

## EVALUATING THE IMPACT OF COUNSELING SERVICES IN SENIOR HIGH SCHOOLS IN GHANA: THE CASE OF OKERE DISTRICT

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**ABSTRACT:** *Lately, it is common to observe violence and other deviant behaviors among senior high schools. This many have attributed it to poor implementation of guidance and counseling services rendered in most SHS in the country and the Okere District. The primary research purpose was to assess the importance of guidance and counseling units in some selected Senior High Schools in the Okere District. The nature of the research was descriptive, with the questionnaire as the primary data collection instrument. The research employed simple random sampling and purposive sampling methods to select students and teachers, respectively. Statistical tools employed were mean, charts, percentages, crosstabulation, and ANOVA. The findings revealed that most Senior High Schools in the District render orientation service. The findings also revealed that lack of training physical facilities, inadequate funds, missing pertinent reference materials, few guidance and counseling sessions, and no involvement of peer counselors impede the implementation of guidance and counseling units in the District. Finally, the findings also revealed guidance and counseling services rendered in the schools in the District affect students' academic performance. Therefore, it is recommended that schools in the District be assisted in improving their guidance and counseling units since it will affect students' academic performance when well carried out.*

**KEYWORDS:** Guidance , Counseling Services Senior High Schools.

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## INTRODUCTION

The prerequisite for Guidance and Counselling in Ghana has been made more crucial by the momentarily expanded and varied educational facilities and prospects at the country's second-cycle institutions (Owino, 2015). The majority of students in second-cycle schools are between the ages of 13 to 18 and are in the transitional stage of their life. That is, from puberty to adolescence. This stage has challenges in terms of physical and social changes and not forgetting mental and psychological changes. The changes are seen physically through changes in the body. These body changes are manifested in the sex organs, height, weight, and voice. Socially, students become attached to members of the opposite sex, and

sometimes they become sociable when faced with a common enemy or problem. Most of them are emotionally similar, and they respond similarly to situations. In addition, they tend to develop the exploratory spirit to do the forbidden, like disregard authority, defy authority, smoke cigarettes, drink alcohol, and engage in sex.

Students' individualistic behavior, interests, and emotions need the attention of all. They are often faced with the desire for career growth and education. What prohibits them from achieving these desires is the influence of the financial economy, growing materialism, multicultural society, and the acceptance of technology from the west. Students are constantly searching for identity, stability, and direction in an uncertain world due to the influence above. Their main motive is to find an understandable and reliable identity to function well in the world. Due to the reasons mentioned, it is proper and appropriate to provide students with Guidance and Counselling Services to help them make good choices at every stage of their lives. There have been rapid political, economic, and social changes in Africa and, for that matter, Ghana. Because of that, parents, teachers, families, and the community leaders are losing their responsibilities, like preparing the teenager for adult life. On the other hand, the educational system with its loaded curriculum and the apprehension of excelling in West Africa Examinations puts most students under pressure, who already are pressured by social problems.

The Guidance and Counselling Services in various schools help students decide and deal with conflicts coming from or are sure to arise in a changing environment. To make the students perceive each other, they need to be assisted concerning their abilities and interests. They also need to be assisted in the career selection and in making appropriate decisions. For these to be done, Guidance and Counselling Services in each need to be strengthened. Guidance is an essential part of a child's growth and education (Pecku, 1991). Every child needs assistance in formulating a workable philosophy of life and developing objectives outside the spheres of education and career (Owino, 2015). Personal development and growth are essential considerations at the Senior High School level; school counselors can help them develop their personalities. The school counselors can also help build the students' attitudes, which is conducive to a whole and happy life.

Adesina (1990) appears to agree with this statement saying that: Guidance is that education function that has a direct blending influence on the life of the students. Guidance purposely involves aiding the learner to develop his/her potential. It also helps them become more and more self-directive (Adesina, 1990). A study by Kipnusu (2002) stated the usefulness of Guidance and Counselling in Secondary Schools and the role of Guidance and Counselling teachers increases every year with annual enrolment increment in our schools. Majority of the complaint in Senior High Schools (SHS) in Ghana today has been on indiscipline. This comes in different forms. It ranges from strikes, rape, sex, drug abuse, burning, and destroying properties. Most students are idealistic, self-critical, and they are very combative to the hypocrisy of adults. Too frequently, they condemn the inability of adults to resolve the challenges they face in their families, schools, churches, and the

country as a whole. Guidance and Counselling Service in the schools should, therefore, be able to give them a voice. The Unit should give them room to voice their problems and also seek amicable clarifications.

These problems are enumerated call for Guidance and Counselling Services. A service needs to grow as quickly and carefully as the changes occur and as resources permit. This research sought to assess the importance of Guidance and Counselling Services in selected Senior High Schools in Ghana. The research will also want to establish how the Unit empowers students to make the right choices at various life stages.

There have been reported cases of students' indiscipline in our schools. The problem at the Senior High School has been the worse as compared to the lower level. It could be attributed to the developmental stage of these students in SHS. Some go to the extent of burning and damaging school and teachers' properties and raping their fellow students. This indiscipline behavior sometimes leads to the closure of schools to allow for school heads to prevail and allow for repair works to be done on damaged properties.

Another behavior that also needs attention is student academic performance. This topic has been the concern of students, parents, and teachers. Many teachers complain about students' inability to give themselves to books but social media. Parents often time also complain about students' failure at the end of term examinations and external examinations. Most students also complain of their inability to absolve most concepts taught by teachers. These sometimes lead to a few of them leaving school without permission, and some do not even attend classes. These problems and many that have not been mentioned sometimes lead to questions about the functions of Guidance and Counselling Services in our Senior High Schools, if any. This study, therefore, wishes to answer the following questions: how important is the Guidance and Counselling Service in SHS; what are the roles of the Guidance and Counselling Service coordinators or teachers, and what is the impact of Guidance and Counselling Services on academic performance of students.

### **Purpose of the Study**

This study has the purpose of evaluating the importance of Guidance and Counselling Services of selected Senior High Schools in the Okere District.

## **METHODOLOGY**

### **Research design**

An outline that is used to answer research problems is what Orodho (2003) called research design. This study employed a descriptive research design. Descriptive research determines and reports how things are and commonly involves assessing individuals' attitudes, organizations, and procedures (Creswell, 2018). The study employed constructivist theory based on different meanings of peoples' life experiences and socially constructed meanings.

Data were collected for this analysis using the questionnaire. This research employed quantitative and qualitative analysis.

### **Target Population**

A target population comprises members such as people, objects, or items from which samples are taken for a study. From the information collected from Educational Directorate, the District has three public SHS, and each school has a Guidance and Counselling Unit. The population for this study was teachers, headmasters/mistresses, all guidance and counseling coordinators, and students.

### **Sample and Sampling methods**

Sampling is the act, method, or process of selecting a suitable population size to represent the entire population to determine the study's parameters (Kombo and Tromp, 2006). All three Public SHS were selected for the study. Each school has a Guidance and Counselling unit with three members. All the Guidance and Counselling Services of the three schools and two teachers with guidance and counseling degrees from the selected schools were purposely sampled. Forty-three students were randomly selected from each of the three schools to represent students' respondents. The sample size was 150 for this analysis.

### **Data Collection Instruments and Procedure**

This research was carried out using a questionnaire targeting teachers and form three students. The questionnaire was classified into two main categories, with section one on the demographic information of the respondents and the second section sought information on the objectives of the study.

The researchers obtained a research authorization permit from the schools and Ghana Education office in the District to conduct this research. The researchers visited the schools with the authorization permit to create a link with the schools. The visit brought about confidence between the researchers and the schools. The researchers then went to the schools the second time to collect the data. The respondents were assured of the confidentiality of their responses and were advised to give details where possible. The researchers personally administered the questionnaire. This took place in the classrooms and staffrooms of the schools.

## **RESULTS AND DISCUSSION**

### **Demographic data**

This section is used to assess the responses of the respondents. Some of the demographic data collected were gender, age, the program of research, and teaching experience. All the students selected were SHS 3 students. A respondent's age or teaching experience is needed to assess the response he/she gives on guidance and counseling-related issues. Figure 1.1 displays the gender distribution of the respondents. From the analysis, 79.7% of the respondents were students, and 23.3% were teachers. There were 7.6% female teachers,

12.7% male teachers, 41.1% female students, and 38.6% male students. It could be deduced that more female students responded to the questionnaire than other categories. The majority of the teachers were males. In general, more males (51.3%) responded to the questionnaire than females (48.7%).

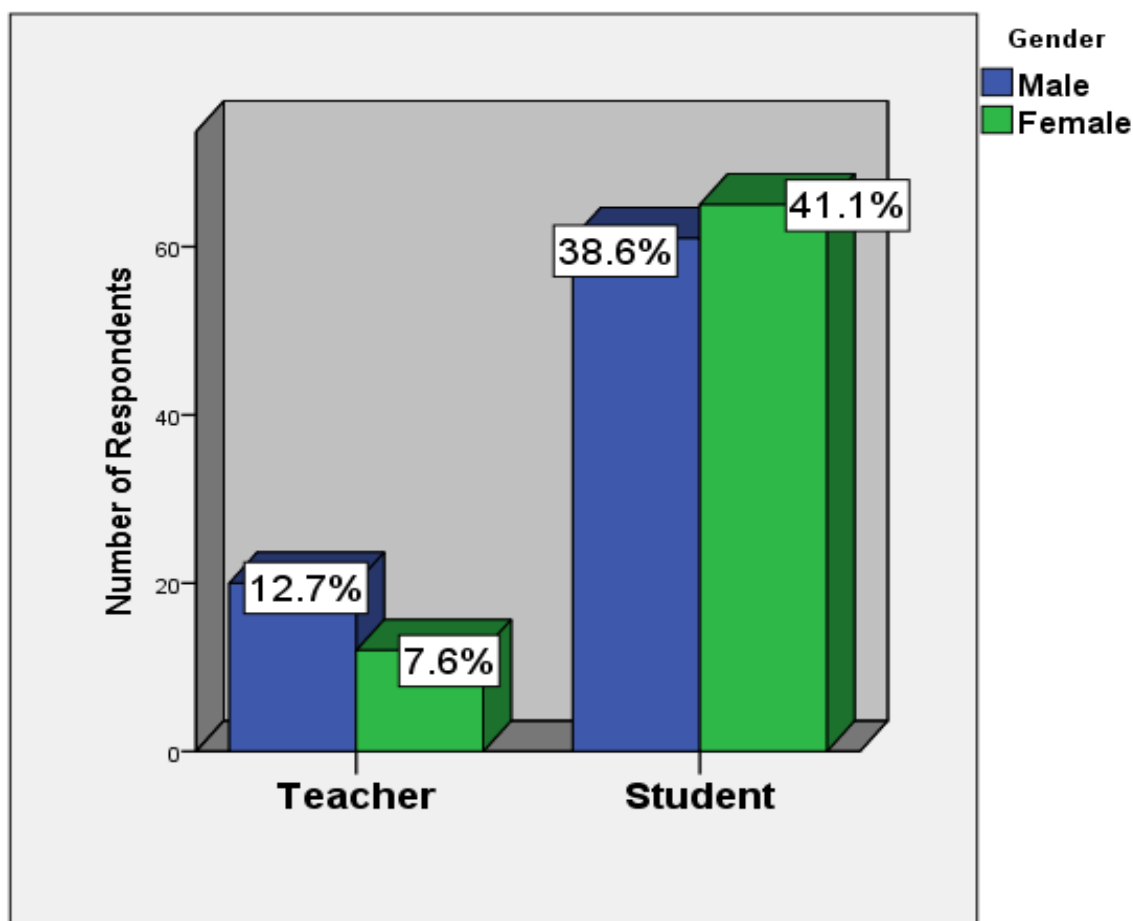


Figure 1. 1: Gender Distribution  
 Source: Field Survey, 2021

The age distribution of the sample is shown in Figure 1.2. From the chart, 12.7% of the respondents were in the age cohort 30-40 years, 5.7% were in the age cohort 23-30 years, 1.9% were above 40 years, 31.0% were in the 13-15 year age group, and those in the age group 16-18 years were made up of 46.2% of the respondents. Only 2.5% of the respondents were between 19-21 years of age. We could see that most teachers are in the age cohort 30-40 years, and that of the students was 13-15 years. This means that all the respondents were in the appropriate age groups to respond to the questionnaire.

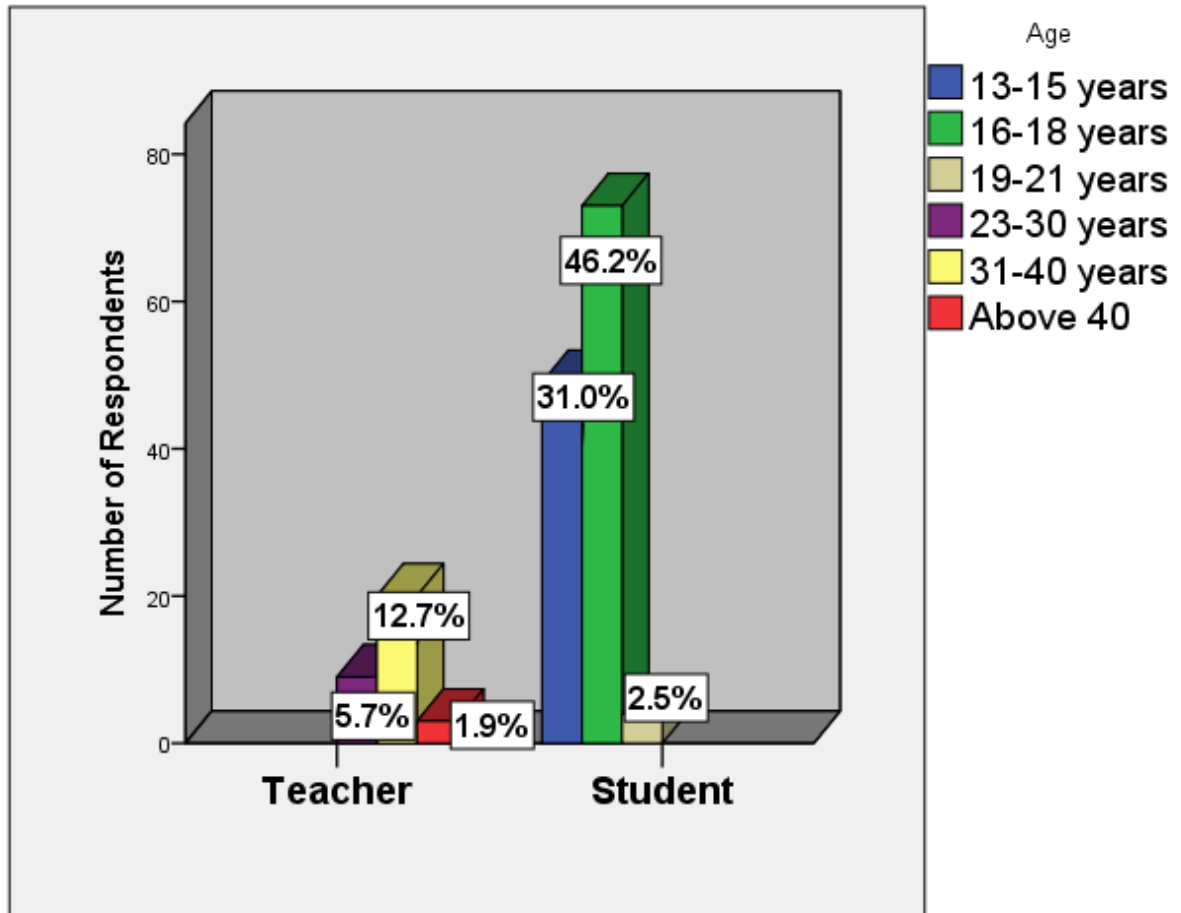


Figure 1. 2: Age Distribution  
 Source: Field Survey, 2021

Information on teaching experience can be found in figure 1.3. 3.1% of teachers taught for above 15 years, 6.3% have taught for 11-15 years, 59.4% have taught for 6-10 years, and 31.3% were within 1-5 years of teaching. This means that majority of the teachers have taught for at least six years. This means their knowledge of guidance and Counseling in SHS in the Okere District cannot be downplayed.

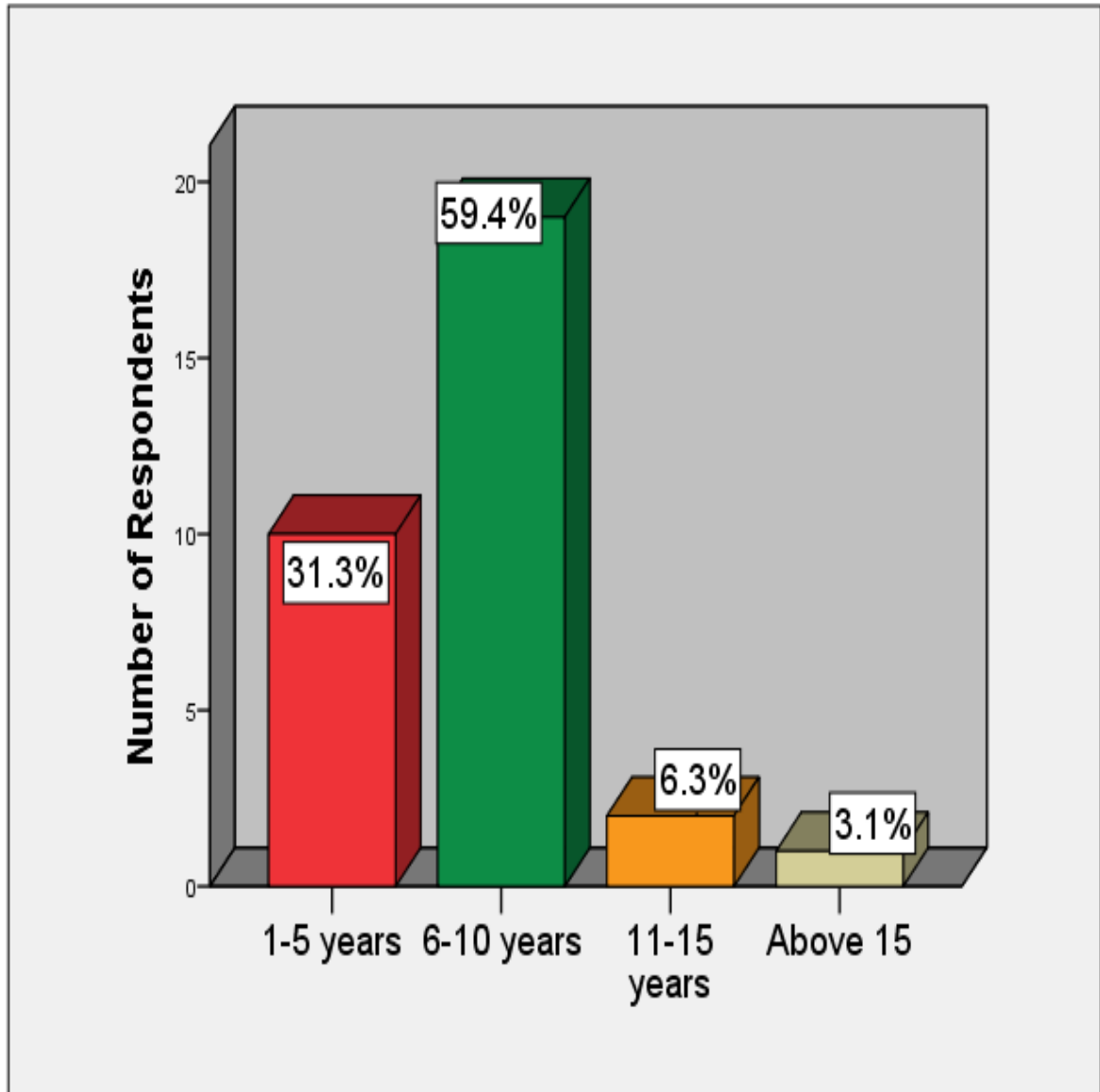


Figure 1. 3: Teaching experience  
*Source: Field Survey, 2021*

Students' distribution, according to their program of research, can be found in figure 1.4. It could be seen that the students' respondents cover almost all the program research at SHS in Ghana. Majority of the students' research business.

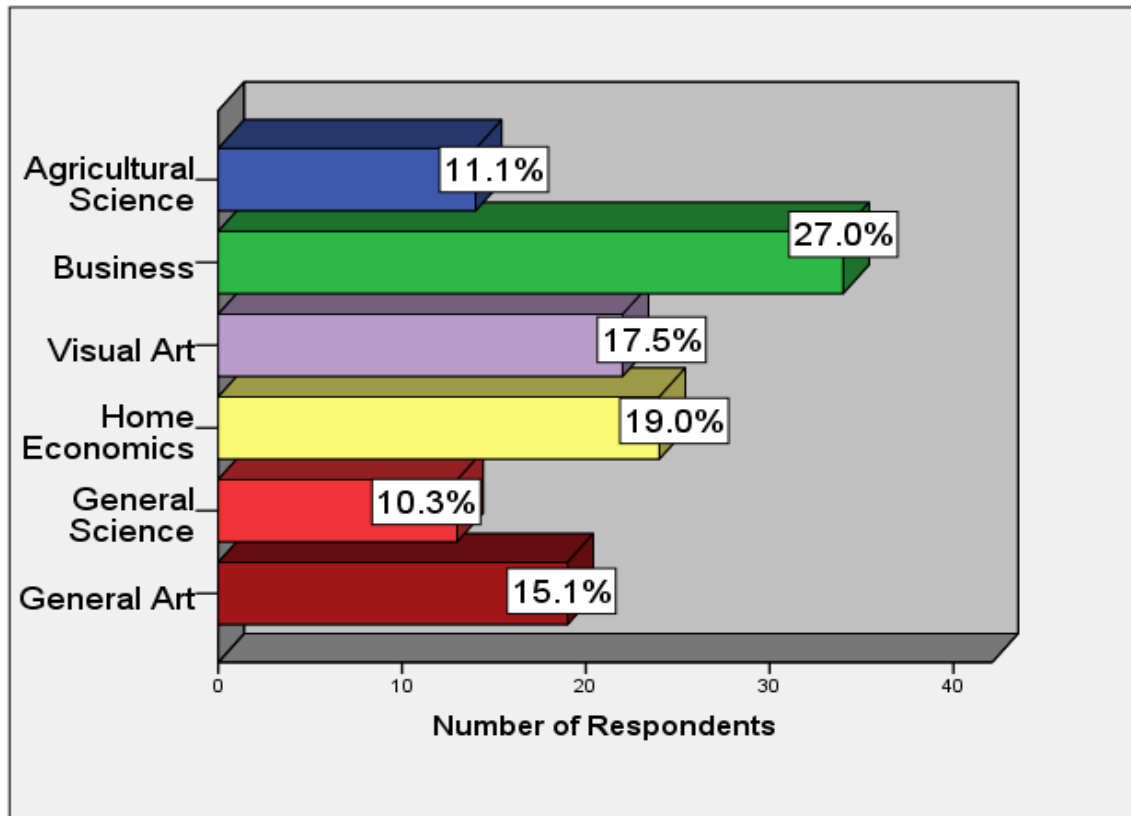


Figure 1. 4: Program of research by students  
 Source: Field Survey, 2021

### Main Analysis

This study identifies the importance of guidance and counseling units in some selected SHS in the Okere District. The study's basic aims are to identify the guidance and counseling services rendered in SHS in the District, to identify the factors that impede the proper implementation of Guidance and Counselling Services in the District and to assess the effect of Guidance and Counselling services on students' academic success in the District. This section was organized based on the objectives.

### To identify the Guidance and Counselling Services rendered at Senior High Schools in Okere District

Research by Nkechi *et al.* (2016) advised that students should be encouraged to undergo a therapy session to be able to be helped on future success. To Kesson (2013), it is important to strengthen schools' guidance and counseling units to safeguard proper coordination and supervision of schools' guidance and counseling programs. Owusu *et al.* (2018) also believed that both students and teachers have positive views about the nature of guidance services rendered in the schools. This research wishes to establish some of the guidance



and counseling services rendered in some schools in the Okere District. Figure 1.5 depicts the responses of the respondents on whether the schools take guidance and Counseling seriously.

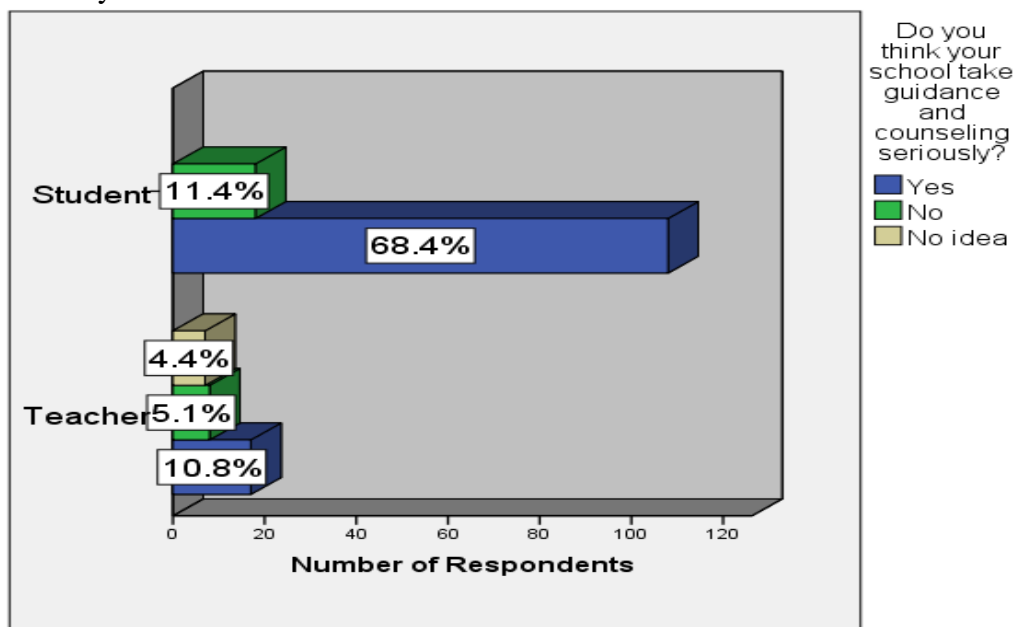


Figure 1. 5: Effectiveness of SHS guidance and counseling services in Okere District  
Source: Field Survey, 2021 \*\*Pearson Chi-square = 32.769,  $p$ -value = 0.000

Whether schools take guidance and Counseling seriously, 5.1% of the teachers who were teachers opted for no, 4.4% opted for no idea, and 10.8% opted for yes. Also, 11.4% of the students opted for no, and 68.4% opted for yes. This means that 79.2% of the respondents said the schools in Okere District take guidance and Counseling seriously. A test of association between respondents and their responses to the question was tested using Chi-square. The null hypothesis was no association between respondents and their responses to the schools' effectiveness of guidance and counseling units. The results show the Chi-square test statistic of 32.769 and a  $p$ -value of 0.000, meaning the null hypothesis is rejected. It is a sign that both teachers and students were persuaded that schools are serious about taking advice and Counseling.

Table 1.1 depicts the crosstabulation of respondents against areas students benefit the most from in guidance and counseling units in their schools.

**Table 1. 1: Crosstabulation of respondents against the guidance and counseling areas of focus**

		Areas students benefit the most in Guidance & Counselling					
		Learning	Relationship	Problem-solving	Discipline observance	Family problems	Total
Respondents	Teacher Count	18	2	16	21	3	25
	% within respondent	72.0%	8.0%	64.0%	84.0%	12.0%	
	% within service	27.3%	22.2%	29.1%	32.8%	42.9%	
	% of Total	12.5%	1.4%	11.1%	14.6%	2.1%	17.4%
	Student Count	48	7	39	43	4	119
	% within respondent	40.3%	5.9%	32.8%	36.1%	3.4%	
	% within service	72.7%	77.8%	70.9%	67.2%	57.1%	
	% of Total	33.3%	4.9%	27.1%	29.9%	2.8%	82.6%
	Total Count	66	9	55	64	7	144
	% of Total	45.8%	6.3%	38.2%	44.4%	4.9%	100.0%

*Source: Field Survey, 2021*

On the areas of the schools' guidance and counseling services focus on, 72.0% of all the teacher respondents chose to learn, 8.0% of all the teachers chose relationship, 64.0% chose problem-solving, 84.0% chose discipline observance, and 12.0% of all the entire teacher respondents chose family problems. For the student respondents, 40.3% of all student respondents chose to learn, 5.9% chose relationship, 32.8% chose problem-solving, 36.1% chose discipline observance, and 3.4% chose family problems. For students and teachers alike, it could be said that most of the units focus on learning, problem-solving, and discipline observance.

Table 1.2 displays the crosstabulation of respondents against guidance and counseling services rendered by the schools.

**Table 1. 2: Crosstabulation of respondents and services rendered by the schools**

		Guidance and Counselling Service					Total
		Appraisal service	Information service	Placement service	Follow-up service	Orientation service	
Respondents	Teacher Count	8	6	14	7	19	20
	% within respondents	40.0%	30.0%	70.0%	35.0%	95.0%	
	% within service	20.5%	15.0%	31.1%	53.8%	30.2%	
	% of Total	5.8%	4.4%	10.2%	5.1%	13.9%	14.6%
							%
	Student Count	31	34	31	6	44	117
	% within respondents	26.5%	29.1%	26.5%	5.1%	37.6%	
	% within service	79.5%	85.0%	68.9%	46.2%	69.8%	
	% of Total	22.6%	24.8%	22.6%	4.4%	32.1%	85.4%
							%
Total	Count	39	40	45	13	63	137
	% of Total	28.5%	29.2%	32.8%	9.5%	46.0%	100.0%

*Source: Field Survey, 2021*

The analysis presented in Table 1.2 depicts that 40.0% of the entire teacher respondents chose appraisal service, 30.0% chose information service, 70.0% chose placement service, 35.0% chose follow-up service, and 95.0% of the entire teacher respondents chose orientation service. For student respondents on services rendered by the schools' guidance and counseling units, 26.5% of the whole student respondents chose appraisal service, 29.1% chose information service, 26.5% chose placement service, 5.1% opted for follow-up service, and 37.6% of all the students opted for orientation service. The analysis shows that orientation service, placement service, information service, and appraisal service were rendered by the schools' guidance and counseling units.

Table 1.3 shows the crosstabulation of gender against whom you seek Counseling from students' benefit as a control variable. Among males who chose to learn as their benefit area, 45.8% chose school counselors, 50.0% chose peer counselors, and 4.2% chose my parents. The analysis shows 58.3% of respondents who chose to learn as their area of benefit opted for school counselors, 33.3% chose peer counselors, and 8.3% chose my parents.

Of the respondents who chose relationship as their area of benefit, 85.7% selected school counselors, none of them selected peer counselors, and 14.3% selected my parents. Similarly, for respondents who chose problem-solving, 64.1% chose school counselors, 25.6% chose peer counselors, and 10.3% chose my parents. Also, 48.8%, 34.9%, and 16.3% of the respondents chose discipline observance as their area of benefit, respectively, selected school counselor, peer counselor, and parents. The analysis also shows that 50% of the respondents whose benefit was on family problems chose school counselors, and 50% of the same category chose peer counselors.

**Table 1. 3: Crosstabulation of gender against whom do you seek Counseling from**

Area students benefit the most G & C <sup>a</sup>			Source of Counseling			Total
			School counselors	Peer counselors	My parents	
Learning	Gender Male	Count	11	12	1	24
		% within gender	45.8%	50.0%	4.2%	
		% within Source of counselling	39.3%	75.0%	25.0%	
		% of Total	22.9%	25.0%	2.1%	50.0%
		Female Count	17	4	3	24
	Total	% within gender	70.8%	16.7%	12.5%	
		% within Source of counselling	60.7%	25.0%	75.0%	
		% of Total	35.4%	8.3%	6.3%	50.0%
		Count	28	16	4	48
		% of Total	58.3%	33.3%	8.3%	100.0%
Relationship	Gender Male	Count	2		0	2
		% within gender	100.0%		0.0%	
		% within Source of counselling	33.3%		0.0%	
		% of Total	28.6%		0.0%	28.6%
		Female Count	4		1	5
	Total	% within gender	80.0%		20.0%	
		% within Source of Counseling	66.7%		100.0%	
		% of Total	57.1%		14.3%	71.4%
		Count	6		1	7
		% of Total	85.7%		14.3%	100.0%
Problem-solving	Gender Male	Count	15	4	0	19
		% within gender	78.9%	21.1%	0.0%	
		% within Source of counselling	60.0%	40.0%	0.0%	
		% of Total	38.5%	10.3%	0.0%	48.7%
	Female	Count	10	6	4	20

Discipline observance	Total	% within gender	50.0%	30.0%	20.0%	
		% within Source of counselling	40.0%	60.0%	100.0%	
		% of Total	25.6%	15.4%	10.3%	51.3%
		Count	25	10	4	39
	Gender	% of Total	64.1%	25.6%	10.3%	100.0%
		Count	10	8	3	21
		% within gender	47.6%	38.1%	14.3%	
		% within Source of counseling	47.6%	53.3%	42.9%	
	Female	% of Total	23.3%	18.6%	7.0%	48.8%
		Count	11	7	4	22
% within gender		50.0%	31.8%	18.2%		
% within Source of counseling		52.4%	46.7%	57.1%		
Total	% of Total	25.6%	16.3%	9.3%	51.2%	
	Count	21	15	7	43	
	% of Total	48.8%	34.9%	16.3%	100.0%	
	Count	2	2		4	
Family problems	% within gender	50.0%	50.0%			
	% within Source of counseling	100.0%	100.0%			
	% of Total	50.0%	50.0%		100.0%	
	Count	2	2		4	
Total	% of Total	50.0%	50.0%		100.0%	
	Count	2	2		4	
	% of Total	50.0%	50.0%		100.0%	

Source: Field Survey, 2021

It could, therefore, be said that most students seek Counseling mostly from school counselors, with few from peer counselors and parents.

One could say most of the schools selected seen the guidance and counseling service is important. The results also show learning, problem-solving, and discipline observance as the areas that students benefited the most from guidance and Counseling. The results also show that orientation service, placement service, information service, and appraisal service were rendered by the schools' guidance and counseling units and that most students seek Counseling from school counselors.

The findings from this research were consistent with existing findings. These research findings support Owino (2015) and Braimah (2010), who found the guidance and counseling services delivered by the schools were varied. This research established that the schools in the Okere District render services such as orientation service, placement service, information service, and appraisal service at their guidance and counseling units. These

research findings also conform with Anamuah-Mensah Committee Report (2002), Bondah (1996), Affum- Gyan (1992), and Ocansey (1992). They noted that some schools in Ghana have dully conformed to GES dictates and established Guidance and Counselling units. The results also agree with Mintah's (2012) finding that students were pleased with their schools offering support and therapy because they gained a great deal.

### **To identify the factors that impede the proper implementation of Guidance and Counselling Services at Senior High Schools in Okere District**

The second objective of the research was to identify the factors that impede guidance and counseling services. Okola (2005) mentioned insufficient reference materials for guidance and Counseling, few trained personnel, and insufficient funds to carry out the program meritoriously. Anamuah-Mensah (2002) also said that most schools have an ill-planned program, and many guidance and counseling services only exist in name. Kesson (2013 ) also noted that in most schools in Ghana, the lack of trained counselors or coordinators discourages many students from accessing college guidance and Counseling. To help identify some of the challenges, the teachers were asked to mention some of the Guidance and Counselling Services materials. Table 1.4 presents the responses of the teachers.

***Table 1. 4: Guidance and Counselling Materials***

		Responses N	Percent	Percent Cases	of
Guidance	andStudent inventory	31	37.3%	100.0%	
Counselling Material	Handbook for different occupations	6	7.2%	19.4%	
	Bulletins on different topics	12	14.5%	38.7%	
	Films/videos	2	2.4%	6.5%	
	Books on social psychology	5	6.0%	16.1%	
	Handbooks for different educational opportunities	10	12.0%	32.3%	
	Career booklets	17	20.5%	54.8%	
Total		83	100.0%	267.7%	

*Source: Field Survey, 2021*

From the results, all the teachers (100%) mentioned that the schools have student inventory, 19.4% of all the teachers mentioned Handbook for different occupations, 38.7% of all the teachers mentioned bulletins on various topics, 6.5% went for films/videos, 16.1% went for books on social psychology, 32.2% went for handbooks for different educational opportunities and 54.8% of all the teachers chose career booklets. It could be seen that most schools in the District have less of the following materials: films/videos, social psychology books, and Handbook for different occupations.

Table 1.5 depicts the descriptive statistics of respondents' responses on factors that impede the implementation of guidance and counseling services.

**Table 1. 5: Descriptive Statistics of responses on challenges of implementation of guidance and counseling services in schools**

	N	Mean	Std. Deviation	Skewness	Std. Error
Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
Lack of trained counsellors	126	1.86	1.343	1.212	.216
Lack of training physical facilities	126	4.04	.852	-1.416	.216
Inadequacy of funds	126	4.30	.813	-1.517	.216
Teacher counselors are not well planned to meet students for guidance and Counseling	126	3.37	1.462	-.501	.216
Pertinent reference materials are missing	126	3.81	1.218	-1.193	.216
Few guidance and counselling sessions	126	4.32	.641	-1.326	.216
No involvement from peer counsellors	126	4.34	.821	-1.854	.216
Lack of corporation from school management	32	3.06	1.722	-.022	.414
Lack of corporation from fellow teachers	32	3.16	1.588	.036	.414
No support of the department by the principal	32	3.13	1.431	.119	.414
Students are unwilling to discuss their problems	32	2.97	1.257	.478	.414
Lack of reference materials	32	3.28	1.301	.282	.414
The heavy teaching load for the teacher-counselor	32	3.13	1.212	-.138	.414
Teacher-counsellor inadequately skilled for the job	32	2.81	1.330	.366	.414
Valid N (listwise)	0				

Source: Field Survey, 2021

The skewness for items 1, 9, 10, 11, 12, and 14 was negatively skewed from the table. This means that most of the respondents opted for strongly disagreed or disagreed or unknown for those items. However, for items 2, 3, 4, 5, 6, 7, 8, and 13, they were positively skewed. This means that most of the respondents opted for agreed or strongly agreed for those items. With mean scores of 4.04, 4.30, 3.81, 4.32, and 4.34, it could be said that the student's respondents respectively agreed that lack of training physical facilities, the inadequacy of funds, pertinent reference materials are missing, few guidance and counseling sessions, and no involvement from peer counselors were some of the factors impeding the implementation of guidance and counseling units in the District.

For items 8 to 14, it could be seen that most of the teachers chose unknown with all the mean scores approximately 3. The results from the analysis show lack of training physical facilities, the inadequacy of funds, missing pertinent reference materials, few guidance and counseling sessions, and no involvement of peer counselors impede the implementation of guidance and counseling units in the District. The research results also revealed that pertinent reference materials such as films/videos, social psychology books, and Handbook for different occupations were missing. These findings support that of Okola (2005), who believed that insufficient reference materials for guidance and Counseling, few trained personnel, and insufficient funds to carry out the program meritoriously impede the implementation process.

### **To assess the effect of Guidance and Counselling services on the academic performance of students in Okere District**

To Akinade (2012), guidance and Counseling are a way of helping people be fully aware of themselves and how they can respond to the influences of their environment. This subsection looks at how guidance and Counseling affect the academic performance of students in the District. Figure 1.6 presents the respondents' responses on the effect of guidance and Counseling on academic performance in the District.

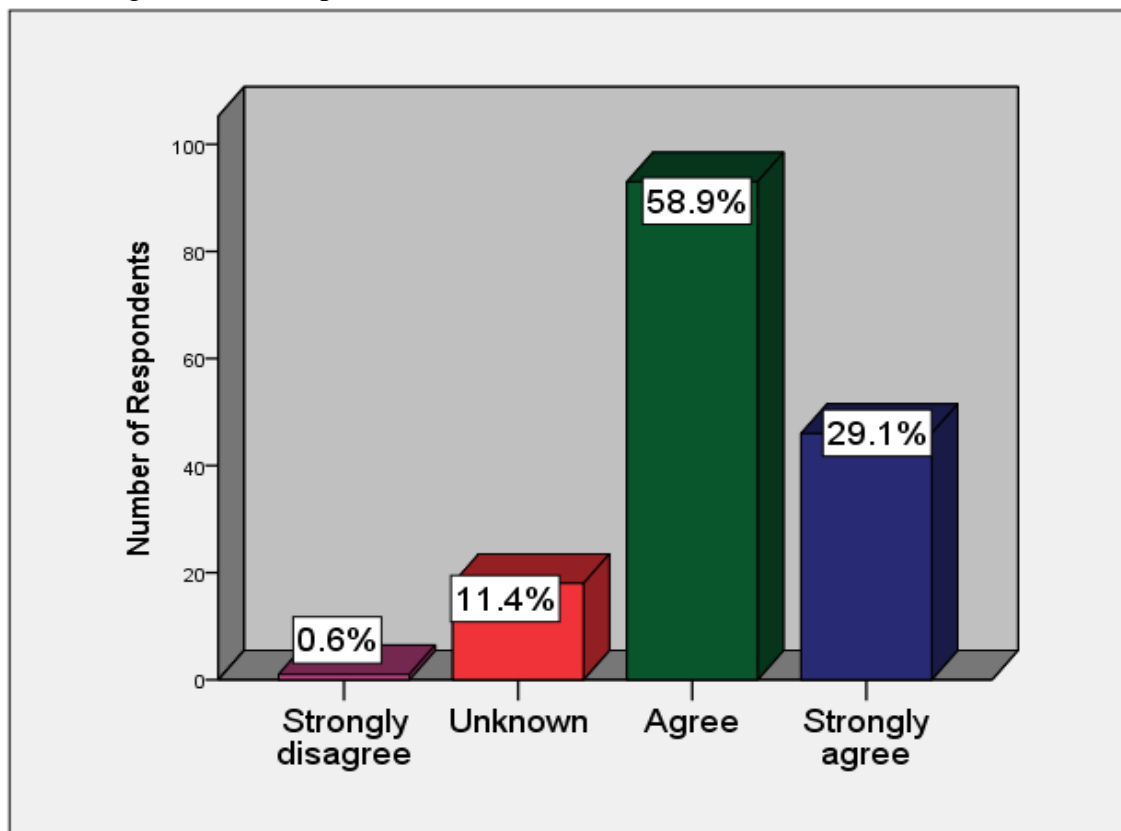


Figure 1. 6: Response on guidance and Counseling and its effect on academic performance  
 Source: Field Survey, 2021



From the analysis, 0.6% of the respondents strongly disagreed that guidance and Counseling affect academic performance, 11.4% chose unknown, 58.9% chose to agree, and 29.1% chose strongly agree. That means most of the participants believed that the guidance and counseling unit in school affects academic performance. Variance analysis was performed to ascertain guidance and Counseling on students' academic performance in the District. The results are presented in Table 1.6.

**Table 1. 6: ANOVA**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.886	1	1.886	4.380	.038
Within Groups	67.159	156	.431		
Total	69.044	157			

*Source: Field Survey, 2021*

The F-statistic table was 4.380, and the p-value was 0.038, which is less than 0.05. It could, therefore, be said that the difference, as observed from figure 1.6, was not by chance and that guidance and Counseling services affect academic performance. The research finding supports earlier one by Esere, Omotosho, and Eweniyi (2010) believed that guidance and counseling services are needed to obtain higher levels in quality education.

## **SUMMARY OF FINDINGS, CONCLUSION, AND RECOMMENDATIONS**

### **Summary of findings**

This research took place in Okere District. The research respondents were made up of more males than females. The age bracket of the teachers was within 30-40 years, and that of the student was between 13-15 years. The least teaching experience of the majority of the teachers was six years. The rest of the section is organized based on the objective of the research.

### ***To identify the Guidance and Counselling services rendered at Senior High Schools in Okere District***

The research revealed that most schools in the District take guidance and Counseling seriously. It was also found that learning, problem-solving, and discipline observance were where students benefited the most from guidance and Counseling. The research also found that orientation service, placement service, information service, and appraisal service were rendered by the schools' guidance and counseling services. It was also revealed most students seek Counseling from school counselors.

***To identify the factors that impede the proper implementation of Guidance and Counselling Services at Senior High Schools in Okere District***

The research results revealed that lack of training physical facilities, inadequate funds, missing pertinent reference materials, few guidance and counseling sessions, and no involvement of peer counselors impede the District's implementation of guidance and counseling units. The research also revealed that pertinent reference materials such as films/videos, social psychology books, and Handbook for different occupations were missing.

***To assess the effect of Guidance and Counselling Services on the academic performance of students in Okere District***

The research also found that guidance and Counseling have an impact on academic performance. The Analysis of Variance test confirmed this result. It was established that guidance and counseling services influence students' academic performance in the District.

**Conclusion**

As part of Senior High School, guidance and counseling services have been and are now being strengthened to meet the challenges students face today. This leading research aim was to assess the guidance and counseling unit of SHS in Okere District. The research employed a descriptive research design with the questionnaire as a data collection instrument. Two kinds of respondents were sampled, and they were teachers, who were purposively sampled, and students, who were simple randomly sampled. It could, therefore, be concluded that the guidance and counseling service that most Senior High Schools in the District render to students was orientation service. Services like placement, information, and appraisal were also given by the schools' guidance and counseling units. It was also concluded that lack of training physical facilities, inadequate funds, missing pertinent reference materials, few guidance and counseling sessions, and no involvement of peer counselors impeded the implementation of guidance and counseling units in the District. Finally, it could also be concluded that guidance and counseling services rendered in the schools in the District affect academic performance. Therefore, it is recommended that schools in the District be assisted in improving their guidance and counseling units since when well carried will affect students' academic performance.

**Recommendations**

Following the outcome of the research, the following recommendations were proposed: It was found that peer counselors' involvement in the school guidance and counseling unit was limit as it was cited as being one of the factors that impede the implementation of guidance and counseling services in the District. The research also established that students considered peer counselors second to school counselors as people they sought Counseling. Therefore, it is recommended that peer counselors be involved in the guidance and counseling processes in the schools.

It was also found that the guidance and counseling units in the District lack pertinent reference materials such as social psychology books and Handbook for different occupations. It is recommended that Ghana Education Service and the schools' management help the units acquire pertinent reference materials such as films/videos and social psychology books to help guide and counsel the students in the District.

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