

UNIVERSITY OF EDUCATION, WINNEBA

THE IMPACT OF GUIDANCE ON PUPILS ACADEMIC PERFORMANCE: THE
CASE OF KADE E.P JUNIOR HIGH SCHOOL KWAEBIBIBREM, EASTERN
REGION



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**A Project Report in the Department of Educational Leadership, Faculty of
Education and Communication Sciences, submitted to the School of Graduate
Studies, University of Education, Winneba, in partial fulfilment of the requirements
for award of the Master of Arts (Educational Leadership) degree**

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DECLARATION

STUDENT'S DECLARATION

I, MARY ANG-LA-WIERENONO, declare that this project report, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

SIGNATURE:

DATE:

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this project report were supervised in accordance with the guidelines on supervision of project report as laid down by the University of Education, Winneba.

NAME OF SUPERVISOR: DR. SAMUEL ASARE AMOAH

SIGNATURE:

DATE:

ACKNOWLEDGEMENTS

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Am also indebted to Mr. Gilbert Aseyoro who took his time regardless of his tight schedules help to arrange this work. Lastly I sincerely thank my family and siblings for their prayer support and encouragement.

DEDICATION

To my late parents Mr. and Mrs. J.D Nono, my beloved husband Mr. John Vaadi and our children Mavis Vaadi, Japheth Vaadi and Annette Vaadi.



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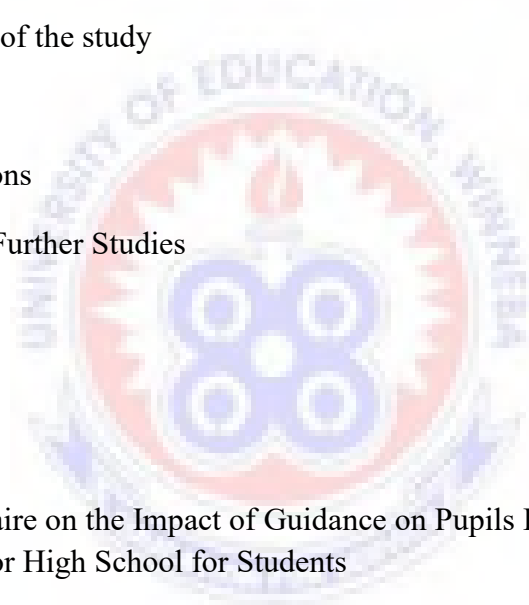
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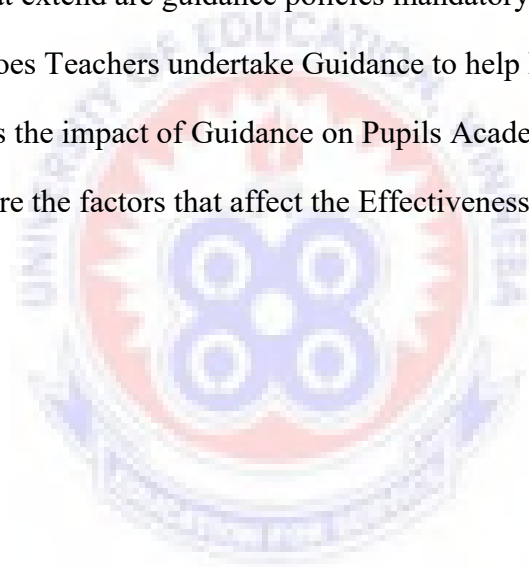
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ABSTRACT

The research sought to explore the impact of Guidance on Pupils performance in Kade, E.P Junior High School. The study looked at related literature concerning the topic. In conducting the research, the descriptive research design was used for the study. The stratified, convenience and simple random sampling techniques were used in selecting respondents for the study. The researcher used Statistical Product and Service Solution for the data analysis where frequency tables were generated. The sample size was fifty (50). The research instrument(s) used included questionnaire items to elicit relevant information concerning the topic under study. The study revealed that guidance policy was not mandatory at the school. However, it was revealed that Teachers were mandated to provide guidance services to Pupils. It was further revealed that, there were no documents on guidance policies for pupils in the school. It was also evident that teachers do not meet parents to discuss guidance issues with them. It was also clear from the study that students do not always have confidence to approach coordinators when they need help. Based on these findings, it was recommended among others that, school authorities should ensure that guidance services are made compulsory for all students and make sure that guidance coordinators and teachers are all tasked to provide guidance services to help the students in order to be serious with their studies.

CHAPTER ONE

INTRODUCTION

1.0 Background to the Study

Every parent major objective of sending his or her ward to school is to develop them academically and psychologically in order that they will be able to comprehend economic, social and political issues as well as solve problems. Guidance is therefore very important to help pupils to know exactly what they are doing. Pupils at their age do not know what is good or bad as a result of this it will be prudent for them to be given guidance to shape them in whatever they are doing. In fact most pupils don't even know the reasons why they should go to school and why they should study certain subjects most especially English, Mathematics and Science. In this regard, they will need proper guidance to help them know the importance of education and let them understand that these three subjects are very important subjects in their lives and therefore must be taken seriously. In this regard guidance is very vital in pupil's academic performance because pupils need guidance on how to go about their studies both at school and home. At school when pupils are given assignments they need to be guided by their teachers on how to do the assignments. Equally when they are given home assignments their parents need to guide them on how to do the assignment. Pupils need to be guided to read story books in order to build their vocabulary. When pupils are given proper guidance on how to go about their studies (when to sit down and learn and when to play) and also help them take their studies very serious, there is no doubt that their academic performance will be improved greatly.

Taylor and Buku (2006) claim before 250 BC, the concept of guidance was identified among the Greek communities, the Greek sought to train and develop their citizens so that they become useful to themselves. This was done through education since

they believed that the individuals had potentials, which could be developed to the maximum through education. Ancient Romans served as role models to their children and encouraged occupational exploration. They guided children to know which occupation to follow considering their potentials as individuals with different and special capabilities.

According to Taylor and Buku (2006), the Egyptians guided their citizens to maximise their potentials as early as 250 BC. In addition, philosophers, priests and other religious representatives and gods that people worshipped, assumed the role and function of advising and counselling to the people. Based upon the above evidence, it is clear that guidance and counselling started before the birth of Christ.

To relate guidance and counselling to present time in the Western world, it first started in the large industrial towns in the United States of America. It surfaced in towns like Detroit, Boston, New York and Chicago (Rickey and Therese, 1981). It started in the 19th Century as a result of industrial developments in American towns. Because of these industrial developments, many youth travelled to these towns to look for jobs. Rushing into these cities for jobs, many were met with problems, which compelled the various institutions to introduce guidance and counselling to help these poor ones. As a result of their number, many were without jobs, some were put on low salaries, the cities were overcrowded hence housing and accommodation became a problem. Consequently, living conditions turned sour, leading to high crime wave. The above problems have led to poor and insecure economic conditions in these parts of American cities.

In view of the conditions in which these poor youths were, a humanitarian movement emerged to help them out of their plight and to achieve this, the movement used guidance as its weapon and tools to fight the injustice and suffering of the people.

Taylor and Buku (2006) reported that as far back as 1885, Merrill started the first formal systematic work in guidance at California School of Mechanical Art in San Francisco. Merrill did exploratory work about the trades taught by the school to see how best the students could be prepared in the trades they were studying. His work also involved collecting information on the opportunities that existed for the students as well as counselling them for job placement and follow-up of the graduates.

According to Rickey and Therese (1981), organised guidance programmes began to emerge with increasing frequency in Primary and Secondary Schools in the 1920s and 1930s. Accordingly, Stanley of Clark University collected data related to different phases of the mental life of all ages and introduced Freudian concepts of child development into American education and psychology. This child-study movement laid emphasis on the following things:

- (1) The individual as the focal point of study.
- (2) The importance of the formative years as the foundation for mature personality development.
- (3) The need for reliable factual knowledge about children leading to a better controlled, more analytical and accurate methods of child study.

Narrowing this noble topic to our Ghanaian domain, it is noticed that guidance started in the form of advice-giving by the elderly, school authorities and Chaplains (Taylor and Buku, 2006). Formal guidance in Ghana started in 1955 when the Ministries of Labour, Social Welfare, and Education came together to establish a Youth Employment department. This was in response to the outcry of Ghanaians for meaningful education for

their children, which reflected the manpower needs of the country. The above institution was established by the government to give training to the unemployed middle school leavers who were less than twenty years. By 1961, about thirty of such institutions had been established in the country (Ackummey, 1988).

In 1960, the introduction of guidance and counselling was started in some of the school in the country. The Curriculum Research Development Unit (CRDU) was instituted to cater for programmes in school welfare services, education for the handicapped and guidance and counselling. It was noticed that professionals in guidance and counselling experimented this with introducing cumulative record cards in Ghanaian schools. Their earlier attempts failed because of their inability to determine which educational level they should concentrate on and work (Taylor and Buku, 2006).

1.1 Statement of the Problem

Guidance is very important for all pupils to help them in their academic performance and also for students preparing to move from one stage to the other especially at the Junior High School level to Senior High School. However, research has shown that many of these pupils do not often get this guidance before their entry into Senior High Schools. As a result of this most of these students end up by offering causes that they do not like. It has also been observed that most of these students do not performance well in the courses which they have wrongly chosen. It is in the light of this that, the researcher seeks to unearth the impact of guidance on students' academic performance by using EP Junior High School at Kade, Eastern Region as a case study.

1.2 Objectives of the Study

The general objective of this research was to assess the impact of guidance on pupils' academic performance. Specifically the researcher sought to achieve the following objectives;

1. Whether schools have guidance policies as mandatory
2. To determine how teachers undertake guidance to help pupils
3. The impact of guidance in pupils academic performance
4. To assess the factors that affect the effectiveness of Guidance

1.3 Research Questions

The research was guided by the following research questions

1. To what extend are guidance policies mandatory at EP Junior High School, Kade
2. How do teachers undertake guidance to help pupils in their studies at EP Junior High School, Kade
3. What is the impact of guidance in pupils performance at EP Junior High School, Kade
4. What are the factors that affect the effectiveness of using Guidance at EP Junior High School, Kade

1.4 Significance of the Study

Much literature has been written and rigorous efforts made to solve academic and discipline problems with guidance in junior high schools, yet the problems are not fully solved. It is hoped that the study could help both students and authorities steering the affairs of education. This is because the study covered major aspects of guidance in educational development.

Also, the investigation could unearth some of the causes of students' failure and how guidance as a discipline could be used to bring the situation under control. In addition, the study could help both teachers and students to do proper subject combination to let them gain admission to senior high school. Finally, the study could help educational institutions to come out with very good curriculum to guide students in their studies.

1.5 Limitations of the Study

The target sample size for the study was fifty (50) respondents. As a result of this small sample size, it would become difficult to generalize the result for the whole region or country. In addition, due to financial constraints and time, only one class was involved in the study. I am sure if many class were involved, data from these class would have contributed very well to the findings of the study.

However, the researcher believed the validity of the information collected provided correct data despite the above limitations. Finally, it was time consuming since the research involves data collection, from students, teachers and non-teachers.

1.6 Delimitation of the Study

The research covered the impact of guidance services on academic performance of students at EP junior high school in the Eastern Region.

1.7 Organisation of the Study

This thesis was organised into five chapters. The first chapter covered the background of the study, the statement of the problem and the objectives of the study. This is followed by the research questions that guided the study. The significance of study, the limitation and delimitation. The chapter ended with organisation of the study. The second chapter then discussed the literature related to the study. The literature review involved detail of theoretical and empirical studies. The third chapter dealt with the research methods. It describes the methods and procedure used in the study. That is, it describes the research design, the population, the sample and sampling technique used in the research for data collection and the data analysis. Chapter Four is devoted to the presentation of the results and the discussions of study. The concluding chapter is Chapter Five, which consisted of the major findings, conclusion and recommendations. The reference and appendix was the last part of this research work.

CHAPTER TWO

LITERATURE REVIEW

This chapter reviewed the theoretical and empirical literature relating to the study. As a result the chapter is divided into two parts. The first part deals with the theoretical review of literature, whilst the second part focus on empirical review of literature and the various views of writers.

2.1 Theoretical Review of Literature

Denga (1986) defines guidance as cluster of formalized educational services designed by the school to assist students to achieve self-knowledge or self-understanding which is necessary for them to attain the fullest self-development and self realisation of their potentials.

According to Gerler and Herndon (1993:193), it seems as though many educators take it for granted that students know how to succeed in life when in fact, many never learn about attitudes, behaviours and other factors that contribute to achieving success. Educators should offer guidance and counselling services to students to cultivate attitudes and behaviour leading to a fruitful life. Otwell and Mullis (1997:354) believe that guidance and counselling is important in schools because it increases behaviours related to achievement such as studying effectively. In the rural area of one of the mid-western states in America, for instance, many student dropouts are a result of poor academic grades and failure to adjust to high school learning situations. A student who loses confidence in his or her ability and who devalues himself or herself lacks concentration and this leads to continuous academic failure (Rutondonki, 2000).

Taylor and Buku (2006) claim before 250 BC, the concept of guidance was identified among the Greek communities, the Greek sought to train and develop their citizens so that they become useful to themselves. This was done through education since they believed that the individuals had potentials, which could be developed to the maximum through education. Ancient Romans served as role models to their children and encouraged occupational exploration. They guided children to know which occupation to follow considering their potentials as individuals with different and special capabilities.

According to Taylor and Buku (2006), the Egyptians guided their citizens to maximise their potentials as early as 250 BC. In addition, philosophers, priests and other religious representatives and gods that people worshipped, assumed the role and function of advising and counselling to the people. Based upon the above evidence, it is clear that guidance and counselling started before the birth of Christ.

To relate guidance and counselling to present time in the Western world, it first started in the large industrial towns in the United States of America. It surfaced in towns like Detroit, Boston, New York and Chicago (Rickey and Therese, 1981). It started in the 19th Century as a result of industrial developments in American towns. Because of these industrial developments, many youth travelled to these towns to look for jobs. Rushing into these cities for jobs, many were met with problems, which compelled the various institutions to introduce guidance and counselling to help these poor ones. As a result of their number, many were without jobs, some were put on low salaries, the cities were overcrowded hence housing and accommodation became a problem. Consequently, living conditions turned sour, leading to high crime wave. The above problems have led to poor and insecure economic conditions in these parts of American cities.

In view of the conditions in which these poor youths were, a humanitarian movement emerged to help them out of their plight and to achieve this, the movement used guidance as its weapon and tools to fight the injustice and suffering of the people. Taylor and Buku (2006) reported that as far back as 1885, Merrill started the first formal systematic work in guidance at California School of Mechanical Art in San Francisco. Merrill did exploratory work about the trades taught by the school to see how best the students could be prepared in the trades they were studying. His work also involved collecting information on the opportunities that existed for the students as well as counselling them for job placement and follow-up of the graduates.

Another authority who was among the pioneers is Parsons who also founded a vocational bureau in 1908 in Boston, which eventually led to the National Vocational Guidance Association in 1913. A year after, Parsons' Vocation Bureau opened its doors and established a direct connection with the Boston Schools, allying counselling with education as the schools used the services of the new bureau (Rossberg and Bond,1978). According to Rickey and Therese (1981), organised guidance programmes began to emerge with increasing frequency in Primary and Secondary Schools in the 1920s and 1930s. Accordingly, Stanley of Clark University collected data related to different phrases of the mental life of all ages and introduced Freudian concepts of child development into American education and psychology. This child-study movement laid emphasis on the following things:

- (1) The individual as the focal point of study.
- (2) The importance of the formative years as the foundation for mature personality development.

(3) The need for reliable factual knowledge about children leading to a better controlled, more analytical and accurate methods of child study.

Psychoanalysis, founded by Sigmund Freud is a method of treating individuals, through psychological rather than physical means whereby it examines past causes for present behaviour. The focus is on how the individual adjusts to the various conflicts in his development. Freud viewed his method as a procedure for investigating parts of the human mental process that were inaccessible in any other way. To Freud, the key to treating mental disorders was to read the unconscious aspects of the individual's mental process (Hall and Lindzey, 1970).

According to Freud, personality is made up of three major systems, the id, the ego and the superego. These three systems interact closely with one another to make up a whole being (Hall and Lindzey, 1970). The id is the original system of the personality, consisting of all that is inherited at birth, including the instincts.

Within the id lies the reservoir of psychic energy which fuels the other two systems, the ego and the superego. The id is in direct contact with bodily processes, represents the inner world of subjective experience, and operates to reduce tension.

Freud further explains that, the ego comes into existence because the needs of the organism require appropriate transactions with the objective world of reality. Here, the person matches his memory image with sight or smell of food as they come to him through his senses. The differences can be drawn as id knows only the subjective reality of the mind whereas ego distinguishes between things in the mind and things in the external world.

The superego is the internal representative of the traditional values and ideals of society as interpreted to the child by his parents. The superego is the moral arm of personality; it represents the ideal rather than the real and it strives for perfection rather than pleasure. Its main concern is to decide whether something is right or wrong so that it can act in accordance with the moral standard authorized by the agents of society. Superego is developed by rewards and punishments meted out by the parents, teachers and other stake holders. To obtain reward, the child learns to guide his behaviour along the lines laid by these people (Hall & Lindzey, 1970).

To relate Freud's Psychoanalytic theory to the topic under study, it is clear that guidance co-coordinators' role is very important in Freud's theory of human development. This is because pupils need to be guided in whatever they do because it is often assumed that they do not know what they are doing.

Another psychoanalytic theorist is Eric Erikson. His theory also supports the topic for study. According to Maier (1978), Erikson's theory states that, physical, social and ideational environmental influences are intertwined as co- participants along with innate biological and psychological processes in shaping an individual's personality development. He claims that an individual's life course is already decisively influenced by the era, area and arrangement into which he or she is born. Also, much subsequent development depends upon where, when, how, and how much other persons respond to the ever developing individual.

He further explains that environmental forces both limit and free the individual. The typical environment provides ample freedom for individual choice. Individuals want direction from their society concerning what choices to make as much as society wishes

to direct the individual towards making the appropriate choices. Since civilization provides a division of labour, present-day children find themselves in the hands of various training, teaching and helping adults who assume responsibility for a proper balance of child's behaviour, learning and well-being. Normally, each adult tends to emphasise and to direct the children natural development within the range circumscribed by their society and their heritage, and eventually, potential patterns are provoked into pattern of living; the individuals gradually settle into a particular life style (Maier, 1978).

A critical look at Erikson's theory of environmental forces on child development indicates clearly that no child can develop well if not guided by an adult (Maier 1978). As a result, in school environment, guidance co-ordinators serve as trained personnel to mould the life of children. So the presence of these co-ordinators in schools as parents can help students develop positively in behaviour and also in mind, hence leading to good academic performance.

Another authority whose theory supports this research work is Skinner with his operant reinforcement theory. Skinner's position is concerned with behavioural change, learning, and modification of behaviour. Skinner believes that an understanding of personality will develop from a consideration of the behavioural development of the human organism in continuing interaction with the environment.

Skinner's theory of development of personality, a child can develop positively or negatively due to the environmental influence. School setting is the most second home or environment for children, and this environment is a heterogeneous one with different characters, this can influence the students' behaviour. Teachers and school counsellors

therefore serve as parents to these children in this environment, and as a result, they make sure that good character is learnt by these students. Based on this, we can say the presence of school counsellors, and teachers' role can help school going children develop positively in character and academically.

In addition to the above, a German psychologist called Horney also came out with a theory about personality development of man. According to Hall and Lindzey, Horney based her theory on basic anxiety, which she defined as the feeling a child has of being isolated and helpless in a potentially hostile world.

A wide range of adverse factors in the environment can produce this insecurity in a child: direct or indirect domination, indifference, erratic behaviour, lack of respect for the child's individual needs, lack of real guidance, disparaging attitudes, too much admiration or the absence of it, lack of reliability, over- production, isolation from other children, injustice, discrimination, unkept promises, hostile atmosphere, and so on (Hall & Lindzey, 1970).

Horney makes it clear that anything that disturbs the security of the child in relation to his parents produces basic anxiety. Honey further states that, this insecure anxious child develops various strategies by which to cope with his feelings of isolation and helplessness. The child may become hostile and seek to avenge himself against those who have rejected or mistreated him, or he may become overly submissive in order to win back the love that he feels he has lost. He may develop an unrealistic, idealized picture of himself in order to compensate for his feelings of inferiority (Hall & Lindzey, 1970).

All these negative situations that started from home affect the child's performance negatively in all aspects and these conflicts could be avoided or resolved if the child is raised in a home where there is security, trust, love, respect, tolerance and warmth. School, the second home of the children has teachers and counsellors with all the above mentioned qualities to raise these children with love, trust, respect and warmth to help them have sound mind to learn.

2.2 Empirical Review of Literature

2.2.1 The Concept of Advice

According to Boers, Channell, Creese and Garton-Sprenger (2002), advice is defined as an opinion that someone gives a friend or one as the best thing to do in a particular situation. This means that advice is someone's opinion that is offered to another person about what to do or how the person should act in a particular situation.

With a close look at these two terms (counselling and advice), it is realized that the two terms are never the same because, counselling is to help one identify his/her strengths and weaknesses and to make an informed choice of solving his/her problems whereas, advice is an imposed choice of one's own idea to another to agree upon. Here, the client concerned has no option than to accept whatever he is told.

2.2.2 The Concept of Guidance

Guidance is a process of helping one to achieve better life. In most cases, the person needing guidance does not know much about what he or she is doing and

therefore does his or her things as he or she thinks to be the best and most of the times the best turns to be the worst.

There are the views of other authorities and these are as follows: Pecku (1991) considers guidance as a systematic professional process of helping the individual through educative and interpretive procedure to gain a better understanding of his/her own characteristics and potentialities and to relate him/herself more satisfactorily to social requirements and opportunities.

According to Kopplin and Rice (as cited by Rickey and Therese, 1981), guidance consists of using the professional school personnel and materials to provide a developmental climate that would promote in each pupil the ability to understand himself, direct himself and exercise and utilize his potentials to his own satisfaction and the welfare of society.

Guidance is a set of organized specialized services established as an integral part of the school environment designed to promote the development of students and assist them towards a realization of sound wholesome adjustment and maximum accomplishment commensurate with their potential (Lester & Brokopp, 1968). In addition, a UNESCO Regional Training Seminar on Guidance and counselling held in Botswana, defined guidance as a process, developmental in nature, by which an individual is assisted to understand, accept and use his/her abilities, aptitudes and interest and attitudinal pattern in relation to his/her aspirations (Cited in Institute of Adult Education handbook 2005).

From a close study of the various definitions, guidance as a discipline is designed purposely to help the individual to make diligent and useful decisions of life and to relate

well with people. The programme is provided by teachers, administrators as well as guidance specialists for the individual to make their own decisions, which are based upon the needs of each individual and the understanding to himself and his immediate environment. This helps the individual to adjust satisfactorily to his environment, set realistic goals for himself and realize his potential in obtaining these goals.

2.2.3 Aims of Guidance

Holdsworth (1982) defines guidance and comes out with the aims of guidance to man. He says guidance is a means of making an individual become productive to him/herself and the community. He has come out with the following as aims of guidance:

- i. Increasing understanding of self, his world and others.
- ii. Encouraging people to work co-operatively towards shared identified goals.
- iii. Opening people to internal and external influences for change.
- iv. Enabling people to make and confirm decisions and to implement them.
- v. Helping people to receive information reflect on them and act accordingly.
- vi. Helping people use problem-solving strategies rather than scapegoat or focusing on faults.
- vii. Encouraging power sharing and enabling individuals to pursue their own direction as a contribution to share goals.
- viii. Allowing people have access to those whose decisions have a bearing on their lives.
- ix. Using methods that are consistent with goals.

x. Helping individuals to have effective and sensitive line of communication.

2.2.4 Purpose of Guidance

Nothing is done without a reason. Guidance as a discipline is introduced to serve many purposes for man and as a result, guidance is introduced to outline the various reasons for its introduction. Due to this, Holdsworth (1982) and Taylor and Buku (2006) have come out with four major purposes of Guidance.

1. To the Individual

The purpose of guidance to the individual is to help guide and reform the individual. For instance, individuals are guided to manage, grow and achieve basic numeracy, find information and resources and think to solve problems creatively. In addition guidance is introduced to help an individual to identify one's creative potentials and develop it effectively; time management and discovery of personal interest, values and beliefs cannot be left out. If all the above-mentioned points are used well it is believed that the total life of man would change.

2. Specific Situations

Guidance is introduced to address problems during specific times. Most students have hidden potentials, which need to be developed as a result, the programme is introduced to develop skills needed for education and how to discover educational options and also, to help them choose a course for study.

3. For Leisure

Leisure is something very important in one's life because it is the time that one relaxes the mind and thinks about other things such as projects to undertake. Many do not use their leisure hours wisely, they assume leisure time is for relaxing hence stay without doing anything. Guidance programme therefore helps the individual choose between leisure and options maximize leisure opportunities and help use leisure to increase income.

4. At the Community

Guidance is to develop and use one's political awareness, to learn how to use public facilities in our communities.

2.2.5 Differences between Guidance and Counselling

Unfortunately, many people turn to use counselling and guidance interchangeably. In fact, many claim the two terms are the same but in reality, they are not. Although both disciplines help promote relationships of man; there are clear-cut differences between them.

For instance, Taylor and Buku (2006), claim counselling is more affective whiles guidance is cognitive. In short, they mean counselling is more concerned with warmth and feelings for the client by the counsellor. The counsellor becomes emphatic to be able to get into the inner perceptions, problems and experiences of the counsellee. Counselling is value-oriented and deals with perceptions, motivation and needs of the client. On the other hand, guidance is more cognitive in its approach. Thus, guidance is knowledge

based, and deals with facts, methods and cognition. Guidance is based on facts obtained on the individual's knowledge in a discipline and results obtained on individual's performance or behaviour through test instruments.

Secondly, counselling is always personal, private and confidential while guidance is more public. Counselling by definition cannot be public, since individual and group counselling are dependent on the assumption that what occurs between the counsellor and counsellee is confidential, personal and is a guidance activity which is public in nature. Here, students are tested together in groups or classes lectures on occupation, career information and career information days are all done public. Another thing noticeable about guidance activities is that they are conducted without any personal contact between the counsellee and the guidance specialist. Students can be provided with pamphlets, catalogues and brochures by guidance specialists in which they can acquire the information they desire without seeing the counsellor unless the student initiates a contact. To sum up, many guidance services are carried out by the guidance counsellor and used by the student with little or no direct personal contact.

Furthermore, counselling is more personal and intimate whilst guidance is less personal and less intimate. Taylor and Buku (2006) again indicate that the intimate and personal relationship characteristic of counselling is indicative of the degree of personal involvement found in counselling. The counsellor-client relationship should be very intimate so that any information, which the client would otherwise have liked to withhold, can be disclosed to the counsellor.

Guidance appears to be less personal and less intimate than counselling. While most students are in counselling because they want to be, guidance programme require

some sort of compelled and less intimate involvement. For example, class tests and psychological testing activities are less intimate involvement.

They further explain that counselling is more open-ended and less structured while guidance is less open-ended and more structured. This means, in counselling, the client is given the liberty to decide on his own based on self-realisation, the decision to which he (the client) bears responsibility. There is no element of a defined choice. The client is not compelled by a designed time-table to be at a place at a particular time for information. Guidance is less open-ended and more structured; for instance, there are school schedules that indicate that the individual should be in a certain room on a particular day at a specific time for occupational information lectures or classes. Several activities, for example, class tests and psychological tests, are structured and require specific responses for guidance purposes, also, career days, occupational informational classes and college admission work are more highly structured and defined than the typical counselling relationship.

Counselling is less didactic but guidance is more didactic. The above shows that counselling is not to teach moral lesson. Because the counsellor is not viewed as a teacher, instructor or disseminator of information or values. A counsellor functions as a facilitator who develops a relationship that enables the counsellee, through a process of self-enquiry and self-discovery, to uncover values and “internal” information. But various guidance services are primarily didactic and provide information that does not usually need to be disseminated in a private or confidential relationship for instance, informational services, college admissions nights etc. are more didactic. Students learn a lot from counselling and other professionals.

Finally, counselling is client initiated whilst guidance is usually counsellor initiated. It is realized that in counselling, the relationship is usually initiated by the client; here, the client has a problem that he or she wants to be helped to resolve. It is noted that counselling is not held under compulsion but by the free will and consent of the counsellee. But guidance is usually counsellor-initiated. Here, the guidance specialist does this by first getting concerned about students' needs then gathers and synthesizes information for the cumulative record book; the data is later used to guide the students in satisfying their needs. Also, career days, open days, college admission nights etc. are forums initiated by the counsellor in a bid to acquaint students with information relevant to their future lives.

2.2.6 Developmental Guidance

Developmental guidance programming focuses on competencies, which all students should develop in order to achieve personal success and fulfilment, and to make a contribution to society. The content of developmental guidance programming includes expected student learning outcomes in three areas: personal/social development, educational development, and career development. This content is normally delivered through classroom teaching/learning units.

2.2.7 Individual Guidance

Individual planning assistance supports and facilitates all students in developing and managing their individual personal/social, educational, and career goals and plans. Individual planning involves the provision of personalized information, direction, assistance, and monitoring. The activities in this component are delivered on a group or individual basis.

Example of content in the individual planning component include making transitions, orientation to new placements, student portfolios, individualized career and educational exploration and planning, counselling regarding graduation requirements and course selection, post-secondary plans, and financial aid.

2.2.8 Impact of Guidance Services on Students

Guidance is essential in human development. Guiding young people to pursue the right type of education in which, for example, the right balance is met for accommodating the manpower needs of the economy helps to build a more prosperous and advanced nation. Based upon this, one cannot deny that guidance has impact on students.

2.2.9 The Role of Guidance in Junior High School

The Member of Parliament (MP) for Achiase, Mr. Robert Kwasi Amoah, has called for the employment of professional guidance and counselling coordinators in Ghana's educational institutions to guide students in choosing their career paths.

He said it was unfortunate that after nearly 60 years of nationhood, the country's educational authorities did not still consider guidance and counselling important, and called for a holistic approach to remedy the situation. According to the MP, it was imperative that fully-fledged counseling units to guide the carrier paths of pupils and students to conform to the developmental needs of the country were made available to the basic schools through to the junior high school levels. Mr. Amoah said the basic stages of

education were the most important phase of learning and students needed professional guidance to enable them to make the right choices.

He noted that Ghana's educational system had placed that crucial life-shaping decision-making concerning career choices at the junior high school, where students were not mature enough to make those choices, in the hands of guidance counsellors.

According to the MP, education played a vital role in the development of a nation and as such Ghana's policy direction on education should aim at giving pupils and students relevant and high quality education that would serve as a facilitator for rapid socio-economic growth. "This can only happen when students are guided to identify their strengths and weaknesses, consider their needs, interest, capabilities, values and opportunities," he said. Mr. Amoah, who is a teacher by profession, said most education directorates had, at best, one professional guidance and counselling coordinator who organised one vocational guidance session only when students were choosing their subjects and programmes. He said lack of professional guidance in basic schools was not aiding career consonance and was contributing to mass graduate unemployment. Mr. Amoah held the view that giving students the right kind of guidance and counselling for career paths would reflect Ghana's quest to become a middle income country and contribute to the long-term aspiration of economic transformation. He, thus, suggested that to remedy the situation, more professional counsellors should be trained and posted to all basic schools across the country. The lawmaker also suggested that intensive in-service training on career development must be given to teachers in basic schools, as well

as the introduction of career guidance methods in the curricula of diploma-awarding colleges of education.



CHAPTER THREE

RESEARCH METHODOLOGY

This chapter dealt with the research methods that was adopted by the researcher in arriving at the findings of the study. The chapter is made up the following sub-sections: research design, population, sampling, data collection instruments, data collection procedure and analysis.

3.1 Research Design

The study involved the impact of guidance services on academic performance of students in EP Junior High School, Kade at Eastern Region, Ghana. According to Gay (1992), descriptive research design is a research which specifies the nature of a given phenomena. It determines and reports the way things are. Descriptive research, involves collecting data in order to answer research questions concerning the current status of the subject of the study. Looking at the descriptive research, its survey focuses on determining the status of a defined population with respect to certain variables. In descriptive research, the events or conditions either already exist or have occurred and the researcher merely selects the relevant variables for an analysis of their relationships.

The descriptive research design was therefore chosen because it has some merits of producing a good amount of responses from a wide range of people. Also, variables and procedures are described as accurately and completely as possible so that the study can be replicated by other researchers. To buttress these points, Seidu (2006), says descriptive research is concerned with the conditions orrelationships that exist, such as determining the nature of prevailing conditions practices and attitudes: opinions that are held: processes that are going on or trends that are developed. Also, Amedahe (2003) maintains that in descriptive research, accurate description of activities, objects,

processes and persons is objective. They are widely used in educational research since data gathered by way of descriptive survey represents field conditions (Seidu 2006; Fraenkel & Wallen, 1990).

It should be noted that there are short comings of everything, as such; descriptive research is also with limitations. One disadvantage is that this research is easily influenced to distortions through the introduction of biases in the measuring instruments, etc, for example, errors due to the use of questionnaires or interview might distort research findings (Amedahe, 2003).

According to Fraenkel and Wallen (1990), the descriptive survey may produce untrustworthy result. This is because researchers may develop into private matters that people may not be completely truthful about. Despite its limitations, the descriptive research will be the most appropriate, since it would lead the researcher to draw meaningful conclusion, from the data obtained.

3.2 Instrument

The collection of information included primary and secondary sources. A questionnaire (both closed and open ended) was adopted in the collection of primary data from respondents. The sources of secondary data that was relevant for the study, such as journals, the internet, and books were considered.

3.3 Population and Sample Frame

The population of the study was pupils of the EP JSS, teachers as well as non-teaching staff, in Kade, Eastern Region.

3.4 Sample Size

The sample of the study was fifty (50) respondents. Due to the size of the population, the researcher considered forty (40) students from JSS three, six (6) teachers and four (4) non-teaching staff.

Table 3.1: Determination of Sample Size

Category	Number
JSS three pupils	40
Teaching Staff	6
Non-teaching staff	4
Total Sample size	50

Source: Statistics provided by School

3.5 Sampling Technique

The stratified, simple random sampling and convenience sampling techniques were used for this study. The researcher adopted the lottery method in arriving at the final sample for this study. The register of the JSS three students was obtained. Their names was written on pieces of paper and put in a container for them to pick one after the other. The process continued until the total number was obtained. The teaching and non-teaching staff was also randomly picked to be part of this sample. Simple random sampling was considered appropriate for the study because it is believed that each student of the JSS three as well as the teaching and non-teaching staff was capable to provide the needed responses to answer the research questions.

3.6 Data Collection Instrument

The researcher used questionnaires as data collection instruments. The questionnaire was in the form of open and closed ended questions. The questionnaire was self-administered by the researcher. By this the questionnaire items was given to the respondents sampled for completion and I personally clarified issues to those who find anything ambiguous with the questionnaires, this was to ensure accurate responses.

The data for the research was gathered within one (1) month. This gave the respondents sufficient time to complete the questionnaires appropriately and allow the researcher to achieve concrete answers. By this, the questionnaires was given to the respondents sampled for completion and follow-up was done to collect all completed questionnaires.

The reason for using this data collection instrument was that the questionnaires helped the researcher to elicit the needed information for this research. Again it made the findings of the research fairly generalised.

3.7 Data Analysis

The data collected was recorded in a chronological manner. Description was made to make the data analysed more meaningful and simple to understand. Frequency tables, percentages, figures, graphs were used where necessary. Data was analyzed using the Statistical Product and Service Solution (SPSS).

3.8 Ethical Consideration

The researcher will not in any way expose participants of this study to physical or psychological trauma. Participation in the study is strictly participatory with the informed consent of participants which guarantees their right to privacy. Information obtained will be treated confidentially.



CHAPTER FOUR

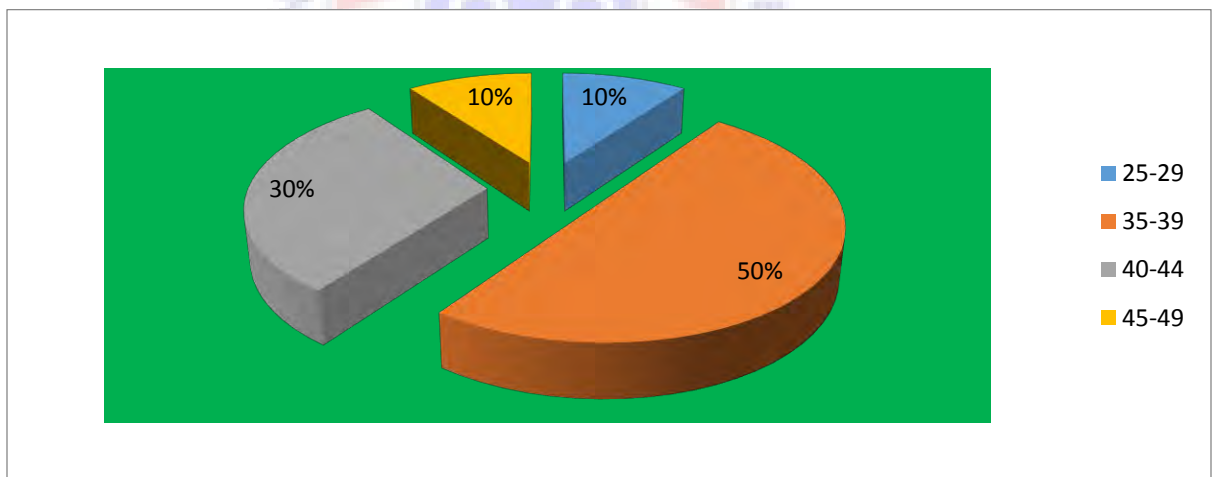
RESULTS/FINDINGS

The outcome of the research shall be presented and explained in this chapter. The findings shall be made in prose and references made to tables, figures and graphs. The major headings under this chapter include demographic characteristics of teaching and non-teaching staff, general responses from the teaching and non-teaching staff as well as responses from the students based on the research questions that were posed to them.

4.1 Demographic Characteristics of Respondents

This section dealt with the demographic characteristics of the teaching and non-teaching staff who constituted the research sample.

Figure 4.1.1: Age of Respondents

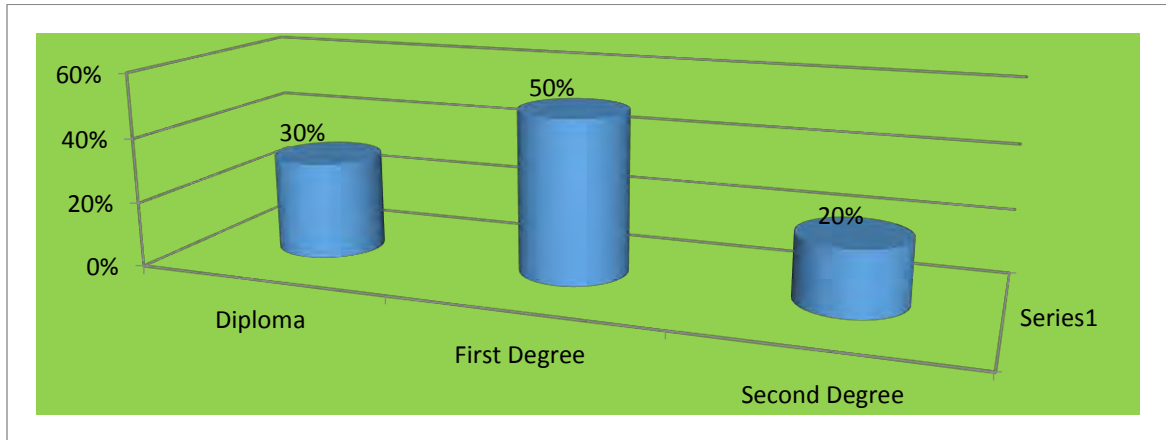


Source: Author's Field work, May 2015

Figure 4.1.1 shows the age range of the teaching and non-teaching staff. Out of the ten (10) teaching and non-teaching staff 50% represents age 35- 39 whilst 30% of them range from age 40-44. The table further revealed that 10% of the respondents were between the

ages of 25-29 and 45-49 respectively. It is clear from the table that majority of the respondents were between the ages of 35-39.

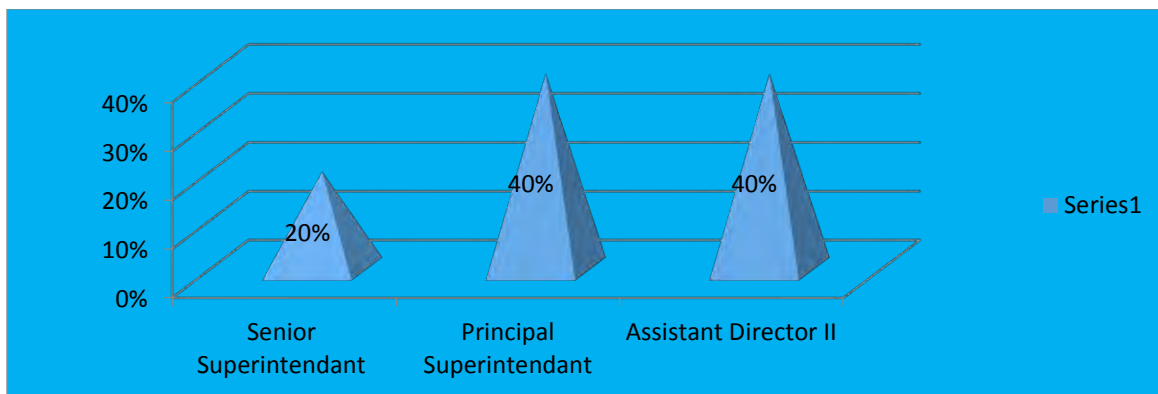
Figure 4.1.2: Qualification of Respondents



Source: Author's Field Work, May 2015

Figure 4.1.2 depicts the respondents' qualification and out the 10 respondents 50% of them had first degree whilst 30% had diploma. Twenty percent (20%) had second degree. Based on the analysis, it is evident that majority of the respondents were first degree holders which good for the school because they will be in the position to efficiently deliver their duties effectively and it will go a long way to put the school in a good standing.

Figure 4.1.3: Rank in GES



Source: Author's Field Work, May 2015

Figure 4.1.3 indicates that 40% of the respondents were principal Superintendants and Assistant Director II's respectively whilst 20% were Senior Superintendants. The analysis is therefore evident that the school has a lot of senior members which is very important for the school. Taking into consideration their ranks, it is clear that they can critically analyse issues and come out with solutions to solve problems of the school.

Analysis of Research Questions

RQ1. To what extent are Guidance Policies Mandatory at EP Junior High School?

In finding answers to research questions one, respondents were asked to show the extent to which they agreed or disagreed with some proposed statements. Where SD = Strongly Disagree, D=Disagree, N=Neutral, A=Agree, SA=Strongly Agree. The responses that were elicited are presented in Table 4.2.1

Table 4.2.1: To what extent are Guidance policies Mandatory at EP JHS, Kade

STATEMENTS	SD	D	N	A	SA
	N(%)	N(%)	N(%)	N(%)	N(%)
EP Junior High School has guidance as mandatory	3(30.0)	2(20.0)	2(20.0)	3(30.0)	
All teachers are mandated to provide guidance services to pupils		3(30.0)	2(20.0)	3(30.0)	2(20.0)
The school has documented guidance policies for pupils	2(20.0)	3(30.0)	3(30.0)	2(20.0)	
Teachers who fail to provide guidance service to pupils are often queried	2(20.0)	6(60.0)	1(10.0)	1(10.0)	
The school has specific period for guidance services	5(50.0)	4(40.0)	1(10.0)		
Pupils who fail to attend guidance services are often punished	5(50.0)	4(40.0)	1(10.0)		
School authorities changes guidance policies to suit current trends		1(10.0)	2(20.0)	7(70.0)	

Source: Author's Field Work, May 2015

Tale 4.2.1 revealed that half of the respondents strongly disagreed and disagreed respectively that EJ junior school does not have guidance as mandatory whilst 30% of them confirmed the statement. However, 20% could not take a stand on this issue. It is

therefore evident from the table that guidance is not mandatory at the school which is not very good for the school. This is divergent to the literature review in which Denga (1986) defines guidance as cluster of formalized educational services designed by the school to assist students to achieve self-knowledge or self-understanding which is necessary for them to attain the fullest self-development and self realisation of their potentials. It is therefore important for the school to take guidance seriously and make sure that it is mandatory at all levels of the school.

It is also clear on the table that, 50% of the respondents agreed and strongly agreed that all teachers are mandated to provide guidance services to pupils whilst 30% disagreed. Twenty percent (20%) were however undecided. This clearly shows that if it is mandatory for teachers to provide guidance to students and the school authorities don't make it mandatory at the school, they will be reluctant to provide these services to the pupils.

On the issue of whether the school has documented policies for pupils, fifty percent (50%) of the respondent disagreed with the statement whilst thirty (30%) could not take a stand. However, twenty percent (20%) agreed that the school had documented for policies for pupils. This is not a good practice for the school since guidance is very important for teachers to effectively guide students to achieve their academic goals. In fact as indicated in the literature review guidance and counseling started long a long before the birth of Christ. Therefore, it should be considered important at schools.

Furthermore, the table showed that, about 80% of the respondents strongly disagreed and disagreed respectively that teachers are not often queried if they fail to provide guidance services to pupils whilst 10% had a contrary view. On the other hand

10% could not take a stand. Clearly, one can emphatically say that teachers are not often queried if they failed to provide guidance services. Therefore measures should be taken to ensure that teachers who fail to provide guidance services are queried for their failure.

Also, the table showed that 90% of the respondents indicated that EP JHS does not have a specific period for guidance services while 10% were undecided. There is therefore the need for the school authorities to ensure that guidance service is inculcated into the curriculum of the school to help the pupils.

In addition, the table depicts that, 90% of the respondents said pupils are not punished if they fail to attend guidance services whilst 10% could not tell. Based on this, it is important for the school to ensure that all students are always available for guidance and if they fail to attend, certain disciplinary measures should be taken against them.

Finally, seventy percent (70%) of the respondents indicated that school authorities change guidance policies to suit current trends whilst 10% disagreed. However, 20% of them could not take a stand. Based on the analysis, it is evident that school authorities are dynamic and are always trying to change guidance policies to meet the changing world.

RQ2. How do Teachers undertake guidance to help Pupils at EP JHS

In finding answers to the above research question, respondents were asked to show the extent to which they agreed or disagreed with some proposed statements. Where SD = Strongly Disagree, D=Disagree, N=Neutral, A=Agree, SA=Strongly Agree. The responses that were elicited are presented in Table 4.3.1

Table 4.3.1: Teachers use Guidance Policies to help Pupils at EP JHS, Kade

	SD	D	N	A	SA
STATEMENTS	N(%)	N(%)	N(%)	N(%)	N(%)
Teachers often inform students about guidance services in the school.		5(50.0)	1(10.0)	4(40.0)	
Teachers always advised students on what to do as students in order to perform well academically		1(10.0)		5(50.0)	4(40.0)
Teachers often meet the student body to discuss academic issues with students in the school	1(10.0)	3(30.0)		4(40.0)	2(20.0)
The teachers often meet students to tell them the importance of guidance on the courses they are doing		3(30.0)		5(50.0)	2(20.0)
Teachers often meet parents to discuss guidance issues concerning students welfare	2(20.0)	1(10.0)		6(60.0)	1(10.0)

Source: Author's Field Work, May 2015

Table 4.3.1 depicts that, fifty percent (50%) disagreed with the statement that teachers often inform students about guidance services in the school whilst 40% also agreed with the statement. However, 10% of them could not take a stand on the issue. Based on the analysis, it is evident that students are not always informed about guidance services. However, if you consider the forty percent (40) who agreed with the statement one cannot conclude outright that students are not often inform about guidance service in the school. It is therefore important that, the school take measure to ensure that teachers do the right thing. As stated in the literature Merilldid exploratory work about the trades taught by the school to see how best the students could be prepared in the trades they were studying. His work also involved collecting information on the opportunities that

existed for the students as well as counselling them for job placement and follow-up of the graduates.

Also, the table indicates that ninety percent (90%) of the respondents agreed and strongly agreed that teachers always advised students on what to do as students in order to perform well academically whilst 10% of them could not take a stand. The confirmation by almost all the respondents that teachers often advised students on what to do as students in order to perform well academically is in convergence with the literature review discussed.

In addition, sixty percent (60%) of the respondents agreed and strongly agreed that teachers often meet the student body to discuss academic issues whilst forty percent (40%) strongly disagreed and disagreed respectively. Based on the analysis, the responses are equally in convergence with the literature review.

Furthermore, the table showed that seventy percent (70%) of the respondents agreed that teachers often meet students to tell them the importance of guidance on the courses they are doing whilst thirty percent (30%) disagreed. This is therefore in the right direction because the students actually need guidance in order to effectively do their studies and be able to perform well academically. This is also in convergence with the literature discussed which placed much emphasis on guidance as a tool to enhance students' performance.

Finally, the table indicates that seventy percent (70%) of the respondents agreed and strongly agreed that teachers often meet parents to discuss guidance issues concerning students' welfare whilst thirty percent (30%) disagreed and strongly disagreed

respectively. This is a good practice because it will help parents and teachers to shape the students very well towards achieving academic success.

RQ3. What is the impact of Guidance on Pupils Performance at EP JHS?

In finding answers to the above question, respondents were asked to show the extent to which they agreed or disagreed with some proposed statements. Where SD = Strongly Disagree, D=Disagree, N=Neutral, A=Agree, SA=Strongly Agree. The responses that were elicited are presented in Table 4.4.1

Table 4.4.1: Impact of Guidance on Pupils Performance at EP JHS, Kade

STATEMENTS	SD	D	N	A	SA
	N(%)	N(%)	N(%)	N(%)	N(%)
Through guidance, students are exposed to different academic opportunities		1(10.0)		7(70.0)	2(20.0)
Guidance Coordinators often meet students to explain issues to them	2(20.0)	4(40.0)		3(30.0)	1(10.0)
Guidance Coordinators often meet staff to explain issues to them		5(50.0)	1(10.0)	4(40.0)	
The Coordinator often organized career conference for pupils in the school	1(10.0)	6(60.0)	1(10.0)	2(20.0)	
The Coordinator is a member of the Academic Board		3(30.0)	4(40.0)	3(30.0)	
Students have often noticed a great difference in their academic performance after receiving guidance services	1(10.0)	1(10.0)	2(20.0)	6(60.0)	
Coordinators often meet students who are not performing well academically to discuss issues with them		2(20.0)	1(10.0)	7(70.0)	

Source: Author's Field Work, May 2015

Table 4.4.1 revealed that about 90% of the respondents agreed and strongly agreed that through guidance students are exposed to different academic opportunities whilst 10% were undecided. It is therefore clear from the table that guidance is very important if students are expected to be exposed to different academic opportunities. When students are guided under tender age they will be properly prepared to know the kind of courses they will take when they are climbing the academic ladder. As Maier (1978) rightly put it that an individual's life course is already decisively influenced by the era, area and arrangement into which he or she is born.

The table also indicated that sixty percent (60%) of the respondents disagreed that guidance coordinators often meet students to explain issues to them whilst forty percent (40%) had a contrary view. Based on the analysis, the study is in divergence with what is captured in the literature because Freud's made it clear that guidance co-coordinators' role is very important in human development.

It is also evident from the table that, fifty percent (50%) disagreed that guidance coordinators often meet staff to explain issues to them whilst 40% also agreed. On the other hand 10% of them could not take a clear stand. Based on the analysis, it is obvious that guidance coordinators do not meet staff to explain issues to them. Going by this, it is imperative for Guidance coordinators to change their way of doing things and try as much as possible to provide guidance to staff members as well.

Also, the table depicts that, seventy percent (70%) of the respondents strongly disagreed and disagreed that the coordinators often organised career conference for pupils in the schools whilst twenty percent (20%) agreed that coordinators often organised career conference for pupils. However, ten percent (10%) of them could not come out

clearly. From the analysis, it is evident that coordinators do not organise career conference for pupils. There is therefore the need for the school authorities to ensure that coordinators offer career conference for the pupils in order to shape them in their career choices.

In addition, thirty percent (30%) of the respondents agreed that coordinators are members of the academic board whilst thirty percent (30%) also disagreed that coordinators are members of the academic board. However, forty percent (40%) of the respondents could not take any stand on this issue. It is not clear from the analysis whether coordinators are part of the academic board considering the 40% who could not also take a stand on this issue.

Furthermore, sixty percent (60%) of the respondents agreed and strongly agreed that students have often noticed a great difference in their academic performance after receiving guidance services whilst twenty percent (20%) disagreed. On the other hand twenty percent (20%) of the respondent could not decide. Considering the analysis it is clear that the study is in convergence with the importance of guidance as discussed in the literature review.

Finally, seventy percent (70%) of the respondents agreed that coordinators often meet students who are not performing well academically to discuss issues with them whilst twenty percent (20%) disagreed. Ten percent (10%) however could not take a clear stand on this issue. Based on the analysis, it is imperative that coordinators strengthen their action in this area.

RQ4. What are the factors that affect the effectiveness of Guidance

In finding answers to the above research question, respondents were asked to show the extent they agreed or disagreed with some proposed statements. Where SD = Strongly Disagree, D=Disagree, N=Neutral, A=Agree, SA=Strongly Agree. The responses that were elicited are presented in Table 4.5.1

Table 4.5.1: Factors that affect the Effectiveness of Guidance at EP JHS, Kade

STATEMENTS	SD	D	N	A	SA
	N(%)	N(%)	N(%)	N(%)	N(%)
Teachers are not motivated to provide guidance services	2(20.0)	2(20.0)	1(10.0)	3(30.0)	2(20.0)
Students are often not serious to seek guidance services		1(10.0)	1(10.0)	5(50.0)	3(30.0)
Guidance coordinators do not meet teachers to discuss issues concerning guidance		2(20.0)	1(10.0)	7(70.0)	
There is often lack of cooperation between teachers and parents in delivering guidance		1(10.0)	1(10.0)	7(70.0)	1(10.0)
Coordinators do not have offices to sit and handle students issues		1(10.0)		6(60.0)	3(30.0)

Source: Author's Field Work, May 2015

Table 4.5.1 depicts that fifty percent (50%) of the respondents confirmed that teachers are not motivated to provide guidance services whilst forty percent (40%) disagreed. However, ten percent of them were undecided. It is therefore evident from the analysis that teachers are not motivated enough to provide guidance services. The Ghana

Education Service will have to motivate teachers better if they expect good guidance services to be provided.

Secondly, the table shows that more than half of the respondents agreed that students are not often serious to seek for guidance services whilst ten percent (10%) disagreed. Ten percent (10%) however could not take a stand. The school management therefore needs to encourage students to know the importance of guidance and be serious with it.

Thirdly, seventy percent (70%) agreed that guidance coordinators do not meet teachers to discuss issues concerning guidance whilst twenty percent (20%) disagreed. Ten percent (10%) however were neutral. Based on the analysis, there is the need for management to ensure that coordinators meet teachers often to discuss guidance issues with them.

Fourthly, about eight percent (80%) of the respondents said there is often lack of cooperation between teachers and parents in delivering their service whilst ten percent had a contrary view. Ten percent (10%) of the remaining respondents were undecided. Clearly, the analysis shows that there is the need for cooperation to exist between coordinators, teachers and parents in order to help effective delivery of guidance services.

Finally, ninety percent (90%) of the respondents strongly agreed and agreed that coordinators do not have offices to sit and handle students' issues whilst ten percent (10%) disagreed. From the analysis it is evident that coordinators face a big challenge in terms of offices in order to perform their duties. Management therefore needs to ensure

that offices are provided for coordinators if they want to achieve efficient guidance services in the school.

RQ5. To what extent are Guidance Policies Mandatory at EP Junior High School?

In finding answers to the above research question, the pupils were asked to show the extent to which they agreed or disagreed with some proposed statements. Where SD = Strongly Disagree, D=Disagree, N=Neutral, A=Agree, SA=Strongly Agree. The responses that were elicited are presented in Table 4.6.1

Table 4.6.1 Guidance policies mandatory at EP Junior High School, Kade

STATEMENTS	SD	D	N	A	SA
	N(%)	N(%)	N(%)	N(%)	N(%)
EP Junior High School has guidance policy as Mandatory	9(22.5)	13(32.5)	1(2.5)	6(15.0)	11(27.5)
All teachers are mandated to provide guidance services to pupils	2(5.0)	7(17.5)	3(7.5)	18(45.0)	10(25.0)
The schools has documented guidance policies for pupils	13(32.5)	13(32.5)	4(10.0)	7(17.5)	3(7.5)
Teachers who fail to provide guidance service to pupils are often queried	7(17.5)	11(27.5)	11(27.5)	6(15.0)	5(12.5)
The school has specific period for guidance services	10(25.0)	9(22.5)	5(12.5)	10(25.0)	6(15.0)
Pupils who fail to attend guidance services are often punished	13(32.5)	12(30.0)	3(7.5)	4(10.0)	8(20.0)
School authorities changes guidance policies to suit current trends	21(52.5)	10(25.0)	6(15.0)	2(5.0)	1(2.5)

Source: Author's Field Work, May 2015

Table 4.6.1 revealed that fifty-five percent (55%) of the respondents disagreed that EP Junior High School has guidance policy as mandatory whilst forty-two point five

percent (42.5%) had a contrary view. However 2.5% of the remaining could not give any definite answer. From the analysis it is clear that guidance is not mandatory at EP Junior High School. This is in convergence with the response made by the teaching and non-teaching staff. It is however, in contradiction to the literature review which says that all schools should have guidance formalized in its curricular to help students in their academic work.

The table also depicts that seventy percent (70%) of the respondents agreed that all teachers are mandated to provide guidance services to pupils' whilst 22.5% disagreed. Seven point five percent (7.5%) however were undecided. The analysis is in confirmation with what the teaching and non-teaching staff had said.

Also, the table shows that sixty-five percent (65%) disagreed that the schools has documented guidance policies for pupils whilst twenty-five percent (25%) had a contrary view. On the other hand, ten percent (10%) of the remaining respondents couldn't take a clear stand. It is therefore evident from the above that the school does not have documented guidance policies for pupils. The responses of the students confirmed what the teaching and non-teaching staff had said.

In addition, the table showed that forty-five percent (45%) of the respondents disagreed that teachers who fail to provide guidance service to pupils are often queried whilst twenty-seven point five percent (27.5%) agreed with the statement. However, 25.5% were neutral. It therefore stands to reason that teachers are not given any query if they fail to provide guidance service. This is also in confirmation with what the teaching and non-teaching staff had said.

Furthermore, the study revealed that 47.5% of the respondents disagreed that the schools has specific period for guidance whilst 40% of them agreed. It was also shown on the table that 12.5% of the respondents were in a fixed and couldn't come out with a definite answer. It is therefore evident that school does not have specific period for guidance services. The analysis also confirmed the responses made by the teaching and non-teaching staff.

The table also revealed that, 62.5% of the respondents strongly disagreed and disagreed that pupils who fail to attend guidance services are often punished whilst 30% had a contrary view. Seven point five percent (7.5%) however were neutral. Linking these responses to the teaching and non-teaching staff, it evident that the responses are the same. There is therefore the need for management to put measures in place to ensure that all students who fail to attend guidance services are disciplined to serve as a detriment to others.

Finally, the table showed that 77.5% of the respondents disagreed and strongly disagreed that school authorities' changes guidance policies to suite current trends whilst 7.5% agreed that school authorities' changes guidance policies to suite current trends. On the other hand 15% of the respondents were undecided. This however is in contradiction with what the teaching and non-teaching staff has said.

RQ6. How does Teachers undertake Guidance to help Pupils at EP JHS?

In finding answers to the above research question, the pupils were asked to show the extent to which they agreed or disagreed with some proposed statements. Where SD = Strongly Disagree, D=Disagree, N=Neutral, A=Agree, SA=Strongly Agree. The responses that were elicited are presented in Table 4.7.1

Table 4.7.1 Teachers undertake Guidance to help Pupils at EP JHS, Kade

	SD	D	N	A	SA
STATEMENTS	N(%)	N(%)	N(%)	N(%)	N(%)
Teachers have inform me about guidance in the school	8(20.0)	3(7.5)	4(10.0)	13(32.5)	12(30.0)
Teachers have advised me on what to do as student in order to perform well academically		2(5.0)		17(42.5)	21(52.5)
Teachers often meet the student body to tell them about guidance services in the school	11(27.5)	14(35.5)	3(7.5)	6(15.0)	6(15.0)
I have ever faced a problem and I consulted my teacher for guidance	11(27.5)	14(35.0)	2(5.0)	6(15.0)	7(17.5)
The teachers often meet us to tell us the importance of guidance on the courses we are doing	15(37.5)	9(22.5)	4(10.0)	4(10.0)	8(20.0)
Teachers often approach us on guidance issues	11(27.5)	11(27.5)		9(22.5)	9(22.5)
I always meet my teacher in his office whenever I have a problem and I need guidance	11(27.5)	7(17.5)	4(10.0)	11(27.5)	7(17.5)
Teachers often meet my parents to discuss guidance issues concerning my welfare	18(45.0)	5(12.5)		2(5.0)	15(37.5)

Source: Author's Field Work, May 2015

Table 4.7.1 shows that 62.5% agreed that teachers have informed them about guidance in the school whilst 27.5% disagreed. However, 10% of the respondents were also uncertain. It is evident from the table that teachers have always informed students about guidance in the school. This response is however in contradiction with what the teaching and non-teaching staff had said.

It is also shown on the table that, almost all the respondents agreed and strongly agreed that teachers have advised them on what to do as students in order to perform well academically whilst 5.0% disagreed. Based on the analysis, it is evident that, teachers always advised pupils on their academic work. The response is in confirmation with what the teaching and non-teaching staff had said.

The table also indicated that 57.5% disagreed that teachers often meet the student body to tell them about guidance services in the school whilst 30% had a contrary view. However, 7.5% of the remaining could not give any definite answer. The analysis is therefore evident that teachers do not meet the entire student body to talk about guidance services. The students' responses are in contradiction to what the teaching and non-teaching staff had said.

It is also evident from the table that 62.5% of the respondents disagreed and strongly disagreed that they have ever faced a problem and consulted their teacher for guidance whilst 32.5% agreed with the statement. On the other hand, 7.5% of them were neutral. Based on the analysis it is clear that students do not consult teachers for guidance when they have problems. There is therefore the need for students to be encouraged to consult teachers for guidance when ever they are faced with problems.

The table also depicts that 60% of the respondents disagreed that teachers often meet them to tell them about the importance of guidance on the courses they are doing whilst 30% also agreed with the statement. However, 10% of them also could not take a clear stand. From the analysis, it is evident that teachers do not tell students about the importance of guidance. This is in contradiction with what the teaching and non-teaching staff had said.

In addition, 55% of the respondent disagreed that teachers often approach them on guidance issues whilst 45% agreed with the statement. Based on the analysis, it is evident that teachers do not approach student on guidance issues which is not good because as discussed in the literature students need guidance in order to help them in their education.

Furthermore, the table indicated that, 45% of the respondents disagreed that they always meet teaches in their office whenever they have a problem and need guidance. Equally, 45% also agreed that they always meet teachers in their office whenever the have a problem and need guidance. However, 10% of them were undecided. From the analysis it is not emphatic to conclude on their responses.

Finally, the table depicts that, 57.5% of the respondents disagreed that teachers meet their parents to discuss guidance issues concerning welfare whilst 42.5% agreed with the statement. Based on the analysis, it can be said that teachers not meet parents to discuss guidance issues with them. This is in contradiction with what the teaching and non-teaching staff had said.

RQ7. What is the impact of Guidance in Pupils Performance at EP JHS?

In finding answers to the above research question, the pupils were asked to show the extent to which they agreed or disagreed with some proposed statements. Where SD = Strongly Disagree, D=Disagree, N=Neutral, A=Agree, SA=Strongly Agree. The responses that were elicited are presented in Table 4.8.1

Table 4.8.1: Impact of Guidance in Pupils Academic Performance at EP JHS

STATEMENTS	SD	D	N	A	SA
	N(%)	N(%)	N(%)	N(%)	N(%)
Through guidance, I have been exposed to different academic opportunities	12(30.0)	15(37.5)	1(2.5)	4(10.0)	8(20.0)
I always have confidence to approach my guidance coordinator for help at any time	17(42.5)	14(35.0)	5(12.5)	1(2.5)	3(7.5)
I have always been motivated by my guidance coordinator to take subjects under study very serious	2(5.0)	6(15.0)	2(5.0)	11(27.5)	19(47.5)
The coordinator often organised career conference for pupils in the school	20(50.0)	9(22.5)	2(5.0)	6(15.0)	3(7.5)
The coordinator always meet us to discuss the various ways students could study	7(17.5)	7(17.5)	3(7.5)	11(27.5)	12(30.0)
After meeting my coordinator for guidance, I have noticed a great difference in my academic performance	3(7.5)	6(15.0)	6(15.0)	17(42.5)	8(20.0)
Coordinators often meet students who are not performing well academically to discuss issues with them	9(22.5)	3(7.5)	2(5.0)	17(42.5)	9(22.5)

Source: Author's Field Work, May 2015

Table 4.8.1 revealed that 67.5% of the respondents disagreed that through guidance they have been exposed to different academic opportunities whilst 30% agreed with the statement. However, 2.5% of the respondents could not give definite answer. Based on the analysis it is evident that student have not been exposed to different academic opportunities after guidance. This is however in contradiction with what the teaching and non-teaching staff had said.

The table also indicated that 75.5% of the respondents disagreed that they always have confidence to approach their guidance coordinator for help at any time whilst 10% of them agreed. On the other hand, 12.5% of the remaining respondents were neural. Taken into consideration the above analysis it is evident that students do not always have confidence to approach coordinators when they need help. Management therefore needs to consider this issue critical and build the culture of confidence in the students to always approach coordinators when the need arises.

It is also clear from the table that, 75% of the respondents agreed that they have been motivated by their guidance coordinators to take subjects under study very serious whilst 20% of them had a contrary view. However, 5% of them were undecided. It is very emphatic from the analysis that students are often motivated by their coordinators to take their courses under study very serious.

Also depicted on the table, 72.5% of the respondents disagreed that coordinators often organised career conference for pupils in the school whilst 22.5% of them agreed with the statement. Five percent (5%) however could not take a clear stand on the issue. The evidence is therefore clear that coordinators do not organised career conference for

pupils in school. This is in confirmation with what the teaching and non-teaching staff said. Management must therefore take measures to correct the situation.

In addition, 57.5% of the respondents agreed that coordinators always meet them to discuss the various ways students could study whilst 35% of them had a contrary view. On the other hand 7.5% of them were neutral. From the analysis, one can emphatically say that coordinators often meet students to discuss various ways of studying. This is in confirmation with what the teaching and non-teaching staff had said.

Furthermore, 62.5% of the respondents agreed that after meeting their coordinator for guidance, they have noticed a great difference in their academic performance whilst 22.5% of them disagreed with the statement. The analysis also showed that 15% of them were undecided. Based on the analysis it is emphatic that students often noticed changes in their academic performance after receiving guidance. This is in confirmation with the responses of the teaching and non-teaching staff.

Finally, the table indicated that 65% of the respondents agreed that coordinators often meet students who are not performing well academically to discuss issues with them whilst 30% disagreed with the statement. From the table, 5% of the remaining respondents were undecided. It is therefore evident from the analysis that coordinators often meet students who are not performing well academically to discuss issues with them. The responses are in conformity with what the teaching and non-teaching staff had said.

RQ8. What are the Factors that affect the Effectiveness of Guidance at EP JHS?

In finding answers to the above research question, the pupils were asked to show the extent to which they agreed or disagreed with some proposed statements. Where SD = Strongly Disagree, D=Disagree, N=Neutral, A=Agree, SA=Strongly Agree. The responses that were elicited are presented in Table 4.9.1

Table 4.9.1: Factors that affect the Effectiveness of Guidance at EP JHS?

STATEMENTS	SD	D	N	A	SA
	N(%)	N(%)	N(%)	N(%)	N(%)
Teachers are not motivated to provide guidance services	12(30.0)	8(20.0)	6(15.0)	7(17.5)	7(17.5)
Students are often not serious to seek for guidance services	12(30.0)	9(22.5)	7(17.5)	6(15.0)	6(15.0)
Guidance coordinators don't meet teachers to discuss issues concerning guidance	21(52.5)	8(20.0)	4(10.0)	3(7.5)	4(10.0)
There is often lack of cooperation between teachers and parents in delivering their services	9(22.5)	11(27.5)	5(12.5)	10(25.0)	5(12.5)
Coordinators do not have offices to sit and handle students' issues.	14(35.0)	6(15.0)	9(22.5)	3(7.5)	8(20.0)

Source: Author's Field Work, May 2015

Table 4.9.1 revealed that fifty percent (50%) of the respondents disagreed that teachers are not motivated to provide guidance services whilst thirty-five percent (35%) agreed with the statement. However, fifteen percent (15%) of the remaining respondents remained neutral. It is evident from the table that teachers are motivated enough to produce guidance services. This is in contradiction with what the staff had said.

The table also showed that fifty-two point five percent (52.5%) disagreed that students are not serious to seek for guidance services whilst thirty percent (30%) had a contrary view. The analysis also showed that seventeen point five percent (17.5%) could not take a stand. Based on the analysis it is clear that students are always serious to seek guidance services therefore management will have to ensure that teachers take guidance services serious. The responses is also in contradiction with the staff had said.

Also, the table depicts that seventy-two point five percent (72.5%) of the respondents disagreed that guidance coordinators don't meet teachers to discuss issues concerning guidance whilst seventeen point five percent (17.5%) agreed with the statement. On the other hand ten percent of the respondents could not declare their stand. The response is however in contradiction with what the teaching and non-teaching staff had said.

Furthermore, fifty percent (50%) of the respondents revealed that there is no lack of cooperation between teachers and parents in delivering their services whilst thirty seven point five percent (37.5%) agreed with the statement. However, twelve point five percent (12.5%) of them remained neutral. It is evident from the analysis that there is cooperation between coordinators and teachers. This is contradictory to what the teaching and non-teaching staff had said on the matter.

Finally, the table revealed that, fifty percent (50%) of the respondents disagreed that coordinators do not have office to sit and handle students' issues whilst twenty-seven point five percent (27.5%) agreed with the statement. On the other hand twenty-two point five percent (22.5%) of the respondents were undecided. Based on the analysis, one can

conclude that coordinators have offices to do their work. The analysis is however contradicting what the teaching and non-teaching staff had said on this issue.



CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

The main purpose of this study was to examine the impact of guidance on pupils' performance at EP Junior High School, Kade, Eastern Region. The descriptive research design was used for the research. The sample size for the study was fifty (50) respondents which comprised of forty (40) students, six (6) teachers and four (4) non-teaching staff. The stratified, convenience and simple random sampling techniques were adopted for the study. The researcher used questionnaires as data collection instruments. The questionnaires was in the form of opened and closed ended. Finally, the Statistical Product and Service Solution (SPSS) was used in the analysis where frequency tables, percentages, figures and graphs were used where necessary.

5.2 Major Findings of the Study

The researcher came out with the following findings after the study;

The study revealed that guidance policy is not mandatory at EP JHS by the students which also confirmed what the teaching and non-teaching staff had said. It was also revealed that, all teachers are mandated to provide guidance services to pupils which also confirmed the staffs view.

The researcher found out that there are no documented guidance policies for pupils and this was confirmed by the teaching and non-teaching staff. It was also evident that teachers are not given queries if they fail to provide guidance services. In addition, students who fail to attend guidance services are not punished. All these were confirmed by the teaching and non-teaching staff. Moreover, the researcher found out that the school does not change guidance policies to suite current trends. This was however in contradiction with what the staff had said.

The study further found out that teachers often inform students about guidance in the school which was in contradiction with what the staff said. Also the study revealed that teachers have always advised students on what to do in order to perform well academically. This was confirmed by the teaching and non-teaching staff.

The study discovered that teachers do not meet the entire student body to discuss guidance services. This was in contradiction with what the staff said. In addition, it was revealed that students who are faced with problems do not meet teachers for guidance. The researcher further found out that teachers do not tell students about the importance of guidance. It was also evident from the study that teachers do not meet parents to discuss guidance issues with them. Furthermore, it was revealed that the respondents disagreed that through guidance, they have been exposed to difference academic opportunities. All this was however in contradiction with what the staff had said. It was clear from the study that students do not always have confidence to approach coordinators when they need help. In furtherance, the study revealed that students are often motivated by their coordinators to take their course under study very serious.

Also the researcher found out that, coordinators do not organise career conference for pupils in the school. This was confirmed by the staff of the school. The study further revealed that coordinators often meet students to discuss various ways of studying. The respondents further indicated that they have noticed a great difference in their academic performance after receiving guidance. It was also evident that coordinators often meet students who are not performing well academically to discuss issues with them.

In addition, the researcher found out that teachers are motivated to provide guidance services. It was also evident that students are always serious to seek guidance services. This was in contradiction of what the staff said. In furtherance, the study revealed that guidance coordinators meet teachers to discuss issues concerning guidance. Also, it was revealed that there is cooperation between coordinators and teachers. However, this was in contradiction with what the staff had said. Finally, the study showed that coordinators have offices to do their work. However, the statement was in contradiction with what the teaching and non-teaching staff had said.

5.3 Conclusions

Based on the findings of the study, the following conclusions were reached;

Guidance policies are not mandatory at EP Junior High School. Also teachers are not mandated to provide guidance services to pupils. On the other hand, the teaching and non-teaching staff had a contrary view.

There are no documented guidance policies for pupils at EP Junior High School. Also teachers are not given queries if they fail to provide guidance services and students

who fail to attend guidance services are not punished. The school does not change guidance policies to suite current trends. However, the teaching and non-teaching staff had a contrary view. Teachers often inform students about guidance in the school as well as advised students on what to do in order to perform well academically. Teachers do not meet the entire student body to discuss guidance services. Students who are faced with problems do not meet teachers for guidance. Teachers do not tell students about the importance of guidance. Also teachers do not meet parents to discuss guidance issues with them. Furthermore, students are not exposed to difference academic opportunities after guidance service. However, the teaching and non-teaching had a contrary view.

Students do not always have confidence to approach coordinators when they need help. Students are often motivated by their coordinators to take their course under study very serious. Coordinators do not organise career conference for pupils at the EP Junior High School.

Coordinators often meet students to discuss various ways of studying. Students have noticed a great difference in their academic performance after receiving guidance. Coordinators often meet students who are not performing well academically to discuss issues with them.

Teachers are motivated to provide guidance services and students are always serious to seek guidance services. However, the teaching and non-teaching staff holds a contrary view.

Guidance coordinators meet teachers to discuss issues concerning guidance and there is cooperation between coordinators and teachers. This also contradicts what the teaching and non-teaching staff had said.

Finally, coordinators have offices to do their work. However, the statement was in contradiction with what the teaching and non-teaching staff had said.

5.4 Recommendations

Based on the conclusions of the study, the following recommendations were made;

First and foremost, the school authorities should ensure that guidance service are made compulsory for all students and make sure that guidance coordinators and teachers are all tasked to provide guidance services to help the students in order to take their studies serious and be in a position to choose good programmes when entering second cycle institutions.

Secondly, the school authorities should ensure that they have documented guidance policies for pupils and teachers. Also teachers should be given queries if they fail to provide guidance services and students who fail to attend guidance services should be punished.

Thirdly, the school should be dynamic and always change guidance policies to suite current trends. Also, the school authorities should ensure that teachers meet the entire student body to discuss guidance issues as well as encourage students who have problems to always consult their teachers for guidance.

Fourthly, the school authorities should ensure that teachers meet parents to discuss guidance issues with them as well as encourage students not to entertain fears in consulting guidance coordinators for help.

Fifthly, the school authorities should ensure that coordinators often organise career conference for pupils in order to help them in their career choices.

Finally, the school authorities should do well to provide the coordinators and teachers with offices to help them carry out their duties successfully.

5.5 Suggestions for Further Studies.

The researcher wishes to suggest further study into how counselling help students in their academic performance. The researcher sees this area as an important aspect in enhancing students' academic performance. However due to some of the constraints which limited this work, the area of counselling was not covered by the researcher. It is therefore the hope of the researcher that work could also be done in this area at the school in order to have holistic approach in helping students improve upon their academic performance.

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APPENDIX A**QUESTIONNAIRE ON THE IMPACT OF GUIDANCE ON PUPILS****PERFORMANCE AT EP JUNIOR HIGH SCHOOL, KADE, EASTERN REGION**

This questionnaire was designed to collect information regarding the impact of pupils' performance at EP Junior High School, Kade, Eastern Region. The research is for academic purpose. You are therefore assured of your anonymity in the participation of this research. Your sincere feedback would help the researcher measure the impact of guidance on pupils performance in the EP Junior High School which could also be generalised for other schools. You are kindly requested to **Tick** the appropriate answer from the list of items and provide your own responses where applicable. Thank you.

QUESTIONNAIRE FOR PUPILS

Please indicate (by ticking) the extent to which you agree or disagree with each of the following statements.

	STATEMENT	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
		1	2	4	5	6
1	EP Junior High School has guidance policy as mandatory					
2	All teachers are mandated to provide guidance services to pupils					
3	The schools has documented guidance policies for Pupils					
4	Teachers who fail to provide guidance service to pupils are often queried.					
5	The school has specific period for guidance services					

6	Pupils who fail to attend guidance services are often punished					
7	School authorities changes guidance policies to suit current trends					
8	Teachers have inform me about guidance in the school					
9	Teachers have advised me on what to do as student in order to perform well academically					
10	Teachers often meet the student body to tell them about guidance services in the school.					
11	I have ever faced a problem and I consulted my teacher for guidance					
12	The teachers often meet us to tell us the importance of guidance on the courses we are doing					
13	Teachers often approach us on guidance issues					
14	I always meet my teacher in his office whenever I have a problem and I need guidance					
15	Teachers often meet my parents to discuss guidance issues concerning my welfare					
16	Through guidance, I have been exposed to different academic opportunities.					
17	I always have confidence to approach my guidance coordinator for help at any time					
18	I have always been motivated by my guidance coordinator to take subjects under study very serious					
19	The coordinator often organized career conference for pupils in the school					
20	The coordinator always meet us to discuss the various ways students could study					
21	After meeting my coordinator for guidance, I have noticed a great difference in my academic performance					
22	Coordinators often meet students who are not performing well academically to discuss issues with them					
23	Teachers are not motivated to provide guidance services					
24	Students are often not serious to seek for guidance services					
25	Guidance coordinators don't meet teachers to discuss issues concerning guidance					
26	There is often lack of cooperation between teachers and parents in delivering their services					
27	Coordinators do not have office to sit and handle students issues					

APPENDIX B

QUESTIONNAIRE ON THE IMPACT OF GUIDANCE ON PUPILS PERFORMANCE AT EP JUNIOR HIGH SCHOOL, KADE, EASTERN REGION QUESTIONNAIRE FOR TEACHERS AND NON TEACHING STAFF

The questionnaire is aimed at collecting information to identify the impact of guidance services on academic performance of students in EP Junior High School. Please, read each item carefully and answer according to your sincere opinion. Your comments will give information on how guidance services are of help to students.

Please tick the appropriate box to answer a question.

1. Age of Respondents

20-24 []

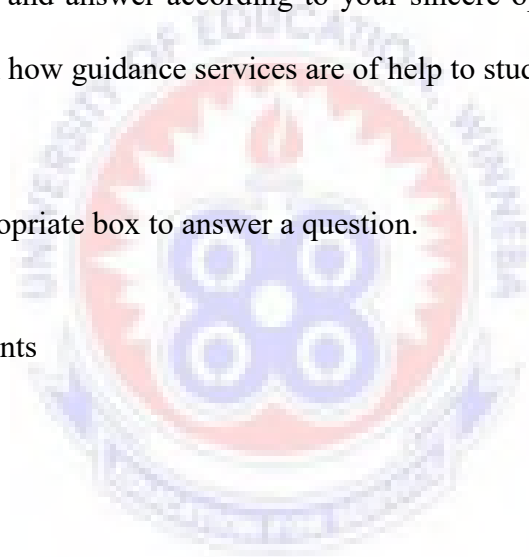
25-29 []

30-34 []

40-44 []

45-49 []

50 +[]



2. Qualification of Respondents

1. Diploma

2. First Degree

3. Second Degree

3. Rank in G. E. S:

1. Assistant Supt.

2. Supt.

3. Senior Supt.

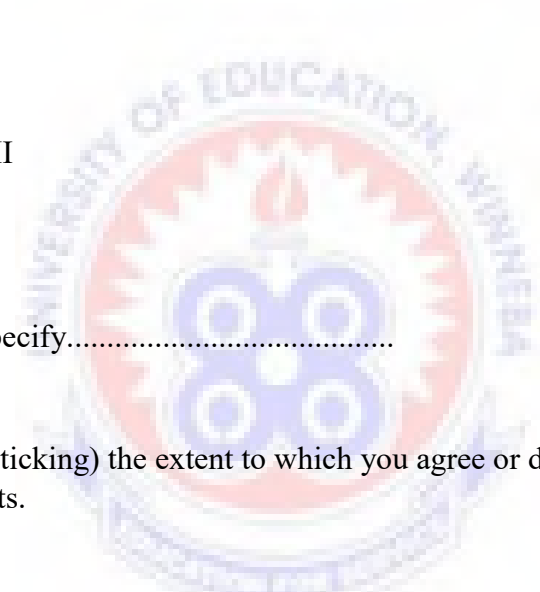
4. Principal Supt.

5. Assist. Director II

6. Director II

7. Director I

8. Others, Please specify.....



Please indicate (by ticking) the extent to which you agree or disagree with each of the following statements.

	STATEMENT	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
		1	2	4	5	6
1	EP Junior High School has guidance policy as mandatory					
2	All teachers are mandated to provide guidance services to pupils					
3	The schools has documented guidance policies for Pupils					
4	Teachers who fail to provide guidance service to					

	pupils are often queried.					
5	The school has specific period for guidance services					
6	Pupils who fail to attend guidance services are often punished					
7	School authorities changes guidance policies to suit current trends					
8	Teachers often inform students about guidance services in the school					
9	Teachers always advised students on what to do as students in order to perform well academically					
10	Teachers often meet the student body to discuss academic issues with students in the school.					
11	The teachers often meet students to tell them the importance of guidance on the courses they are doing					
12	Teachers often meet parents to discuss guidance issues concerning students welfare					
13	Through guidance, students are exposed to different academic opportunities.					
14	Guidance Coordinators often meet students to explain issues to them					
15	Guidance Coordinators often meet staff to explain issues to them					
16	The coordinator often organized career conference for pupils in the school					
17	The coordinator is a member of the Academic board					
18	Students have often noticed a great difference in their academic performance after receiving guidance services					
19	Coordinators often meet students who are not performing well academically to discuss issues with them					
20	Teachers are not motivated to provide guidance services					
21	Students are often not serious to seek for guidance services					
22	Guidance coordinators don't meet teachers to discuss issues concerning guidance					
23	There is often lack of cooperation between teachers and parents in delivering their services					
24	Coordinators do not have offices to sit and handle students issues					