling procedure where sample size of 474 respondents were used. There were 133 staff (teachers, counsellors and headmasters) and 341 SHS students. Questionnaires were used to obtain data from the respondents. The quantitative data were analysed using descriptive statistics (frequencies and percentages, means and standard deviations) and inferential statistics (independent t-test and MANOVA). The study revealed that generally both students and staff have positive views about the nature of guidance services provided in Senior High Schools within Upper Denkyira East Municipality. Again, it was confirmed that most staff and students agreed that guidance resources and materials are unavailable or inadequate in the schools for effective implementation of guidance services. The findings prove that there was statistically significant difference between the staff and students in their perception towards the nature of guidance services provided. It was therefore recommended that the Ghana Education Service implement fully its policy of assigning guidance and counselling coordinators to each Senior High Schools to allow for constant and fulltime access of the students to guidance and counselling.*

KEYNOTE: Guidance Services, Senior High Schools, Students, Counselling

INTRODUCTION

The concept “guidance and counselling” has long been considered inseparable, but for the purpose of this study, the word “guidance” instigated from the Greek word, “odigia” meaning “to direct, lead, guide, pilot, assist, show, inform, control advice, help, and to instruct”, is used. These synonyms do not however explicitly state the deeper meaning embedded in the use of the concept. Guidance as an educational construct encompasses those understandings and experiences that assist each learner to understand, and accept themselves and, live effectively in their society. In light of this, UNESCO (2000) describes guidance as a process, developmental in nature, by which an individual is lead and assisted to understand, accept and use his/her abilities, aptitudes and interests and attitudinal patterns in relation to his/her aspirations. Correspondingly, Mapfumo (2001) views guidance as the provision of information to groups or individuals for the purpose of reaching informed decisions.

Guidance is the process of helping individuals achieve their self-understanding and self-direction indispensable to make the supreme and maximum adjustment to school, home and community (Wazim , 2001). Guidance therefore encompasses those services and programmes

of the school, which are specifically planned and intended to promote educational, career, and personal social development of students. (Denga, 2001; Eduwen, 2004). Such services in the view of Ubana (2008), include processes of consultation, co-ordination, collaboration, instruction, information-giving, appraisal, referral, and institutional support. Thus, guidance is seen and used as a generic label, an umbrella that covers all the means whereby an institution identifies and responds to the individual's needs, no matter its source, to help the client develop his or her maximum potentials and be able to face life challenges. The prime objective of guidance in schools therefore is to help each individual adjust to his/her environment, develop the ability to set realistic goals for him/herself, improve his/her education and be able to face life challenges.

Guidance programmes in African schools have been observed to be lacking and ineffective (Kesson, 2013). In Botswana, Montsi (2000) surveyed that most schools actualized guidance and counselling programmes with varying degrees of completeness. In Nigeria, Okeke and Okorie (2006) reported that there was an absence of guidance and counselling units and offices in most of the schools. This, they noted, had influenced the basic decision-making of students and brought about maladjusted conduct. They also found that individual counselling between the counsellors, teachers and the students was lacking and thus entrenched the belief of counselling unavailability. In the same way, Offor (2008) concurs that guidance and counselling services in most Nigerian schools were not available to students as result of ineffective implementation of the programmes. In Kenya, Nwokolo, Anyamene, Oraegbunam, Anyachebelu, Okoye, and Obineli (2010) found that guidance and counselling services were not accessible in schools and they also observed that group counselling which can be effective and powerful in addressing students' needs in large schools was not carried out.

In Ghana, there existed some forms of guiding people through voluntary and non-formalized means before any endeavors were made to establish official guidance in Ghana in the 1960s. Guidance throughout this era was voluntary and was directed and managed in the school system especially in the boarding schools by heads of institutions. This took place in the form of pastoral care by important persons in the school, church, home, and community (Essuman, 1999). These voluntary services were in the form of providing paces and opportunities for youth to socialise and reconstruct, consulting and instructing the youth on moral issues and financial problems and issues (Dankwa, 1981). They also concentrated on organising orientation programmes for new pupils or students, assisting the students to solve their personal problems, and guiding the youth through Sunday school lessons and discussions to develop morally and spiritually. These voluntary services still exist and are found even where formal guidance and counselling are offered.

The Ministry of Education [MoE] and Ghana Education Service [GES] introduced guidance and counselling units in schools in 1976 to help students to understand and deal with social, behavioural and personal problems. Various education reforms since 1976, including the 2002 Report of the President's Committee on Review of Education Reform in Ghana, and the 2007 education reforms policy have equally reiterated the importance guidance and counselling in schools (MoE, 2007). The school guidance programme is aimed at providing counselling, appraisal, orientation, consultation, placement, information and follow-up services to students (GES, 2010).

According to the Ghana Education Service (GES, 2010), guidance and counselling units in schools were accentuated and underlined to decrease the evils of drugs, occultism, indecent dressing, watching and reading of pornographic materials and internet fraud which have

become worrying phenomena for school authorities and parents. It therefore presupposes that the focus of guidance and counselling in Ghanaian schools would be towards social issues. In view of this, the need for guidance and counselling services in schools and the role of guidance and counselling in the administration and management of student discipline in Ghana has become imperative in order to promote the well-being of learners. It is therefore important that school guidance and counselling services are fully functional and available to all learners in all schools to help alleviate the problems that they face. It is against this background that this study seeks to assess the guidance and counselling services provided to students in the Upper Denkyira East Municipality.

Various studies and reports including, Anamuah Mensah Committee Report, (2002). Affum-Gyan (1992), Ocansey (1992) and Bondah (1996) noted most schools in Ghana have fully complied to GES directives and established Guidance and Counselling units. However, it appears their programmes are poorly planned, whilst many of such units only exist in name. Nyarko-Sampson (2010; 2013) observed that guidance and counselling education is not prioritized in the colleges of education; only a handful teacher-trainees offer guidance and counselling as option. As Appiah (2013), and Kesson (2013) rightly noted, that the lack of trained counsellors or coordinators in most schools in Ghana tend to discourage many students from accessing guidance and counselling services

In Ghana, it appears not much studies have been carried out to assess guidance services provided in senior high schools. For instance, Braimah (2010) assessed guidance and counselling services in Senior High Schools in the Tamale Metropolis and found that information, appraisal, placement, evaluation, consultation and referral services were inadequately provided. Mintah (2012) also assessed the effectiveness of guidance and counselling in second cycle schools in the Kwaebibirem District in the Eastern Region and among the findings were that, students were satisfied with the provision of guidance and counselling being provided to them by their schools based on the fact that they benefitted a lot from the guidance services. Personal-social, educational, career benefits were also achieved. Fia's (2011) study in senior high schools in Ho Municipality revealed that that educational, vocational, and person-social counselling were lacking in most schools, even where the schools had counselling centers and officers to cater for the needs of students. Kesson (2013) recommends the need to strengthen the guidance and counselling unit of the Ghana Education Service (GES) to ensure proper coordination and supervision of the guidance and counselling programmes in schools.

Research Questions

1. How often do students in Senior High Schools in Upper Denkyira East Municipality have access to guidance services?
2. How do Guidance services provided in Senior High Schools in Upper Denkyira East Municipality effectively assist learners to achieve academic, career and personal-social development?
3. What factors affect the implementation of guidance services in Senior High Schools in Upper Denkyira East Municipality?

Research Hypotheses

- H₀ 1: There is no statistically significant difference in the views of teachers and students concerning the nature of guidance services provided in the schools.
- H₀ 2: There is no statistically significant impact between guidance services and students' personal-social, academic and career development.

METHODOLOGY

The study adopted the descriptive survey design. This design has been recommended as appropriate for studies which involve a cross section of respondents or subjects with almost similar characteristics (Amin, 2005; Fraenkel & Wallen, 2000).

Population and sample

The study population comprised students and staff (school counsellors, headmasters and teachers) of two public and two private Senior High Schools in Upper Denkyira East Municipality. The Municipality has four Senior High Schools. The accessible population was 2733. This constituted 2543 students and 190 staff from both public and private Senior High Schools in the Upper Denkyira East Municipality (Statistics Office, GES, Dunkwa, 2016)

A sample of 474 respondents was selected. This was made up of 341 students and 133 staff from all the four schools. This sample was determined and calculated using Krejcie and Morgan (1970)'s Sampling Table at 95% confidence level and 5% margin of error.

Data Collection Instruments

Two sets of 6-section self-developed questionnaire; one for students and other for staff were used to collect data. The questionnaire was designed based on the four point Likert scale, as well as open ended questions. This provided options for respondents to indicate their degree of agreement or disagreement to the question items. On the questionnaire, Section "B, C, E, and F" took the form of agreement ranging from 4=Strongly Agree (SA), 3=Agree (A), 2=Disagree (D) and 1=Strongly Disagree (SD), Section "D" was also in the form of availability ranging from 1=Not Available at all, 2=Available but not adequate, 3=Moderately Available and 4=Adequately Available. Finally, Section G comprised open-ended questions.

Pilot-testing of the instrument with thirty (30) students and teachers respectively indicated the instruments to be highly reliable as the Cronbach's Alpha reliability coefficient of 0.88 was established for the students' questionnaire and 0.89 for the staff's questionnaire.

RESULTS AND DISCUSSION

This section presents the results of the data analyses followed by discussions. The research questions were analysed using means and frequencies, hypothesis 1 was analysed using independent t-test, whilst hypothesis 2 was analysed with MANOVA.

Research Question 1: How often do students have access to guidance services in Senior High Schools in Upper Denkyira East Municipality?

(Mean of 2.50+ = respondents' agreement with students' accessibility and usage of guidance services in the schools; Mean below 2.50 = respondents' disagreement with students' accessibility and usage of guidance services in the schools)

The results of the analyses are presented in Table 1.

Table 1: Students' access and use of guidance services

Statements	Teachers (n=133)		Students(n=341)	
	Mean	SD	Mean	SD
Guidance services are available in the school	3.47	0.75	2.77	1.97
Students have heard of guidance and counselling services since they reported to school	2.91	0.76	2.66	1.08
Students know where to find the counselling office in the school	2.66	0.85	2.53	1.14
Students always go to see the counsellor to discuss their academic, personal-social and career issues	2.20	0.71	2.05	1.01
The counsellor is available always to address students personal issues	2.56	0.77	2.40	1.15
The guidance and counselling co-ordinator organise and provide conferences on useful academic, career and life guidance	2.87	0.83	2.24	1.11
Students have access to guidance and counselling books, pamphlets and handouts that could guide them towards planning for their academic and careers	2.10	0.81	2.17	1.49
The school counsellor is always available and accessible by the students to address the needs	2.49	0.78	2.28	1.11
Guidance services are daily provided by the teachers and counsellors in the school	2.48	0.75	2.42	1.02
Guidance services are only offered in the schools when the need arises	2.54	0.86	2.41	1.06
Mean of Means/SD	2.63	0.79	2.39	1.25

Source: Field Survey, (2017)

The result in Table 1 implies that on the whole, students have access to guidance services in Senior High Schools in Upper Denkyira East Municipality; staff (M=2.63; SD=0.79) and students (M=2.39; SD=1.25). Both staff (M=2.49; SD=0.78) and students (M=2.28; SD=1.11) strongly indicated that the school counsellor is unavailable and inaccessible to the students to address their needs. From these results, it is concluded that, on average both teachers and students have diverse views on the accessibility and use of guidance services in the schools by the students. The staff revealed (MM=2.56; SD=0.79) that guidance services are available in the schools and students have access and use those guidance services, while the students (MM=2.39; SD=1.25) disagreed with their accessibility and use of guidance services in the schools. It is worth noting that guidance services might be available in the schools and students may also have heard of it, but their ability to access them is the question for the day. This could be attributed to several factors such as unavailability of guidance coordinators or counselors, among others.

The current study established that most of the staff agreed that the schools provide guidance services to students in the schools while the students claimed that they do not have access and usage of those guidance services. These results of the current study confirmed the findings of Appiah (2013) that guidance and counselling services in the schools were improperly streamlined. The results also are consistent with the findings of Sedofia and Ocansey (2013) that the information and consultation services were not adequately provided in the schools.

However, the results of the current study are inconsistent with Awinsong et al. (2015), that students have access to counselling services in the forms of educational, vocational, and person-social counselling. The results again contradict Kimathi (2012) who found that students in public secondary schools in Kenya sought guidance and counselling services for their personal difficulties. The results thus summarises the views of Ansah, (2015) and Kesson, (2013) that guidance and counselling programmes in African schools have been observed to be lacking and ineffective.

Research Question 2: How do the Guidance services provided in Senior High Schools in Upper Denkyira East Municipality effectively assist learners achieve academic, career and personal-social development?

(Mean of 2.50+ = positive impact of guidance services on students' educational and personal-social development; Mean below 2.50 = negative impact of guidance services on students' educational, career and personal-social development in the schools).

The results are presented in Table 2.

Table 2: Impact of Guidance Services on Students' Educational and Social Personal Development

Statements	Teachers (n=133)		Students (n=341)	
	Mean	SD	Mean	SD
Guidance and counselling programmes have enabled students to be well-disciplined and obedient in school and society	2.76	0.71	2.80	1.15
Through guidance and counselling, students have less social-personal problems in the school	2.41	0.75	2.55	1.07
Guidance and Counselling programmes have improved students study habits	2.70	0.70	2.67	1.10
Guidance and Counselling programmes have helped students to deal with their drug addiction and substance abuse	2.65	0.75	2.43	1.17
Guidance and counselling programmes have helped students to develop good relationships between their peers and teachers	2.74	0.68	2.74	1.06
Guidance and Counselling programmes have improved students' academic, social and personal time management	2.69	0.68	2.66	1.03
Guidance and Counselling programmes have helped students to cope with their family problem (eg. financial and health problem)	2.52	0.78	2.40	1.08

Through guidance and counselling programmes, students make good academic, career, social and personal choices	2.62	0.78	2.67	1.06
Guidance and counselling programmes have helped students to manage their academic, personal-social life, stress, anxiety and depression	2.61	0.72	2.46	1.08
Guidance and Counselling programmes have improved students' academic performance	0.76	2.67	1.08	1.71
Mean of Means/ SD	2.65	0.73	2.60	1.09

Source: Field Survey, (2017)

Table 2 shows that both staff and students indicated that guidance services have a positive impact on students' educational, career and personal-social development ($M=2.65$; $SD=0.73$), and ($M=2.60$; $SD=1.09$), respectively. Both teachers and students agreed that guidance services in the schools have significant effect on students' educational, career and personal-social development. For example, both teachers ($M=2.76$; $SD=0.71$) and students ($M=2.80$; $SD=2.80$; $SD=1.15$) strongly indicated that guidance and counselling services in the schools have enabled students to be well-disciplined and obedient in school and society. This result signified that through guidance and counselling services, students have less social-personal problems such as drug addiction and substance abuse and delinquency behaviour in the school and society. Thus, guidance and counselling services in the schools help students to manage their personal-social life such as stress, anxiety and depression. Similarly, majority of the staff ($M=2.74$; $SD=0.76$) and students ($M=2.67$; $SD=1.08$) strongly agreed that guidance and counselling services help to improve students' academic performance. This result implies that guidance and counselling services provided in the schools improve students study habits which significantly affect their academic performance. From Table 6, most of the staff ($M=2.69$; $SD=0.68$) and students (2.66 ; $SD=1.03$) revealed that guidance and counselling services in the schools help to improve students' academic, social and personal time management. This result suggests that through guidance and counselling services, students make good academic, career, social and personal choices that ensure their effective use of time.

From these results, it is concluded that, on average, most of the teachers ($MM=2.65$; $SD=0.73$) and students ($MM=2.60$; $SD=1.09$) agreed with the statement concerning the perceived impact of guidance services on students' educational and personal-social development. These results revealed that guidance services provided by the schools have significant influence and effects on students' educational and personal-social development. Guidance and counselling is the only programme, which can help students to assess themselves for a particular field of study.

The results are consistent with the findings of Nayak (2004) who concluded that a greater portion of the students' educational, emotional, social and psychological problems would be minimized when guidance and counselling programmes are made accessible in schools. Thus, guidance and counselling services are fundamental elements in discipline management of the individuals in all societies (Kinra, 2008). The result of the current study confirmed the findings of Ansah (2015) in Ghana that formal guidance and counselling services helped to improve students' academic performance. Similarly, Aidoo (2011) also found that guidance and counselling services are beneficial to students in the schools.

However, they are contrary to the findings of Dabone (2015) in Ghana that there is no significant impact of guidance and counselling services on students' academic performance.

RQ3: What factors affect the implementation of guidance services in Senior High Schools in Upper Denkyira East Municipality?

(Mean of 2.50+ = agreement with the factors that affect effective implementation of guidance services in the schools; Mean below 2.49 = disagreement on the factors that affect effective implementation of guidance services in the schools).

The results are presented in Table 3.

Table 3: Factors Affecting Guidance Services Implementation in Schools

Statements	Teachers(n=133)		Students (n=341)	
	Mean	SD	Mean	SD
Lack of clear role of school counsellors	2.64	0.87	2.55	1.04
There is no specific time for counselling	2.85	0.85	2.61	1.09
Lack of competent teacher counsellors	2.36	0.86	2.39	1.02
Lack of preparation, training and development of counsellors	2.59	0.90	2.58	1.06
Lack of financial resources, materials and facilities to runs the guidance and counselling units	2.92	0.81	2.62	1.10
Lack of leadership and management support from government and school administration	3.17	0.71	2.55	1.04
Lack of incentives and allowance for teachers who help in rendering guidance services	3.02	0.81	2.50	1.06
Poor attitude of teachers and students towards the guidance services	2.71	0.80	2.58	1.03
Lack of private rooms for guidance and counselling	2.77	0.96	2.63	1.09
Too much workload for teachers hence no time for counselling	2.95	0.83	2.53	1.11
Mean of Means/ SD	2.78	0.84	2.55	1.06

Source: Field Survey,(2017)

Table 3 indicates that staff and students agree on factors that affect effective implementation of guidance services in the schools; staff (M=2.78; SD=0.84) and students (M=2.55; SD=1.06). It is clearly noted from the results that both staff and students have consistent view concerning the factors affecting the implementation of guidance services in the schools. For example, majority of the staff (M=3.17; SD=0.71) and students (M=2.55; SD=1.04) indicated that lack of leadership and management support from government and school administration is a major challenge confronting effective implementation of guidance services in the schools. This result implies that government and school support in terms of financial resources is a challenge confronting the smooth running and management of guidance services in the schools.

Both teachers (M=2.85; SD=0.85) and students (M=2.61; SD=1.09) indicated that lack of specific time in counselling is another challenge confronting the effective implementation of guidance services in the schools. This result could be attributed to the fact that most of the schools lack offices or room for counselling or the workload of the teachers, because some of them are not counsellors or guidance coordinators in the schools but they have been appointed to provide these services to students. This sometimes create confronting roles of the teachers, because they have their duties as teachers, and at the same time, they are also to play the role

of school counsellors or guidance coordinators. So this is a challenge hindering the effective implementation of guidance services in the schools.

From Table 3, both staff ($M=2.95$; $SD=0.83$) and students ($M=2.53$; $SD=1.11$) agreed with the statement that too much workload for teachers hence no time for counselling is also another significant challenge that hinder effective implementation of guidance service in the schools. This results suggest that teachers in the schools, serving as school counsellors or guidance coordinators lack clear roles in the schools and also they do not have specific time for counselling, it might happened that the time that they might need to attend to issues of students, they might be in the classroom teaching. Hence, workload of teachers is a major challenge that affects effective implementation of guidance services in the schools.

From these results, it is concluded that on average, both teachers ($MM=2.78$; $SD=0.84$) and students ($MM=2.55$; $SD=1.06$) agreed that effective implementation of guidance services in the schools are constrained with several challenges such as lack of financial resource, support from the government and administration, workload of teachers, lack of counselling office or rooms, lack of incentives for teachers, and conflicting roles of teachers. These challenges would significantly and negatively affect the implementation of guidance services in schools.

The results of the current study confirmed the findings of previous researchers who established that effective implementation of guidance and counselling services in the schools are being hinder by several factors. The results are consistent with the study of Ansah (2015) that guidance and counselling run in the schools are constrained by the following factors; lack of monetary reward for counselling, non-existence of official counselling office, and lack of separate offices for the co-ordinators. Similarly, Awinsong et al. (2015) revealed that students' frequency of access to counselling services are inhibited by counsellor characteristics and other factors. Sedofia and Ocansey (2013) showed that counsellors were not trained professionally. Aidoo (2011) found that lack of funds and qualified guidance and counselling co-ordinators are the major factors militating against the administration of guidance and counselling programmes. Bempah (2010) found that guidance programmes in schools' face problems such as lack of counsellors; lack of information on guidance services, no counselling room; no fixed counselling schedule and lack of administrative support. The results of the current study are consistent with the findings of Okeke and Okorie (2006) that most of the schools lack guidance and counselling units and offices. This, they noted, had influenced the basic decision-making of students and brought about maladjusted conduct.

In support of this result, Menon (2010) found that the dual responsibilities of teacher and counsellor adversely affected most students' access to guidance and counselling programmes. Anagbogu (2008) reported that many school counsellors do not have access to the requisite professional training that empower them to be impactful in schools. Eliamani et al. (2014) also found that non-professional counselling greatly affects students' access to counselling services. In Ghana, lack of trained counsellors or coordinators in most schools discouraged many students accessing guidance and counselling services (Appiah, 2013; Kesson, 2013).

Hypotheses Testing

H₀₁: There is no statistically significant difference in the views of teaching staff and students concerning the nature of guidance services in the schools.

Table 4: Independent Sample t-test of Views of Staff and Students' about the Nature of Guidance Services provided in Schools

Variable	Group	Mean	SD	t-value	df	Sig. (2-tailed)
Nature of Guidance Services in Schools	Staff	80.60	13.28			
	Students	75.86	15.94	-3.044*	472	0.002

Source: Field Survey, (2017)

*Significant @ 0.05 level

The result of the independent sample t-test showed that there was statistically significant differences between the staff and the students in their views towards the nature of guidance services provided in the senior high schools within Upper Denkyira East Municipality. The mean score of staff was 80.60 with a standard deviation of 13.28 and that of the students was 75.86 with a standard deviation of 15.94. This result indicates that the staff had more positive perception and view concerning the nature of guidance services provided in the Senior High Schools within Upper Denkyira East Municipality, in addition, the difference in the mean scores of the staff and students reached a significant level after being examined by the independent sample t-test, $t(472) = -3.044$, $p=0.002$. Hence, it is concluded that there is statistically significant difference between the staff and the students with respect to their perception towards the nature of guidance services provided in the senior high schools within Upper Denkyira East Municipality

H₀₂: There is no statistically significant impact of guidance services on student's personal-social, career and academic development.

Table 5 presents the Results of MANOVA Analysis of the guidance services and their impacts on students' Academic, career and personal- social development.

Table 5: MANOVA Analysis of the impact of Guidance Services on students' personal-social, career and academic development.

Sources	Type III Sum of Squares	df	Mean Square	F	Sig.
Academic	7448.673	122	61.055	3.676	.000
Career	13262.502	122	108.709	4.419	.000
Personal-social	12169.248	122	99.748	4.378	.000

Source: Field Survey, (2017)

*Significant @ 0.05 level

The results show that guidance services have impact on students' academic, career and personal- social development and the results prove to be statistically significant. However, when evaluating the mean squares, the results show that the magnitude at which guidance services have on student's academic, career and personal- social development varies. Career development recorded a result of $F(122)= 4.419$, $P=.000$, $MS=108.709$) indicating that guidance services have greater impact on students' career development. Followed by students personal-social development which produced a result of $F(122)= 4.378$, $P=.000$, $MS=99.748$). Lastly, the results pointed out that guidance services provided in the schools have least influence on the students' academic development. This was evident after MANOVA produced a results of $F(122)= 3.676$, $P=.000$, $MS=61.055$). The findings lend supports to that of Auni (2009) who reported that guidance and counselling programs had in adequately contributed to

students' academic and social adjustment in public secondary schools, however, ineffective strategies of guidance and counselling were being used in Schools. Njeri (2007) also observed that guidance and counselling programme has a positive impact on the academic performance of students. However this study is in contrast with Fia (2011) who revealed that educational, vocational, and person-social counselling were lacking in most schools in Ho Municipality.

Key Findings

It was revealed that on average both staff and students have diverse views on the availability, accessibility and usage of guidance services in the schools by the students. The staff revealed that guidance services are available in the schools and students have access and use those guidance services while the students, who are the main recipients of the guidance services, disagreed with their accessibility and usage of guidance services in the schools.

It was evident that most of the staff and students agreed with the statement concerning the perceived impact of guidance services on students' educational, career and personal-social development. The results revealed that the little guidance services provided by the schools had significant influence and effects on students' educational and personal-social development.

It was revealed that, both staff and students agreed that effective implementation of guidance services in the schools are constrained with several challenges such as lack of financial and material resource, support from the government and administration, workload of teachers, lack of counselling office or rooms, lack of incentives for teachers, and conflicting roles of teachers.

In testing hypothesis 1, the independent sample t-test results showing the differences in views of the staff (counsellors, teachers and headmasters) and students concerning the nature of guidance services the schools indicated that there was statistically significant difference between the staff and students in their perception towards the nature of guidance services provided in the Senior High Schools within Upper Denkyira East Municipality.

In testing hypothesis two, MANOVA analysis was conducted on all the three dependent variables (personal-social, career and academic) to show the influence that guidance services in the schools have on them. The results showed that guidance services have impact on students' academic, career and personal- social development. However, the results give ample evidence to believe that among all the dependents variables, guidance services in the schools have more impact on student's career development, followed by personal-social and lastly academic development of students.

CONCLUSIONS

From the findings, it can be concluded that Senior High Schools within Upper Denkyira East Municipality provide some form of guidance services to students and that the little guidance services provided by the schools have significant influence and effects on students' educational, career and personal-social development. However, guidance programmes in these schools are faced with a lot of challenges such as unavailability of both financial and non-financial resources, support from the government and administration, workload of teachers, lack of counselling office or rooms, lack of incentives for teachers, and conflicting roles of teachers. These challenges have significantly and negatively affected the implementation of guidance services in Senior High Schools within Upper Denkyira East Municipality.

RECOMMENDATIONS

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

- Guidance and counselling programmes in schools should be strengthened and encouraged by teachers and school authorities in order to bring the best out of students concerning their academic, personal-social and career development.
- School administration should consider employing full time guidance coordinators in the Senior High Schools to allow for constant and fulltime access of the students to the coordinators. This will also allow teachers to concentrate on their teaching duties as coordinators also embark on guidance and counselling service delivery.
- Ghana Government in collaboration with the Ministry of Education should make funds available for the provision of essential resources and materials needed for the effective implementation and administration of guidance and counselling services in Senior High Schools.
- Students should be enlightened by school authorities and guidance coordinators on the impact of guidance services on their academic, career and personal-social development. This move would help them have positive attitude towards guidance services, which can make them have the zeal to patronize the services.

Implication for Counselling

- 1) Coordinators in the schools should continually organized effective Guidance and Counselling programmes that would be geared towards the overall development of students.
- 2) Guidance co-ordinators should conduct need surveys, at least once a year in their schools, to identify the problems of students to help them to determine the requirements and set objectives of the programme for the year.
- 3) Counsellors should show concern for and to assist in the planning of student's educational, career and personal-social development.
- 4) Inventory books, bulletins on different topics, handbooks for different educational opportunities, books on social psychology, psychology magazines should be made available in the schools so that students easy access to them.
- 5) Students should be encouraged and helped to develop right perceptions towards guidance and counselling programmes. There should be constant sensitization of the students and good relations with the teacher counsellors which will help students develop the right perceptions towards guidance and counselling programmes in schools.

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