

Improving upon Guidance and Counselling Services in Holy Child College of Education, Takoradi

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Abstract

The study was conducted to ascertain ways of improving Guidance and Counselling services in Holy Child College of Education, Takoradi. Four research questions were formulated to direct the research which focused on the physical and human resources available for Guidance and Counselling in the College, types of Guidance Services provided, views on impact of guidance and counselling services and finally strategies for improving guidance and counselling services in the college. The systematic sampling technique was used to sample out students for information, while the purposive and simple random sampling techniques were used to select staff members. Out of a population of 370 students, and 38 teachers, a sample of 80 students and 20 teachers were administered with questionnaires to describe the state of affairs of guidance and counselling in the College. In the Holy Child College of Education in Takoradi, quite a number of students exhibit an unstable disposition and are also not able to make rational decisions in their academic and social pursuits. These students seem to have little or no study skill or motivation towards learning in the college.

Key words: Guidance, Counselling, Placement, Orientation, Consultation, Follow-up

1.0 Introduction

Education has a responsibility to develop the unique qualities of an individual by helping him or her to develop personal philosophy, social adjustment as well as skills in vocational endeavours. Through education, individuals have the opportunity to identify their special interests, abilities and talents. The individual can develop his skills when he or she has a full understanding of himself or herself. There is the need to help individuals clarify their life goals and purposes so that they can face problems in life with certainty, thus the need for guidance and counselling. The way the individual responds to social, economic, industrial and political change depends not only on the skills acquired but also on his or her attitudes and personal resources. Guidance and Counselling both as a concept and as a service focuses upon the individual and the decisions, which only he can make. While teachers are expected to respect individual differences amongst pupils in school, guidance personnel are education's insurance that ensures that the individual is not submerged in a group. Guidance and counselling seeks to guarantee that the individual develops holistic personality (Kankam and Onivehu, 2000).

In 1972, there was an initiative to establish colleges of education which were to be affiliated to the School of Education now Institute of Education (University of Cape Coast). The colleges proposed for the take-off were nine in number namely: Advanced College of Education, Winneba. Specialist College of Education, Winneba. Bagabaga College of Education, Tamale. Wesley College of Education, Kumasi. Presbyterian College of Education, Akropong. Akrokeri College of Education, Akrokeri. Presbyterian Women's College of Education, Aburi. Holy Child College of Education, Takoradi and St. Francis College of Education, Hohoe. From the mid-nineties, the process of upgrading all teacher training colleges to diploma institutions started. In 2004, the colleges offered diploma programmes in basic education. In October 2007, all the 38 teacher training colleges were given accreditation to the tertiary status of education. They were then re-designated "colleges of education" in June 2008 (Princof Secretariat, 2008).

In 1976, through a policy statement, the Ghana Education Service established Guidance and Counselling programmes in secondary technical, commercial, vocational schools and training colleges (GES, 1976). Consequently, teachers were selected from these institutions for training. These teachers were to act as Guidance Coordinators. The guidance programme was developed to achieve among others the following aims and objectives;

1. To collect and collate data using cumulative records.
2. To conduct orientation programme for students.
3. To help students make choices
4. To provide students with information through group guidance.
5. To help students develop learning skills and values. (GES, 1976).

From the above directives, it was expected that all Training Colleges, now Colleges of Education will form functional guidance team with Guidance and Counselling Centres. However, an interview with Mrs. Grace

Mansah Eshun on (18th August, 2010) who was a student in Holy Child College from 1978-1981, and the assistant College prefect from 1980-1981, and now Vice Principal (Administration) revealed that no one was appointed to co-ordinate guidance and counselling activities in the college at that time and that, students made their own arrangements regarding whom to see when they were faced with problems. She said students mostly visited the College Chaplain and other Rev. Sisters for assistance when they needed it. In another interview with Miss Sophia Micher (19th August, 2010) who was a student in Holy Child from 1985-1987 and now Dean of Students also confirmed the earlier interview by saying that during their time as students there was nothing like guidance and counselling in the college.

Guidance for individual students should result in her having as good a chance as the college can give her to become educationally prepared, occupationally competent and socially adjusted for a happy and successful life. (Bampo, 2001). Students' population of Colleges of education is made up of young adults (as indicated in Table 2 on page 61). The young adults have needs in the form of personal social development needs such as how to relate well with peers, parents and teachers, how to prepare for marriage and family life; educational development needs such as how to understand their interest, abilities and aptitudes, identifying appropriate academic programmes, study skills or habits, examination worries or fears, knowing about their goals and plans in life; career development needs such as how to acquire employability skills, decision making skills, how to acquire accurate and reliable information about the world of work, choice of career etc.

1.1 The problem

In Teacher Training Colleges, now Colleges of Educations, students are exposed to courses in Guidance and Counselling as one of their taught programmes. The course is taken in the third year. Students come for face (lectures), and take an end of year exams when they report back to college from their out programme. All these are done to assist them to have positive attitude towards Guidance and counselling programmes both in their colleges and in the schools they may teach (Essuman, 2007). For the past nine years the researcher has been in Holy Child College of Education, this goal of the college in assisting students to have a positive attitude towards Guidance and Counselling programmes has not been fully realized. As a taught course, the students love and show interest but in practice only few students see the need to patronize the services of Guidance and counselling in the college. In Holy Child College of Education, one problem with students is that quite a number of them exhibit an unstable disposition and thus have poor decision making abilities towards their academic and social pursuits. Therefore these students seem to have little or no study skill or motivation towards learning in the college.

Again, some students have genuine concerns with regards to examinations, teaching styles, course content difficulties, family or marital concerns, friendship and relationship difficulties such as disappointment in love and problems with some members of staff, financial problems, poor self concept and many others. These concerns of students need to be addressed by qualified counsellors in a proper counselling centre. A good number of teachers in the college through staff meetings have also expressed similar concerns to the views above. Until recently, the college had no formidable guidance and Counselling team to address students concerns. Students were left on their own to decide on whom to see when they needed assistance.

At the moment the college has a four member Guidance and Counselling Committee. Three of the members are not professional counsellors whilst the Guidance co-ordinator has now completed her masters' programme in Guidance and Counselling from U.C.C. These tutors face challenges as counsellors since they are full time teachers in the college and have a number of credit hours to teach in addition to carrying out other responsibilities in the college. This really makes their work load very heavy and also puts them under a lot of pressure.

From the problems and challenges that have been identified, there is clearly enough evidence to show that the Guidance and Counselling programmes in the college need to be improved. It is, therefore the assumption of the researcher, that the observed state of affairs of students in Holy Child College of Education, may partly be due to the ineffectiveness of the role of Guidance and Counselling Department in the college, due to lack of basic facilities for counselling. This study will evaluate the Guidance and Counselling Services offered in the college and suggest or recommend ways by which the Services can be improved.

1.2 Purpose of the study

In line with the issues above,

1. This study seeks to find out the physical facilities and human resources that exist or are available for Guidance and Counselling programmes at Holy Child College of Education.
2. The study will also look at the type of services rendered by the Guidance and Counselling team of holy Child College of Education to students
3. The study will also consider the views students and tutors have on the impact of Guidance and Counselling services in the College on them.
4. The study will finally solicit and suggest strategies needed to be implemented to improve, uplift and make guidance and counselling service in the college more functional and beneficial.

1.3 Research questions

To accomplish the purpose of this study the following research questions were formulated:

1. What physical facilities and human resources exist or are available for Guidance and Counselling programmes at Holy Child College of Education?
2. What types of services are rendered to students by the Guidance and Counselling team?
3. What views do students and Tutors have on the impact of Guidance and Counselling services provided in the College?
4. What are the challenges faced by the Guidance and Counselling Unit in the College?

2.0 Methodology

The case study design was used. Case studies are investigations of an individual, group, institution or other social unit. According to Osuala (1982, p.185) "Case study typically involves the observation of an individual unit example a student, a delinquent clique, a family group, a class, a school, a community, an event or even an entire culture". Case studies are mostly used when the relevant behaviours (physical characteristics, social qualities or behaviours) of respondents cannot be manipulated. The case study design was adopted for this study because it is the most appropriate design. It is the most appropriate because the study is about human behavior, also, case studies emphasize detailed contextual analysis of a limited number of events or conditions and their relationships.

2.1 Population

The target population consisted of all students and staff of Holy Child College of Education, Takoradi. The accessible population was however made up of 1st, and 2nd year students, as well as selected members of staff of the College. The total population of the students according to the class lists for 2009/2010 academic year was five hundred and sixty (560).

2.2 Sample and sampling procedures

The total sample size for the research was 100. This was made up of eighty (80) students and twenty (20) staff. The systematic sampling technique was used to sample out students for information, whilst the purposive and simple random sampling techniques were used to select staff members. Systematic sampling entails the selection of each member from a list in a manner that is orderly. Since the students population on campus is known and the sampling frame (list of names) were readily available, the systematic sample technique was therefore the best option to use. The first and second year students were grouped into 8 classrooms, (four (4) classes for each year group). Using the systematic sample, 80 students were sampled. The 4th name on the list of each class was first selected. This was followed by the 8th name, the 12th name etc. until the total population of ten (10) for each class was covered. Eventually, ten (10) students were sampled from each class, giving a total of 80 students. Simple random sampling best suits situations where not much information is available about the population and data collection can be efficiently conducted on randomly distributed items, or where the cost of sampling is small enough to make efficiency less important than simplicity. These are the reasons why the simple random sampling was used for sampling the students.

3.0 Results and discussions

3.1 Research questions 1

What physical facilities and human resources exist or are available for Guidance and Counselling programmes at Holy Child College of Education?

Table 1: Physical facilities and Human Resources available for Guidance & Counselling services

Statement	Responss	Students		Tutors	
		Freq.	%	Freq.	%
1. Existence of separate office for Guidance and Counselling.	Yes	77	96.3	20	100
	No	3	3.8	0	0
2. Sitting of the office appropriate.	Yes	63	78.8	18	90
	No	17	21.3	2	10
3. Section in the College's main library designated for books on guidance and counselling.	Yes	48	60	8	40
	No	32	40	12	60
4. Availability of Guidance and Counselling coordinator in the College.	Yes	79	98.8	20	100
	No	1	1.3	0	0

(Field Survey, 2011)

From Table 1, 96.3% of students and 100% of tutors said that there is a separate office for Guidance and Counselling in the college. This implies that majority of the stakeholders in the college are aware of the existence of the Guidance and Counselling coordinators office. This also shows that the college recognizes Guidance and Counselling services as very essential for the development of teacher trainees. On the other hand, 3.8% of students and 0% of tutors responded 'No' to the question which implies they are not aware of the existence of a guidance office. Again, 78.8% of students and 90% of teachers agreed to the fact that the site of the guidance office is appropriate, this means, to them, the location enables them to visit the office to discuss confidential issues with the current guidance co-ordinator in the college and also avoid people keeping an eye on them when they are visiting the office. The majority of respondents (both students and tutors who said 'yes' to the question " is the location of the office appropriate? cited reasons for their responses as serenity of environment; accessibility and separation of office from tutors' and students' residence. All the above points agree with Lunenburg's view on physical facilities as which he explains should provide for adequate space, privacy, accessibility, and the like (Lunenburg, 2010). Such facilities include counselling rooms, and resource rooms. On the other hand, 21.3% and 10% of student and tutor respondents respectively said 'no', their reasons being that the office is attached to other offices and it is not a sound proof room which can make students reluctant to patronise counselling services with the fear that information about them may leak unknowingly. Again, majority of the students 60% said 'Yes' to question 3 on the table whiles majority of the teachers 60% said 'No'. This is because most students consider shelves containing education books with counselling topics or few counselling books as a section designated for Guidance and Counselling books. On the other hand teachers who use the library more often or are more enlightened recognize that there is no section for Guidance and Counselling books but rather education books containing some counselling topics.

Finally, 98.8% of students and 100% of teachers confirm the fact that there is a Guidance and Counselling Coordinator. Only 1.3% of respondents says there is none which is very insignificant since majority agree there is a Guidance Coordinator.

3.2 Research question 2

What types of services are rendered to students by the Guidance and Counselling team?

This research question is designed to find out the various Guidance and Counselling services run in the school and their effectiveness. The results are presented in Table 2.

Table 2: Guidance and Counselling Services run in the College.

Services	Students		Tutors	
	Freq.	%	Freq.	%
Orientation	27	33.8	8	40
Counselling	39	48.8	9	45
Placement	2	2.5	1	5
Consultation	5	6.3	0	0
Career guidance	3	3.8	1	5
Follow-up	4	5	0	0
Appraisal	0	0	1	5
Total	80	100	20	100

(Field Survey. 2011)

According to Table 2, both teachers and students responses show Counselling as the major Counselling service run in the college. 45% and 48.8% of tutors and students respectively agree with Lunenburg’s (2010), assertion that Counselling is generally accepted as the heart of the guidance service. (Lunenburg, 2010). The implication here is that the college is focusing on one of the most important aspect of the guidance services and thus it is in the right direction in making the programme very beneficial to students.

The second major guidance service run in the college is the Orientation service. Orientation service helps student to adapt to the demands of the school, it also helps teachers meet new students and for the new students to also adapt to their new environment. The programme also enables members of staff to become familiar with the individual students so that each may be given the type of academic and social responses most helpful in the ongoing process. The effect is that orientation helps the individual to know his or her rights, privileges and responsibilities and the resources available to him or her in the new environment.

These two are the major services run because these services are what the available resources in the college can support. Also, most students are more interested in these two services than the others because they are those that they have been exposed to. Reasons accounting for the ineffective running of the others according to the questionnaires are limited time due to the heavy workload guidance coordinators have, inadequate resources, in the form of time, personnel and logistics and students unavailability for the other services.

3.3 Research question 3

what views do students tutors have on the impact of Guidance and Counselling Services provided in the College?

Table 3: Trainees views about Guidance and Counselling Services in Holy Child College of Education.

Statement	Strongly Agree		Agree		Disagree		Strongly disagree	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
1. Guidance and counselling help improve trainees studies.	24	30	53	60	3	3.8	0	0
2. Guidance and counselling has given useful information on career.	18	22.5	45	56.3	15	18.8	2	2.4
3. Guidance and Counselling helps student know their abilities and interest.	29	36.3	36	45	14	17.5	1	1.3
4. Guidance and Counselling equip trainees with decision making skills.	33	41.3	38	47.5	9	11.3	0	0
5. Guidance Co-ordinators are available to attend to trainees.	35	43.8	36	45	8	10	1	1.3
6. Work of Guidance Coordinator very useful.	49	61	27	33.8	2	2.5	1	

(Field Survey. 2011)

For the responses to item 1 in Table 3, 30% of respondents strongly agrees with the statement whilst 60% of students agree with the statement that guidance and counselling has helped improve teacher trainee studies. This

is because of the existence of educational guidance and counselling in the College which assists students in their curriculum and school life choices (Odeck, 1999 as cited in <http://breda-guide.tripod.com/new8.htm>). Also, this implies that having a Counselling coordinator to share their personal and academic problems with, their perspective are also put right concerning their academics. The least score has a frequency of 3.8% representing minimum number of student who disagree to the statement being discussed which implies this number might not have patronized Guidance services and thus have not felt the impact. From Table 3, 56.3% indicated that Guidance and Counselling have helped trainees in providing them with useful information concerning their careers. This is confirmed by Lunenburg (2010) who is of the view that information service is designed to provide accurate and current information in order that the students may make an intelligent choice of an educational program, an occupation, or a social activity. Essentially, the aim is that with such information, students will make better choices and will engage in better planning in and out of the school setting (Lunenburg, 2010). This implies the college is developing its career guidance service in the right direction. This is confirmed by the second highest scores being 'strongly agree' as indicated by 22.5% of the students. 2.5% which is the minimum scores implies that these trainees might not have put to use information received during career guidance sessions and therefore have not felt the impact of it.

In Table 3, 36.3% of respondents strongly agree with the statement, whilst 45% of the respondents agree to the statement that guidance and counselling has helped them to know themselves with regards to their abilities and interest. This confirms Arbuckle (1996), definition of guidance as an "educational construct which refers to the provision of experiences that help pupils to understand themselves, accept themselves and live effectively in their society". It also supports Shertzer and Stone (1976) view, that Guidance is a "process that helps an individual to understand himself and his world". Only 1 student representing 1.3% strongly disagrees to the fact that guidance and counselling has helped them to know themselves with regards to their abilities and interest, this one comment may be deemed insignificant.

Again a larger number of respondents, 47.5% responded positively to the fact that guidance and counselling has equipped them with decision making skills. This has been confirmed by Jones (as cited in Bampo, 2001), that guidance gives assistance to individuals in making intelligent choices and adjustment in their lives. Although no student strongly disagree, 11.3% of them disagree with the statement which implies it is not all of them who have been equipped with decision making skills through the College's Guidance programmes. This consequently implies that the college would have to work hard in providing guidance services that equip students with decision making skills. 43.8% of the students strongly agree whilst 45% agree to the fact that guidance coordinators are always available. This means students can easily access counselling services for necessary assistance. Those who disagree 10% and 1.3% of the students who strongly disagree do so because they are not making use of counselling services and thus do not take notice of counsellors availability or not. This implies that there are still some students who do not know about the existence of a guidance co-ordinator and thus the college has to bring these students to this awareness.

The respondents strongly agree that the Counselling Coordinator's work is very useful; this is represented by 49% of respondent who strongly agree and 27% of respondents who just agree. This means they are really in support of guidance services which are essential in the educational system and in the college for that matter. 2.5% and 1.3% of students respondent disagree and strongly disagree respectively. This means such ones do not patronize Guidance services or have not benefited from them in any way. This connotes that the Guidance services rendered in the College is not so beneficial to everyone. From the table, the same number of respondents 1.3% disagree to the questions, is the Guidance Co-ordinator always available and is the guidance services very useful? Showing the correlation that because the co-ordinator is always available, the students have benefited from the counselling service thus only few 1.3% saying it is not useful. This implies guidance and counselling programme in the College has not reached out to all the students.

Table 4: Tutors' views about Guidance and Counselling Services in Holy Child College of Education.

Statement	Strongly Agree		Agree		Disagree		Strongly disagree	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
1.Guidance and Counselling help improve trainees studies.	4	20	14	70	2	10	0	0
2.Guidance and Counselling have given trainees useful information on career.	4	20	14	70	2	10	0	0
3. Guidance and Counselling helped student know their abilities and interest.	5	25	14	70	1	5	0	0
4. Guidance and Counselling equip trainees with decision making skills.	2	10	15	75	2	10	1	5
5. Guidance and Counselling are available to attend to trainees.	2	10	12	60	4	20	2	10
6. Work of Guidance Coordinator is encouraging	4	20	8	40	7	35	1	5

(Field Survey. 2011)

From Table 4, 70% of tutors respondents, agree to the fact that guidance and counselling has improved teacher trainees studies. This means tutors have observed that trainees who go through counselling and guidance do well in their academic works which confirms Lapan, Gysbers & Petroski (2001) study which resulted that students in middle schools with more fully implemented programmes reported they earned higher grades, they also said school was more relevant, they had positive relationship with teachers and were more satisfied with their education, they also felt safer in school. The second response to the first item with the highest score after agree is strongly agree which further confirms the comment above. The least score being 10% of respondent represents the minimum number of tutors who disagree with the statement being discussed which may imply that to them they have not seen any impact the counselling programme in the college has had on the studies of teacher trainees. It implies that if guidance and counselling is improved in schools students performance will always be good.

From Table 4, 70% of tutors said guidance and counselling have helped trainees with useful information concerning their careers. This implies the college's career guidance service impact is evident in the trainees lives even to the notice of their tutors. This is confirmed by the second highest scores being "strongly agree" represented by 20% of tutors. 10% of tutors disagree indicating that other tutors do not think the counselling programmes in the college is providing their students with career information because it is not evident in the career choices their students make. 70% of the tutors agree that guidance and counselling has helped their students to know themselves with regards to their abilities and interest. This confirms Arbuckle's (1996), definition of Guidance as an "educational construct which refers to the provision of experiences that help pupils to understand themselves, accept themselves and live effectively in their society". It also supports Shertzer and stone's (1976), view that Guidance is "a process that helps an individual to understand himself and his world". 5% of tutor respondents disagreed with the statement. This number is quite insignificant. The implication is that guidance and counselling improves students performance and thus must be encouraged in the college.

For Table 4 item 4, 75% of tutor respondents responded positively to the fact that Guidance and Counselling have equipped trainees with decision making skills. This also confirms the view expressed by Jones (as cited in Bampo, 2001) that "guidance give assistance to individuals in making intelligent choices and adjustment in their lives." 5% of tutor respondent strongly disagrees whereas 10% of tutor respondent just disagree with the statement but this does not really change the majority's belief that Guidance programmes have equipped trainees with decision making skills. Table 4 indicates that only 10% and 60% of the tutors agree to item 5 which is the fact that guidance coordinators are always available. This means students can easily access guidance service for necessary assistance. Those who disagree 20% of respondents, and 10% of respondents who strongly disagree do so because they do not take notice of counsellors availability or not. 40% of tutors agree that student's attitudes towards guidance and counselling is encouraging, followed by 20% who strongly agree. Although most respondents agree that students attitude towards counselling is encouraging, looking at the difference between

those who agree and those who disagree which is just 5%, it can be concluded that the college will have to put in much effort to boost student's interest in Guidance and Counselling. That will help them to know the need to access the service. From all the discussions and comments made, it can be deduced that both the students and tutors views on the impact of guidance and counselling is positive.

3.4 Research question 4

What are the challenges faced by the Guidance and Counselling Unit in the College?

This last research question is looking at the challenges that confront Guidance and Counselling activities in the College, as well as strategies for improvement. The results are presented in Table 5.

Table 5: Challenges facing Guidance and Counselling Co-ordinators in the College.

Statement	Student		Tutors	
	Freq.	%	Freq.	%
Inadequate information on Guidance and Counselling services.	23	28.8	3	15
Limited time on the part of guidance co-ordinators.	24	30	10	50
Unwillingness of student's to patronize Guidance and Counselling services.	18	22.5	2	10
Inadequate facilities for the center.	15	18.8	4	20
Workload on coordinators affect their work.	-	-	1	5
Total	80	100	20	100

(Field Survey. 2011)

According to both tutors and students, one major challenge is the limited time on the part of the Guidance co-ordinators as reported by represented by 50% and 30% of tutors and students respectively. This shows that the schools Coordinator may be a teacher-counsellor. This implies that either the college employs a full time guidance co-ordinator or reduces the teaching credit hours of the current co-ordinator so that he or she can make time for students. Again, 15% and 28.8% of tutors and students respectively also said that lack of information on Guidance and Counselling service is another major challenge that Guidance and Counselling is facing in the college which implies much has not been done to help trainees and student understand the importance of or need for guidance and counselling. Therefore, the college must improve on making information about guidance and counselling services available through notices, seminars, talks etc. Inadequate facilities represented by 20% for tutors and 18.8% for students respectively is another challenge being faced by guidance and counselling services in the college. This implies that the guidance services in the college cannot be effectively carried out since the availability of adequate physical facilities are necessary tools for the running of every successful guidance program. Unwillingness on the part of student to patronize guidance and counselling services reported by 10% for tutors and 22.5% for students is a great challenge. According to Pecku (1991) Guidance offers help to people who are unable to rely on their own resources to solve their problems, thus students who are unwilling to patronize guidance and counselling services will be losing necessary resources and are therefore posed with the risk of making wrong decisions and choices.

Finally, the tutors also said that workload on the guidance coordinators is another challenge that affect counselling in the College. The workload, being coordinators teaching and at the same time giving counselling services. When guidance coordinators have too much work load they would not be able to have that time for person – to - person relationship with client to help them resolve a problem as in the definition of counselling by Thomson and Poppen (1979) which states that “counselling is a person to person relationship in which one person helps another to resolve an area of conflict that has not been hither to resolved”.

Table 6: Challenges faced by Tutors

Statement	Response	Tutor	
		Freq.	%
1. Have you attended in-service training to enhance effectiveness as a Counsellor.	Yes	1	5
	No	19	95
2. Does the College staff meet periodically with the guidance staff to discuss the objectives, activities, success and failures of the guidance programme?	Yes	1	5
	No	19	95

(Field Survey. 2011)

In Table 6, almost all respondent represented by 95% said no to in-service training organized to enhance effectiveness of Guidance and Counselling. This means no proper structures have been put in place to equip teacher-counsellors to improve their efficiency. From the table, 95% of respondents said that the college staff does not meet periodically with guidance staff to discuss the objectives, activities, success and failures of the guidance programme. This shows that the Guidance and Counselling programmes are not effectively run. All these boil down to the fact that Guidance programme in the college must be improved.

4.0 Conclusion and Recommendations

In conclusion, it has been found in this study that the guidance programme is to some extent important and beneficial to students, however, students' attitude towards guidance and counselling in the college is not encouraging. Most of the Guidance services are not being utilised to meet objectives of guidance and counselling. Notable among the services which have to be implemented and improved considerably are: counselling, consultation, appraisal, placement, career guidance and follow up. It is also clear that the guidance programme is hindered due to the lack of some necessary physical and human resources.

The following recommendations were made:

1. All Guidance Co-ordinators should be made full-time coordinators and should have professional qualifications.
2. Counsellors should have clearly defined roles and have the competence to run well-balanced and comprehensive guidance programmes.
3. Physical resources such as computers, internet resources, virtual activities such as chat rooms, discussion groups, using internet video conferencing, stationeries, Television, resource rooms etc, should be made available.

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