

Evaluating Guidance Services in Senior High Schools in Sagnarigu Municipality, Ghana.

Alhassan Faisal¹ Dr. Edward Bonnituo Kankpog^{2*} Dr. Edward Abasimi³

1. Tamale Islamic Science Senior High School, Tamale Metro, Phone Number: +2332001222087, Email: falhassan100@gmail.com
2. Department of Educational Foundations Studies, P. O Box TL 1350, Tamale-Ghana, Phone Number: +233208486796 Orcid ID:0009-0007-0597-2692
*Email: edkankpog@uds.edu.gh
3. Department of Health Science Education, Post Office Box TL 1350, Tamale, Ghana. Phone Number: +233244507875
Email: abasimi@uds.edu.gh

Abstract

This investigation aimed to evaluate guidance services in senior high schools in the Sagnarigu Municipality. The research design was a descriptive survey. The sample size was 345 respondents. The multi-stage sampling procedure was used to choose the participants for the research. The tool used for the study was a questionnaire based on a 4-point Likert-type scale. The data analysis used descriptive statistical measurements like, percentage, mean, and standard deviations. Independent sample t-test was employed to test the hypothesis at a significant level of 0.05. The investigation results indicated that students perceived guidance services as effective in improving their behaviour and discipline, identifying talents and potentials, building a positive self-image, and developing a positive attitude towards education. The research revealed that all the guidance services are effectively executed in the schools. It was also revealed that there was no statistically significant variation between male and female students in the delivery of guidance services in senior high schools. Given the results and conclusions, the researchers recommended that the Ministry of Education, school administrators, and other stakeholders of education should continue to provide adequate resources for guidance programs for all educational institutions to ensure the effective delivery of guidance services.

Keywords: Counselling, Descriptive Survey, Evaluation, Guidance services, Senior high students.

DOI: 10.7176/JEP/16-2-07

Publication date: February 28th 2025

1. Introduction

The term 'guidance' has over the years defied an all-embracing definition. This stems from the fact that guidance is an all-embracing discipline whose tentacles reach almost every if not every facet of human endeavour. At face value, the term's meaning can be traced to its root word 'guide' which is to direct, steer and manage (Bedu-Addo, 2014). For schooling, therefore, the duty of the guidance expert would be to lead or steer individuals through a series of advice into educational and vocational opportunities. Guidance can be defined as a process of assisting an individual to comprehend himself/herself, as well as the human and physical environment, to make meaningful decisions, and make intelligent choices aimed at allowing individuals to improve their functionality (Bedu-Addo, 2014). Guidance refers to providing advice, direction, or recommendations to assist individuals, groups, or organisations in making informed decisions or taking appropriate actions. It involves offering expertise, information, and insights to help navigate complex situations, solve problems, achieve goals, or improve outcomes (American Counselling Association, 2021). The demands of being a student are increasing daily, and to ensure that students attain their full potential and successfully adapt to various life circumstances, guidance is required in our senior high schools to address students' academic, personal and job concerns. Madasu (2020), identified the following as the need for school guidance programs. Firstly, guidance programs help in the overall growth of the student. This implies guidance aids students in developing a better sense of who they are and in making appropriate social and personal adjustments. Secondly, the guidance programs help to identify and assist students who require special help. These students include the gifted, the backward, and the handicapped, who require special opportunities. Thirdly, the guidance programs expose students to the proper utilisation of time spent outside the classrooms. This is because time has a direct effect on a student's ability to achieve academic proficiency and all other sorts of personal growth. The guidance programs give students a good

orientation on how to utilise their free time during non-class hours. Fourthly, guidance programs help to minimise the incidence of indiscipline. This is because the majority of students lack a sense of purpose, fulfilment, and direction, and engage in harmful acts that cause loss and harm to society. A guidance program is the only way to lead students in the right direction and help them achieve their goals of optimum academic, personal, and social development. Fifthly, the programs help make up for the deficiencies at home that students have to deal with concerning developmental tasks. This is because, not all challenges in the family, school, or social environment can be managed by the students alone. Students are required to be accompanied and supported in particular when they have difficulties at school or home during developmental periods. Sixthly, guidance programs enable students to overcome physical and mental health issues such as; alcoholism, teenage pregnancies, eating disorders and anxieties. This implies that school health professionals, counsellors and educational psychologists are to guide students in these areas.

Guidance service refers to a structured and purposeful set of activities, resources, and support mechanisms provided by professionals, such as counsellors, advisors, or mentors, to assist individuals in making informed decisions, setting goals, and navigating various aspects of their personal, academic, or professional lives (American School Counsellor Association, ASCA, 2019). The key objective of a guidance service is to offer assistance, information, and insights that empower individuals to effectively address challenges, clarify their aspirations, and achieve their desired outcomes.

Guidance services are typically offered in various settings, encompassing academic, and occupational growth, personal development, and mental health. These services are designed to help individuals assess their strengths, interests, and needs and then use this self-awareness to make well-informed decisions and take appropriate actions (National Association for College Admission Counselling, 2017). According to the American School Counsellor Association [ASCA] (2019), guidance services are an effective delivery of interventions to satisfy the personal, social, academic, and occupational interests of students. Smith (2017), posits that guidance services are the formative action taken by the institutions' school guidance and counselling coordinator to ensure guidance functioning and obtainable to learners. Guidance counsellors are professionally trained and qualified to provide these services to students. There are many types of guidance services in schools namely: orientation, placement, information, appraisal, counselling, consultation, referral, follow-up, and evaluation service (Buku, 2016).

Orientation Service: This consists of activities offered to students to aid their overall adjustment to the school setting and experience (Kokro, 2015). According to Davis (2020), orientation services are a collaborative learning process between new students, faculty, and the institution's student body in which each group gets to know one another well and engages in ongoing activities that support the integration of the new student into the community. During orientation service, counsellors offer essential information about institutions, their policies, facilities, programmes and resources available to students to enable the fresh students to understand their environment and the opportunities it offers (Bedu-Addo, 2014).

Information Service: Without this service, professional guidance cannot be provided. The guidance service focuses on the type of assistance the counsellor is offering and how it will be carried out to benefit all of the students. Students obtain appropriate and pertinent information about educational, professional, personal, and social opportunities through the information service. An individual's decision-making depends on information. Without information, it can be challenging for individuals to make decisions that will impact their lives (Kokro, 2015). Brown (2019), noted that information affords suitable and significant data to students on academic, occupational, and social opportunities. According to Bedu-Addo (2014), information service in guidance is intended to offer learners a greater knowledge of academic, career, and social or personal prospects so that students can make well-versed choices and decisions in an increasingly complex society.

Placement Service: This is concerned with the quality of adjustment of the individual to new experience in daily living. The guidance service is planned to help learners select and make use of chances available within and outside the institute, to improve or further their social or educational position or securing status. Placement service is a method intended to help learners plan and determine their potentialities suitable to them. The guidance services create awareness for students about opportunities available for students in and out of school to help them function effectively (Johnson & Roberts, 2022).

Counselling Service: Counselling is the pivot around which all other guidance services rotate. Counselling is a professional service provided by trained counsellors to support individuals in addressing personal, emotional, psychological, or behavioural challenges. It involves a collaborative and confidential interaction between the counsellor and the counsellee, aimed at facilitating personal growth, self-awareness, and the development of coping strategies (ASCA, 2019). According to the American Counselling Association (2021), counselling is a

process of facilitating the exploration, understanding, and resolution of personal issues, emotional distress, and behavioural concerns through confidential and supportive interactions with a trained professional. According to McLeod (2013), counsellors are ethically and legally bound to maintain confidentiality. Hence, in counselling confidentiality is paramount.

Appraisal Service: Appraisal services in education play a crucial role in fostering continuous improvement, accountability, and data-driven decision-making in schools and educational institutions. These services help counsellors, educators and administrators make informed choices to enhance the quality of education and better serve the needs of students (American Society of Appraisers, 2021). According to Brown (2020), appraisal services in education involve the systematic collection and analysis of data related to teaching, learning, and school management. This process may encompass teacher evaluations, student assessments, classroom observations, curriculum reviews, and school climate assessments. The data collected through appraisal services are used to identify strengths, weaknesses, and areas for improvement in the educational system. According to Martin, (2018), an appraisal service is known, as a person's inventory. It is a major activity carried out by the school counsellor primarily to collect information that will highlight the uniqueness of each learner.

Referral Service: A referral service is a process through which individuals, typically students, are directed to external resources, professionals, or agencies to address specific needs or issues that may be beyond the scope of the school or educational institution. Also, referral services involve identifying students' needs such as; academic, emotional, social, or behavioural, and referring them to external professionals, agencies, or programmes that can provide specialised assistance or interventions (American School Counselling Association, 2019). The primary purpose of referral services is to ensure that students receive appropriate and targeted support for their specific challenges or issues. This may include counselling, therapy, special education, tutoring, medical care, or community resources. These referral services are designed to connect individuals with specialised support, services, or expertise. Counsellors have their limitations because they cannot solve all the problems of their clients (Awabil & Kankpog, 2011). These limitations often make counsellors refer clients to other agencies or personnel who have specific or specialised expertise that the client may need.

Follow-up service: In the context of guidance services, "follow-up" refers to the practice of monitoring and maintaining contact with individuals, typically students, who have received counselling, support, or referrals to ensure that they are progressing well and that the services provided are effective (American Counselling Association, 2021). This ongoing communication and support aim to track outcomes, address emerging issues, and provide additional assistance if needed to clients. The primary purpose of follow-up is to evaluate the effectiveness of the services given and to provide ongoing support to individuals as they work towards their objectives. It helps to identify any challenges or barriers that may arise after initial interventions (Gysbers & Henderson, 2012). Follow-up typically involves scheduled or periodic check-ins with individuals to inquire about their well-being, progress, and any challenges they may be facing. These check-ins may occur through meetings, phone calls, questionnaires, interviews, letters or electronic communication (Nelson-Jones, as cited in Namale, 2012).

Evaluation Service: Evaluation service refers to a structured procedure of collecting, analysing, and interpreting data to appraise the effectiveness, efficiency, or quality of specific aspects of an individual's life, an organization's operations, or a program's outcomes (Gysbers & Henderson, 2012). The evaluation service assesses guidance and counselling services in the school to improve them where necessary. According to Kokro (2015), it may involve research and data collection on the benefits of the services to students, teachers and administrators. The evaluation must cover all guidance services offered in schools. This means the evaluation must be continuous and constant but done scientifically and systematically involving all school functionaries with students as the focal point.

Guidance services were formally instituted in Ghanaian schools in 1976 and 1982 due to a directive issued by the Minister for Education (Essuman, 1999). This is to address many issues that senior high school students face such as choice of subjects and courses, inadequate knowledge of available job opportunities after school, indiscipline, and immoral behaviour among senior high school students. There was a need for senior high schools to utilise the services of professionally qualified guidance and counselling officers with proper logistics to mitigate the information deficits in schools (Adu-Gyamfi, Donkoh & Addo, 2016). Based on the implementation of the services in the schools, numerous evaluative researches have been carried out to ascertain the effectiveness of the services. Some researches were executed to assess, the presence of guidance services, the types of services carried out and the usefulness of the services to learners. The following evaluative studies confirmed the presence of guidance and counselling services in Ghanaian institutes. Adam-Yawson et al

(2021), a study in Komenda-Edina-Edquafo-Abrem Municipality in Ghana; Ocansey (1992) in Cape Coast District and Bondah (1996) in Assin District confirmed the presence of guidance services in senior high schools. Another study conducted by Abukari, (1996) in junior school and senior secondary schools in the Tamale Municipality to investigate guidance and counselling programs attested that guidance and counselling services exist in institutes. There was also the confirmation of the presence of guidance services in senior high schools in Gomoa West District in the Central Region, Ghana (Namale & Awabil (2018). In addition, Asamari's (2018), study established the existence of certain guidance services in senior high schools in the Sagnarigu Municipality of Ghana. Upoalkpajor et al (2018) study revealed that students are cognisant of the presence of guidance services, particularly academic counselling in their institutes. The study also found that the utilisation of the guidance services was not sufficient due to lack of availability, misconception of students, confidentiality and counsellors serving as teachers.

Concerning the type of guidance services run in senior high schools the following services were noted; orientation, appraisal, information, consultation, counselling, placement, and evaluation (Buku, 2016; Namale & Awabil, 2018). Alales' (2019) study on providing guidance and counselling services in colleges of education in Northern Ghana, maintained that orientation, information, appraisal, counselling and placement services were the key guidance and counselling services rendered at the colleges whereas consultation, referral and follow-up were the less rendered. Also, Asamari's (2018) study among senior high students in Sagnarigu Municipality in Tamale found orientation and counselling services to be effectively executed in the institutes. In addition, the study found no statistically substantial disparity in the views of students' genders toward implementing guidance services in the institutes. A study by Yirenkyi et al (2019), also found orientation and counselling services as the most guidance services practised in schools in Manhyia Sub-Metropolis in Ghana. However, these scholars found in their study that about sixty percent of counsellors in the schools were not trained and about fifty-three percent of the institutes lacked counselling workplaces. According to Kissi-Abrokwah et al (2021), orientation, information and counselling services were effectively executed while consultation and follow-up were not sufficiently implemented in senior high schools. A study by Numale and Awabil (2018), found appraisal services to be effectively implemented among senior high institutes in Gomoa West in the Central Region. In contrast, consultation and counselling services were not successfully executed. The study also found sex not to be a statistically significant basis for students' appraisal of information, consultation, and counselling services. Bentil et al (2020) study in the Central Region on evaluating guidance services in senior secondary schools found appraisal, orientation, counselling, placement, information, referral, and consultation services were carried out in senior high institutes. This research also discovered that students found these services beneficial and appreciated by the students.

The benefits of guidance services in a study confirmed by Oluwatayo and Akintunde (2021) found that guidance services tend to enhance students' conduct and discipline. In a similar study, Lapan and Gysbers, (2021) reaffirmed the significant positive impact of effective school counselling programmes on student behaviour, including a reduction in disciplinary issues. Lapan, Whitcomb and Aleman, (2012) also touched on the broader benefits of school guidance programmes, including the enhancement of study habits which contributed to improving academic outcomes. Johnson and Johnson (2016), also emphasised that guidance coordinators play a crucial part in dealing with a wide range of personal-social, emotional, psychological, and behaviour issues of students. Kissi-Abrokwah's (2018) study on the evaluation of guidance services in senior high schools in Ghana found that guidance services aid students in appreciating their educational potential and restoring personal struggle. However, this study found the site of counselling offices not suitable for ensuring confidentiality for students. Alale's (2019) study among colleges of education students in Northern Ghana revealed that guidance services improve students' behaviour, discipline, and positive attitudes toward education.

Since the inception of guidance and counselling in Ghanaian institutes some relevant appraisal research have been carried out in senior high institutes and tertiary institutions in Ghana; Namale and Awabil (2018) in Gomoa West District-Central Region, Kokro et al. (2022) in Tamale Technical University- Northern Region, Asamari, (2018) in colleges of education in the Northern Region and Amaniampong et al. (2021) in the Western Region. Furthermore, other evaluative studies have been conducted in senior high schools by Upoalkpajor et al. (2018) in Ghana and Asamari (2018) in Sagnarigu Municipality, Tamale. This shows the importance of evaluative studies in guidance services cannot be overstated in senior high schools. According to Essuman (2001), evaluating guidance and counselling programmes is vital. It is required that after establishing the guidance programmes in a school, we assess their effectiveness after a reasonable period of practice, for example, six months or a year. Such evaluation helps us to assess how well the programmes were executed, to what extent the services benefited the key stakeholders of the schools, services we could not render effectively, and the issues that impede the efficient delivery of guidance services in schools. Also, Smith, (2020) recommended that the whole school

guidance program must be appraised after every two years to take care of the altering periods and resultant altering needs of students. This means evaluation is a process of gathering unbiased, performance-oriented information on an organised and non-discriminatory basis. The data is utilised as information to continually improve, upgrade as well as update a person's professional performance (Gibson & Mitchel as cited in Awabil et al, 2011). Given this, the research aimed to appraise the guidance services of students in senior high schools. Therefore, this research aimed to appraise the guidance services offered in senior high schools in the Sagnarigu Municipality.

1.1 Research Aim

The research aimed to appraise guidance services in senior high schools in Sagnarigu Municipality.

1.1.1 Study Objectives

The primary purposes of the study are to:

1. appraise the effective delivery of guidance services in senior high schools in the Sagnarigu Municipality.
2. identify the types of guidance services commonly executed in senior high schools in the Sagnarigu Municipality.
3. examine the perceived benefits of guidance services to students in senior high schools in the Sagnarigu Municipality.

1.2. Study Research Questions

The research seeks to address the following questions

1. To what extent are guidance services effectively delivered in senior high schools in the Sagnarigu Municipality?
2. What types of guidance services are carried out in senior high schools in the Sagnarigu Municipality?
3. What are the perceived benefits of guidance services to students in senior high schools in the Sagnarigu Municipality?

1.3 Hypothesis of Research

1. H_0 : There is no statistically significant disparity among students in the delivery of guidance services based on gender in Sagnarigu Municipality.

2. Methodology

2.1 Study Design

The research design for this study is a descriptive survey. This method was used to collect and analyse data to describe or summarise a population, group, or phenomenon (Fowler, 2013). Descriptive surveys provide quantitative descriptions of trends, attitudes, or opinions within a population by studying a sample, allowing researchers to generalise or infer findings from the broader population (Creswell, 2017). This design is particularly suitable for establishing baseline data, exploring relationships between variables, and informing sampling strategies for more complex research or interventions. Descriptive surveys use structured and standardised questions to guarantee consistency in data collection. Large samples are frequently used to achieve representativeness and reliability (Babbie, 2016). Data collected through descriptive surveys are quantitatively analysed to objectively describe the characteristics or attributes of the population or phenomenon under study.

2.2 Population of the Study

The research population includes all second-year students in three senior high schools within the Sagnarigu Municipality in Northern Ghana. Two thousand nine hundred and ten (2,910) students from Tamale Technical Institute Senior High School, Kalipohin Senior High School, and Tamale Islamic Senior High School in Sagnarigu within Tamale Municipality constitute the population comprising 1,297 males and 1613 females. The second-year scholars were utilised for the investigation because they had enough experience regarding issues with guidance services. The third-year students were not used because they were preparing for their WASCE examination. Table 1 presents the distribution of second-year senior high school students by gender across the three selected schools in the Sagnarigu Municipality.

Table 1: Distribution of Second-Year Senior High School Students by Sex in Sagnarigu Municipality

Name of School	Male	Female	Total
Tamale Islamic Science Senior High School	634	866	1,500
Kalipohin Senior High School	458	632	1,090
Tamale Technical Institute Senior High School	205	115	320
Total	1,297	1,613	2,910

Source: Sagnarigu Municipal Education Office - GES-Statistics Department, 2022/23

2.3 Sample and Sampling Technique

The population for the research is all second-year students from three senior high schools in the Sagnarigu Municipality in Northern Ghana. A multi-stage sampling technique was utilised to ensure that the sample was representative and valid. Three senior high schools in the Sagnarigu Municipality were chosen for the study using a purposive sampling technique out of five (5) senior high schools. To achieve a representative sample, all three senior high schools were included in the study to ensure comprehensive coverage of the research and selection bias. Proportionate stratified sampling was employed to account for variations in population size and demographic composition across the schools. This method involves dividing the population into strata based on school and sex and then sampling proportionately from each stratum. The approach guarantees that each subdivision within the population is sufficiently represented in the sample to enhance the accuracy of the findings (Creswell, 2017). Following the stratification, simple random sampling was applied to select individual respondents within each stratum. The researcher wrote numbers from one to the last number of the population on slips of paper. The numbers in the slips were placed in a bowl and mixed thoroughly, and the number picked within the target sample from the bowl qualified one to be represented. The sample for the research was made up of 306 second-year senior high students from the three senior high schools. Table 2 illustrates the sample distribution of students.

Table 2: Sample Distribution of Second-year Students

Name of School	Male	Female	Total
Tamale Islamic Science Senior High School	66	91	157
Kalipohin Senior High School	48	67	115
Tamale Technical Inst. Senior High school	22	12	34
Total	136	170	306

2.4 Research Instrument

This study utilised a structured questionnaire as the main tool for data collection designed by the researchers. It was based on a four-point Likert scale ranging from 4 (strongly agree) to 1 (strongly disagree). The questionnaire consisted of 32 items. Seven items were meant for collecting demographic data and 25 focused on various aspects of guidance services. The instrument was divided into two sections. Section A captured demographic data, including age, sex, duration of stay in the school, level of education, name of the school, and marital status. Section B comprised 25 items aligned with the research questions with each research question addressed by eight items, except for the question on types of guidance services, which included nine items. All items were closed-ended requiring respondents to select the option that best represented their views by circling the corresponding number. The questionnaire was deemed preferable because the students can read and write. The questionnaire is also considered the best because it is an effective tool for collecting quantitative data.

2.5 Pre-Testing of the Instrument

To safeguard the efficacy and clarity of the instrument, a baseline test was done at Northern School of Business Senior High School. The pre-test involved a sample of 25 students (10 males and 15 females), who were not part of the main study population but shared similar characteristics. The primary purpose of the pre-test was to evaluate the clearness, application, and directness of the items in the questionnaire. Feedback from the pre-test respondents was used to identify any ambiguities, misunderstandings, or difficulties in responding to the questionnaire. Based on this feedback, necessary revisions were made to the questionnaire to ensure that the items were appropriately constructed and easily understood by the respondents. This process was key for enhancing the consistency and validity of the instrument, as it certified that the questions accurately captured the intended constructs and could be consistently interpreted by the respondents.

2.6 Reliability and Validity

Reliability refers to the consistency of a measurement instrument. In this study, reliability was assessed using the test-retest method. The questionnaire was administered to 25 respondents at the Northern School of Business Senior High School and re-administered again after two weeks. The consistency of the scores between the two administrations was computed to determine test-retest reliability. Additionally, internal consistency was measured using Cronbach's alpha coefficient, which yielded a value of 0.81, indicating a high level of reliability (American Educational Research Association, American Psychological Association, & National Council on Measurement in Education, 2014). Tables 3 and 4 depict a summary of the results.

Table 3-Test Retest for Pre-test

	N	Co-efficient (Rt)	Sig.
Students A & Students B	25	.802	.001

Source: Field data, 2024

*Significant at .05 level; Names with the label "B" are the names for the second testing.

Table 3 presents the outcomes, which indicate that the replies provided by the students in the study were stable. Stated differently, stability prevailed during the administration. For example, a stability estimate of (Rt =.802, $p < .05$) was obtained using student responses, suggesting that respondents responded similarly or consistently to guidance services.

Table 4 illustrates the internal consistency of the dimensions used for the research.

Table 4- Internal Consistency of Dimensions

Dimensions	No. of items	Cronbach Alpha
Effective delivery of guidance services	8	.80
Types of guidance services	9	.82
Benefits of guidance services	8	.81
Overall Instrument	25	.81

Source: Field data, 2024

In Table 4, the consistency estimates of the scales employed in this investigation varied from 0.80 to 0.82. This suggests that there is a high level of internal consistency between each scale's elements. In other words, because every construct's coefficient was more than 0.70, it shows how the items attach to one another to measure the constructs. A reliability approximation of 0.70 or above is appropriate and suitable, according to DeVellis (2016). Based on DeVellis' disclosure, every reliability estimate for the scales utilised in this study was adequate and reliable.

Validity is the extent to which an instrument measures what it is intended to measure. Content validity was assessed by seeking feedback from experts in guidance and counselling. Their recommendations, such as wording, an appropriate number of respondents for pre-testing the instrument, and timing, were incorporated into the final version of the questionnaire to ensure it accurately captured the constructs under investigation (AERA, APA, & NCME, 2014).

2.7 Data Collection Procedure

Before data collection, the researchers got a cover letter from the Department of Educational Foundation Studies at the University for Development Studies. The letter was presented to the headmasters of the chosen senior high schools to gain their approval and cooperation. The headmasters directed their IT officers to provide the researchers with lists of second-year students.

Data collection was scheduled at a convenient time for each school. The researchers assisted by the school's counsellor, gathered all second-year students in the school assembly hall. The rationale of the research was clarified to the sampled students and the questionnaires were distributed to the respondents. Confidentiality and informed consent were guaranteed. Taking part in the study was thus entirely optional, and respondents were free to opt-out at any moment. The researchers remained available to answer any questions and provide clarifications as needed. Sufficient time was allotted for respondents to complete the questionnaire, ensuring thoughtful and accurate responses. The finished questionnaires were collected on the same day, achieving a 100% retrieval rate.

2.8 Data Analysis Techniques

For each research question and hypothesis, appropriate statistical analyses were conducted. The effectiveness of guidance services (Research Question 1), types of guidance services carried out (Research Question 2), and perceived benefits (Research Question 3) were analysed using descriptive statistics involving frequencies, means and standard deviations.

To test the hypothesis, inferential statistical tests were applied. An independent samples t-test was used to compare the delivery of guidance services between male and female students (hypothesis 1). The analyses were conducted using statistical software, and the significance level was set at $p < 0.05$ to determine the rejection or failure to reject the null hypothesis.

Research Question 1: To what extent are guidance services effectively delivered in senior high schools in the Sagnarigu Municipality? Table 1 is used to answer this research question.

The findings related to this research question were presented to assess the perceived effectiveness of guidance services as reported by learners. The analysis includes descriptive statistics that summarise the respondents' ratings on various aspects of the guidance services as shown in Table 1.

Table 1 presents aggregated responses from students on various aspects of guidance services and each item is rated on a Likert scale ranging from 1 to 4. Table 1 reveals that students generally perceive some facets of guidance services positively. For instance, a majority of students strongly agreed that during guidance programs, teachers and counsellors explain school rules and regulations to new students ($\bar{x} = 3.40$, $SD = 0.79$) and that counsellors collaborate with other staff to address educational, personal, and career concerns ($\bar{x} = 3.43$, $SD = 0.76$). Similarly, a significant number of students strongly agreed that matters with counsellors are kept confidential ($\bar{x} = 3.34$, $SD = 0.85$) and that counsellors have adequate office space for providing guidance services ($\bar{x} = 3.61$, $SD = 0.66$). Table 1 also highlights the provision of guidance on personal and social development by counsellors to students in schools ($\bar{x} = 3.40$, $SD = 0.72$). Finally, in Table 1 students were in strong agreement that guidance services are provided for all students in the school with an average score and a standard deviation of ($\bar{x} = 3.50$, $SD = 0.76$). These findings provided a quantitative assessment of how students perceive the current delivery and efficacy of guidance services in senior high schools in Sagnarigu Municipality.

Table 1: Students Responses on Delivery of Guidance Services (N-306)

SN	Items	N	Min	Max	\bar{x}	S D
1	During guidance programmes, teachers and counsellors in schools explain school rules and regulations to new students.	306	1	4	3.40	0.79
2	My school counsellors work in tandem with other staff members to aid learners with their academic, personal, and career issues.	306	1	4	3.43	0.76
3	Matters I discuss with my counsellor/teachers are kept private and confidential.	306	1	4	3.34	0.85
4	The guidance counsellor at my school has an office where they can offer guidance services.	306	1	4	3.61	0.66
5	My school counsellor/teachers help learners solve their personal, emotional, psychological, social, and behavioural problems.	306	1	4	3.60	0.62
6	Teachers and counsellors at my school offer pertinent guidance on social and personal growth as well as opportunities for students' future education.	306	1	4	3.40	0.72
7	You can overcome tension and exam anxiety with the support of guidance services.	306	1	4	3.08	0.92
8	Guidance services are provided to all the students.	306	1	4	3.50	0.76

Source: Field Data, 2024

Mean Ranges and their Interpretations

3.00-4.00=Strongly Agree, 2.00-2.99=Agree, 1.00-1.99=Disagree and 0.99-1.00=Strongly Disagree, Nee and Yunus (2020).

Research Question 2: What type of guidance services are carried out in senior high schools in the Sagnarigu Municipality? Table 2 is used to illustrate the responses of students on types of guidance services.

Table 2: Students Answers on Types of Guidance Services Carried Out in Senior High Schools (N-306)

SN	Items	N	Min	Max	\bar{x}	SD
16	Appraisal service	306	1	4	3.05	0.89
17	Consultation service	306	1	4	3.36	0.83
18	Counselling service	306	1	4	3.58	0.68
19	Evaluation service	306	1	4	3.14	0.78
20	Follow-up service	306	1	4	3.11	0.90
21	Information service	306	1	4	3.42	0.75
22	Orientation service	306	1	4	3.55	0.77
23	Referral service	306	1	4	3.05	0.90
24	Placement service	306	1	4	3.17	0.90

Source: Field Data, 2024

Mean Ranges and their Interpretations

3.00-4.00=Strongly Agree, 2.00-2.99=Agree, 1.00-1.99=Disagree and 0.99-1.00=Strongly Disagree, Nee and Yunus (2020).

Table 2 provides a detailed account of the various types of guidance services carried out in senior high schools in

the Sagnarigu Municipality based on feedback from student respondents. Appraisal services, which aim to assess students' progress and needs received a strongly agreeing value of 3.05 with a standard deviation of 0.89. Consultation services, involving collaborative discussions on educational and personal issues garnered strong agreement with a mean score of 3.36 and a standard deviation of 0.83. Counselling services, designed to offer professional support for personal and emotional challenges were widely recognised with a strong agreement average score of 3.5 and a standard deviation of 0.68. Evaluation services, focusing on systematic assessments of programs and student outcomes were acknowledged strongly with a strong agreement mean score of 3.14 and a standard deviation of 0.78. Follow-up services, which ensure continued support and progress monitoring received a strong agreement score of 3.27 and a standard deviation of 0.90. Information services, which guide educational opportunities received positive feedback from students reporting a strong agreement mean value of 3.42 and a standard deviation of 0.75. Orientation services, facilitating student integration and understanding of school policies were well-regarded with a strong agreement value of 3.55 and a standard deviation of 0.77. Referral services, aiding in connecting students to specialised support saw a strong agreement of 3.05 and a standard deviation of 0.90). Placement services, assisting students in career and academic placements received a strong agreement score of 3.17 and a standard deviation of 0.90. These findings highlight the diverse array of guidance services available in the schools studied, demonstrating their perceived importance in supporting student development and success. The mean scores and standard deviations indicate varying levels of agreement among students regarding the presence and effectiveness of the guidance services.

Research Question 3: What are the perceived benefits of guidance services to students in senior high schools in the Sagnarigu Municipality? Table 3 is employed to illustrate the responses of students on the perceived benefits of guidance and counselling.

Table 3: Benefits of Guidance and Counselling Services in senior high schools(N-306)

SN	Items	N	Min	Max	\bar{x}	SD
1	Improve behaviour and discipline	306	1	4	3.61	0.70
2	Assist in identifying potential and talents	306	1	4	3.39	0.79
3	Build positive self-image	306	1	4	3.50	0.68
4	Develop a positive attitude towards education	306	1	4	3.53	0.69
5	Improve academic performance	306	1	4	3.38	0.77
6	Assist in setting realistic goals	306	1	4	3.39	0.72
7	Assist in resolving their emotional difficulties	306	1	4	3.32	0.84
8	Boost career understanding and job search skills	306	1	4	3.34	0.84

Source: Field data, 2024

Mean Ranges and their Interpretations

3.00-4.00=Strongly Agree, 2.00-2.99=Agree, 1.00-1.99=Disagree and 0.99-1.00=Strongly Disagree, Nee and Yunus (2020)

As shown in Table 3, a significant majority of respondents strongly agreed that guidance and counselling services contribute to improving student behaviour and discipline with a mean value of 3.61 and a standard deviation of 0.70). It is also strongly agreed that guidance and counselling help in identifying students' talents and potentials with a mean score of 3.39 and a standard deviation of 0.79. The students further strongly agreed that guidance services play a crucial role in building a positive self-image among them with a mean score of 3.50 and standard deviation of 0.68. In addition, it is strongly agreed that guidance services contribute to developing positive attitudes towards education reporting a mean value of 3.53 and a standard deviation of 0.69. This highlights the role of guidance service in fostering a proactive approach to learning and academic engagement.

It is also evident in Table 3, that students strongly agreed that guidance and counselling services help improve academic performance with a mean value of 3.38 and a standard deviation of 0.77. This finding underscores the perceived link between effective guidance services and enhanced educational outcomes among students.

The students also believe that guidance services assist them in setting realistic goals reporting a mean value of 3.39 and a standard deviation of 0.72. This aspect emphasises the role of guidance in fostering goal-setting skills

essential for academic and personal development.

Students further strongly agreed that guidance services assist in resolving emotional difficulties with a mean score of 3.32 and a standard deviation of 0.84. This finding highlights the therapeutic role of counselling in addressing emotional challenges that students may encounter.

Finally, students strongly agreed that guidance and counselling help improve knowledge about careers and job-seeking skills with a mean value of 3.34 and a standard deviation of 0.84. This underscores the role of these services in equipping students with essential career-related information and skills.

2.9 Testing Hypothesis for Students

Hypothesis 1: There is no statistically significant disparity among students in the delivery of guidance services based on sex.

The results of the hypothesis testing are presented in Tables 4 and 5, using an independent sample t-test to compare the delivery of guidance services between male and female students.

Table 4: Levene's Test for Equality of Variances

		F	Sig.
Delivery of guidance service	Equal variances assumed	.770	.381
	Equal variances not assumed		

Source: Field data, 2024

Table 5: T-test Results Comparing Male and Female Students Perception of Guidance Services

Gender	N	Mean	Std. Deviation	Df	T	P
Male	136	3.3217	0.48	304	3.43	0.381
Female	170	3.4985	0.42			

Source: Field data, 2024

Comparing the delivery of guidance services scores for males and females, an independent samples t-test was used. The assumption of equal variances was violated according to Levene's test ($F = .770, p > .05$). When the t-value was calculated with this assumption, there was no significant difference ($t = 3.43, df = 304, p = (0.381)$). The finding implies that there were no significant differences in the way that guidance services were provided based on gender. Therefore, the research maintained the null hypothesis.

3. Discussion of the Findings

3.1 Delivery of Guidance Services

Most students indicated satisfaction with the clarity provided during guidance programs regarding school rules and regulations ($\bar{x} = 3.40, SD = 0.79$). This underscores the importance of effective communication in facilitating students' understanding and compliance with institutional norms, aligning with existing literature emphasising the pivotal role of clear communication in student orientation (Bedu-Addo, 2014). This implies that school administrators, counsellors and teachers need to provide clear and accurate information to students during school orientation service to familiarise them with the school rules and regulations.

Students reported positive collaborative efforts between school counsellors and other staff members in addressing educational, personal, and career-related concerns. The respondents reported a mean score and standard deviation of ($\bar{x} = 3.43, SD = 0.76$). This collaborative approach is pivotal in supporting holistic student development by integrating diverse perspectives and expertise to address the multifaceted needs of students (ASCA, 2019). The finding underscores the significance of teamwork in enhancing the comprehensiveness and effectiveness of guidance services. Regarding matters students discuss with their counsellors/teachers, the students agreed that the issues are usually kept private and confidential. The mean score and standard deviation were ($\bar{x} = 3.34, SD = 0.85$). This indicates a level of trust in the counselling process. The result is consistent with McLeod's (2013) assertion that counsellors are ethically and legally bound to maintain confidentiality. This consistency reinforces the idea that the guidance services are in line with established ethical practices, which is crucial for maintaining the integrity of the counselling process. This implies that the guidance services are

generally perceived positively about confidentiality, which is vital for their effectiveness. However, there may be room for improvement to ensure that all students uniformly perceive the counselling environment as confidential and trustworthy.

Regarding the school guidance and counselling coordinators having offices that enable them to provide guidance services. The mean score and standard deviation of students were ($\bar{x}=3.61$, $SD=.66$) indicating students strongly endorsed the availability of guidance and counselling offices to provide guidance services in the school. This implies there is the presence of offices for guidance and counselling coordinators to offer guidance services to students at the schools to enhance their academic, job and personal-social development.

With a mean score and standard deviation of ($\bar{x}=3.60$, $SD=.62$), school guidance and counselling coordinators assist students in solving personal, emotional, psychological, social, and behavioural problems. This assertion is supported by Johnson and Johnson (2016), on how school guidance coordinators play a key role in resolving a wide range of personal-social, emotional, psychological, and behavioural issues of students. It emphasises the importance of counselling services in fostering students' overall well-being and development. This implies that evaluations of guidance and counselling services must be thorough, multi-faceted, and focused on a broad range of outcomes related to student well-being. This will ensure the full impact of these services on learners' personal-social, emotional, psychological, and behavioural development is accurately assessed and understood.

The issue of teachers and counsellors at schools offering pertinent guidance on social and personal growth as well as opportunities for students' future education documented an average score and standard deviation of ($\bar{x}=3.40$, $SD=.72$). This resonates with literature emphasising the necessity for comprehensive counselling services addressing both academic and socio-emotional facets of student life (Gysbers & Henderson, 2012). The implications of these findings are substantial for policy formulation and practical implementation in senior high schools. Effective guidance services, do not only bolster academic achievement but also contribute significantly to students' overall well-being and readiness for future endeavours.

In delivering effective guidance services to all students, the mean score and standard deviation were ($\bar{x}=3.50$, $SD=.76$). This implies students strongly agree with the fact that guidance services are for all students. This is therefore supported by ASCA (2019) that comprehensive school guidance programs should be designed to meet the needs of all students, promoting equity and access to education. This implies when evaluating school guidance services there should be a comprehensive equity-focused approach that ensures the program is meeting the needs of all students and also contributing to an inclusive and supportive educational environment.

3.2 Types of Guidance Services carried out in Senior High Schools

Regarding appraisal service as a type of guidance service executed in senior high schools in Sagnarigu Municipality, students' mean score and standard deviation were ($\bar{x}=3.05$, $SD=.89$ and $\bar{x}=3.03$). This finding is consistent with Numale and Awabil's (2018) finding that school appraisal services were provided. This implies that to support students' personal-social, academic, and professional growth, they need to be assisted in understanding their strengths and limitations, abilities, values, and interests. Consultation services indicated a mean score and standard deviation of ($\bar{x}=3.36$, $SD=.90$). This is supported by Bentil et al (2020), who disclosed that consultation services were offered in schools. This implies that teachers and counsellors should continue to talk to parents about placement, the behaviour of wards at school and the need for parents to take care of their children at home. With regards to the high endorsement of counselling services by students, a mean score and standard deviation of ($\bar{x}=3.58$, $SD=.68$) was established emphasising the pivotal role counselling offers in addressing students' personal and emotional needs. This view is in line with (Alale, 2019; Bentil et al; 2020). Similarly, Asamari (2018), found counselling as one of the primary guidance services offered in the institutes of education, which supports this conclusion. The result implies counselling is key among the guidance services and should therefore be rendered adequately to learners to enable the learners to overcome their personal, emotional and psychological needs. The mean score for students and standard deviation ($\bar{x}=3.14$, $SD=0.78$) in the present study for evaluation services also showed that senior high schools used evaluation services as one of the guidance services. This view is inconsistent with Alale (2019) and Awabil et al. (2011), who discovered evaluation services were not much-practised in schools. This means that school administrators, counsellors and teachers are aware of the importance of evaluation services in guidance and counselling and hence endeavour to place a premium on the evaluation of guidance services in schools. The mean score of the students towards follow-up services was ($\bar{x}=3.11$, $SD=.90$). This view is inconsistent with the study of Alale (2019), who found that follow-up service was not much provided in colleges of education. Follow-up service can lead to several benefits, including improved outcomes for individuals, early detection of relapse or new issues, increased accountability, and a greater likelihood of achieving long-term goals. The result indicates that these services were not effectively provided to students in the institutions of learning. This is likely to be a result of a lack of

resources on the part of the institution or counsellors in the schools.

Another dominant type of guidance service carried out in senior high schools was information service, as revealed by the students' mean score and standard deviation ($\bar{x} = 3.42$; $SD = .75$). This position is consistent with the studies conducted by (Alale 2019; Bentil et al, 2020), who opined that the information service was a key guidance service rendered in colleges. On the other hand, Namale and Awabil (2018) disagreed that information, consultation, and counselling services were not efficiently executed in senior high schools. This probably may be a result of a lack of resources on the capacity of the school or school counsellor.

Concerning orientation service, the mean score and standard deviation ($\bar{x} = 3.55$, $SD = .77$) demonstrated that orientation services were carried out in senior high schools. This finding is buttressed by (Asamari, 2018; Alale, 2019; Bentil et al, 2020), who postulated that orientation was most dominantly executed in school guidance programs. This implies people get driven when they feel competent, and how successfully they navigate their surroundings. Student confidence is bolstered by orientation services, which offer vital details about the organisation, its guidelines, and its available tools. This means that many institutions are aware of the importance of orientation services, and hence offer orientation services to their fresh students to familiarise them with the physical, psychological and social environment.

A mean score and standard deviation ($\bar{x} = 3.05$, $SD = .90$) of students show that referral service was carried out in schools. This finding is not in agreement with Alale (2019), who found that referral service was the least carried out in senior high schools. This implies counsellors may be unaware of available agencies or resources where students will be referred to access services that are not available in the school or services that are beyond the capacity of the counsellor. However, this finding is in sync with Bentil et al (2020) who found appraisal, orientation, counselling, placement, information, referral and consultation services to be effectively offered in senior high schools. This result may also depict the quality of resources, qualifications and competencies of the counsellors, and the interest of the school management in guidance and counselling activities in the school.

Placement service was also a type of guidance service carried out in schools, as established by the mean score and standard deviation of students ($\bar{x} = 3.17$, $SD = .90$). This indicates students' responses were consistent with Alale (2019), who found that placement service was one of the most guidance service executed in senior high schools in the Sagnarigu municipality. This denotes counsellors were aware of placement sources and provided such services to their students.

3.3 Benefits of Guidance and Counselling Services in Senior High Schools

A significant proportion of students (71.2%), strongly agreed that guidance services improve conduct and discipline echoing previous research by Lapan and Gysbers, (2021)), which underscored the role of guidance in mitigating disciplinary issues and fostering a conducive learning environment. Lapan, Whitcom, and Aleman (2012) stated in an investigation that, guidance and counselling services aid improve students' conduct and have assisted students to be well-disciplined and obedient in school and society. This implies guidance and counselling services can maintain discipline and improve the conduct of learners in educational institutions. This result also indicates that school administrators, counsellors and teachers were aware of the benefits of guidance and counselling services in schools and thus provided adequate services to the students.

About the recognition of guidance services by students in identifying talents and potentials, (54.2%) strongly agreed which resonates with Alale's (2019) study that emphasized guidance and counselling's role in nurturing students' latent abilities and facilitating their personal and academic development. This means guidance services help to develop or unearth students' capabilities wholistically. Also, the affirmation that guidance services build a positive self-image, about (57.2%) of students strongly agreed that correlates with literature highlighting the psychological benefits of supportive guidance services. This aspect underscores the role of guidance in enhancing students' confidence and self-perception. Moreover, students' acknowledgement of guidance services in cultivating positive attitudes toward education (61.4%) of students strongly agreed and improving academic performance (52.3%) of students strongly agreed. This is consistent with researchers emphasizing the motivational and academic benefits of effective guidance practices (Alale, 2019; Abrokwah, 2019; Lapan & Gysbers, 2021). These findings reinforce the pivotal role of guidance services in promoting student engagement and achievement in educational institutions.

Additionally, the recognition that guidance supports students in resolving emotional difficulties, 51.3% of students strongly agreed, which underscores the therapeutic function of counselling in addressing students' emotional needs and enhancing their overall well-being (Alale 2019; Abrokwah, 2019). This means that guidance helps students to overcome distress and anxiety. Lastly, students endorsed that guidance services enhance knowledge about careers and job-seeking skills, 53.3% strongly agreed. This implies that the schools

hired qualified and professional counsellors who provided effective career guidance services to students about job-seeking skills.

3.4 There is no statistically significant disparity among students in the delivery of guidance services based on sex

The finding revealed that there were no statistically significant differences in the way that guidance services were provided based on sex. This assertion is supported by Asamari's (2018) study, which found no statistically substantial disparity in the views of students' genders toward implementing guidance services in institutes. This implies that male and female students equally enjoy the same guidance services in schools. There is no discrimination in delivering guidance services to male and female students in senior high schools.

4. Conclusions and Recommendations

4.1 Conclusions

All the guidance services; consultation, counselling, information, orientation, referral, placement, appraisal, follow-up and evaluation were generally perceived as effective by most respondents. This indicates that the existing structures and implementation of guidance services have a significant impact on students' lives. However, the varying degrees of effectiveness among different types of services suggest a need for targeted improvements. The study found that guidance services are multifaceted, offering substantial benefits such as improved behaviour and discipline, talent identification, positive self-image, and better academic performance. These benefits highlight the integral role that guidance services play in the holistic development of students, underscoring their necessity in the educational framework. Finally, there is no statistically significant disparity between genders' responses concerning the delivery of guidance services.

4.2 Recommendations

The Ministry of Education, school administration, and local government authorities should allocate more resources in the form of materials, qualified counsellors, finance and computers for guidance programs to ensure the effective delivery of the services. Additionally, improving infrastructure for guidance services is crucial. The school administration and local education authorities must provide conducive office spaces for guidance coordinators that will facilitate confidentiality and effective counselling sessions. It is recommended that counsellors should offer guidance services to students irrespective of gender.

Acknowledgement

We would express our sincere gratitude to the headmasters of the senior high schools for allowing their students to respond to the questionnaires. We would thank the reviewers of the manuscript for giving us expert comments to improve the quality of the paper. Finally, we would say thank you to all the sources we consulted in writing this manuscript.

References

- Abubakari, A. (1996). *An investigation into guidance and counselling programmes in junior and senior secondary schools in Tamale Municipality*. (Unpublished Undergraduate Project). University of Cape Coast, Ghana.
- Adam-Yawson, N. A., Arkorful, P., Opong-Masu, A. K., & Insaïdo, S. O. (2021). Evaluating effectiveness of school guidance and counselling programme in K. E. E. A Municipality in Ghana. *American Journal of Education and Practice*, 5(2).DOI: <https://doi.org/10.47672/ajep.717>
- Adu-Gyamfi, S., Donkoh, W. J., & Addo, A. A. (2016). Educational reforms in Ghana: Past and present. *Journal of Education and Practice*, 7(21), 53-65.
- Alale, A. A. (2019). The provision of guidance services in colleges of education in Northern Ghana. *Journal of Education and Practice*, 10(14), 88. doi:10.7176/JEP
- Amaniampong, P., Mensah, J. A., & Tkayi, E. B. (2021). Guidance services for learners with special educational needs: Perspective of JHS teachers and counsellors in Birim central municipality, Ghana. *International Journal of Education, Psychology and Counselling*, 6 (42), 63-73.
- American Counselling Association (ACA). (2021). *About Counselling*. Retrieved from <https://www.counseling.org/about-us/about-counseling>
- American Educational Research Association, American Psychological Association, & National Council on Measurement in Education. (2014). *Standards for educational and psychological testing*. American Educational Research Association.
- American School Counsellor Association. (2019). *The ASCA National Model: A framework for school counselling programs* (4th ed.). American School Counselor Association.

- Alale, A. A. (2019). The provision of guidance services in colleges of education in Northern Ghana. *Journal of Education and Practice*, 10 (14), 88-95.
- Asamari A. A (2018). Evaluation of the implementation of selected guidance services in senior high schools in the Sagnarigu Municipality-Ghana. *International Journal of Development [UDSIJD]*, 5(2), 2026-5336. <http://www.udsijd.org>
- Awabil, G., & Kankpog, E. B. (2011). Evaluation of guidance services in junior high schools in the Jirapa-Lambussie District of Ghana: Students' perspective. *Journal of Educational Research and Development*, 6(3), 83-89.
- Babbie, E. R. (2016). *The Practice of social science (14th ed.)*. Cengage Learning.
- Bedu-Addo, P.K.A. (2014). *Guidance and counselling 'unmasked'* (4th ed.). Approaches Ghana Ltd.
- Bentil, M. S., Asiedu, A. (2020). An evaluation of guidance services in senior high schools in Central Region of Ghana. *International Journal of Scientific Research Management*, 8 (2), 1-13.
- Bondah, E. K (1996). An evaluation of guidance and counselling programmes in selected senior secondary schools in the Assin District of Ghana. (Unpublished Undergraduate Project). University of Cape Coast, Ghana.
- Buku, D. K. (2016). *Foundations of guidance and counselling*. Enjoy Enterprise
- Brown, A., (2020). Appraisal services in education: Systematic data collection and analysis for improved teaching and management. *Educational Assessment Journal*, 18(3), 102-117.
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed method approaches*. Sage publications.
- Davis, M. (2020). The role of orientation programs in student integration: A collaborative approach. *Journal of Higher Education Management*, 28(3), 112-125.
- DeVellis, R. F. (2016). *Scale development: Theory and applications* (4th ed.). Sage Publications.
- Essuman, J. K. (1999). The history of guidance and counselling in Ghana. *Ife Psychologia*, 2, 72 – 88.
- Essuman, J. K. (2001). A review of educational studies (1983 – 1997) in guidance and counselling in secondary schools in Ghana. *Ghana Journal of Psychology*, 1, 72 – 88.
- Fowler, F. J. (2013). *Survey research methods* (5thed.). Sage Publications
- Gysbers, N. C., & Henderson, P. (2012). *Developing and managing your school guidance and counselling program* (5th ed.). American Counselling Association.
- Johnson, W. B., & Johnson, J. W. (2016). The role of the school guidance and counselling in students' social and emotional development. *Journal of School Counselling*, 14 (2), 1-17.
- Johnson, M., & Roberts, A. (2022). The role of placement services in student awareness and effectiveness: A comprehensive review. *Journal of Educational Placement and Career Services*, 19(1), 55-68.
- Kissi-Abrokwhah, B. (2019). *Evaluation of guidance services in senior high schools in Ghana*. (Unpublished doctoral thesis). University of Cape Coast, cape Coast.
- Kissi-Abrokwhah, B., Aboyam, A. I., Aidoo, E. B., Mensah, G., & Akoto-Boako, H. (2021). Influence of school counsellor's demographic on the provision of guidance services in senior high schools in Ghana. *Journal of Humanities and Social Sciences*, 1 (5), 27-35. Doi: <http://dx.doi.org/10.24018/ejsocial.2021.1.5.154>.
- Kokro, F.K. (2015). *Assessment of the guidance and counselling service in selected senior high schools in Tamale metropolises*. A thesis submitted to the school of graduate studies. KNUST, Ghana.
- Lapan, R. T., & Gysbers, N. C. (2021). *School counselling programmes and their effect on students' academic achievement and behavioural success*. In J. C. Carey, B. Harris, S. M. Lee, & O. J. Aluede (Eds.), *International handbook for policy research on school-based counselling* (pp. 283-297). Springer. https://doi.org/10.1007/978-3-030-15318-4_16
- Lapan, R. T., Whitcomb, S. A., & Aleman, N. M. (2012). *Connecticut professional school counsellors: College and career counselling services and smaller ratios benefit students*. *Professional School Counselling*, 16 (2), 117-124.
- Madasu, V. R. (2020) Guidance and counselling needs for secondary level schools. *International Journal of Creative Thought*, 8(8), 224-240.
- Martin, E. (2018). Understanding appraisal services: The concept of individual inventory in educational settings. *Journal of Educational Evaluation*, 22(1), 55-68.
- McLeod, J. (2013). *An introduction to counselling*. Open University Press.
- Namale, M. K. (2012). *Guidance and counselling in education*: Richblank Publications.
- Nee, C. C., & Yunus, M. M. (2020). Roll roll dice: An effective method to improving writing skills among year 3 pupils in constructing SVOA sentences. *Universal Journal of Educational Research*, 8 (6), 2368-2382
- Namale, M. K., Awabil, G. (2018). Evaluation of guidance and counselling services in senior high schools in Gomoa West District in the Central Region of Ghana. *Journal of Education and Practice*, 9 (17), 23-

30.

- National Association for College Admissions Counselling (1017). *NACAC college and career counselling resources for students*. National Association for College Admission Counselling.
- Ocansey, M. S. (1992). *Guidance and counselling as practical in selected secondary schools in Cape Coast*. (Unpublished undergraduate project). University of Cape Coast, Ghana.
- Oluwatayo, J. A., & Akintunde, O. S. (2021). Guidance and counselling services in schools: Their role in enhancing students' discipline and behaviour. *Journal of Educational Psychology and Counselling*, *10*(2), 112-129.
- Smith, J. (2017). The role of school counsellors in implementing guidance programs: A practical guide. *Educational Leadership Journal*, *15*(3), 78-85.
- Upoalkpajor, J. N., Egglely, V. E., Namale, M. K. (2018). Patronage of guidance and counselling services in senior high schools in Ghana. *Journal of Education and Behavioural Science*, *1*(28),1-9.