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AN INVESTIGATION INTO THE CHALLENGES FACING THE PROVISION OF GUIDANCE SERVICES IN SENIOR HIGH SCHOOLS: A CASE OF KWABRE EAST MUNICIPALITY

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

DECEMBER, 2020

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DECLARATION

STUDENT'S DECLARATION

I, FLORENCE OKYERE BOATENG, declare that this dissertation, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my original work and that no part of it has been presented for another degree in this university or elsewhere.

SIGNATURE: ……

DATE: ……

SUPERVISOR'S DECLARATION

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

NAME OF SUPERVISOR: DR. KOFI ASIAMAH YEBOAH

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DEDICATION

To my husband, Mr. Agyei Mensah and my children, Emmanuel Agyei Mensah, Derrick Agyei Mensah, Matilda Agyei Mensah and Alice Agyei.

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ABSTRACT

The purpose of this study was to investigate into the challenges facing the provision of guidance services in Senior High Schools in the Kwabre East Municipality. The objectives of the study were to identify the techniques for the implementation of guidance services in Senior High Schools; find out the attitude of teachers towards guidance services in Senior High Schools and identify strategies to improve guidance services in Senior High Schools in the Kwabre East Municipality. A descriptive survey design was used for the study. The researcher used closed-ended questionnaire for the study. The target population for the study was 135. Purposive sampling was used to select all the 18 heads and their assistants in the study area. Simple random sampling was also used to select 117 teachers for the study. The data was processed using the Statistical Package for Social Sciences (SPSS) software package version 20.0. The data was analysed with the use of frequencies and percentages. The study revealed that teachers always willing to discuss guidance service practices with teachers, always inform pupils to seek guidance service from teachers when in problems, guidance service deals with indiscipline cases, willing to support teachers to implement guidance service policy, guidance service helps improve student-teacher relations and serious concern regarding the competency of practicing counselors in their schools were the attitudes of teachers towards guidance service in Senior High Schools. The study recommended that Ghana Government in collaboration with the Ministry of Education should make funds available for the provision of essential resources and materials needed for the effective implementation and administration of guidance and counselling services in Senior High Schools.

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CHAPTER ONE

INTRODUCTION

1.1 Backgrounds to the Study

The field of guidance services, within the broader context of education, has been both a difficult and complex development. It has only been in about the last two decades that guidance services have come to be recognized as an integral part of the modern, on-going school system. Kelleher (2003) who provides funds for guidance and counseling training institutes, fellowships for counselor preparation, and expanded guidance and testing programs in the schools, seemed to provide the kind of recognition and legitimacy that had been previously lacking. Many public schools were quick to establish and maintain guidance services with the newly acquired financial support of national, state, and local governments (Oviogbodu, 2015). So rapid was their growth that today many public schools are critically reevaluating their guidance programs for cut-backs where there is duplication or over-extension of services. Guidance services in non-public schools, however, have tended to lag behind, primarily due to the lack of financial support enjoyed by many of the public schools (Lunenburg, 2010).

One must immediately recognize that educational methods and practices are constantly changing. Every person involved in the field of education, be he student or employed professional, is bombarded increasingly by evidence that everything he has known is changing in society and in the school. The changing world, with its complexities, demands frequent adaptation on the part of individuals and institutions (Bold, Kimenyi, &Sandefur, 2013).

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The concept "guidance and counselling" has long been considered inseparable, but for the purpose of this study, the word "guidance" instigated from the Greek word, "odigia" meaning "to direct, lead, guide, pilot, assist, show, inform, control, advice, help, and to instruct", is used.

These synonyms do not however explicitly state the deeper meaning embedded in the use of the concept. Guidance as an educational construct encompasses those understandings and experiences that assist each learner to understand, and accept themselves and, live effectively in their society. In light of this, UNESCO (2000) describes guidance as a process, developmental in nature, by which an individual is led and assisted to understand, accept and use his/her abilities, aptitudes and interests and attitudinal patterns in relation to his/her aspirations. Correspondingly, Mapfumo (2001) views guidance as the provision of information to groups or individuals for the purpose of reaching informed decisions.

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

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Anyamene, Oraegbunam, Anyachebelu, Okoye, and Obineli (2010) found that guidance and counselling services were not accessible in schools and they also observed that group counselling which can be effective and powerful in addressing students' needs in large schools was not carried out.

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

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

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aimed at providing counselling, appraisal, orientation, consultation, placement, information and follow-up services to students (GES, 2010).

The Ghana Education Service (GES, 2010), revealed that guidance and counselling units in schools were accentuated and underlined to decrease the evils of drugs, occultism, indecent dressing, watching and reading of pornographic materials and internet fraud which have become worrying phenomena for school authorities and parents. It therefore, presupposes that the focus of guidance and counselling in Ghanaian schools would be towards social issues. In view of this, the need for guidance and counselling services in schools and the role of guidance and counselling in the administration and management of student discipline in Ghana has become imperative in order to promote the well-being of learners. It is therefore, important that school guidance and counselling services are fully functional and available to all learners in all schools to help alleviate the problems they face. It is against this background that this study seeks to assess the guidance and counselling services provided to students in the Kwabre East Municipality of the Ashanti Region.

Various studies and reports including, Anamuah Mensah Committee Report, (2002). Affum- Gyan (1992), Ocansey (1992) and Bondah (1996) noted that most schools in Ghana have dully complied with GES directives and established Guidance and Counselling units. However, it appears their programmes are poorly planned, whilst many of such units only exist in name.

Nyarko-Sampson (2010; 2013) observed that guidance and counselling education is not prioritized in the Colleges of Education; only a handful of teacher-trainees offer guidance and counselling as option. As Appiah (2013), and Kesson (2013) rightly noted, the lack of

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trained counsellors or coordinators in most schools in Ghana tend to discourage many students from accessing guidance and counselling services.

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

1.2 Statement of the Problem

Despite the introduction of Guidance services in early 1970s in Ghana, cases of indiscipline among students – strikes, drug and substance abuse, bullying, property destruction, cheating in examinations and loss of life in secondary schools are on the

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increase. School discipline is an issue in the public schools and this is of educational concern.

MoEST (2000) pointed out that the Guidance and Counselling Unit in the Ministry was not able to effectively assist teachers in the field. Moreover, the inability was blamed on the cost of fieldwork, number of schools in the country and much office work among other reasons. As a result, Guidance and counselling teachers are not receiving the support they require in order to help them serve learners better. To date, however, no comprehensive study has been conducted on the challenges of guidance services in senior high schools in the Kwabre East Municipality in Ashanti Region. In order to assess current guidance practices, and to ensure sound progress in the development of future services, a survey and appraisal of existing conditions is deemed necessary. This is a strong pointer and a reason to do an investigation on the challenges of guidance services in senior high schools in the Kwabre East Municipality in Ashanti Region.

1.3. Purpose of the Study

The purpose of this study was to investigate the challenges of guidance units in Senior High Schools in the Kwabre East Municipality of the Ashanti Region.

1.4 Objectives of the Study

The general objective of the study were to

1. identify the techniques for the implementation of guidance services in Senior High Schools in the Kwabre East Municipality,

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2. find out the attitude of teachers towards guidance services in Senior High Schools in the Kwabre East Municipality.
3. identify strategies to improve guidance services in Senior High Schools in the Kwabre East Municipality.

1.5 Research Questions

The following research questions were used to guide the study

1. What are the techniques for the implementation of guidance services in Senior High Schools in the Kwabre East Municipality?
2. What is the attitude of teachers towards the provision of guidance services in Senior High Schools in the Kwabre East Municipality?
3. What are strategies to improve guidance services in Senior High Schools in the Kwabre East Municipality?

1.6 Significance of the Study

It was hoped that the study would set a stage for the need to strengthen guidance services in secondary schools. The students who are in their adolescent stage of life are faced with a lot of issues that need urgent attention of the counselors. Of great concern is the present Drug Abuse (use of tramadol), teenage pregnancy, absenteeism, truancy, etc., which is a danger to the youth. Other challenges include personal and social academic and vocational/career issues. Policy makers and care-givers need to prepare to meet these needs. However, challenges that teachers face while rendering guidance services may act as a stumbling block. Training, availability of resources and time allocation are seen as very key to achieving good results. MoEST (2003) argues that the availability of resources

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is perhaps the most constraining factor to educational quality. An understanding of teacher challenges in offering guidance services would certainly help in alleviating them for the better.

- The findings of this study are hoped to help curriculum specialists in developing curriculum materials to assist students and teachers with information on guidance and counseling issues.
- The researcher also hopes that the findings of this study will sensitize teachers and policy makers in the Ministry of Education to be aware of any gaps in the actual provision of guidance and counseling programmes in secondary schools.
- Methods of solving any problems would be adopted to better the services in schools as well as reduce student problems as they go up the education ladder and concentrate more on academic issues.

1.7 Delimitation of the Study

The study is delimited to Senior High Schools in the Kwabre East Municipality. Nevertheless, caution should be exercised in generalizing the results obtained to all other parts of the country due to the unique features of the Municipality. The study targeted headmasters, teachers and guidance and counselling teachers who were involved in implementing Guidance and Counselling programmes in senior high schools in the Kwabre East Municipality.

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1.8 Limitation to the study

Apart from financial and time constraints, the study left out the students, who probably would give vital information that may assist in the alleviation of challenges that teachers encounter in Guidance and Counselling services.

1.9 Organization of the Study

The study is organized in five major chapters. Chapter one deals with the background to the study, statement of the problem, research questions and objectives, significance of the study, delimitation, limitations and organization of the study. Chapter two is a review of literature on what other researchers and authorities on the subject have written. Chapter three also deals with methodology of the study. Chapter four analyzes the data collected and discusses the finding of the study. Chapter five is the summary of major findings, conclusions, recommendations and suggestions for further studies.

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CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature related to the area of study. The literature is reviewed based on various themes arising from the various objectives of the study as follows: types of resources for the implementation of guidance and counselling programme, disciplinary problems in secondary schools, causes of indiscipline in secondary schools, challenges encountered by teacher counsellors in guidance and counselling and strategies adopted in improvement of guidance and counselling. Lastly, the chapter provides a summary and research gaps identified from the study.

2.2 The Concept of Guidance Services

Much emphasis is found in the literature concerning the need for evaluation of guidance services, but apparently few guidance workers have attempted such studies. Articles in the Review of Educational Research devoted to guidance stress the inadequate, incomplete, and inconclusive nature of published research on the evaluation of guidance services. (Kamuyu, 2001) Evaluation is not an easy task, and securing adequate criteria, and devising suitable research design, appears to be a major part of the problem. Ascertaining the nature and scope of the guidance services seems to be a first aspect of evaluation. A survey was made of the available literature pertaining to guidance services at the secondary school level. (Heyden, 2011), Bold, Kimenyi and Sandefur (2013) in a study conducted over 30 years ago, developed several positive principles for the implementation of a successful guidance program. These principles appear to be equally

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important today, especially for schools in the developmental phase of guidance services. They pointed out:

(1) the necessity of beginning where the needs of students, teachers, and administrators are on the local level and proceeding from there; (2) the guidance program will grow only through a cooperative effort of all involved; (3) the importance of qualified leadership; and, (4) the necessity of working closely with the teachers by soliciting their suggestions and opinions and by providing them information and assistance in working with students.

Several studies have been made concerning the scope of guidance services being practiced in public high schools. Studies presented below assisted in the formulation of ideas for the present study. A state-wide survey of the guidance practices in the Indiana Public high schools was conducted by (Cozby, 2001). Using evaluative rating scales patterned after the North Central Association's Self Study Guide for High School Guidance and Counseling Programs, he suggested: a survey of guidance services at least once every five years; a questionnaire for teachers designed to secure teacher suggestions for improving the guidance services; a questionnaire for students used to determine student awareness and use of guidance services; and, the organization of faculty groups to study school needs and to plan organized guidance activities.

Bor and Watts also using the North Central Association's school with less than 1,000 students considered their services to be only fair. The extent of counselor certification was also related to school size. In schools with more than • 1,000 students, *55%* of the counselors were certified, in contrast to only 27% in schools with enrollments

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less than 500. The study also indicated that the weakest areas of the guidance programs were follow-up services, in-service training, and research.

In an earlier study, also conducted in the Oregon high schools, Ndirangu (2007) found that few of the guidance programs met all state requirements. He identified the lack of leadership b) · the schools' district officers in encouraging the development of complete and coordinated programs of guidance to be one of the greatest weaknesses of the program. (Heyden, 2011) conducted a study of the guidance programs in counties in Illinois and his findings indicated that: most schools gave greatest emphasis to service for college bound students; that faculty, students, and parents had rather vague understanding of their role in guidance; and, that research was practically nonexistent in the area of guidance. In comparing the effectiveness of guidance programs in four select Iowa high schools, (Heyden, 2011) found that each school varied in the amount of counseling provided, use of teachers in the guidance program, and in the use of group procedures. The data further revealed that in the schools with the more formal guidance program, the students appeared to be more satisfied and more realistic about their goals.

Guidance and counselling can provide a good basis for a broader education for life. While being non-medical and non-psychiatric, it can be used as therapy for individuals with specific personal problems, or it can be the foundation of a more general “life skills training programme” for the student who, though not suffering from any particular problem, should be assisted in building up his/her personal resources in order to cope effectively with their future lives (Stokes, 1986).

In Guidance and Counselling, these two words generally take on different meanings. The former refers to helping students’ whole-person development, while the

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latter is frequently targeted at helping students with problems. In other words, guidance work is preventive and developmental in nature whereas counselling is more of supportive, remedial work (Lai- Yeung, 2014). The global trend seems to have moved from a casework and remedial approach to a preventive, developmental approach in providing guidance and counselling (Gysbers & Henderson, 1994; Yuen, 2002; Lai-Yeung, 2014). Hence guidance and counselling is a very necessary therapy to school children. Guidance in schools is that area of the schools provision that is specifically directed towards helping pupils realise their full potential in preparing for adult and working life, (O'Concubhair, 1981). Akinade (2012) defines guidance and counselling as a process of helping an individual become fully aware of his/her self and the ways in which he is responding to the influences of his/her environment. It further assists him to establish some personal meaning for this behaviour and to develop and classify a set of goals and values for future behaviour.

According to Oviogbodu (2015) counselling can be defined as a number of procedures in assisting an individual to solve his problems. Counselling is more involved emotionally in the affective realm personalized learning, that is, emotions and feelings, values, attitudes. Counselling is an interaction or relationship between two or few individuals, the client counsellor relationship of trust (Geshinde 1991; Adebowale, 2012; cited in Oviogbodu,

2015).

Counselling is a learning process in which a counsellor helps an individual or individuals learn, understand themselves and their environment and be in a position to choose the right type of behaviours that will help them develop, grow, progress, ascend, mature and step up, educationally, vocationally and socio personally, (Egbo, 2013). In

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other words, counselling is a transformative process of helping people to learn all that are to be learnt both in and outside

the School. Counselling is a person-to-person process in which one person is helped by another to develop, increase in understanding and ability to solve his or her problems.

2.3 Historical Overview of Guidance and Counselling (G& C)

According to Mwamwenda (1995), Guidance and counselling as used today evolved in the United States of America in the 1900s, although the rigorous thinking in this direction had started earlier. It emerged from the awareness of social problems plaguing America and practical attempts to solve them. Guidance and counseling thus emerged and developed as an American product. Adesina & Ogunsaju (1984) argue that, America was founded on the principles of human rights and the rights of individuals to the 'goodies' of life. "Giving equal opportunity to all people in America was the philosophical base upon which G&C was founded.

Adesina and Ogunsaju further noted that a few people in Africa have claimed that G&C among the African people has always existed. They argue that African practitioners have always helped individuals to solve their problems from time immemorial. In Nigeria for example, indigenous Babalawa (among the Yoruba) were practitioners of guidance, as well as the Nganga and Omufunmu in Tanzania and Uganda respectively (Makinde, 1993). The practice of guidance and counselling was also found in other African countries.

While it is fair to credit the skills of the African society for satisfying their clients psychologically, it is doubtful if these people do more than advising their clients and telling them what to do. Actions of clients were mostly induced by fear and threats of impending danger or death. This concept of problem solving is not new in Africa but Guidance and

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Counselling in the modern sense of helping the individual and involving their endowments to help them, is new. However, in spite of the fact that the picture of a trained counsellor as we know it today was vague, many African countries have realized the importance of G&C services in schools and colleges.

In Kenya, G & C was formally started in schools in the 1970s as a result of the 1967 and 1968 careers conference reports to cater for vocational guidance (Republic of Kenya, 1976). The programme in secondary schools was started to cater for all students with social, personal, psychological, educational and vocational problems (Republic of Kenya, 1976).

However, the Guidance and Counselling programme in Kenya has not made much impact due to the myriad of problems facing its implementation (Orodho, 2013). Reasons given include the fact that Kenyan schools have very few reference books on Guidance and Counselling while trained personnel in this area are few or not available at all. Most school administrations do not give the necessary support required to run the programme, hence lack of resources in majority of Kenyan schools is a major hindrance to the programme's success. Where the programme exists, its role is not quite valued and is therefore not included in the school timetable. Nnabuike, (2012) maintain that generally due to Guidance and Counselling personnel being overloaded with normal teaching load and learners' attitude towards the programme, it has not made much headway in our schools.

2.4 Techniques for the implementation of guidance services

Guidance is the help given by one person to another in making choices and adjustments and in solving problems. Guidance aims at aiding the recipient to grow in independence and ability to be responsible for one's own self. It is a service that is universal – not confined to the school or the family. It is found in all sectors of life – in the home, in

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business and industry, in government, in social life, in hospitals and in prisons; indeed it is present wherever there are people who need help and who provide help.

The techniques which are generally employed by guidance workers for collecting basic data about a person are either standardized or non-standardized. The non-standardized techniques are case study, interview, rating scales, questionnaire, observation, sociometry, biography, cumulative record, and anecdotal records. The standardized techniques are tools of measuring interests, intelligence, aptitudes and personality traits. Both techniques are used in getting primary data. All the techniques are useful. The only consideration which the guidance worker should keep in mind is that the techniques employed should give reliable and objective information. Standardized tests of intelligence, interests and aptitudes provide reliable and valid information. They are reusable, less time consuming and can be scored easily. Non-standardized techniques used in the study of human beings are also helpful, and sometimes give more useful information than that given by standardized tests. For example, autobiography which is a non-standardized technique does provide clues and insights into the emotional problems of a person as well as hopes and aspirations. Similarly, case study helps the counsellor in understanding the whole individual. The use of a technique, however, depends upon what the guidance worker wants to get out of it.

2.4.1 Non-Standardized Techniques/ Tools

Non-standardized techniques are commonly employed for individual analysis by counsellors in various settings. These techniques provide a broader, varying and more subjective approach to data gathering and interpretation for human assessment. The various non-standardized tools or techniques of guidance are:

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2.4.2 The Questionnaire

A questionnaire is a list of questions to be answered by an individual or a group of individuals, especially to get facts or information. It should be elaborated to match with other techniques. Questions are designed to get information about conditions and practices about which the respondents are presumed to have the knowledge. The questions in a questionnaire are basically of two types – the closed and the open type. In the open type, questions require the individual to think and write. For example, what is your favourite sport? The closed type question requires the answer in the form 'yes' or 'no' or in a limited number of given categories. The open type questionnaire is time consuming and requires special skill in interpreting the responses. The closed type questionnaire can be **easily** scored, interpreted and is more objective.

2.4.3 Observation

According to Akinade (2012), in using this technique behaviour is studied through observation by a trained observer. The effectiveness of the technique depends upon the skillfulness of the observer. The observer is expected to observe well defined behaviours free from biases and prejudices. Observational techniques are useful in the study of students and individuals but their usefulness depends upon the manner and purpose with which they are conducted.

2.4.4 Sociometry

The purpose of this technique is to study the nature of social relationship of individual within a group. It offers an opportunity to identify personality problems, especially in isolates and the rejected. Isolates are students who remain alone with no

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relationships in the class. Rejected students are disliked by other students (Bennars, Otiende & Boisvert, 1994).. The technique is a useful source of information for appraisal of social behavior of students. There are usually three types of sociometric techniques: (i) the nomination (ii) the social acceptance and (iii) the 'who's who' or 'guess who'. In the nomination techniques the student is asked to select and name his/her peers in terms of some criterion suggested by the teacher. For example, the teacher may ask students to name three best friends in the class. In the social acceptance technique, levels of social relationship are stated and the student is asked to express his/her sociometric choice. In the 'Guess who' technique, brief descriptions of various types of students are provided and they are asked to guess who in the class matches with the description (Egbo, 2013). For example, one of the statements may be 'The boy is always in trouble with his parents', who? Egbo (2013), went further to explain that, the sociometric data are presented in the form of a sociogram which shows attractions and repulsions within a group and helps the teacher and the counsellor in discovering the problems of students in relation to the group.

3.4.5 Autobiography

. An autobiography is a description of an individual in his/her own words. As a guidance technique for studying the individual, it gives valuable information about the individual's interests, abilities, personal history, hopes, ambitions, likes, dislikes, etc. In guidance, structured autobiographic items are given to the individual and they are asked to write them out (Goodstein, Nolan, & Pfeiffer, 2006). The autobiographical material thus obtained is verified by various other means. Since feelings, values and attitudes cannot be measured by any other technique, autobiography appears to be the one technique for appraising these characteristics.

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3.4.6 Rating Scales

In this technique presence or absence or a behaviour or trait in a person is rated in terms of quantity and quality. Gysbers, (2006), opined that this occur when rating students' performance, handwriting, habits and many other aspects in your day-to-day teaching. For example, Ashok has done better than Meena in Mathematics but Meena scored the highest in Hindi. Ram is taller than Shyam but Shyam is taller than Nitesh. The word 'rate' means judging somebody or estimating the value of something. The guidance worker, who has observed the individual in many situations, gives his/her judgments (Gysbers, 2006).

In a rating scheme each student is judged on the same general traits and judgments are expressed in the form of a scale on which are marked 'very poor – poor – average – good – very good'. For contrast and convenience these ratings are shown graphically on profiles. A rating scale is a selected list of 'words, phrases, sentences, paragraphs, following which an observer records a value or rating based on some objective scale of values' (Gysbers, 2006). It is a special kind of checklist in which the items or characteristics checked are rated quantitatively or qualitatively according to the degree of presence or absence of a trait, the degree or perfection of a skill or the degree of completion of a task.

In a rating scale, the characteristics are rated according to given number of points. The points are in terms of grades or numbers. For example, meeting strangers may present a serious problem to one individual and no problem at all to another. Between these two extremes, the seriousness of the problem may differ from one individual to another. The ratings may be qualitative or quantitative (Lai-Yeung, 2014).

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2.4.7 Anecdotal Record

Gysbers (2006) argued that anecdotal record contains short descriptive accounts about some events regarding a student. Every account is a report of a significant episode in the life of a student. It is a simple statement of an incident deemed by the observer to be significant with respect to a given student. When such reports describing, on the spot, some incidents are recorded so that they may be of some significance, they are collectively known as an anecdotal record. An anecdote may be compared to a snapshot of an isolated incident of the behaviour of the student, which suggests some special significance. Just as a camera "catches" the pose of an individual at a given time, similarly the anecdote should report exactly the behaviour observed (Lai-Yeung, 2014). If we accept the uniqueness of the individual as a basic principle of guidance, this word snapshot is of immense significance to us for guidance purposes. An individual's behaviour is always in response to some felt need. For example, desire for affection or threat to his/her security may cause him/her to show certain strange behaviour. A teacher should note it down at once, i.e. he/she should have a word snapshot. Such word snapshots written by as many teachers as they meet individual students, in as many situations as possible, give a true picture of the students' behaviour pattern or his/her personality (Gysbers, 2006)..

Maintaining anecdotal records: An anecdotal record is the result of observation by a teacher about the specific behaviour of the student in a situation. It is written down to get a better understanding of the student because the teacher may forget the incident if it is not written down. The teacher writes down what they observe and do not give any remarks. They may describe the behaviour and say something by way of comment or they may describe the behaviour and suggest possible remedial measures (Lunenburg, 2010).

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What to observe: A proforma is supplied to each teacher to note down his/her observation. It contains date, place, incident and remarks on the proforma supplied. Directions to the teachers are given indicating that they must record the child's behaviour, by making their statements descriptive and specific to avoid vague/general remarks (Lai-Yeung, 2014). Their descriptions should be statements of what happened, for example, came late by half an hour without an excuse for previous day's absence, did not obey instructions and showed defiance (Lunenburg, 2010).

Areas to be noted down: Haphazardly noting down bits of information serves no purpose. Hence, in the proforma supplied, areas are clearly marked, on which observations are to be made. An anecdotal record is a record with a purpose. For example, a boy's interest in industrial work may be exhibited by his article on the visit to a local factory. A girl's interest in a literary magazine may be indicative of her literary taste. Heyden (2011), stated that a teacher can find many such occurrences in the life of his/ her students, of which he/she has to make a note. For example, a boy's comment on a radio newscast is a good item for an anecdotal record if he is interested in studying the text for current history. A girl's comment on some recent scientific invention may show her interest in science. An anecdotal record is of special interest in understanding social and emotional behaviours. If a boy is found sitting alone when all are rejoicing and making merry in a holiday excursion, shows that he has some emotional problems. Heyden (2011).

Longitudinal Approach: Only those anecdotal records are of any help to the guidance worker, in which behaviours of an individual are described over a long period of time. Longitudinal anecdotal records maintained from the nursery school to the high school are very useful. The anecdotal record file should not contain irrelevant material. The file should

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be scrutinized from time-to-time and irrelevant material may be removed. Anecdotal records pertaining to all aspects of life should be maintained.

2.4.8 Case Study Techniques of Guidance

A case study is defined as a collection of all available information – social, physiological, biographical, environmental, vocational – that promises to help explain a single individual. A case study is a comprehensive collection of information gathered using different tools and techniques of data collection. It is the most important technique and the best method of studying the whole individual. Its purpose is to say positively and with confidence that, as far as possible, all sources of information have been tapped and all kinds of data have been gathered about the client. In case study, information about the individual is so organized and combined into a whole that the individual studied is viewed as a dynamic one trying to adjust to the environment in which he is. The main object behind a case study is to observe the individual as a whole.

Behind a case study there is always a large developmental view. The counsellor is interested not only in diagnosing the problem and suggesting suitable remedies, but s/he is also interested in bringing about a better adjustment. A detailed case study is conducted for bringing about a better adjustment of the person who is the subject of investigation. The counsellor looks for the strengths and weaknesses, abilities and disabilities to plan possible ways of development and proper growth of the individual.

2.4.9 Cumulative Record

It is a record of information concerned with the appraisal of an individual student. The information which is obtained periodically through various sources, techniques, tests, interviews, observations, case study and the like, is assembled in a summary form on a

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cumulative record card, so that it may be used when the student needs advice for the solution of some educational or vocational problem. The cumulative record has been defined as "a method of recording, filing and using information essential for the guidance of students". A cumulative record card supplies information on points such as the following:

a) **Personal:** (i) name, (ii) date of birth, (iii) place of birth, (iv) sex, (v) colour, (vi) residence.

b) **Home:** (i) names of parents, (ii) occupations of the parents, (iii) parents alive or dead, (iv) economic status, (v) number of siblings, older or younger, (vi) language spoken at home.

c) **Test scores:** (i) general intelligence, (ii) achievement, (iii) other test scores, and (iv) personality traits.

d) **School attendance:** (i) days present or absent each year, (ii) schools attended with dates.

e) **Health:** record of physical disabilities, vaccination record, diseases suffered from.

f) **Miscellaneous:** (i) vocational plans, (ii) extracurricular activities, (iii) employment during studies, and (iv) counsellor's note.

Yuen (2002), stated that the analyse the items recorded on a cumulative record card, we find that only such items are included as are recorded in a case study. Data collected through non-standardized techniques like checklists, questionnaires, autobiographies do not find a place in the record card file. It must be remembered that recording and filing of information are not as important as using the information.

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2.4.10 Interviews

Kamuyu, (2001) argued an interview is a conversation with a purpose. The purposes for which interviews are arranged are introductory, fact finding, evaluative, informative and therapeutic in nature. Another characteristic is the relationship between the interviewer and the interviewee. The occasion should be used for a friendly informal talk. The interviewee should be allowed to talk in a permissive atmosphere with confidence and freedom.

2.4.10.1 Different Types of Interviews

Interviews differ with respect to the purpose that is kept in view. (Cozby, 2001) stated the purpose is to select a candidate for a post, it is an employment interview, but if the purpose is to gather some facts or verify them it will be called a fact finding interview (Bold, Kimenyi, & Sandefur, 2013). So interviews are classified on the basis of purpose. Interviews are categorized also on the basis of the nature of relationship between the interviewer and the interviewee. Popham (2010) is of the view that in interview the dominating figure is the counsellor, it is a counsellor centered interview and if it is the client, then the interview is client centered (Popham, 2010). The following are the major types of interviews:

1) **An Employment Interview:** The purpose behind such an interview is to assess the fitness of a person for the job. The interviewer talks too much and the interviewee too little. He simply answers the questions asked.
2) **A Fact Finding Interview:** The purpose of a fact finding interview is the verification of facts and data collected from other sources.

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3) **Diagnostic Interview:** The purpose of a diagnostic interview is remediation. An effort is made by the interviewer to diagnose the problem of the interviewee and find out symptoms. Necessary information is collected to help the interviewee in solving a problem.

4) **Counselling Interview:** The purpose of a counselling interview is to provide an insight, a suggestion, or a piece of advice to the interviewee. The counselling session begins with the work of collecting information and proceeds with guidance and finally ends with psychological treatment of the problem.

5) **Groups versus. Individual Interviews:** When several persons are interviewed in a group such an interview is known as a group interview, but basically all group interviews are individual interviews because it is not the group that is interviewee. The purpose behind a group interview is collecting information and the knowledge of common problems facing the group. In the individual interview the emphasis lies on the problems faced by the individual.

a) Bechuke and Debeila (2012) holds a divergent view about an individual interview. He says that in an individual interview it is not the problem faced by the individual which lies in the centre. The focus is on the individual himself/herself. The aim of an individual interview is not to solve one problem, but to help the interviewee to grow so that s/he may cope with the present and with problems that may arise in future in a better integrated manner.

6) **Authoritarian Vs. Non-authoritarian Type:** In the authoritarian types of interview, the client and his/her problems are submerged and the interviewer dominates the interview because of the elevated position that he holds (Cozby,

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2001). The **non**-authoritarian rejects the authoritarian role. The interviewee may still regard the interviewer as a man of authority, but the interviewer does not act as an authoritarian. S/he accepts the feelings of the client and does not reject them. S/he uses a variety of techniques during the interview such as suggestion, persuasion, advice, reassurance, interpretation and giving information.

7) **Directive Vs. Non-directive Interviews:** In the directive interview the interviewer directs, shows the path through advice, suggestion, persuasion or threat. But in a non-directive interview it is assumed that the interviewee has the capacity to grow and develop. S/he has complete freedom to express his/her feelings and emotions. The interviewer does not try to probe into the past of the client, makes no suggestion. S/he does not try to re-educate or change the client.

8) **Structured Vs. Unstructured Interviews:** In the structured interview a definite set of questions is predetermined. The interviewer confines himself/ herself to pre-decided questions in the interview. In a structured interview definite questions are asked. In an unstructured interview there is no such restriction. The interviewer is free to give expression to his/her ideas. The subject to be discussed is not determined in advance. The unstructured interview sometimes provides information which on the face of it, may appear to be trivial, but is extremely useful when an interpretation is made (Bechuke & Debeila, 2012).

2.5 Standardized Techniques

There are four types of standardized tests. These include achievement, interest, aptitude and personality testing. There is some overlap in these categories, especially in interest and personality. Let us examine these one by one.

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2.5.1 Aptitude Tests

Aptitude may be defined as a trait that characterizes an individual's ability to perform in a specific area or to acquire the learning necessary for performance in a given area. It presumes an inherent or natural ability that can be developed to its maximum through learning or other experiences (Bor & Watts, 2016). However, it cannot be expanded beyond a certain point, even by learning. In theory, then, an aptitude test measures the potential of one to achieve in a given activity or to learn to achieve in that activity. Aptitude tests may potentially be used by counsellors and others because (1) they may identify potential abilities of which the individual is not aware; (2) they may encourage the development of special or potential abilities of a given individual; (3) they may provide information to assist an individual in making educational and career decisions or other choices between competing alternatives; (4) they may serve as an aid in predicting the level of academic or vocational success an individual might anticipate; and (5) they may be useful in grouping individuals with similar aptitudes for developmental and other educational purposes (Bor & Watts, 2016 (Cozby, 2001).

Special Aptitude Tests – You might have seen or heard about clerical aptitude test, numerical ability test, etc. Special aptitude tests usually refer to those that seek to measure an individual's potential ability to perform or to acquire proficiency in a specific occupation or other type of activity. Tests that measure special aptitude are sometimes referred to as single aptitude tests because they only secure a measure for one specific aptitude. Counsellors, most frequently use standardized tests to measure a single aptitude in areas of mechanical, clerical, or artistic abilities. Single aptitude tests have also been

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developed for use in various graduate and professional schools. Aptitude tests are also available for particular school subjects.

Vocational Aptitude Batteries – Multiple aptitude tests typically consists of a series of subtests that relate in varying combinations to a series of occupations or occupationally related activities (Bor & Watts, 2016; Cozby, 2001). Commonly used multiple aptitude batteries are the General Aptitude Test Battery (GATB); the Differential Aptitude Battery (DAT); the Flanagan Aptitude Classification Test (FACT); and the Academic Promise Test (APT).

Scholastic Aptitude Test – Scholastic or academic aptitude tests measure one's potential for performing in academic situations. Heyden (2011) tests are those that comprise the SAT and PSAT batteries have much merit in so far as predicting academic performance at higher educational levels. However, a more appropriate label would be academic achievement, because they tend to predict future academic achievement on the basis of past learning, rather than on the basis of natural ability (Bor & Watts, 2016; Cozby, 2001)..

2.5.2 Achievement Tests

Heyden (2011) said this kind of tests focus on skills or abilities that are traditionally taught in the schools. Therefore, achievement tests may be defined as tools designed to measure the degree of student learning in specific curriculum areas common to most schools, such as Mathematics, English usages, etc. Heyden (2011) further explain that, achievement tests are used as learning measures of (1) the amount of learning, (2) the rate of learning, (3) comparisons with others or with achievement of self in other areas, (4) level of learning in sub-areas, and (5) strengths and weakness in a subject matter area because of their extensive use and relatively easy task of identifying appropriate context measures.

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2.5.3 Interest Inventory

You might have observed in your class that some students show more inclination in math, while others in computers, some in literary activities, in paintings, etc. Interest is a behaviour orientation towards certain objects, activities or experiences. It is an expression of our likes and dislikes, or our attractions and aversions. An individual chooses the most acceptable, suitable alternative out of many, go after preferred objectives, activities, etc., and consequently derives satisfaction, success and happiness out of the activities selected. Interests are related to general ability, special aptitudes and values in various ways. Linguistic and scientific interests are positively correlated with intelligence, technical interests are related to mechanical aptitude and business interests are related to the tendency to stress material as opposed to theoretical, social or aesthetic values and so on.

2.5.4 Personality Tests

Personality is inclusive of everything about one's physique, socio-emotional and personal characteristics. Therefore, personality is the sum total of an individual behaviour in social situations.

Purpose of Personality Testing – Personality testing is necessary to achieve the following purposes:

i) It helps the students in proper educational and vocational choice. Personality plays an important role in individual, personal, educational and vocational adjustment and success. It is, therefore, important to diagnose the individual's personality pattern to see whether he possesses the traits which are likely to contribute significantly to his adjustment to the course or career he is choosing.

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ii) It helps the individual in resolving emotional conflicts. Personality diagnosis becomes essential when the difficulty the individual encounters in making proper adjustment with the educational and occupational choices, lies in emotional conflict about which the client has no knowledge. When the cause of the individual's mental conflict is diagnosed, it may be possible for him to solve his problem in his own way.

iii) It helps the teacher and the counsellor. Personality testing through various techniques will help the teacher and counsellor to get this information and help the individual on the basis of this information.

iv) It helps the employer in proper selection of the personnel.

v) It helps the clinical psychologist. A clinical psychologist can use personality assessments to help choose the best therapy for his clients.

Finally, the aim of all guidance is to assist the learners to acquire sufficient understanding of themselves and of their environment to be able to utilize most intelligently the educational opportunities offered by the school and the community. Guidance is the assistance given to individual in making intelligent choices and adjustments in their lives. The ability to make wise choices is not innate; it must be developed. The fundamental purpose of guidance is to develop in each individual up to the limit of his/her capacity the ability to solve his/her own problems and to make his/her own adjustments. The techniques which are generally employed by guidance worker for collecting basic data about the individual are either standardized or non-standardized. The non-standardized techniques include interview, ratings, questionnaire, observation, sociometry, biography, cumulative record, anecdotal records. The standardized techniques are tools of measuring interests, intelligence, aptitudes and personality traits.

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2.6 Teachers attitude towards guidance service

Effort towards establishing effective Guidance and Counseling programmes brings into focus teachers attitudes towards the programmes. A study by Ocharo and Oduol (2009) observed that in the year 2001, a record of 250 Schools went on strike in Kenya and in 2008 in the months of July and August approximately 300 secondary schools going on rampage. Upon investigations the parliamentary committee established that among other causes, lack of effective guidance and counseling system was a contributory factor towards the unrest in schools (Ocharo & Odoul, 2009). Apart from strikes, prevalence of drug abuse, early pregnancies and boy-girl relationship are considered as issues that may be mitigated by appropriate guidance and counseling in schools (Lutomia & Sikolia, 2008). Family life and child rearing practices have undergone a drastic change due to the increased social and vocation mobility. Institutions of learning have had to take up most of the parenting roles hence the development of modern counseling in our educational system.

Development of guidance and counseling programmes in United States of America is attributed to John Dewey who insisted that the objective of education should be to stimulate the fullest possible growth of the individual. Guidance and counseling is therefore an important strategy to help the adolescent population that predominates the primary schools in Kenya, to navigate and negotiate the academic, emotional, psychological and social challenges of life (Kenya Institute of Education and Life skills Promoters, 2003). The Ominde Report of 1964 made recommendations that led to the establishment of a guidance and counseling unit by the Ministry of Education that took place in 1971. The National Committee on Educational Objectives and Policies (NCEOP) Republic of Kenya (2014) pointed out that guidance counseling plays an important role in enhancing a

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person's future adaptability and recommended that all teachers should participate in guidance and counseling. The Report of Presidential Working Party on Education Manpower Training for the Next Decade Republic of Kenya (1988) and beyond indicated that guidance and counseling is essential in helping the youth in primary schools identify their individual interests and needs. The Development Plan 1997–2000 (Republic of Kenya) recommended that education on counseling be enhanced.

There is a consensus in the education sector that the services have been moribund hence the current concerted efforts to revitalize guidance and counseling departments in primary schools. To attain efficiency in guidance and counseling services in schools, the attitudes of teachers may be one of the aspects to be taken into consideration.

Research undertaken by social psychologists reveal that attitude influence behavior and similarly behavior influence attitude (Baron & Byrne, 2003; Feldman; 2002). Based on these findings it may be inferred that teachers' attitudes may influence their behavior towards guidance and counseling programmes in schools. In maintaining long term discipline in schools, educators will have to device and implement disciplinary strategies that are non-coercive, yet assertive and non-confrontational.

To achieve effective discipline, modifying students' behavior is necessary. It is the researcher's opinion that educators may apply Behaviorism Theory in understanding learners' behaviors and actions so as to be able to design effective disciplinary strategies that will manage and modify students' behavior in schools effectively (Bechuke & Debeila, 2012). Kimilili Sub-County, Kenya has persistently performed poorly in national examinations: the Kenya Certificate of Primary Education and the Kenya Certificate of Secondary Educations (Wadongo, 2010; KNEC derived results, 2009-2013). It is on the

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basis of this observation that the study endeavored to establish the teachers' demographic factors influence on attitude towards guidance and counseling services in school.

2.7 Strategies Adopted in Improving Guidance and Counselling in Schools

Notwithstanding the issues related to ineffective guidance and counselling programmes in majority of educational institutions, there are strategies that must be adopted towards improving guidance and counselling service provision and managing indiscipline cases among secondary school students. Guidance and counselling services are secondary duties assigned to teachers who in the first place are already overwhelmed with classroom duties. Besides, majority of them do not have formal training in guiding and counselling to ensure effective performance in this programme. UNESCO (2000) recommends for a professional personnel in guidance and counselling who should demonstrate competence in knowledge, skills and attitude. It is in this respect that teacher counsellors have to be equipped with relevant skills and knowledge that could facilitate them in designing guidance and counselling programmes that are comprehensive. Gysbers and Handerson (2007) affirm that teacher counsellors have to be mobile and effective to allow provision of effective guidance and counselling services. In the event that they are immobile and non-creative then an ideal situation may remain and contribute to underperformance.

For discipline case, Edet (2008) suggests that school heads should encourage teachers to implement guidance and counselling programmes in school by creating time for students to participate and forward their grievances. On the contrary, some studies in Nigeria have pointed out the fact that the school heads, teachers and relevant stakeholders do not afford due recognition on the importance of guidance and counselling (Bulus, 2001;

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Denga, 2001). Roseberg et al. (2009) reveal a couple of teachers using time spared for the guidance and counselling programme to do more important and examinable subjects. Chireshe (2012) notes that non-examinable aspects were being seen as inferior and therefore ineffectively being handled. Mortomore (2004) recommends that guidance and counselling programme should utilize all the teaching staff in the schools. There must be coordination, cooperation and consultation. The programme should therefore establish a teamwork approach where each staff member is bestowed with the responsibility of ensuring the programme's success. However, teachers are over-loaded with the duty bestowed upon them and therefore require support from the head teachers like recruitment of more teachers to assist in relieving school heads of some teaching burden in order to enable them to avail more contact hours with adolescent student clients.

For Guidance and counselling to be comprehensive, it should be relevant for the client and not merely maintain a status quo. It ought to be purposeful and designed to cater for the priority needs of students. According to the report by Stone and Dahir (2006), guidance and counselling programme in schools has some strategies in place for students; social adjustment. These entail appointment of teacher counsellors to manage the programme in school, training of teachers and peer-counsellors and establishment of guidance and counselling policy for schools. From these reviewed literature, none of the studies directly measured the perfect ways that are utilized to improve school guidance and counselling programmes.

2.7.1 Counseling Methods

In order to effectively implement guidance and counseling programs to maintain positive discipline in schools, certain strategies should be considered as modes of

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conducting guidance and counseling sessions. These modes are categorized as individual guidance and counseling that deals with one learner and group guidance and counseling that deals with more than one learner at a time. The methods aim at ensuring that learner behavior, character, attitudes, values and life circumstances improve. Group guidance and counseling allows common problems to be handled at once and provides a safe environment for learners to express their feelings concerns and experiences (Mbabazi & Bagaya 2013). The National Association of School Psychologists (2006) emphasizes that schools should provide individual, family, and group counseling as alternatives for educating and supporting learners. Group guidance and counseling is successful in enhancing self-concept and self-efficacy, and prevention of learner disturbances and to help develop a very free and friendly atmosphere (Iowa Department of Education 2001; Bakhda 2004). Wambui (2015) gives evidence from the findings of her study that half of both teachers and students interviewed reported that counselors used group counseling. This method, however, suffers from lack of privacy and confidentiality (Mbabazi & Bagaya 2013).

Individual guidance and counseling comes in handy to address these challenges. It focuses on a deeper understanding of the learner as an individual and establishes self-concept and sound identity (Lam as cited in Mbabazi & Bagaya 2013). Individual guidance and counseling is effective in both preventive and remedial aspects (Iowa Department of Education 2001). However, the challenge is that since individual guidance and counseling is learner-initiated, learners may not easily confide in the teachers and may end up not being helped out of their difficulties and this might have a negative effect on maintenance of positive discipline in schools (Mbabazi and Bagaya 2013). Lapperts (2012) mentions

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that one of the most powerful ways of resolving conflict is through peer counseling, mentoring and mediation. At the heart of peer counseling is the involvement of an equal partnership as two peers counsel each other, with neither partner being regarded as having more expertise or status than the other. In their study Auni et al. (2014) found that seventy-six percent of the heads of guidance and counseling department reported that one of the strategies adopted by the schools was use of peer counselors who were appointed to represent each class since they had realized that many learners sought for social guidance from fellow learners. Hence, the stated guidance and counseling methods if properly implemented would yield positive results in maintenance of positive discipline in schools.

However, a study conducted in Uganda by Mbabazi and Bagaya (2013) found that an individual guidance and counseling strategy was commonly used as opposed to group guidance and counseling. This finding is consistent with the findings of Egbochuku (2008), Ajowi and Simatwa (2010) and Simatwa (2012) that guidance and counseling services tended to be provided to individuals after administering punishment and meant for those who could not solve their own problems. As such only a small number of learners were likely to turn up for guidance and counseling services.

In Zimbabwe, guidance and counseling is one of the strategies recommended by Ministry of Primary and Secondary Education (MOPSE) to be employed in schools to maintain positive discipline (Ministry of Education and Culture, 1993: 98-104; Ministry of Education, Sports, Arts and Culture, 1999). The MOPSE states that schools should establish guidance and counseling programs, which sensitize learners about the dangers of sexual misconduct, alcohol and drug abuse. New learners in a school should also be informed on handling situations involving bad friends and bullying by other learners

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(Ministry of Education and Culture, 1993). The schools should appoint guidance and counseling coordinators and provide adequate space and time for guidance and counseling activities.

Each school should have a team of male and female school counselors so that all learners could be assisted accordingly (Ministry of Education, Sports, Arts and Culture as cited in Chireshe, 2006). In addition, one period per class per week on the school timetable should be allocated to guidance and counseling (Ministry of Education, Sports, Arts and Culture, 2002). To reinforce the implementation of the guidance and counseling strategy to maintain positive discipline in schools, the MOPSE has conducted workshops to empower schools to implement the strategy (Bowora, 2010).

In spite of the guiding policies highlighted above, some concerns were raised by parents, learners and other stakeholders through the media regarding the implementation of guidance and counseling strategy in some secondary schools to maintain discipline. It has been alleged that there is excessive use of traditional discipline strategies in some schools, for example, in a shocking incident a school head forced a female learner to undress before severely assaulting her (Nhambura, 2011). In addition, some complaints have been raised by stakeholders pertaining to some of the disciplinary strategies used by some schools, such as ordering the learners to stand or kneel in the blazing sun for some hours because learners have been making noise in class (Makwanya et al. 2012; Simatwa, 2012).

Given the above concerns and observations by media and informally by some stakeholders, it is really not clear what is taking place at the school level in terms of the implementation of a guidance and counseling strategy to maintain positive discipline.

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Additionally, it was also observed by some stakeholders that there are pockets of very good practices whereby some schools in both urban and rural areas are implementing a guidance and counseling strategy (Newsday Reporter, 2011; Mlalazi, 2015). Hence, this study intended to examine how a guidance and counseling strategy was implemented to maintain positive discipline in Bulawayo Metropolitan secondary schools as well as concentrating on pockets of good practices.

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CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter dealt with the methods and techniques used in gathering data for the study. It discussed the research design, the population, sample and sampling technique, instrumentation, data collection procedure, methods of data analysis and problems encountered during data collection.

3.1 Research Design

The study was a descriptive survey. A descriptive survey seeks to find answers to questions through assessing opinions or attitudes of individuals towards events and procedures (Cohen & Manon, 2001). This study used descriptive survey design which helped to obtain more information about the study. The design is also purposefully selected due to condition for collection and analysis of data that is relevant to the targeted population, data sources and instruments like questionnaire. The design can be used when collecting information about people's attitudes, opinions, habits or any of the variety of the education or social issue, (Orodho & Kombo, 2002) in (Kombo & Tromp. 2006).

The cross sectional survey enables data on opinions and attitudes of samples to be representative of the target population (Cohen & Manon, 2001). In this method, the perception and opinion of the target population are summarized in frequencies and percentages towards reaching decisions and recommendations.

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3.2 Population

The study was conducted to assess techniques for the provision of guidance service in some selected senior high schools in the Kwabre East Municipality. Creswell (2007) defines study population as a group of individuals or people with the same characteristics and in whom the researcher is interested. Population is also the complete set of subjects that can be studied: people, objects, animals, plans, organisations from which a sample may be obtained.

The target population for the research comprised selected headmasters and teachers of selected senior high schools in the Kwabre East Municipality. The accessible population however was all the teachers, headmasters / headmistresses of six selected schools namely; Antoa SHS, Adanwomase SHS, Gyanma Pensan SHS, Adventist Girls SHS, Simms SHS and Kofi Agyei SHS. The number involved here was 234. The schools were chosen because they were within the Municipality where the researcher discovered the problem which influenced this study.

3.3 Sample

A sample is a representative of the total population of study. According to Kwabia (2004), what a sample of a population for a study does for the study is similar to what a table spoonful of salt does to a pot of soup. Flick (2015) suggests that, at least 10% of the population is a good representation where the population is a few thousands and 50% where the population is a few hundreds, therefore 50% was a good representation of the target population of 234. In all, 135 respondents comprising 18 heads and assistant heads and 117 teachers were sampled for the study.

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3.4 Sampling Procedure

According to Borg and Gall (2007) sampling is a technique used for selecting a given number of subjects for a target population as a representative of the population in research. To determine appropriate sample size for this study, an updated list of heads and their assistance, heads of department and teachers in the six selected public senior high schools in the Kwabre East Municipality was obtained from the municipal director of education. Purposive sampling was then used to selected all the 18 heads and their assistants from the six selected public senior high schools in the Kwabre East Municiplity, name; Antoa SHS, Adanwomase SHS, Gyamang Pensan SHS, Adventist Girls SHS, Simms SHS and Kofi Agyei SHS. Purposive sample is appropriate in situations where respondents are targeted due to their position, expertise, situation and so on (Amin, 2005). The lottery method of the simple random sampling was used to select the 117 teachers for the study. Here 'YES' and 'No' were written on pieces of paper for the teachers to pick and those who picked "YES" participated in the study. The purposive sampling was used to select the 18 headteachers and their assistants, giving a total sample size of 135.

3.5 Instrumentation

A structured questionnaire was used for data collection. A set of questionnaire items were designed to gather data for investigation into the challenges facing guidance service in senior high schools. It was made up of thirty-three (33) items. The questionnaire was designed for both teachers and school head teachers.

The questionnaires were divided into two parts. The first part was made up of demographic data about the respondents and the second part sought information about the

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tools or techniques for the provision of guidance services in Senior High Schools, Kwabre East Municipality, the attitude of teachers towards guidance service in Senior High Schools in the Kwabre East Municipality and strategies to improve guidance services in Senior High Schools in Kwabre East Municipality. Items in the questionnaires were framed in close ended fashion. It was a 5-point Likert scale (1= Strongly Disagree, 2 = Disagree, 3 = Uncertain, 4= Agree, and 5 = Strongly Agree) in which higher score indicates more perceived positive responses.

3.6 Validity and Reliability

The instrument was pilot-tested on fourteen teachers in schools outside the study area.. This was to establish the reliability of the research instrument. Reliability is the ability of an instrument to consistently measure what it is supposed to measure (Alhassan, 2000). The result yielded a coefficient of 0.84.

Alhassan (2000) defines validity as the degree to which a test actually measures what it claims to measure. Face validity is the ability of each test item to establish a logical link with an objective (Kumar, 1999). Content validity is the extent to which statements or questions represent the issue they are supposed to measure (Kumar, 1999).

3.7 Data Collection Procedure

With a letter of introduction form the Head of Department of Applied Linguistics, the researcher asked for permission and solicited the support and co-operation of the school heads and teachers of the selected schools. The questionnaires were distributed to solicit information on the investigation to the challenges facing guidance services in senior high schools and they were briefed on what was expected of them in responding to the questions.

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The completed questionnaires were collected on the same day on each occasion the questionnaire was administered.

3.8 Data Analysis Procedure

Responses obtained from the participants were collected and collated. Frequency counts and percentages were used for analysing the data obtained. The data was analyzed, using descriptive statistics with the help of SPSS (version 24) and excel and presented as percentages. According to Pagano (1990), frequency counts and percentages are also employed by the researcher in analysing frequency data. Thus basically, descriptive statistics such as frequency percentage and mean were used in analysing the data.

3.9 Ethical Considerations

For the purpose of ensuring the privacy as well as the security of the participants, ethical consideration were ensured. The respondents were given enough time tocomplete the questions administered to them to avoid errors and inaccuracies in their responses. The respondents were assured of confidentiality and anonymity of their identity as they were not required to write their names on the questionnaire. The cooperation of the respondents was eagerly sought after. The respondents were assured that the information that they would give would be treated with utmost confidentiality and that the information that they would give would be treated with utmost confidentiality and that the information would be used for academic purposes only.

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CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Introduction

This chapter sought to analyse data collected from respondents. A sample size of one hundred and thirty-five (135) was chosen, from six schools in the Kwabre East Municipality Educational Directorate, namely, Antoa SHS, Adanwomase SHS, Gyanma Pensan SHS, Adventist Girl SHS, Simms SHS and Kofi Agyei SHS. The analysis of data is in two parts. The first part focused on demographic information of the respondents, while the second part dealt with analysis of the main data related to the research question.

4.1 Demographic Characteristics of the Respondents

Demographic information of the respondents such as gender, age, marital status, academic qualifications, professional status, experience and professional rank were sought. The results are presented in table 4.1 to 4.5.

Gender of Respondents

Responses with regard to the gender of the respondents are presented in Table 4.1

Table 4.1 Gender of Respondents

Variable	Frequency	Percentage
Male	74	54.8
Female	61	45.2
Total	135	100

Source: Field Data 2020

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Table 4.1 reveals that out of a sample size of one hundred and thirty-five (135) respondents, the males formed 74(54.8%) whilst females were 61(45.2%). This item was necessary in finding out which gender was predominant among teachers and headmasters in the Kwabre East Municipality Educational Directorate. This finding is an indication that male headmasters and teachers dominate in the Kwabre East Municipal Educational Directorate. In comparison, Waititu and Khamasi (2009) observed that 65% of the teacher counselor respondents were females; an indicator that more female teachers were assigned counseling duties than male teachers, this confirms the societal-held belief that women are better nurturers and care takers. It may therefore be concluded that in spite of the limited numbers of female teachers in the secondary schools their services in the guidance service department are invaluable.

Age of Respondents

The results regarding the age distribution of the respondents are presented in table 4.2.

Table 4.2 Age of Respondents

Variable	Frequency	Percentage
21 – 30	30	22.2
31 – 40	43	31.9
41 – 50	38	28.1
51 – 60	24	17.8
Total	135	100.0

Source: Field Data, 2020

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Table 4.2 indicates that 43(31.9%) of the sample were aged between 31 to 40 years and 38 (28.1%) aged between 41 and 50 years. Furthermore, 30 (22.2%) were aged between 21 to 30 years, and remaining 24 (17.8%) were below 25 years. The finding also gives an indication that all the sampled respondents were grown-ups and experience enough to partake in a credible research endeavour such as this study. Thus, they were likely to provide the needed information.

Marital Status of the Respondents

The results regarding the marital status of the respondents are presented in the table 4.3.

Table 4.3 Marital Distribution of Respondents

Variable	Frequency	Percent
Married	85	63
Single	30	22.2
Divorce	20	14.8
Total	135	100.0

Source: Field Data, 2020

As shown in table 4.3 distribution of respondents, based on their marital status indicates that majority 85(63%) of the study respondents were married and 30(22.2%) were single. Respondents who revealed themselves as single in terms of marital status were in the minority 20(14%). The findings revealed that majority of the respondents were married.

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Academic Qualification of Respondents

The results regarding the academic qualification of the respondents are presented in the table 4.4.

Table 4.4 Academic Qualification of Respondents

Variable	Frequency	Percentage
PhD	6	4.4
Master's Degree	33	24.5
1st Degree	96	71.4
Total	135	100.0

Source: Field Data, 2020

Table 4.4 indicates that in terms of the academic qualification of respondents, most respondents 96 (71.1%) had some form of tertiary education (Bachelor Degree), 33(24.5%) had postgraduate degree education and the remaining 6(4.4%) had PhD. This finding is indicative of the high level of education amongst the respondents.

Experience of Respondents

The results regarding the experience of the respondents are presented in the table 4.5.

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Table 4.5 Experience of Respondents

Variable	Frequency	Percentage
1 - 5 years	71	52.6
6-10 years	7	5.2
11-15 years	22	16.3
16 years and above	35	25.9
Total	135	100.0

Source: Field Data, 2020

To show the credibility of respondents, especially those in education, the respondents needed to have a certain level of experience on the job to qualify to give authentic and reliable responses to the questionnaire instruments. Table 4.5 shows respondents' years of experience. The result shows that 71(52.6%) of teachers surveyed had been in the education service between 1-5 years, 35(25.9%) between 16 years and above, 22(16.3%) for periods 11-15 years. Also 7 (5.2%) of the respondents had been with the education service for a period between 6 – 10 years. Thus, it was expected that, these respondents would show great understanding of the research topic in terms of what contributes to guidance service in Senior High Schools in the Kwabre East Municipality.

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4.2 Analysis of the Main Data

Analysis of the main data is organized in line with the main themes of the research questions.

1. **Research Question One: What are the techniques for the implementation of guidance services in Senior High Schools in the Kwabre East Municipality?**

The Research Question 1 sought to find out the tools or techniques for the implementation of guidance service in Senior High Schools in the Kwabre East Municipality and the results are presented in Table 4.6.

Table 4.6: The tools or techniques for the implementation of guidance service in Senior High Schools

	SA N (%)	A N (%)	N N (%)	D N (%)	SD N (%)	Total N (%)	Mean	SD
Case Study Techniques of Guidance	67(49.6)	47(35)	8(5.9)	12(8.9)	1(0.7)	135(100)	3.98	.981
Observation	59(43.7)	55(40.7)	4(3)	14(10.4)	3(2.2)	135(100)	3.69	1.089
Interviews	66(48.9)	48(35.5)	4(2.9)	10(7.4)	7(5.3)	135(100)	3.62	1.165
Sociometry	63(46.7)	48(35.6)	7(5.2)	13(9.6)	4(3)	135(100)	3.50	1.239
Autobiography	51(37.8)	56(41.5)	9(6.7)	14(10.4)	5(3.7)	135(100)	3.47	1.196
The Questionnaire	54(40)	52(38.5)	8(5.9)	10(7.4)	11(8.1)	135(100)	3.41	1.265
Rating Scales	47(34.8)	61(45.2)	8(5.9)	9(6.7)	10(7.4)	135(100)	3.41	1.283
Cumulative Record	25(18.5)	59(43.7)	21(15.6)	20(14.8)	10(7.4)	135(100)	3.32	1.176
Anecdotal Record	42(31.1)	36(26.7)	21(15.6)	18(13.3)	18(13.3)	135(100)	2.95	1.340

Source: Field Data, 2020

The heads and teachers were asked to rate over a 5-point Likert like scale the tools or techniques for the implementation of guidance services in Senior High Schools in the

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Kwabre East Municipal Educational Directorate. From the results, a mean score of less than 3.0 suggests disagreement while a mean score of 3.0 and more suggests agreement. Thus, from Table 4.6, it is observed that the mean score of 3.98 and above in all cases indicate that, the respondents agreed the Senior High School guidance services in the Kwabre East Municipal Directorate used tools or techniques for the implementation of guidance services listed in Table 4.1, that is Case Study Techniques of Guidance, Observation, Interviews, Sociometry, Autobiography, The Questionnaire, Rating Scales, Cumulative Record and Anecdotal Record. The mean score of 3.98 for Case Study Techniques of Guidance suggests that, the respondents agreed the most tools or techniques for the implementation of guidance service was Case Study Techniques of Guidance. The study revealed that school counsellors in the Kwabre East use Case Study Techniques of Guidance as tool or technique for the implementation of guidance services. A case study is defined as a collection of all available information – social, physiological, biographical, environmental, vocational – that helps to explain a single incidence or individual. A case study is a comprehensive collection of information gathered using different tools and techniques of data collection (Jenkins & Palmer, 2012). Its purpose was to say positively and with confidence that, as far as possible, all sources of information have been tapped and all kinds of data have been gathered about the client. In case study, information about the individual is so organized and combined into a whole that the individual studied is viewed as a dynamic one trying to adjust to the environment in which he is. The main object behind a case study is to observe the individual as a whole (Jenkins & Palmer, 2012).

Behind a case study there is always a large developmental view. The counsellor is interested not only in diagnosing the problem and suggesting suitable remedies, but they

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are also interested in bringing about a better adjustment. A detailed case study is conducted for bringing about a better adjustment of the person who is the subject of investigation. The counsellor looks for the strengths and weaknesses, abilities and disabilities to plan possible ways of development and proper growth of the individual (Jenkins, & Palmer 2012).

From table 4.1 the study revealed that majority of the respondents strongly agreed that Observation (Mean = 3.69; SD = 1.089), Interviews (Mean = 3.62; SD = 1.165), Sociometry (Mean = 3.50; SD = 1.239) Autobiography (Mean = 3.47; SD = 1.196). The Questionnaire (Mean = 3.41; SD = 1.265) Rating Scales (Mean = 3.41; SD = 1.283) were the tools or techniques for the implementation of guidance services in Senior High Schools. The findings support the argument made by Akinade (2012), that this technique behaviour is studied through observation by a trained observer. The effectiveness of the case study technique depends upon the skillfulness of the observer. The observer is expected to observe well defined behaviours free from biases and prejudices. Observational techniques are useful in the study of students and individuals but their usefulness depends upon the manner and purpose with which they are conducted.

Research question two: What is the attitude of teachers towards the provision of guidance services in Senior High Schools in the Kwabre East Municipality?

The Research Question two sought to find the attitude of teachers towards guidance services in Senior High Schools in Kwabre East Municipality, and the results are presented in Table 4.7.

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Table 4.7: The attitude of teachers towards guidance services in Senior High Schools in Kwabre East Municipality.

	SA	A	N	D	SD	Total	mean	SD
	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)		
Guidance service is an important service in school	75(55.6)	32(23.7)	10(7.4)	8(5.9)	10(7.4)	135(100)	3.99	1.267
There is need for training in guidance	55(40.7)	51(37.8)	10(7.4)	15(11.1)	4(3)	135(100)	3.94	1.077
Feel that Guidance service does not help pupils change their behavior	87(64.4)	33(24.4)	-	9(6.7)	6(4.4)	135(100)	3.87	1.274
Always willing to discuss Guidance service practices with teachers	68(50.4)	39(28.9)	7(5.3)	14(10)	7(5.9)	135(100)	3.85	1.213
Always inform pupils to seek guidance service from teachers when in problems	58(43)	54(40)	4(3)	10(7.4)	9(6.7)	135(100)	3.85	1.219
Guidance service deals with indiscipline cases	54(40)	47(34.8)	9(6.7)	17(12.6)	8(5.9)	135(100)	3.81	1.194
Willing to support teachers to implement guidance service policy	71(52.6)	31(23)	7(5.2)	18(13.3)	8(5.9)	135(100)	3.75	1.348
Guidance service help improve student teacher relations	53(39.3)	48(35.6)	8(5.9)	6(4.4)	20(14.8)	135(100)	3.64	1.411
Serious concern regarding the competency of practicing counselors in their schools	49(36.3)	30(22.2)	15(11.1)	19(14.1)	22(16.3)	135(100)	3.41	1.38

Source: Field Data, 2020

Table 4.7 shows that 75 (55.6%, mean = 3.99) of the respondents strongly agreed that Guidance is an important service in school was one of the major attitudes of teachers towards guidance services in Senior High Schools in Kwabre East Municipality. Also, 32 (23.7%) responded agreed, 10 (7.4%) were neutral, 8 (5.9%) were disagreed and remaining

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agreed 10 (7.4%) disagreed. The finding is in line with (Ansah, 2015) who stated that the major aim of Guidance Service is to encourage students' academic, social, emotional and personal development. To reach this aim, guidance service help students get to know themselves better and find effective solutions to their daily problems. It enables students undergoing certain difficulties in their lives, to ask questions and clarify them through guidance. Therefore, guidance helps them ask without any fear since the person in charge is willing to help (Bempah, 2010).

Table 4.7 shows that 55 (40.7%) of the respondents strongly agreed that there is need for training in guidance service in Senior High Schools for students in Kwabre East Municipality. Again, 51 (37.8%) respondents agreed, 10 (7.4%) were neutral, 15 (11.1%) disagreed and the remaining 4 (3%) strongly disagreed. The need for training in guidance and counseling (Mean = 3.94) has a significant effect on the attitudes of teachers towards guidance services in Senior High Schools. The findings support Kelleher (2003) which provides funds for guidance and counseling training institutes, fellowships for counselor preparation, and expanded guidance and testing programs in the schools, seemed to provide the kind of recognition and legitimacy that had been previously lacking. Many public schools were quick to establish and maintain guidance services with the newly acquired financial support of national, state, and local governments. So rapid was their growth that today many public schools are critically reevaluating their guidance programs for cut-backs where there is duplication or over-extension of services. Guidance services in non-public schools, however, have tended to lag behind, primarily due to the lack of financial support enjoyed by many of the public schools.

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Table 4.7 shows that 87 (64.4%, Mean = 3.87) of the respondents strongly agreed that Guidance service does not help pupils change their behavior. This was one of the major attitudes of teachers towards guidance services in Senior High Schools in Kwabre East Municipality. A significant number of 33 (24.4%) respondents agreed, 9 (6.7%) disagreed and the remaining 6 (4.4%) strongly disagreed.

Table 4.7 shows that 68 (50.4%) of the respondents strongly agreed that students are always willing to discuss Guidance services practices with teachers, and this is the attitude of teachers towards guidance services in Senior High Schools in Kwabre East Municipality, 39 (28.9%) respondents agreed, 7 (5.3%) were neutral, 14 (10%) disagreed and the remaining 7 (5.9%) strongly disagreed. The study revealed that majority (Mean = 3.85) agreed heads willing to discuss guidance service practices with teachers significantly affects attitudes of teachers towards guidance service in Senior High Schools.

Table 4.7 shows that 58 (43; Mean = 3.85) of the respondents strongly agreed that always inform pupils to seek Guidance service from teachers when in problems was seen as one of the major attitudes of teachers towards guidance service in Senior High Schools in Kwabre East Municipality. Also, 54(40%) respondents agreed, 4(3%) were neutral, 10(7.4%) disagreed and the remaining 9(6.7%) strongly disagreed. The finding of the study agrees with (Bechuke, & Debeila, 2012) that the major aim of Guidance Counseling Services is to encourage students' academic, social, emotional and personal development. To reach this aim, guidance services help students get to know themselves better and find effective solutions to their daily problems. They also help students improve themselves in all areas and be full-functioning individuals. Counselors monitor students' development and according to their needs they give students necessary support such as helping them to

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understand themselves and their needs, to solve their problems, to make realistic decisions, to improve their abilities and skills, and to adjust themselves and their environment in a healthy way (Bechuke & Debeila, 2012).

Bechuke and Debeila (2012) stated that while implementing guidance and counseling services, showing respect to individual differences is essential. Continuity and willingness are vital in guidance, and also confidentiality is essential in psychological counseling. In the guidance and counseling services, the student and his/her needs are in the center. While supporting him, counselors cooperate with the administrators, teachers, parents and the other staff members if it's necessary. Working with the teachers and administrators is another service which is given by the counselors. Preparing handouts (Bechuke & Debeila, 2012), trainings for the faculty or contacting outside experts to get consultation and trainings; preparing handouts/trainings for the parents about parenting related topics or inviting outside experts to do the trainings can be defined under these services .

Again, Table 4.7 shows that 50 (40%, Mean = 3.81) of the respondents strongly agreed that Guidance service deals with indiscipline cases was one of the major attitudes of teachers towards guidance service in Senior High Schools in Kwabre East Municipal. Again, 47(34.7%) responded agreed, 9 (6.7%) were neutral, 17 (12.6%) disagreed and the remaining 8(5.9%) strongly disagreed. Student indiscipline had plagued schools leading to series of unrest, destruction of school property, vandalism, sexual abuse, killing and drug abuse just to mention a few. According to Njimu (2011), at Colobine high school in Colorado, two heavily armed students killed twelve students, one teacher and seriously wounded nearly two dozen others before killing themselves, in the Sharpeville massacre

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of 1960 which affected students in South Africa. In Nigeria 1990, schools were in so much conflict that soldiers were deployed to schools to assist in control of students' behavior. In Kenya the indiscipline cases were on the rise, ranging from school unrest, drug abuse, sexual abuse pregnancy, bullying, aggressive behavior laziness and inept parenting. Traditionally, suspension, expulsion and corporal punishment were popularly used to contain indiscipline

Table 4.7 shows that 71 (52.6%, mean = 3.75) of the respondents strongly agreed that Willing to support teachers to implement guidance service policy was one of the major attitudes of teachers towards guidance services in Senior High Schools in Kwabre East Municipality. Again, 31(23%) respondents agreed, 7(5.2%) were neutral, 18(13.3%) disagreed and the remaining 8(5.9%) strongly disagreed. It is vital that teachers and school support staff receive adequate professional training and preparation to facilitate the back-to-school effort. This should take into account health and sanitation protocols and guidelines, the requirements for teaching and learning in reconfigured schools and classrooms, the challenges of reduced classroom sizes and instructional time, and the demands on teachers who conduct both face-to-face and remote instruction.

Table 4.7 shows that 53 (39.3%, Mean = 3.64) of the respondents strongly agreed that guidance services help improve student teacher relations was one of the major attitudes of teachers towards guidance services in Senior High Schools in Kwabre East Municipal. Again, 48(35.6%) respondents agreed, 8(5.9%) were neutral, 6(4.4%) disagreed and a significant majority 20(14.8 %) strongly disagreed to the statement. The findings support the argument made by (Wambui, 2015) that improving students' relationships with teachers has important, positive and long-lasting implications for both students' academic

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and social development. Solely improving students' relationships with their teachers will not produce gains in achievement. However, those students who have close, positive and supportive relationships with their teachers will attain higher levels of achievement than those students with more conflict in their relationships. The researcher went further to explain that a student who feels a strong personal connection to her teacher, talks with her teacher frequently, and receives more constructive guidance and praise rather than just criticism from her teacher. The student is likely to trust her teacher more, show more engagement in learning, behave better in class and achieve higher levels academically. Positive teacher-student relationships draw students into the process of learning and promote their desire to learn (assuming that the content material of the class is engaging, age-appropriate and well matched to the student's skills).

Table 4.7 shows that 49 (36.3 %, Mean = 3.41) of the respondents strongly agreed that serious concern regarding the competency of practicing counselors in their schools was one of the major attitudes of teachers towards guidance service in Senior High Schools in the Kwabre East Municipality. Also, 30 (22.2%) respondents agreed, 15(11.1 %) were neutral, 19(14.1 %) disagreed and the remaining 22 (16.3%) strongly disagreed. The study supports the idea that experience and competence are also important when choosing a professional counselor. Counselors are trained to provide guidance on personal, social, or psychological problems. ... They should also complete supervised experience before they're allowed to practice on their own (Baron, & Byrne, 2003).

Research question three: What are strategies to improve guidance services in Senior High Schools in the Kwabre East Municipality?

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The researchers asked the respondents to rate their agreement or disagreement on the influence of training on teachers' performance. The result is shown in Table 4.8.

Table 4.8: Strategies to improve guidance service in Senior High Schools in Kwabre East Municipal

	SA N (%)	A N (%)	N N (%)	D N (%)	SD N (%)	Total N (%)	mean	SD
Encourage and facilitate teachers especially male to attend in-service training and workshops in guidance and counseling	87(64.4)	33(24.4)	-	9(6.7)	6(4.4)	135(100)	4.28	1.137
Strong leadership	68(50.4)	39(28.9)	7(5.3)	14(10)	7(5.9)	135(100)	4.02	1.268
Goal setting and progress monitoring	58(43)	54(40)	4(3)	10(7.4)	9(6.7)	135(100)	3.97	1.398
Direct Interventions	54(40)	47(34.8)	9(6.7)	17(12.6)	8(5.9)	135(100)	3.97	1.460
People with the professional capacity to help students manage their problems or refer them to expert help	71(52.6)	31(23)	7(5.2)	18(13.3)	8(5.9)	135(100)	3.89	1.181
Involvement of student in school activities	53(39.3)	48(35.6)	8(5.9)	6(4.4)	20(14.8)	135(100)	3.89	1.137
Involving Parents	59(43.7)	55(40.7)	4(3)	14(10.4)	3(2.2)	135(100)	3.71	1.268
Good relationships and communication both internal and external to the school	66(48.9)	48(35.5)	4(2.9)	10(7.4)	7(5.3)	135(100)	3.54	1.398
Strategic resourcing of people, time and space	63(46.7)	48(35.6)	7(5.2)	13(9.6)	4(3)	135(100)	3.42	1.460
Creating awareness among teachers on importance of guidance and counseling services on pupils	51(37.8)	56(41.5)	9(6.7)	14(10.4)	5(3.7)	135(100)	4.28	1.181

Source: Field Data, 2020

Table 4.8 shows that 87 (64.4%) of the respondents strongly agreed that one of the strategies to improve guidance services in Senior High Schools in Kwabre East Municipal was to encourage and facilitate teachers, especially male teachers, to attend in-service training and workshops in guidance and counselling, 33 (24.4%) agreed, 9 (6.7%)

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disagreed while 6 (4.4%) strongly disagreed. The result implies that significant majority (Mean = 4.28) strongly agreed that to improve guidance services the schools should encourage and facilitate teachers especially male teachers to attend in-service training and workshops in guidance services.

Again, Table 4.8 shows that 68 (50.4%) of the respondents strongly agreed that strong leadership was one of the strategies to improve guidance services in Senior High Schools in Kwabre East Municipal, 39 (28.9%) agreed, 9 (6.7%) disagreed while 6 (4.4%) strongly disagreed. The study revealed that strong leadership (Mean = 4.02) improves guidance services in Kwabre East Municipality. The finding of the study supported the idea of (Denga, 2015) who stated strong leaders must have vision, creativity and, most importantly, the ability to influence others to support them in the challenges of moving an organization into unchartered territory. Good leadership is about taking ventures forward and finding new avenues where the business can evolve and prosper.

Again, Table 4.8 shows 87 (64.4%; Mean = 3.97) of the respondents strongly agreed that Goal setting and progress monitoring was one of the strategies to improve guidance services in Senior High Schools in Kwabre East Municipality, 33 (24.4%) agreed, 9 (6.7%) disagreed while 6 (4.4%) strongly disagreed. The study revealed that *setting goals* helps trigger new behaviours, helps guide your focus and helps you sustain that momentum in life. *Goals* also help align your focus and promote a sense of self-mastery. In the end, you can't manage what you don't measure and you can't improve upon something that you don't properly manage (Fox, & Butler, 2019).

Table 4.8 shows that 54 (40%) of the respondents strongly agreed that Direct Interventions was one of the strategies to improve guidance services in Senior High

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Schools in Kwabre East Municipality, 47 (34.8%) agreed, 9 (6.7%) were neutral 17 (12.6%) disagreed while 8 (5.9%) strongly disagreed. The study commensurates the statement (Kearney & Silverman, 2013) that direct student services are in-person interactions between school counselors and students. Through the direct services of classroom instruction, career literacy, dropout prevention, social and emotional supports, and individual student planning, school counselors help students develop knowledge, attitudes, and skills to enhance academic achievement and college and career readiness. Indirect student services are services provided on behalf of students as a result of effective program implementation and school counselor's interactions with others. Through indirect services of program management, advocacy and outreach, collaboration, consultation, and referral, school counselors enhance student achievement and promote equity and access for all students.

Table 4.8 shows that 71 (52.6%) of the respondents strongly agreed that people with the professional capacity to help students manage their problems or refer them to expert help was strategies to improve guidance services in Senior High Schools in Kwabre East Municipality, 31 (23%) agreed, 7 (5.2%) were neutral 18 (13.3%) disagreed while 8 (5.9%) strongly disagreed. The study supports and enhances learning and schools' capacity to manage change. The school emphasizes change in the core business of teaching and learning, and issues affecting school improvement and implications for capacity building, using data to help guide improvement efforts; high quality professional (Patton, & Burton, 2017).

From Table 4.8, majority 87 (64.4%) of the respondents strongly agreed that involvement of student in school activities was one of the strategies to improve guidance

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services in Senior High Schools in the Kwabre East Municipality, 33 (24.4%) agreed, 9 (6.7%) disagreed while 6 (4.4%) strongly disagreed. Getting involved in activities outside of school can help international students meet new people with whom they share interests. You will improve your social skills as a result. Extracurricular activities also help students expand their networks, which is beneficial for finding career opportunities after graduation. Some students worry that participating in extracurricular activities may take away too much time from their schoolwork, thus hurting their grades; however, extracurricular activities can actually improve your grades and your outlook on school in general. Participating in activities you are passionate about can increase your brain function, help you concentrate and manage your time better, all of which contribute to higher grades. High endurance sports, for example, will train you to focus and build stamina in the face of intense difficulty. This gives you an advantage when it comes to studying and taking exams.

Table 4.8 shows that 59 (43.7%) of the respondents strongly agreed that involving parents was one of the strategies to improve guidance services in Senior High Schools in the Kwabre East Municipality, 55 (40.7%) agreed, 4 (3%) were neutral, 14 (10.4%) disagreed while 3 (2.2%) strongly disagreed. The study showed that involving parents (Mean = 3.71) was identified as one of the strategies to improve guidance service. The finding is in line with (Menon, 2010). A parent has the right to use the school guidance and counselling services at school to ensure that their children are offered the right guidance, by may be reading the materials provided to the learners by their school counselors. Counselors sometimes too engage in the reviewing of the content and curriculum of guidance and counselling. In case the school wants to revise the school

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curriculum, they can involve the parents to: provide materials needed for guidance and counselling in the school for example magazines, books among others, avail themselves when needed at the school may be to discuss problems caused by their children and take them positive if they are. They should not show favourism towards their children.

Table 4.8 shows that 66 (48.9%) of the respondents strongly agreed good relationships and communication both internal and external to the school was strategies to improve guidance service in Senior High Schools in the Kwabre East Municipality, 48 (35.5%) agreed, 4 (2.9%) were neutral 10 (7.4%) disagreed while 7 (5.3%) strongly disagreed. Students of all ages, from pre-school to college, benefit from effective communication with their teachers. Remember, communication is a two-way street – teachers need to communicate information to students and count on them to listen and remember, but teachers also need to make sure students are comfortable and confident about sharing their thoughts. So, how can teachers make sure they're encouraging effective exchanges of communication?

Both internally and externally, teachers can be effective communicators with students by doing the following: making themselves available to answer and meet students' needs. For younger students, this can mean simply starting conversations. Being available after school and via e-mail is a good way to be there for older students. Being clear about policies, procedures, and acceptable practices. Teachers need to make sure their expectations are clearly stated, sometimes in both word and print. This way, students are not confused about what the teacher wants. Being open to all questions and feedback. Sometimes students need more clarification on a topic or want to share feelings that a

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teacher might find uncomfortable. For example, if a student feels he or she received an unfair grade, the teacher should be open to communication from the student.

Table 4.8 shows that 63 (46.7%) of the respondents strongly agreed that strategic resourcing of people, time and space was one of the strategies to improve guidance services in Senior High Schools in the Kwabre East Municipality, 48 (35.5%) agreed, 7 (5.2%) were neutral 13 (9.6%) disagreed while 4 (3%) strongly disagreed. The findings support the idea that counsellors must anticipate the psychological and social-emotional impact of guidance services on all learners, teachers and education support staff, and ensure that resources and support services are accessible and available to any member of the school community.

Table 4.8 shows that 51 (37.8%) of the respondents strongly agreed creating awareness among teachers on importance of guidance and counseling services on pupils was identified as a strategy to improve guidance services in Senior High Schools in the Kwabre East Municipality, 56 (41.5%) strongly agreed, 9 (6.7%) were neutral 14 (10.4%) disagreed while 5 (3.7%) strongly disagreed. Apart from subject teaching, teachers are entrusted with many responsibilities nowadays. Guidance and counseling are some of their major duties. In the guidance and counseling literature, these two words generally take on different meanings. The former refers to helping students' whole-person development, while the latter is frequently targeted at helping students with problems. In other words, guidance work is preventive and developmental in nature whereas counseling is more of supportive, remedial work. The global trend seems to have moved from a casework and remedial approach to a preventive, developmental approach in providing guidance and counselling (Lutomia & Sikolia, 2008). Since all teachers are involved in student guidance and counselling at school to varying degrees, there is a definite and important need for

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guidance and counselling training for all teachers. Some guidance teachers have indeed demanded such training for all teachers. They even thought this was "the basic requirement of a teacher" (Yuen, 2002, p.175). However, a search in the literature about teachers' training needs in guidance and counselling showed a scarcity of research in this topic. Most studies focused on peripheral topics such as qualifications and mode of training for guidance personnel (McCarthy, 2001), or the training needs of career guidance personnel (Patton & Burton, 1997; Patton, 2000).

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents summary of findings of the study, conclusions drawn from the findings, recommendations based on the findings and suggestions for further studies.

5.1 Summary

The purpose of the study was to investigate into the challenges facing guidance service in Senior High Schools in the Kwabre East Municipality of the Ashanti Region of

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Ghana. The objectives of the study were to establish the tools or techniques for the implementation of guidance service in Senior High Schools in the Kwabre East Municipality, determine the attitude of teachers towards guidance services in Senior High Schools in the Kwabre East Municipality. To identify strategies to improve guidance service in Senior High Schools in the Kwabre East Municipality and the researcher used descriptive survey design with quantitative approach for the study. The target population for the study was all the headteachers, and teachers in Senior High Schools in the Kwabre East Municipality. Simple random and purposive sampling were used to select all the 135 headmasters and teachers in the Senior High Schools in the Kwabre East Municipality for the study. Closed ended questionnaire was used to collect data for the study.

5.2 Main Findings

Research question one

The study revealed that the mean score of 3.98 for case study techniques of guidance suggests that the respondents agreed the most tool or technique for the implementation of guidance service was case study technique of guidance.

Research question two

The research question sought to find out the attitude of teachers towards guidance service in Senior High Schools in the Kwabre East Municipality. The study revealed that majority (65% - 85%) of the respondents agreed that teachers always willing to discuss guidance service practices with teachers, always inform pupils to seek guidance service from teachers when in problems, guidance service deals with indiscipline cases, willing

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to support teachers to implement guidance service policy, guidance service helps improve student-teacher relations and serious concern regarding the competency of practicing counselors in their schools were the attitudes of teachers towards guidance service in Senior High Schools in the Kwabre East Municipality.

Research question three

The study also revealed that (70%-80%) of the respondents agreed that "encourage and facilitate teachers especially male teachers to attend in-service training and workshops in guidance and counseling, strong leadership, goal setting and progress monitoring, direct interventions, people with the professional capacity to help students manage their problems or refer them to expert help, involvement of students in school activities, involving parents, good relationships and communication both internal and external to the school, strategic resourcing of people, time and space and creating awareness among teachers on importance of guidance and counseling services on pupils" were the strategies that help to improve guidance service in Senior High Schools in the Kwabre East Municipality.

5.3 Conclusions

The study findings indicated that the tools or techniques for the implementation of guidance service in Senior High Schools in the Kwabre East Municipality were Case Study Techniques of Guidance observation, Interviews, Sociometry, Autobiography, The Questionnaire, Rating Scales, Cumulative Record, Anecdotal Record.

It was also concluded that the attitude of teachers towards guidance service in Senior High Schools in the Kwabre East Municipality were identified as Guidance and counseling

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is an important service in school, There is need for training in guidance and counseling, Feel that Guidance service does not help pupils change their behaviour, always willing to discuss guidance service practices with teachers, always inform pupils to seek guidance service from teachers when in problems, guidance service deals with indiscipline cases willing to support teachers to implement guidance service policy, guidance services help improve student teacher relations and serious concern regarding the competency of practicing counselors in their schools.

It is again concluded that there are strategies that help to improve guidance service in Senior High Schools in the Kwabre East Municipality which include, encourage and facilitate teachers especially male to attend in-service training and workshops in guidance and counseling, strong leadership, goal setting and progress monitoring, direct interventions, people with the professional capacity to help students manage their problems or refer them to expert help, involvement of student in school activities, involving parents, good relationships and communication both internal and external to the school, strategic resourcing of people, time and space and creating awareness among teachers on importance of guidance and counseling services on pupils.

5.4 Recommendations

1. The school should allocate more time for guidance and counselling programmes on the timetable, if meaningful learning is to take place. Learners could have two or three periods per week per class.

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2. Guidance and counselling programmes in schools should be strengthened and encouraged by teachers and school authorities in order to bring the best out of students concerning their academic, personal-social and career development.
3. School administration should consider employing full time guidance coordinators in the Senior High Schools to allow for constant and fulltime access of the students to the coordinators. This will also allow teachers to concentrate on their teaching duties as coordinators also embark on guidance and counselling service delivery.
4. To enhance effectiveness of Guidance and Counselling programmes, the Ministry should ensure that schools have adequate resources such as books, furniture, suitable accommodation and other materials.
5. Ghana Government in collaboration with the Ministry of Education should make funds available for the provision of essential resources and materials needed for the effective

   implementation and administration of guidance and counselling services in Senior High Schools.
6. Students should be enlightened by school authorities and guidance coordinators on the impact of guidance services on their academic, career and personal-social development. This move would help them have positive attitude towards guidance services, which can make them have the zeal to patronize the services.

5.5 Suggestions for Further Study

The study was done to investigate into the challenges facing guidance service in Senior High Schools in the Kwabre East Municipality of the Ashanti Region of Ghana.

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Further study should therefore be carried out to find out the effects of guidance service on student academic performance in the remaining senior high schools in the Kwabre East Municipality.

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APPENDIX

Appendix A: Questionnaire for teachers

APPENDIX A

Dear Respondent,

INVESTIGATION INTO THE CHALLENGES FACING GUIDANCE SERVICE IN SENIOR HIGH SCHOOLS. A CASE OF KWABRE EAST MUNICIPALITY

I am Florence Okyere Boateng, a graduate student of the University of Education, Winneba, conducting a study on the topic investigation into the challenges facing guidance service in senior high schools. A case of Kwabre East Municipality.

This study is in partial fulfilment for the award of Master of Arts Educational leadership. It would be appreciated very much if you could kindly respond to the questionnaire attached as you have been selected to participate in the study. Your name and your school's name would not be needed in the questionnaire unless you wish to

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provide them. The information you will provide will be anonymous and will be used for academic research purposes only.

I count on your co-operation in this regard.

Thank you.

A. Bio Data

1. Please Tick [√] to indicate your gender

a) Male [ ] b) Female [ ]

2. Please Tick [√] to indicate your age range.

a) Below 20 years [ ] c)31-40 [ ]

b) 21-30 [ ] d) 41-50 [ ]

3. Please Tick [√] to indicate your marital status

a) Married [ ] b) Single [ ] c) Divorce [ ]

4. Tick [√] to indicate your educational level

a) Diploma [ ] c) Masters [ ]

Degree [ ] d) Others (please specify) ……..

5. Tick [√] to indicate the number of years of working at the hotel

a) 0-5 years [ ] c) 12-16 years [ ]

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b) 6-11 years [ ] d) 17 years and above [ ]

SECTION B

What are the tools or techniques for the implementation of guidance service in Senior High Schools in the Kwabre East Municipality?

Please tick (√) in the appropriate boxes to indicate the tools or techniques for the implementation of guidance service in Senior High Schools in the Kwabre East Municipality.

1=Strongly disagree; 2= Disagree, 3= Uncertain; 4= Agree; 5= Strongly agree

No		1	2	3	4	5
6	Observation					
7	The Questionnaire					
8	Sociometry					
9	Autobiography					
10	Rating Scales					
11	Interviews					
12	Anecdotal Record					
13	Case Study Techniques of Guidance					
14	Cumulative Record					

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SECTION C

What is the attitude of teachers towards guidance service in Senior High Schools in the Kwabre East Municipality?

Please tick (√) in the appropriate boxes to indicate the attitude of teachers towards guidance service in Senior High Schools in the Kwabre East Municipality.

1= Strongly disagree; 2= Disagree, 3= Uncertain; 4= Agree; 5= Strongly agree

No	Statement	1	2	3	4	5
15	Feel that G&C does not help pupils change their behaviour					
16	Always inform pupils to seek G&C from teachers when in problems					
17	Always willing to discuss G&C practices with teachers					
18	Willing to support teachers to implement G&C policy					
19	Guidance and counselling help improve student teacher relations					
20	There is need for training in guidance and counseling					
21	serious concern regarding the competency of practicing counselors in their schools					
22	Guidance and counseling is an important service in school					
23	Guidance and counseling deals with indiscipline cases					

SECTION C

What are strategies to improve guidance service in Senior High Schools in the Kwabre East Municipality?

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Please tick (√) in the appropriate boxes to indicate the strategies to improve guidance service in Senior High Schools in the Kwabre East Municipality?

1= Strongly disagree; 2= Disagree, 3= Uncertain; 4= Agree; 5= Strongly agree

No	Statement	1	2	3	4	5
25	People with the professional capacity to help students manage their problems or refer them to expert help					
26	goal setting and progress monitoring					
27	Involvement of student in school activities					
28	Involving Parents					
29	Direct Interventions					
30	Good relationships and communication both internal and external to the school					
31	Strong leadership					
32	Strategic resourcing of people, time and space					
33	Encourage and facilitate teachers especially male to attend in-service training and workshops in guidance and counseling					
34	Creating awareness among teachers on importance of guidance and counseling services on pupils					