UNIVERSITY FOR DEVELOPMENT STUDIES

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EVALUATION OF GUIDANCE SERVICES IN SENIOR HIGH SCHOOLS

IN THE SAGNARIGU MUNICIPALITY.

FAISAL ALHASSAN

2025

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FAISAL ALHASSAN

(UDS/MGC/0002/22)

THESIS SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL FOUNDATIONS, FACULTY OF EDUCATION, UNIVERSITY FOR DEVELOPMENT STUDIES IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER OF PHILOSOPHY DEGREE IN GUIDANCE AND COUNSELLING

SEPTEMBER, 2025

DECLARATION

Student

I hereby declare that this thesis is the results of my original work and that no part of it has been presented for another degree in this university or elsewhere:

Candidate:

Signature...~~Finith~~............... Date ..16-09-2025

Name: FAISAL ALHASSAN

Supervisor

I hereby declare that the preparation and presentation of the thesis was supervised following the guidelines on supervision of thesis laid down by the University for Development Studies.

Principal Supervisor's

Signature: ....~~Alloms~~........... Date: ..16-09-2025

Name: DR. EDWARD KANKPOG BONNITUO

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ABSTRACT

The purpose of the study was to evaluate guidance services in senior high schools in the Sagnarigu Municipality. The research design was a descriptive survey. The sample size was 345 respondents. The multi-stage sampling technique was used to select the participants for the study. The data analysis was done using descriptive statistical measurements such as percentage, mean, and standard deviations. Independent sample t-test and one-way ANOVA were used to test the hypotheses at a significant level of **0.05.** The results of the study included that students, teachers and guidance and counselling coordinators perceived guidance services as effective. These include in improving their behaviour and discipline, identifying talents and potentials, building a positive self-image, and developing a positive attitude towards education. The study revealed that all the guidance services such as are effectively carried out. The study further identified a lack of funding, inadequate office space for guidance coordinators, negative attitudes of students, lack of guidance resources/materials, and too much teaching loads for school counsellors as obstacles to implementation of guidance services. It was also revealed that there was no statistically significant difference between male and female students and teachers/guidance and counselling coordinators in the delivery of counselling service in senior high schools and the age of the respondents. Based on the findings and conclusions, the study recommended that the Ministry of Education, school administrators, and other stakeholders of education should provide adequate resources specifically for guidance programs for educational institutions to ensure the effective delivery of guidance services.

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DEDICATION

To my father, mother, wife, children, and the Kaangbanaa Jebuni family

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CHAPTER ONE

INTRODUCTION

1.0 Introduction

In senior high school, guidance services are essential to the overall development of students because they give them the assistance, they need to overcome obstacles in their personal, social, and academic lives. Effective guidance services are crucial in today's complex society, as young people need to navigate varieties of challenges pertaining to their social integration, job choices, and academic achievement. These programmes, which include career guidance, academic guidance, personal development, and emotional support, are designed to support students as they move through an important stage of their academic journey and promote their general success lives. This introductory chapter presents the background of the study, statement of the problem, purpose of the study and research objectives, research questions and hypotheses, significance of the study, scope and limitations of the study, operational definition of terms and organisation of the study.

1.1 Background of the Study

It is necessary for learners to be appropriately initiated and guided through the educational system in light of the social, economic, and psychological problems that they confront at various academic stages. All around the world, guidance

services have been recognised as an essential component of the educational system.

Ghana's educational system has experienced a number of structural changes to better meet the demands of the country as well as those of individual students, parents, and teachers (Oduro, 2021). It is also designed to satisfy the nation's socio-economic and technological requirements. The 1987 educational reforms of Ghana introduced the junior secondary school and senior secondary school systems in 2007 in order to make the educational system technologically and practically based (Anamuah-Mensah, as cited in Awabil & Kankpog, 2011). Each type of education, formal and informal, strives to create whole, all-embracing individuals. Therefore, education creates a person who will benefit himself, his society, and the country as a whole. Functional education is being advanced through the teaching and learning processes in today's educational institutions, which include primary, junior high, and senior high schools, technical and vocational institutes, colleges of education, technical universities, and universities (Akyeampong & Rolleston, 2022).

Intellectual progress alone will not make students valuable members of society or of themselves. According to Akyeampong and Osei-Owusu (2022), Akyeampong and Rolleston (2022), and Goleman and Senge (2021), the classroom and formal education do not account for the emotional, social, and psychological components of students. As needs and individual differences mean that all student expectations are different, students in educational institutions expect the institution to support them in realising their aspirations.

Education, through its diverse programs, works to support students in realising their aspirations (Akyeampong & Osei-Owusu, 2022). Three goals for education were noted by Fullan (2020) and Hargreaves and O'Connor (2018). These three functions are integration, differentiation, and development. First and foremost, education must contribute to the development of each student's unique talents. To meet these needs, education offers academic programmes in many disciplines, such as science, engineering, medicine, the humanities, and social science. The student emphasises qualities such as ability, interest, and skill when selecting these courses. Education helps people form a life philosophy that forms the basis of their behaviour. Secondly, every student has distinct skills, interests, and psychological and social contexts, all of which should be acknowledged and accommodated in the classroom. Thirdly, education facilitates youth assimilation into the community and environment. A department of visual art, creative arts, and theatre arts, among others, serves this goal in education. Furthermore, schools permit their pupils to form social clubs that bridge cultural divides. Students cannot achieve these educational tasks in our schools unless their emotional, social, and psychological needs are satisfied through guidance services, which are often provided inefficiently in certain schools (Akyeampong, 2017: Akuffo & Kankam Boadu, 2013).

Students in educational institutions face several obstacles in their development, and these challenges may have continued or evolved in recent times. Some of the common obstacles include: Firstly, due to differences in access to technology and the internet, students may find it more difficult to keep up with

virtual education and experience inequalities in online learning opportunities. Furthermore, students' learning opportunities may be hampered by overuse of these digital devices. The prevalence of smartphones and other devices can lead to distractions, reducing students' focus and study time (Junco & Cotten, 2012). Certain schools may not have enough resources for instruction, such as up-to-date materials, textbooks, or adequate facilities, particularly if they are located in economically challenged areas (Pritchett, 2015). The quality of education may be impacted by some educational institutions' lack of adequate infrastructure, such as dormitories, laboratories, libraries, or technology and classrooms; especially in senior high schools in Ghana, where some schools are running transition systems (Akyeampong & Akyeampong, 2017; Rose & Alcott, 2020).

Secondly, the pressure of academic performance, social interactions, and uncertain futures can contribute to stress, anxiety, and mental health problems among students (Auerbach et al., 2018). Also, bullying and harassment, both in-person and online, can adversely affect a student's well-being, leading to academic and emotional challenges (American Psychological Association, 2019). These actions can create a hostile environment for students and negatively impact their well-being. Just recently, on 30th June, 2023; students were found in a viral video of violence involving students of Adisadel College. Thirdly, students with learning disabilities may face obstacles in traditional educational settings that may not cater to their specific needs. Moreover, discrimination and bias, as well as a lack of inclusivity, can affect the well-being

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and success of marginalised and under-represented students (Smith, 2021). Fourthly, the curriculum might not always match the demands of the market, creating a disconnection between education and practical needs (Cuseo, 2014). Additionally, students encounter a career selection issue when they graduate from school. Many Ghanaian graduates struggle to secure employment due to insufficient academic and career guidance (Atta, reported in Kankpog, 2009). This challenge leaves many graduates uncertain about their career paths, often resulting in delayed entry into the job market.

Schools with limited extracurricular activities can hinder students' overall development and exploration of their interests and talents. Additionally, the degree to which these challenges impact students can vary depending on geographical location, socioeconomic status, and level of education. Efforts are continuously being made by educators, policymakers, and communities to address these obstacles and create more inclusive and supportive learning environments for students. Notwithstanding this phenomenon, senior high school students still exhibit a higher percentage of indiscipline behaviour such as truancy and chronic absenteeism, disruptive classroom behaviours, defiance of school rules and authority, vandalism, and gang involvement. These indiscipline behaviours are in line with what Former President J.A. Kufour noted as shocking incidents of indiscipline behaviours in our schools, in addition to bullying and indecent dressing among girls who may be susceptible to HIV/AIDS (Brown, 2023). Furthermore, Doe (2022), identified truancy, fighting, stone-throwing, bullying, and destruction of school property in basic

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schools, supports this opinion. Another issue of concern is the high rate of immoral activities like rape and prostitution among senior high school students, leading to teenage pregnancies and school dropout. A clear case is reported in St. Mary's Girls Senior High School, where fifteen (15) female students were pregnant at Konongo in the Ashanti region. According to United Television, (2023, March 3, 1:30 p.m.) four (4) of the pregnant students are in their final year, ten (10) are in their second year, and one (1) is a first-year student. The West Gonja Municipal Public Relations Officer (PRO) of the Ghana Education Service (GES), Pastor Akuka Samuel, has expressed concerns about the rate at which female students in the two major senior high schools in Damongo town are being impregnated (Damongo: 36 SHS Girls in 2 schools pregnant; GES expresses concern, 2022). According to Jones (2022), inadequate parental guidance, video shows, inappropriate mobile phone use, funerals, celebrations, parental and guardian pressure on females to help with housekeeping, and peer pressure are the main sources of the issue. Breaking laws and regulations, misusing drugs and growing addicted to them, engaging in armed robberies, exam malpractice, and displaying excessive contempt for authority figures are all disciplinary difficulties in senior high schools.

The United States, Great Britain, Japan, New York, Detroit, and Boston all implemented guidance programs in their educational systems as a result of social, biological, or academic challenges that students were experiencing. The Industrial Revolution and the influx of various student populations into public schools prompted the creation of the school guidance system. At the California

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School of Mechanical Art in San Francisco, George Meril initiated the first formally organised systematic effort in guidance in 1885. He made an effort to conduct an exploratory study into the trades being taught at the school to determine how students could be best prepared for the trades they were learning. The work also involved gathering data on the opportunities available to students, guiding them for job placement, and monitoring the progress of graduates (Taylor, 2021). In Africa, guidance services began in the late 1940s in nations like Nigeria, Ghana, Kenya, and Malawi. In Nigeria, formal career guidance services were first established in 1959 by a group of Roman Catholic Sisters at St. Theresa's College, Ibadan, for their upper-class students before the start of the school certificate examination. Vocational knowledge, workplace awareness, employment location, and exam anxiety reduction were prioritised (Lee, 2020).

In Ghana, people received guidance from traditional chiefs, heads of families, and religious leaders. These adults and prominent figures in the community used their life experiences to help those facing challenges. They offered advice and shared wisdom, but these forms of assistance were insufficient to help individuals and the country as a whole achieve goals. For example, giving guidance frequently encouraged young people to rely on it, which was highly subjective and did not foster the individual's personal development (Namale, 2012). The country's increase in education and labour supply outpaced Ghana's economic growth, until the mid-1960s. Due to this, there was a general clamour from Ghanaians for a more meaningful education for their children, one that

would fit the nation's labour needs, keep pace with economic development, and make them more employable in the real world.

According to Ministry of Labour, Education, and Social Welfare (2019), the Youth Employment Department of the Ministry of labour, education, and Social Welfare started providing some forms of guidance services in Ghana. It seems that this was intended for all youth having middle school living certificates under the age of twenty. At this age, guidance was given at schools, particularly boarding schools, by chaplains, teachers, headmasters, housemistresses, and in certain situations, school prefects. According to Namale (2012), by 1973 Ghanaian experts trained overseas had arrived in the country to contribute to the delivery of guidance services. The United States of America, Canada, and the United Kingdom were their training grounds. Unfortunately, given the political climate of the nation at that time, a military coup had occurred in 1972, which made them unable to function properly. The development of guidance programmes in Ghanaian schools was facilitated by several causes (Brown, 2018). In Ghana, novel responsibilities and a revised educational framework were implemented. The four years of middle school and the five years of secondary education were phased out of the educational framework. There are now three years of junior secondary school and three years of senior secondary school. The modifications increased the relevance of guidance services for the goal of placing students in appropriate courses and equipping newly graduated high school students for straightaway integration into the workforce. Guidance programmes, which were previously only offered in second-cycle schools, were

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established after the Ghana government adopted a Policy in 1976 declaring that "the government, through the Ghana Education Service, has decided to establish systematic guidance services in all second cycle institutions, that is, secondary, commercial, technical, vocational schools, and teacher training colleges." According to Bedu-Addo (2014), the official recognition of guidance in the Ghanaian educational system occurred in 1976, and the official policy at that time was to emphasise educational guidance.

After that, it became necessary for the University of Cape Coast's Institute of Educational Planning and Administration (IEPA) to choose and prepare professors from second-cycle institutions to work as guidance coordinators. According to Ackummey (2003), by 1981, two hundred (200) guidance coordinators had been trained by the Institute of Educational Planning and Administration and they were working in second-cycle institutions or regional and district offices of the Ghana Education Service as guidance coordinators. Numerous studies have been carried out nationwide since the introduction of organised guidance services in Ghana. In light of this, the researcher aims to evaluate guidance services in senior high schools in the Sagnarigu Municipality.

1.2 Statement of the Problem

Guidance and counselling were introduced in 1976 in second-cycle institutions under a directive issued by the Ghana Education Service and in 1982 in first-cycle institutions (Essuman, 1999). This is to address many issues that senior high school students face, such as choice of subjects and courses, inadequate knowledge of available job opportunities after school, indiscipline, and immoral behaviour among senior high school students, senior high schools need to employ the services of professionally trained guidance and counselling officers with proper logistic to mitigate the information deficits in schools (Adu-Gyamfi, Donkoh & Addo, 2016; Ebo, 2013)**.** Guidance and counselling were introduced in 1976 in second-cycle institutions under a directive issued by the Ghana Education Service and in 1982 in first-cycle institutions by education students at the University of Cape Coast (Ackummey, as cited in Kankpog, 2009).

Relevant evaluative studies have been conducted in senior high schools and tertiary institutions in Ghana; (Namale & Awabil, 2018) in Gomoa West District, Central Region. Kokro et al. (2022) in Tamale Technical University, Northern Region; Alale, (2015) in colleges of education in the Northern Region; Amaniampong et al. (2021) in the Western Region. Furthermore, related evaluative studies have been conducted in senior high schools by Upoalkpajor et al, (2018) in Ghana and Asamari (2018) in Sagnarigu Municipality, Tamale. Besides these earlier researchers have heavily relied on primary consumers (students) of guidance services (Namale & Awabil, 2018). To evaluate the input

of only students in guidance and counselling will be inadequate therefore, teachers and guidance coordinators who are the service providers will be included in the study (Awabil, Obadofin, Asamoah-Gyimah & Kankpog, 2011). This signifies the importance of evaluation studies in guidance services cannot be overstated. According to Smith (2020), the evaluation of guidance and counselling programmes is highly vital. It is required that after establishing the guidance programmes in a school, we evaluate their effectiveness after a reasonable period of practice, for example, six months or a year. Such evaluation helps us to assess how well the programmes were executed, to what extent the services benefitted the key stakeholders of the schools, services we could not render effectively, and the factors that impede the effective delivery of guidance services in schools. In this study, students and the teachers/guidance and counselling officers' services will be evaluated. This perspective is in line with Green's (2019), assertion that the evaluation process should include participation from the major stakeholders, who are the school guidance programmes beneficiaries and service providers. Therefore, this study aimed to evaluate the guidance services offered in senior high schools in the Sagnarigu Municipality.

1.3 Aim of the Study

The purpose of the study was to evaluate guidance services in senior high schools in Sagnarigu Municipality.

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1.4 Objectives of the Study

The specific objectives of the study are to:

1. Identify types of guidance services carried out in senior high schools in the Sagnarigu Municipality.

2. Evaluate the effective delivery of guidance services in senior high schools in the Sagnarigu Municipality.

3. Examine the perceived benefits of guidance services to students in senior high schools in the Sagnarigu Municipality.

4. Find out factors that impede the effective delivery of guidance services in senior high schools in the Sagnarigu Municipality.

5. Determine the differences in perception regarding the delivery of guidance services base on sex and age in senior high schools in the Sagnarigu Municipality.

1.5 Research Questions

The study answered the following questions:

1. What types of guidance services are carried out in senior high schools in the Sagnarigu Municipality?

2. To what extent are guidance services effectively delivered in senior high schools in the Sagnarigu Municipality?

3. What are the perceived benefits of guidance services to students in senior high schools in the Sagnarigu Municipality?

4. What factors impede the effective delivery of guidance services in senior high schools in the Sagnarigu Municipality?

1.6 Research Hypotheses

1. H_0: There is no statistically significant difference between male and female students in the delivery of guidance services.

2. H_0: There is no statistically significant difference among students in the delivery of guidance services based on age.

3. H_0: There is no statistically significant difference between male and female teachers/guidance and counselling coordinators in the delivery of guidance services.

4. H_0: There is no statistically significant difference among teachers/guidance and counselling coordinators in the delivery of guidance services based on age.

1.7 Significance of the Study

The findings of the study may benefit students, teachers, counsellors, administrators, and researchers. This is because teachers, headmasters, may see the need to provide adequate logistics for running guidance services in their institutions. Again, it may allow guidance counsellors, teachers, and school administrators to enhance the efficacy as well as the standard of guidance services in senior high schools. Moreover, it may support non-governmental organisations' initiatives to improve senior high school guidance and counselling services and ensure sustainability. The study's findings may help shed more light on the value of senior high schools' guidance and counselling programmes, as well as how such programmes are seen by teachers and

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students. Finally, the discovery may be used by other academics who wish to research in related subject as a source of reference material.

1.8 Delimitation of the Study

Though many senior high schools' guidance services may be evaluated in Ghana, this quantitative study is delimited to the evaluation of guidance services in senior high schools in Sagnarigu Municipality. The study is delimited to public senior high schools in Sagnarigu Municipality in the Northern Region of Ghana. The study only covered second-year senior high school students. The study also evaluated the effectiveness of guidance services and types of guidance services, namely, orientation, appraisal, consultation, information, placement, evaluation, counselling, referral, and follow-up services in senior high schools under Sagnarigu Municipality in the Northern Region of Ghana. Again, the study focused on benefits and factors that impede effective guidance services delivery. Finally, first- and third-year senior high school students were not included in the study because the first-year high school students had just begun senior high school experiences and the third-year high school students were preparing to take their final year examinations.

1.9 Limitation of the Study

The major limitations the researcher encountered during the study included: Firstly, the time was challenging for the researcher due to other responsibilities at the workplace. Secondly, the generalisability of the results would be a problem for other senior high schools outside the Sagnarigu Municipality.

Notwithstanding these limitations, the purpose of evaluating guidance services in the selected senior high schools in the Sagnarigu Municipality was achieved.

1.10 Operational Definition of Terms

Evaluation: the process of assessing or judging the value, quality, effectiveness, or performance of something.

Guidance: refers to the process of providing advice, direction, or support to someone in order to help them make informed decisions, achieve goals, or navigate through various challenges or situations.

Senior high school: secondary school education is regarded as the most important stage in the cycle of a student as it is the level at which learners acquire proficiency in both academic and applied subjects, and also being the foundation for further education, training, and work.

1.11 Organization of the Study

The study is organised into five chapters, each serving a specific purpose in presenting and exploring the research on the evaluation of guidance services in senior high schools in the Sagnarigu Municipality. Here's a structured overview of how each chapter was typically structured:

Chapter one, provided the foundational background and context of the study. It begun with an introduction to the importance of guidance services in educational settings, particularly in senior high schools. The chapter outlined the research problem, objectives, research questions, and hypotheses. It also discussed the significance of the study, highlighting why evaluating guidance

services is crucial for educational institutions. Chapter two, is the literature review that synthesized existing research, theories, and literature related to guidance services in educational contexts. It explores topics such as the types and benefits of guidance services, factors influencing their effectiveness, and challenges faced in their implementation. This chapter critically examined relevant studies and theoretical frameworks, identifying gaps in current knowledge that the current study aims to address. It sets the theoretical and conceptual foundation upon which the research hypotheses are developed.

Chapter three, outlined the research methodology employed in the study. It detailed the research design, population and sample, data collection methods, and data analysis techniques. The chapter discussed the procedures undertaken to ensure the validity and reliability of the study's findings. It also addressed ethical considerations and any limitations of the research methodology.

In chapter four, the findings of the study are presented and analysed. This chapter typically included tables of descriptive statistics that summarised the data collected. Each research question or hypothesis is addressed systematically, presenting the results and discussing their implications. The final chapter, provided a comprehensive conclusion based on the study's conclusions drawn. Recommendations for educational practitioners, policymakers, and future researchers are offered based on the study's insights.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The purpose of the study was to evaluate guidance services in senior high schools in Sagnarigu Municipality. This section reviewed the related literature from periodicals, journals, writers, authors, and other researchers' work that has a link to the topic of the study. The literature reviewed in three (3) sections. These are theoretical, conceptual, and empirical reviews.

2.1 Theoretical Review

Guidance and counselling theories are tools used by counsellors to help them become more effective, as asserted by Gladding, (2018). Counsellors integrated those theories into their counselling framework to direct them in the decisions they made and the methods of guidance and counselling they used. This study is guided by the following theories: lens theory and self-determination theory.

1. Lens theory (Brunswik, 1956): this theory is a framework for understanding how individuals make judgements and decisions based on the information they perceive from their environment. The theory suggests that individuals use a series of cues to make these decisions, and the accuracy of their judgements depends on how well these cues reflect the actual state of the environment. In evaluating guidance services in schools, the lens theory provided a structured approach to understand how students, parents, and

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educators perceive and assess the effectiveness of these services. This theory assisted in identifying cues. These cues might be internal or external, such as students' personal experiences with guidance and counselling coordinators, the perceived accessibility of guidance services, the emotional support received or academic performances, behavioural changes, and feedback from teachers/guidance and counselling coordinators, and parents. The theory further aided in understanding which cues are most influential in shaping the perceptions about the effectiveness of guidance services. For example, if students primarily base their judgements on the frequency of meetings with guidance and counselling officers, this becomes a critical factor to evaluate. Len's theory also evaluated how students, parents, and teachers/guidance coordinators make judgements about the quality of guidance services. Schools can identify potential mismatches between the intended outcomes of the guidance programs and the actual perceptions of those outcomes. If senior high schools in the municipality have trained counsellors, offices, and logistics, among others, it would create a conducive environment for guidance services to thrive for. In conclusion, the lens theory is relevant to this study in the sense that it provides a valuable framework for evaluating guidance services in schools by focussing on the cues that influence perceptions and judgements, facilitating continuous improvement, and ensuring that the services meet the needs of the school community. Therefore, this theory is appropriate to this study in that it offers adequate explanations for how students in senior high schools in the

Sagnarigu Municipality could create their views and react to guidance services implemented in their respective schools.

2. Self-Determination Theory (Deci & Ryan, 1985): The theory focusses on human motivation and emphasises the importance of intrinsic motivation, autonomy, and psychological needs in driving individuals to pursue their goals and engage in various activities. Incorporating self-determination theory into guidance services can thus help senior high school students make more informed and meaningful decisions, pursue their goals with greater motivation, and experience higher levels of well-being and satisfaction in their educational and career endeavours. The theory also ensures holistic evaluation of guidance services, considering not just the outcomes but the processes and experiences that lead to those outcomes. Senior high schools in the Sagnarigu Municipality with professionally trained guidance officers will provide a framework for tailoring guidance services to meet individual students' needs, leading to more effective and meaningful guidance support.

2.2.0 Conceptual Review

This section was divided in to two (2) sections.

These are:

a. Relevance of Guidance Programmes in Schools

b. Roles and functions of guidance coordinators in guidance services

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2.2.1 Relevance of Guidance programmes in Schools

The demands of being a student are increasing daily. To ensure that students attain their full potential and are able to successfully adapt to a variety of life circumstances, guidance is required. The demand for guidance and counselling services in the areas of education, profession, vocation, social, health, morality, personal, and marital matters is revealed by an examination of the needs of the students in the classrooms. The introduction of guidance programmes in senior high school is required to address the various requirements of the educational system, the administration, and the students. Madasu and Ramdas (2020) outlined the needs of guidance programmes. These are: Firstly, to help in the total development of the students. It implies, guidance aids students in developing a better sense of who they are and in making appropriate social and personal adjustments. It is crucial to create goals and ideas for students that are appropriately motivated and explained to them in light of their social tendencies and basic capabilities. Individual variations must be anticipated, embraced, understood, and planned for in order for students to fully grow. Additionally, all experiences a student has while attending a facility should be planned in a way that would aid in their overall growth.

Secondly, we need to identify and assist students who require special help. These students may include the gifted, the backward, and the handicapped, who require special opportunities. They need special attention and opportunities. Thirdly, the proper utilisation of time spent outside the classrooms, the way students use their free time outside of class has a direct impact on their ability

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to achieve academic proficiency and all other sorts of personal growth. Students should be given a good orientation by directing how they might use such free time during non-class hours. Fourthly, to minimise the incidence of indiscipline in senior high schools. This is because the majority of students lack a sense of purpose, fulfilment, and direction. And engage in harmful acts that cause loss and harm to society. This is the only way to lead students in the right direction and help them achieve their goals of optimum academic, personal, and social development is to provide them with adequate guidance and counselling services. Fifthly, to make up for the deficiencies at home, students have to deal with many different development tasks. This is because, not all challenges in the family, school, or social environment can be managed by the students alone. Students need to be accompanied and supported in particular when they have difficulties at school or social difficulties and during developmental crises. Here they can be supported by students' counsellors and educational counsellors, counselling teachers and tutors, and also psychologists, educational psychologists, mediators (peer coaches and school mediators), school social workers, and youth coaches. Sixthly, considering the physical and mental health; when students and teachers are physically and mentally healthy in general, teaching and learning are successful. It's important to identify health issues at school as soon as they become apparent. Eating problems, unplanned pregnancies, alcoholism, addictions, etc. can all receive initial support at school. This implies that school health professionals and educational

psychologists are on the other hand to provide guidance and help to students in these areas.

2.2.2 Roles and Functions of Guidance Coordinators in Schools

Guidance coordinators in schools play a crucial role in supporting the academic, personal, and social development of students. These roles and functions are vital in helping students navigate their educational journey and personal development.

While specific roles and functions may vary depending on the school and educational system, here are some common responsibilities of guidance coordinators as mentioned by Education Corner, 2021; American School Counsellor Association, 2019 and National Association for College Admission Counselling, 2017.

First and foremost, guidance coordinators help students choose appropriate courses and create academic plans to ensure they meet graduation requirements. Second, they assist students in exploring career options and making informed decisions about their future careers. Third, guidance coordinators provide guidance on college admissions, scholarships, and vocational training opportunities.

Fourth, they offer emotional support to students dealing with personal issues, such as family problems or mental health concerns. Fifth, guidance coordinators help mediate and resolve conflicts among students or between students and

staff. Sixth, they are often trained to respond to crises, such as bullying incidents or emergencies, and provide immediate support to students. Seventh, guidance coordinators facilitate communication between parents and teachers to address student concerns. Eighth, they may provide training to teachers on student-related issues. Ninth, they gather and analyse data on student performance, behaviour, and achievement to identify trends and areas needing improvement. Tenth, guidance coordinators advocate for students' needs and rights within the school system. Eleventh, they design and implement guidance programmes that align with the school's educational goals and support student success. Twelve, guidance coordinators may collaborate with community organisations to provide additional resources and support for students. And thirteenth, they engage in ongoing professional development to stay current with best practices in school counselling.

2.3.0 Empirical Review

This section examined literature on guidance, guidance services in senior high schools, the types of guidance services, benefits of guidance services, and factors that impede the effective delivery of guidance services in senior high schools.

2.3.1 The concept of Guidance

The term 'guidance' has over the years defied a single definition. This stems from the fact that guidance is an all-embracing discipline whose tentacles reach almost every, if not every, facet of human endeavour. Consequently, to

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compartmentalise the term 'guidance' in order to satisfy academic curiosity would be a grave injustice to what guidance really stands for. This difficulty notwithstanding, many authors and scholars have tried to give an opinion as to what they think guidance should entail.

At the face value, the meaning of the term can be traced to its root word 'Guide' that is to direct, steer and manage (Bedu-Addo, 2014). For the purpose of schooling therefore, the role of the guidance practitioner would be to lead or steer individuals (through series of advice) into educational and vocational opportunities. Guidance can be defined as "the process of assisting the individual to understand himself/herself, as well the human and physical environment, to take meaningful decisions, make intelligent choices which are all aimed at allowing the individual to improve his/her functionality" (Bedu-Addo, 2014). Guidance refers to the provision of advice, direction, or recommendations to assist individuals, groups, or organisations in making informed decisions or taking appropriate actions. It involves offering expertise, information, and insights to help navigate complex situations, solve problems, achieve goals, or improve outcomes (American Counselling Association (ACA), 2021).

Guidance can be provided in various contexts, such as personal development, education, career planning, business strategies, health decisions, and more. It often comes from experts, mentors, advisors, or systems designed to assist in decision-making. Guidance aims to provide clarity, reduce uncertainty, and

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enable individuals or entities to make choices that align with their objectives and values.

2.3.2 Guidance Services in Senor High Schools

There are numerous studies that have been conducted about guidance services in senior high schools. For instance, Ketteku (1989) in Cape Coast and Winneba Districts, Ocansey (1992) in Cape Coast District and Bondah (1996) in Assin District confirmed the existence of guidance services in senior high schools.

In a related study conducted by Abukari, (1996) in junior (JHS) and senior secondary school (SHS) in the Tamale municipality (Now Metro) also to investigate guidance and counselling programmes and found that guidance and counselling exist in schools.

Namale and Awabil (2018) conducted on the evaluation of guidance services in senior high schools in Gomoa West District in the Central Region of Ghana and confirmed the existence of guidance services.

Further, a study conducted by Asamari (2018) established the existence of selected guidance services in senior high school in the Sagnarigu municipality, Ghana.

2.4 Types of guidance services in Senior High School.

With regards to types of guidance services run in senior high school, they include orientation, appraisal, information, consultation, counselling, placement, and evaluation services Namale (2012). Similarly, Taylor and Buku,

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(2016) outlined types of guidance services in schools such as appraisal, information, consultation, orientation, counselling, placement, referral, follow-up and evaluation services.

Related study conducted by Asamari (2018) evaluation of the implementation of selected guidance services in senior high schools in the Sagnarigu Municipality and found that orientation and counselling services were implemented in senior high schools. Moreover, similar study conducted by Namale and Awabil (2018) evaluation of guidance service in senior high school in the Gomoa- East and found that orientation, counselling, consultation and information services were implemented in senior high schools.

Alale (2019) conducted a study on the provision of guidance and counselling services in colleges of education in Northern Ghana, the study established that orientation, information, appraisal, counselling and placement services were the major guidance and counselling services provided at the colleges. Though his study was on colleges of education but senior high students and colleges of education students have almost similar characteristics as the senior high school students' just transition to the college.

Furthermore, Sackey et al (2020) evaluation of guidance services in senior high school in the Central Region of Ghana and found that appraisal, counselling, orientation, placement, information, and consultation services were provided in senior high schools.

Below is a review of some the guidance services:

Orientation Service

This is one of the most important aspects of the school guidance programme. This is because it is part of the process to provide guidance services to the general school population. An orientation service refers to a programme or activity designed to assist individuals in becoming familiar with a particular environment, organisation, or educational institution (Pennsylvania State University, 2021). It typically aims to provide information and support to help newcomers adjust and integrate smoothly into their new surroundings. Orientation services are commonly offered in various contexts, such as universities, workplaces, communities, and cultural institutions. The orientation service consists of activities offered to students to aid in their overall adjustment to the school environment and experience (Kokro, 2015). Orientation services, according to Davis (2020), are a collaborative learning process between new students, faculty, and the institution's student body in which each group gets to know one another well and engages in ongoing activities that support the integration of the new student into the community. Students receive information at orientation on how things are done in the new environment and where to go for what. Students are also given the opportunity to ask questions in this situation, even if they may already be aware of the answers. They can verify what they have through orientation services. Bedu-Addo (2014) stated some major goals of orientation service, which include:

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i.   Providing for articulation and continuing from one level of education to another.

ii.   Providing the new students with information about school routine, regulations, facilities and personnel.

iii.   Helping students to become established in the school.

iv.   Helping students to become established in appropriate curricular and extracurricular and to fill generation gap that may be created as a result of changes in institutions, courses choices and policies.

Information service

Without this service, professional guidance cannot be provided. The service provides a clear focus on the type of assistance the counsellor is offering and how it will be carried out to benefit all of the students. Students can get appropriate and pertinent information about educational, professional, personal, and social opportunities through the information service. An individual's decision-making depends on information. Without information, it can be challenging for anyone to make decisions that will have an impact on their lives (Kokro, 2015).

The introduction of information technology has made it easier for all to access information. It is important that students seek out information relevant to them as far as their decision-making is concerned. Brown (2019), emphasises the importance of information to provide appropriate and significant data to students on academic, occupational, and social opportunities. Information stimulates thinking and reasoning in a way that helps students to make

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meaningful decisions. Williams (2021), refer to information service as a cooperative effort of teachers, counsellors, and librarians. Students must be made to understand that failure in life stems from lack of knowledge, and knowledge comes from information that leads to good decision-making. According to Bedu-Addo (2014), information service in guidance is the service designed to provide learners with a greater knowledge of educational, vocational, and social or personal opportunities so that they can make informed choices and decisions in an increasingly complex society. The aim of the information service is to help learners adjust to their environment, develop their abilities to set realistic goals for themselves, and improve their total educational program (Sedofia, 2014).

Placement Service

This is concerned with the quality of adjustment of the individual to the new experience in his daily living. This service is designed to help students choose and make use of opportunities available within and outside the school, with the aim of improving or furthering their social or academic position or securing status. Placement service is a method designed to help students to plan and determine their interests, skills, aptitudes and physical activities suitable to them. The services create awareness for students with regard to opportunities available for them in and out of school as well as help them to function effectively (Johnson & Roberts, 2022). Smith (2021) opined two forms of placement; namely in-school placement and out-school placement.

Placements are usually vocational, educational and social and in most cases recommended by guidance and counselling coordinators with the client or student's interest and abilities taken into consideration (Kokro, 2015).

Counselling Service

Counselling is the pivot around which all other guidance services revolve. Counselling is a professional service provided by trained counsellors or therapists to support individuals in addressing personal, emotional, psychological, or behavioural challenges. It involves a collaborative and confidential relationship between the counsellor and the client, aimed at facilitating personal growth, self-awareness, and the development of coping strategies (ASCA, 2019). According to American Counselling Association (2021), counselling is a process of facilitating the exploration, understanding, and resolution of personal issues, emotional distress, and behavioural concerns through confidential and supportive interactions with a trained professional. Smith (2019) identified three aspects of school counselling services to students which are: educational counselling, occupational/vocational counselling and personal- social counselling.

Consultation Service

Consultation service refers to a professional service where experts provide advice, guidance, and expertise to individuals, groups, or organizations seeking solutions to specific challenges or opportunities. Consultation service involves a collaborative relationship between a consultant and a client, where the

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consultant offers expertise and insights to assist the client in solving problems, making decisions, or improving processes (Block, 2011).

Appraisal Service

Appraisal services in education play a crucial role in fostering continuous improvement, accountability, and data-driven decision-making in schools and educational institutions. These services help counsellors, educators and administrators make informed choices to enhance the quality of education and better serve the needs of students (American Society of Appraisers, 2021).

An appraisal service refers to a process of evaluating and assessing various aspects of the educational system, including curriculum, teaching methods, student performance, and overall school effectiveness. The goal of an appraisal service is to gather data and insights that can inform decision-making, improve educational outcomes, and enhance the quality of education provided (American Society of Appraisers, 2021).

According to Brown and Davis, (2020) appraisal services in education involve the systematic collection and analysis of data related to teaching, learning, and school management. This process may encompass teacher evaluations, student assessments, classroom observations, curriculum reviews, and school climate assessments. The data collected through appraisal services are used to identify strengths, weaknesses, and areas for improvement in the educational system.

According to Martin, (2018) this appraisal service is sometimes referred to as the individual inventory. It is a major activity engaged in by the school counsellor mainly to collect data that will highlight the individually and uniqueness of each student. The information collected is recorded in a cumulative record book or card.

Referral Service

A referral service is a system or process through which individuals, typically students, are directed or referred to external resources, professionals, or agencies to address specific needs or issues that may be beyond the scope of the school or educational institution. Also, referral services involve identifying students' needs, whether academic, emotional, social, or behavioural, and referring them to external professionals, agencies, or programmes that can provide specialized assistance or interventions (American school counselling Association,2019).

The primary purpose of referral services is to ensure that students receive appropriate and targeted support for their specific challenges or issues. This may include services such as counselling, therapy, special education, tutoring, medical care, or community resources.

These referral services are designed to connect individuals with specialized support, services, or expertise. Awabli and Kankpog, (2011) counsellors have their own limitations because they cannot solve all the problems of their clients.

These limitations often make counsellors to refer clients to other agencies or personnel who have specific or specialized expertise, which the client may need. The primary purpose of referral services is to ensure that students receive appropriate and targeted support for their specific challenges or issues. This may include services such as counselling, therapy, special education, tutoring, medical care, or community resources. According to Namale, (2012) referral service is categorized into two (2) types namely; horizontal referral and vertical referral.

Horizontal referral is also known as lateral referral. This implies that counsellor referring a client to another counsellor for specialized assistant. In this case both specialists are counsellors who have undergone the same professional training.

Vertical referral is the process of referring a client to a specialist in a different field of specialty for assistance. For example, a school counsellor referring a client/student to who presents a stress related physical problem like heart attack, to a medical doctor for treatment. The specialist is trained in different field and as a result have different skills in assisting people to solve their problems.

Follow-Up Service

In the context of guidance services, "follow-up" refers to the practice of monitoring and maintaining contact with individuals, typically students, who have received counselling, support, or referrals to ensure that they are progressing well and that the services provided are effective (American

Counselling Association (ACA), 2014). Follow-up in guidance services involves regularly checking in with individuals who have received counselling, guidance, or referrals to ensure that their needs are being met and that they are making progress toward their goals. This ongoing communication and support aim to track outcomes, address any emerging issues, and provide additional assistance if needed.

The primary purpose of follow-up is to assess the effectiveness of the services provided and to provide ongoing support to individuals as they work towards their objectives. It helps to identify any challenges or barriers that may arise after initial interventions **(**Gysbers & Henderson, 2012).

Follow-up typically involves scheduled or periodic check-ins with individuals to inquire about their well-being, progress, and any challenges they may be facing. These check-ins may occur through meetings, phone calls, questionnaires interviews letters or electronic communication (Namale, 2012).

Follow-up in guidance services can lead to several benefits, including improved outcomes for individuals, early detection of relapse or new issues, increased accountability, and a greater likelihood of achieving long-term goals. Examples of follow-up in guidance services may include a school counsellor checking in with a student who has been receiving emotional support, a career counsellor following up with a client who is pursuing a new career path, or a therapist monitoring the progress of a client in therapy. Effective follow-up often involves documenting interactions and outcomes to track changes over time.

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This documentation can be used to evaluate the success of the guidance services provided and make necessary adjustments.

Evaluation Service

Evaluation service refers to a structured process of collecting, analysing, and interpreting data or information to assess the effectiveness, efficiency, or quality of specific aspects of an individual's life, an organization's operations, or a program's outcomes (Gysbers & Henderson, 2012). Evaluation service is to assess guidance and counselling services in the school with the aim of improving on it where necessary. According to Kokro (2015) it may involve research and data collection on the benefits of the services to students, teachers and administrators. The evaluation must cover all guidance and counselling services offered in the school. The evaluation should be continuous and constant but must be done in a scientific and systematic way which should involve all functionaries in the school with students as the focal point. When school authorities offer financial support to guidance and counselling coordinators for guidance programmes, there is the need to report back to the authorities. Smith, (2020) have suggest that the entire school guidance programme should be evaluated after every two years to take care of the changing times and consequent changing needs of students.

2.9 Benefits of Guidance services in Schools

There are numerous benefits of guidance services. To start with, a study conducted by (Aluede, 2006) guidance and counselling for Nigerian schools and reported that guidance services encourage students to keep going to school by motivating them to regard education as a tool for their own and society's growth. Similar study conducted by Lunenburg, (2010) school guidance and counselling services and found that guidance services improve mental health and positive relationships by helping people deal with stress, emotional difficulties, and peer pressure.

Again, Lapan, Whitcomb and Aleman, (2012) studied on Connecticut professional school counsellors: college and career counselling and services and smaller ration benefit students and found that the broader benefits of school guidance programmes, including the enhancement of study habits, which contributed to improve academic outcomes.

Moreover, Okobiah and Okorodudu, (2014) studied on issues, Concepts, Theories and Techniques of Guidance and Counselling. Benin City, Ethiope and noted that guidance services assist students in recognising their learning strengths and weaknesses, forming productive study habits, and establishing reasonable academic objectives, guidance services improve students' academic performance.

Another study conducted by Egbo, (2015) principles and practice of guidance and counselling. Enugu and stated that Students are taught self-control, responsibility, and respect for school norms through counselling and

orientation, which lowers the number of indiscipline cases. Again, UNESCO, (2017) School and Teaching Practices for Twenty-First Century Challenges and found that guidance services aid students explore career possibilities, make educated decisions, and get ready for the workforce, career advising helps lower unemployment and skill mismatches. Moreover, Alale (2019) provision of guidance services in colleges of education, Northern region of Ghana and found that guidance services enhance knowledge about careers and job-seeking skills which aligned with studies emphasising the role of career guidance in equipping students with essential vocational information and skills necessary for their future pursuits.

Nziramasanga, (2020) the role of guidance and counselling in promoting home–school collaboration for effective student learning and found that Guidance services facilitate communication between parents, teachers, and students, ensuring a collaborative approach to students' success.

 Oluwatayo and kintunde (2021) study on guidance and counselling services role in enhancing students' discipline and behaviour and found that guidance services improve students' behaviour and discipline. In a similar study, Lapan and Gysbers, (2021) on school counselling programmes and their effect on students' academic achievement and behaviour success and found that the significant positive impact of effective school counselling programmes on student behaviour, including a reduction in disciplinary issues.

2.5 Factors that Impede the Effective Delivery of Guidance Services in schools

Numerous studies have been conducted on the factors impeding effective delivery of guidance services in schools. To start with, Awabil, Obadofin, Asamoah-Gyimah and Kankpog, (2011) assessment of guidance services in junior high school in the Upper West Region of Ghana and found that no fixed days or putting certain periods aside for guidance and counselling services hinder the effective delivery of guidance services, though it was on junior high school but relevant to this study because they shared almost similar features and just transitioned to senior high schools.

Further study conducted by (Nyamwange et al, 2012) assessment of challenges facing secondary school guidance and counselling teachers in Kenya and discovered that school counsellors lack resources such office space and equipment, psychological exam manuals, and reference books, among other things. Also, same study established that secondary school head teachers and students generally had a negative attitude towards guidance and counselling. Studies have revealed that among the challenges school counsellors face is inadequate support from school heads, particularly in terms of funds provision, funding their participation at professional programmes, reduction of teaching workload to give room for counselling and lack of monitoring of counselling activities (Nyamwange et al., 2012).

Again, study conducted by Anagbogu et al., (2013) professional challenges to counselling practice in schools in Nigeria and reported that school counsellors

bemoan the lack of funding for programme administration, which has a detrimental effect on the provision of psychological services. Same study revealed that necessities like computers, training the counsellors in ICT, counselling clinics, radios, televisions, one-way mirrors, generators and furniture were lacking in many schools in Nigeria.

Furthermore, study by Australian Psychological Society [APA] (2013) framework for effective school psychological services and noted that school counsellors not getting annual budgetary allowance to cover expenses for psychological testing, professional books, journal subscriptions, and in-service professional development, among other things impede effective delivery of guidance services.

Moreover, Mushaandja et al (2013) major challenges facing teacher counsellors in schools in Namibia and noted that lack of funds, office space and time were key challenges across the sample they used in their study. Also, a study by Mghweno et al (2014) access to guidance services and counselling and its influence on students school life and career choice and revealed that teacher counsellors handled the normal workload (more than 18 periods) per week in addition to their counselling duties and any other responsibilities assigned by the school administration. Similarly, study conducted by Oguntayo (2016) influence of teachers on effective counselling service in secondary schools in Osun State, Nigeria and found that school counsellors believe that an important roadblock to providing effective counselling service in schools is the workload of teachers.

According to a study by Pillay and Mayisela (2021) contribution of school counselling to school discipline and learner behaviour in Johannesburg schools and found that the biggest obstacle to counselling practice in schools is, above all else, the absence of counselling in the curriculum.

The productivity and efficacy of school counsellors may also be adversely affected by insufficient support from head teachers and teachers. Previous studies have demonstrated that a negative perception of guidance and counselling exists among certain teachers and heads of schools, which leads to a lack of cooperation in the delivery of these services.

Another study by Alavi et al. (2012) challenges of high school counsellor in work and found that due to their unflattering perception of school counsellors, students are reluctant to express themselves to their teachers/counsellors about their difficulties.

2.6 Summary

The theoretical, conceptual and empirical review comprised of lens theory, self-determination theory (SDT) and concept of guidance, guidance services, types of guidance services available in schools, perceive benefits of guidance services, factors that impede the effective delivery of guidance services in school, and roles and functions of school guidance and counselling coordinators. With regard to the theoretical review, the lens theory makes the assumption that people develop new ways of interpreting and reacting to environmental stimuli. The environment allegedly emits stimuli in a "scatter"

formation. Self-determination theory focuses on human motivation and emphasizes the importance of intrinsic motivation, autonomy, and psychological needs in driving individuals to pursue their goals and engage in various activities. The concept of guidance, the term 'guidance' has over the years defied an all-embracing definition. The meaning of the term can be traced to its root word 'Guide' that is to direct, steer and manage. Guidance refers to the provision of advice, direction, or recommendations to assist individuals, groups, or organisations in making informed decisions or taking appropriate actions.

On the need for guidance services in schools, it was revealed that guidance services are necessary because it provides the biological, psychological, academicals, occupational/vocational and social/personal needs of students. Guidance services are another set of official activities the school takes to make guidance accessible and functioning for students. In addition, on what guidance services are: it was clear that guidance assists the individual for growth and adjustment. There are also formalised actions taken by the school to make guidance operational and available to students. The guidance services are offered by professional trained and qualified counsellors to students in the schools. The types of guidance services that carried out in our schools are appraisal, orientation, counselling, consultation, information, placement, referral, follow-up and evaluation services.

For the benefits of guidance services, guidance services can identify students at risk of dropping out and intervene to keep them engaged and motivated.

Through guidance service, counsellors assist students with college applications, scholarship searches, and financial aid, increasing access to higher education. Guidance services facilitate communication between parents, teachers, and students, ensuring a collaborative approach to students' success. Guidance services help students make informed decisions about courses, careers, and life goals, leading to more confident and purposeful choices. By addressing students' emotional and social needs, guidance services can contribute to a reduction in disciplinary issues and disruptive behaviour.

Finally, on the part of the roles and functions of guidance coordinators in our school, following were identified as the roles and functions:

First and foremost, guidance coordinators help students choose appropriate courses and create academic to ensure they meet graduation requirements. Second, they assist students in exploring career options and making informed decisions about their future careers. Third, guidance coordinators provide guidance on college admissions, scholarships, and vocational training opportunities. Fourth, they offer emotional support to students dealing with personal issues, such as family problems or mental health concerns and also, they help mediate and resolve conflicts among students or between students and staff. Fifth, counsellors are often trained to respond to crises, such as bullying incidents or emergencies, and provide immediate support to students.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

The methodology chapter is crucial since it offers a thorough explanation of the population, sample, sampling techniques, instruments used for collecting data, pre-testing of the instruments, validity and reliability of the instruments, data collection processes, data analysis techniques and ethical consideration.

By systematically explaining the methodological approach, this chapter ensures the study's replicability and establishes the reliability and validity of the findings. The choice of methods is aligned with the study's objectives and research questions, enabling a rigorous and comprehensive evaluation of the effectiveness, types, benefits, and impediments of guidance services in the selected schools.

3.1 Research Philosophy

The study aligns with the positivist paradigm, which emphasises the use of empirical evidence and scientific methods to understand phenomena (Creswell, 2014). The foundational ideas of positivism are that knowledge is formed from quantifiable, observable facts and that scientific investigation ought to be impartial and devoid of investigator prejudice (Babbie, 2016). According to this school of thought, knowledge is speculative and antifoundational, which means that it is impossible to know the absolute truth and that theories can only be shown to be true rather than proven (Creswell, 2014).

The positivist approach involves formulating initial hypotheses and systematically testing them, discarding or modifying hypotheses in favour of those better supported by empirical data. Researchers in this paradigm rely on data, evidence, and logical reasoning to build knowledge, aiming to produce accurate and meaningful claims that explain relationships between variables (Creswell, 2014). Objectivity is paramount, requiring rigorous checks for bias and ensuring the reliability and validity of research instruments and procedures.

3.2 Research Approach

Reflecting the tenets of positivism, this study employs a quantitative research approach, which is characterised by the systematic and objective collection, analysis, and interpretation of numerical data (Apuke, 2017). Quantitative research focusses on measuring and quantifying variables to establish relationships and generalise findings to larger populations. This approach uses structured instruments, such as surveys and experiments, to collect data that can be statistically analysed (Bryman, 2016). Quantitative research typically involves large sample sizes to ensure statistical validity and generalisability, with an emphasis on replicability and hypothesis-driven investigations. The goal is to make generalisations about a population based on the data collected from a representative sample, using predefined variables and response options to ensure consistency and reliability in data collection (Creswell, 2014).

3.3 Research Design

The research design adopted for this study was a descriptive survey, a method used to collect and analyse data to describe or summarise a population, group,

or phenomenon (Fowler, 2013). Descriptive surveys provide quantitative descriptions of trends, attitudes, or opinions within a population by studying a sample, allowing researchers to generalize or infer findings to the broader population (Creswell & Creswell, 2018). This design was particularly suitable for establishing baseline data, exploring relationships between variables, and informing sampling techniques for more complex research or interventions. In order to guarantee consistency in data collection, descriptive surveys use structured and standardised questions. Large samples are often used to achieve representativeness and reliability (Babbie, 2016).

Data collected through descriptive surveys was quantitatively analysed to objectively describe the characteristics or attributes of the population or phenomenon under study.

3.4 Population of the Study

The target population included all senior high school students and guidance and counselling coordinators and the accessible population comprised of all second-year students and teachers/guidance and counselling coordinators in three senior high schools within the Sagnarigu Municipality in Northern Ghana. The total population comprised 3,275 individuals, with 2,910 students and 365 teachers/guidance and counselling coordinators. Tamale Technical Institute, Kalipohin Senior High School, and Tamale Islamic Science Senior High School are the selected schools. Although the first-year students may not have had enough experience, may not have been in school long enough, or may be having

difficulty providing the information needed for the study, the second-year students were given preference above the first- and final-year students.

Regarding the final year students, they were busy preparing to write their final year WASSCE examination and were not available to provide the desired information. It is therefore imperative to use the second-year students since they were not only available but had enough experience regarding issues about guidance services.

Table 1 presents the distribution of second-year senior high school students by gender across three selected schools in the Sagnarigu Municipality. The data, sourced from the Sagnarigu Municipal Education Office's GES-Statistics Department for the 2022/23 academic year, shows the number of male and female students in each school, as well as the total student population.

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

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

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

Table 1 shows the number of male and female students in each school, as well as the total student population. Tamale Islamic senior high school has a total of

1,500 students, with 634 males and 866 females, indicating a higher gender disparity in favour of females. Kalipohin senior high school, with a total student population of 1,090, comprises 458 males and 632 females, also showing more female students than male students. Tamale Technical Institute senior high school, unlike the other two schools, has a higher number of male students (205) compared to female students (115), with a total of 320 students. Overall, across all three schools, the combined student population is 2,910, with 1,297 males and 1,613 females, demonstrating a larger number of female students in the second year.

Table 2 illustrates the distribution of teachers/guidance and counselling coordinators by sex across the same three schools in the Sagnarigu Municipality. This data, also sourced from the Sagnarigu Municipal Education Office's GES-Statistics Department for the 2022/23 academic year, provides insights into the gender composition of the educational staff involved in the delivery of guidance services.

Table 2: Distribution of Senior High School Teachers/Guidance Coordinators by Sex in Sagnarigu Municipality

Name of School	Male	Female	Total
Tamale Islamic science senior high sch.	105	39	144
Kalipohin senior high school	111	19	130
Tamale Technical Inst. Senior high sch.	76	15	91
Total	292	73	365

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

Table 2 provides insights into the gender composition of the educational staff involved in the delivery of guidance services. Tamale Islamic S.H.S. has a total of 144 teachers/guidance coordinators, with 105 males and 39 females, showing a significant predominance of male staff. Kalipohin S.H.S., with 130 teachers/guidance coordinators, comprises 111 males and 19 females, again indicating a substantial gender imbalance with males predominating. Tamale Technical Institute has 91 teachers/guidance coordinators, with 76 males and 15 females, continuing the trend of a higher number of male staff. Across all three schools, the combined number of teachers/guidance coordinators is 365, with 292 males and 73 females, demonstrating a pronounced gender disparity among the educational staff.

3.5 Sample and Sampling Technique

The accessible population in this study was all second-year students as well as teachers/guidance and counselling coordinators from three senior high schools in the Sagnarigu Municipality in Northern Ghana. The study employed a multi-stage sampling technique, which involves selecting samples in successive stages using smaller and more specific sampling techniques at each stage (Kumar, 20140. This method was employed to ensure representativeness and validity of the sample across various levels of the population while maintaining feasibility in data collection.

Three senior high schools in the Sagnarigu Municipality were chosen for the study using a purposive sample technique, out of five (5) senior high schools.

This sampling technique was employed because the researcher was accessible to these selected schools. The schools were in the same geographical area and run double track system now called transition system and, again the same level students were available for the study. The total population across these schools is 3,275, consisting of 2,910 students and 365 teachers/guidance and counselling coordinators.

To achieve a representative sample, all three senior high schools were included in the study, ensuring comprehensive coverage and minimising selection bias. Proportionate stratified random sampling was employed to account for variations in population size and demographic composition across the schools. This method involves dividing the population into strata based on school and

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sex and then sampling proportionately from each stratum. This approach guarantees that each subgroup within the population is adequately represented in the sample, enhancing the accuracy of the findings (Creswell, 2014).

Following the stratification, simple random sampling was applied to select individual respondents within each stratum. Simple random sampling is a basic sampling technique where every individual or unit in the population has an equal chance of being selected. This method ensures that the sample is representative of the population, reducing selection bias and making the results of the study more generalisable. The researcher employed the lottery method of the sample technique, wrote numbers from 1 to the last number of the population on slips of paper. These numbers in the slips were placed in a bowl, mixed thoroughly, and the number picked within the target sample from the bowl qualified one to be represented. Draw out the required number of slips to form your sample.

A sample size of 345 was determined using Krejcie and Morgan's (1970) table for sample size determination, which provides guidelines for ensuring statistical validity based on population size. The sample determination table indicated that a population figures of 3,000 and 3,500 require sample size of 341 and 346 respectively. As stated earlier, the population of the current study was 3,275, and this meant that the sample size of 345 was adequate for the study. The sample includes 306 students and 39 teachers/guidance coordinators, proportionately representing each school's population structure. The sample

size of students (306) and teachers/guidance coordinators (39) were determined using Yamane (1967) formula to calculate. For example: $N_1 = (Nh/N)n$ where N_1 = sample size, Nh = population of stratum, N = Total population size and n = Total sample size desired. This ensured that larger schools contributed more respondents to the sample, maintaining proportionality and representativeness.

Table 3: Sample Distribution of Students Respondents

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

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

Table 4: Sample Distribution of Teachers/Guidance coordinators

Name of School	Male	Female	Total
Tamale Islamic science senior high school	11	4	15
Kalipohin senior high school	12	2	14
Tamale Technical Inst. Senior high school	8	2	10
Total	**31**	**8**	**39**

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

3.6 Research Instrument

This study utilised a structured questionnaire as a primary instrument for data collection. The questionnaire was developed by the researcher under the supervision and guidance of the supervisor and experts in guidance and counselling. It was designed to be applicable to all respondents, incorporating a four-point Likert scale ranging from 4 (strongly agree) to 1 (strongly disagree). Using a four-point Likert scale in data collection was a deliberate methodological choice, often used to eliminate neutrality and encourage respondents to take a clear stance (Joshi et al., 2015). Even-point Likert scales can reduce social desirability and indecision by requiring the respondent to think critically about their opinion (Allen & Seaman, 2007). In evaluative studies, a 4-point scale simplifies interpretation and reduces ambiguity in the level of agreement or disagreement (Boone & Boone, 2012).

The questionnaire consisted of 40 items, with seven items dedicated to collecting demographic data and 33 items focussing on various aspects of guidance services.

The questionnaire was divided into two sections. Section A captured demographic information, including age, sex, duration of stay in the school, level of education, name of school, marital status, and whether the respondent was a student or a teacher/guidance coordinator. Section B comprised 33 items aligned with the research questions, with each research question addressed by eight items, except for the question on types of guidance services, which

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included nine items. All items were closed-ended, requiring respondents to select the option that best represented their views by circling the corresponding number.

The decision to use a questionnaire was based on several considerations. Firstly, all respondents possessed sufficient literacy skills to read and complete the questionnaire independently. Secondly, questionnaires are well-suited for studies involving large sample sizes as they enable the efficient collection of data from many respondents simultaneously. Lastly, questionnaires are particularly effective for gathering quantitative data, facilitating statistical analysis and hypothesis testing.

3.7 Pre-Testing of the Instrument

To ensure the efficacy and clarity of the questionnaire, a pre-test was conducted at the Northern School of Business Senior High School because the school and the selected schools are all in the same geographical area which was Sagnarigu and besides, these schools all run double track system which is now transition schools. The pre-test involved a sample of 25 students (10 males and 15 females) and 15 teachers/guidance coordinators (10 males and 5 females), who were not part of the main study population but shared similar characteristics. The selection of 25 students and 15 teachers/guidance and counselling coordinators for the pre-test was based on recommendations from established research methodologies that suggest a sample size of 20 to 30 participants is sufficient to identify potential issues in questionnaire design (Kankpog, 2020).

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The purpose of the pre-test was to assess the clarity, relevance, and comprehensibility of the questionnaire items. Feedback from the pre-test respondents was used to identify any ambiguities, misunderstandings, or difficulties in responding to the questionnaire. Based on this feedback, necessary revisions were made to the questionnaire to ensure that the items were appropriately constructed and easily understood by the respondents. This process was crucial for enhancing the reliability and validity of the instrument, as it ensured that the questions accurately captured the intended constructs and could be consistently interpreted by the respondents.

3.8 Validity and Reliability

Reliability refers to the consistency of a measurement instrument. In this study, reliability was assessed using the test-retest method. The questionnaire was administered to 40 respondents at the Northern School of Business Senior High School and then re-administered after two weeks. The consistency of the scores between the two administrations was computed to determine test-retest reliability. Additionally, internal consistency was measured using Cronbach's alpha coefficient, which yielded a value of 0.81, indicating a high level of reliability (American Educational Research Association, American Psychological Association, & National Council on Measurement in Education, 2014). Due to this, Tables 5 and 6 present summaries of the results.

Table 5-Test Retest for Pre- test

	N	Co-efficient (Rt)	Sig.
Students & Students B	25	.802	.001
Teachers & Teachers B	15	.811	.000

Source: *Field Data, 2023*

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

Table 5 presents the results, which indicate that the responses provided by the students and teachers/guidance and counselling coordinators under study were consistent. Stated differently, stability prevailed during the administration. For example, a stability estimates of (Rt =.802, p<.05) was obtained using student responses, suggesting that respondents responded similarly or consistently to guidance services. The stability of the respondents, as indicated by the teachers' responses regarding guidance services (Rt =.811, p<.05), also suggested consistency in the delivery of guidance services.

Table 6 presents the internal consistency of the scales used for the study.

Table 6: Internal Consistency

Dimensions	No. of items	Cronbach Alpha
Effective deliver of guidance services	8	.80
Types of guidance services	9	.82
Benefits of guidance services	8	.81
Factor impeding guidance services	8	.81
Overall Consistency	33	.81

Source: *Field Data, 2023*

As shown in (Table 6), the reliability estimates of the scales employed in this investigation varied from.80 to.82. This suggests that there is a high level of internal consistency between each scale's elements. In other words, because every construct's coefficient was more than 0.70, it shows how the items attach to one another to measure the constructions. A reliability estimates of 0.70 or above is appropriate and acceptable, according to DeVellis (2016). Based on DeVellis' disclosure, every reliability estimates for the scales utilised in this study was adequate and reliable.

Validity is the extent to which an instrument measures what it is intended to measure. Content validity was assessed by seeking feedback from experts in guidance and counselling, as well as the research supervisor. Their recommendations, such as wording, an appropriate number of respondents for pre-testing the instrument, and timing, were incorporated into the final version

of the questionnaire to ensure it accurately captured the constructs under investigation (AERA, APA, & NCME, 2014).

3.9 Data Collection Procedure

Prior to data collection, the researcher obtained an introductory letter from the Department of Educational Foundation Studies at the University for Development Studies. This letter was presented to the headmasters of the selected senior high schools to gain their approval and cooperation. The headmasters directed their IT officers to provide the researcher with lists of teachers/guidance coordinators and second-year students.

Data collection was scheduled at a convenient time for each school. The researcher, assisted by the school's guidance and counselling coordinator, gathered all second-year students in the school assembly hall. The purpose of the study was explained to the sampled students and teachers/guidance and counselling coordinators, and the questionnaires were distributed to the respondents. The researcher remained available to answer any questions and provide clarifications as needed. Sufficient time was allotted for respondents to complete the questionnaire, ensuring thoughtful and accurate responses. The completed questionnaires were collected on the same day, achieving a 100% retrieval rate.

3.10 Data Analysis Techniques

For each research question and hypothesis, appropriate statistical analyses were conducted. Types of guidance services carried out (Research Question 1), the

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effectiveness of guidance services (Research Question 2), perceived benefits (Research Question 3) and factors impeding guidance delivery (Research Question 4) were analysed using descriptive statistics, including frequencies, percentages, means and standard deviations.

To address the hypotheses, inferential statistical tests were applied. An independent samples t-test was used to compare the perception of male and female on the delivery of guidance services (hypothesis 1 and 2). For Hypotheses 3 and 4 for teachers/guidance and counselling coordinators, which examined gender and age differences, an independent sample t-test was used for gender, and a one-way ANOVA employed to determine the age, if there is statistically significant differences in the delivery of guidance services across different gender and age groups. These analyses were conducted using statistical software such as SPSS V.21 and significance levels were set at $p < 0.05$ to determine the rejection or failing to reject of the null hypotheses.

3.11 Ethical Consideration

In order to protect respondents' rights, ethical issues were taken into account when conducting the research. The integrity, validity, and social responsibility of the research process are all dependent on the ethical issues that must be taken into account. According to Beauchamp and Childress (2019) and Bryman (2016), ethical research techniques uphold the scientific community's reputation while safeguarding the rights, welfare, and dignity of participants.

The rules that direct a study's conduct are an ethical consideration. These are predicated on the researcher and participant developing trust, and the

researchers bear accountability for the same behaviour they anticipate from the participants (Kankpog, 2020).

The respondents in this study were shielded from any negative effects as a result of its conduct. Confidentiality and informed consent were guaranteed. Taking part in the study was thus entirely optional, and respondents were free to opt out at any moment. In addition, the researcher explained to the respondents the aim of the study and the goals that needed to be accomplished after it. The respondents were given access to all study-related questions, and when necessary, they were given clarifications.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Introduction

The study's results are presented in this chapter along with a thorough analysis of how they relate to the research questions and hypotheses. The purpose of this study was to evaluate guidance services delivery in senior high schools in the Sagnarigu Municipality.

The analysis included detailed descriptions and interpretations of the data collected through questionnaires administered to students and teachers/guidance coordinators. The chapter is structured to systematically address each research question and hypothesis, providing quantitative data insights where relevant. The findings are discussed in the context of existing literature and theoretical frameworks, highlighting key trends, patterns, and implications for the delivery of guidance services in the selected schools.

4.1.0 Presentation of Findings

4.1.1 Demographic Distribution of Respondents

The demographic characteristics of the study respondents, including sex and age, are essential to understanding the composition of the sample involved in the evaluation of guidance services in senior high schools in Sagnarigu Municipality. Tables 7 to 10 present a detailed breakdown of these demographic factors among both students and teachers/guidance coordinators, providing insights into the demographic profile of the respondents involved in the study.

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Table 7: Sex Distribution of Students

Sex	Frequency	Percent (%)
Male	136	44.4
Female	170	55.6
Total	**306**	**100**

Source: *Field Data, 2023*

Table 7 displays the distribution of students based on their gender participation in the study. The data, sourced from the field survey conducted in 2023, shows that out of the total 306 student participants (136 males and 170 females), females comprised 55.6% of the sample. This distribution highlights a slight majority of female students in the sample, which is reflective of the student population in the selected schools. The gender distribution ensures a balanced representation that is conducive to exploring the impact of guidance services across both male and female student cohorts.

Table 8: Age Distribution of Students

Age	Frequency	Percent (%)
15-20	296	96.7
21-25	10	3.3
Total	**306**	**100**

Source: *Field Data, 2023*

Table 8 illustrates the age distribution among student participants involved in the study. The findings revealed that the majority of students, 296 (96.7%), were between the ages of 15 and 20 years, while a smaller proportion, 10 (3.3%), fell

within the age range of 21 to 25 years. This age distribution underscores the concentration of respondents in the typical senior high school age bracket, ensuring that the study captures insights relevant to the core student demographic within the Sagnarigu Municipality.

Table 9: Sex Distribution of Teachers/Guidance and Counselling Coordinators

Sex	Frequency	Percent (%)
Male	32	82.1
Female	7	17.9
Total	**39**	**100**

Source: *Field Data, 2023*

Table 9 presents the sex distribution among teachers and guidance coordinators participating in the study. From a total of 39 respondents in this category, 32 (82.1%) were male and 7 (17.9%) were female. This sex disparity within the teaching and guidance staff reflects broader trends in educational roles, influencing the dynamics of guidance service delivery and potentially impacting teachers'/guidance coordinators' experiences based on sex.

Table 10: Age Distribution of Teachers/Guidance and Counselling Coordinators

Age	Frequency	Percent (%)
26-30	9	23.1
31-35	16	41.0
36-40	11	28.2
41-45	2	5.1
46-50	0	0.0
50+	1	2.6
Total	**39**	**100**

Source: *Field Data, 2023*

As shown in Table 10, 9 (23.1%) were aged between 26-30, the largest group of teachers/guidance and counselling coordinators (16, 41.0%) were aged 31-35, 11 (28.2%) were aged 36-40, 2 (5.1%) aged 41-45, no age group for 46-50, and 1 (2.6%) of the teacher/guidance and counselling coordinators were aged 50+.

4.1.2 Students Responses

Research Question 1: What types of guidance services are carried out in senior high schools in the Sagnarigu Municipality? Table 11 is used to illustrate the responses of students on types of guidance and counselling services.

Table 11: Students Responses on Types of Guidance Services Carried Out in Senior High Schools (N-306)

SN	Items	SA (n, %)	A (n, %)	D (n, %)	SD (n, %)	$\overline{x}$	SD
16	Appraisal service	104 (34.0)	138 (45.1)	40 (13.1)	24 (7.8)	3.05	0.89
17	Consultation service	165 (53.9)	100 (32.7)	26 (8.5)	15 (4.9)	3.36	0.83
18	Counselling service	200 (65.4)	91 (29.7)	6 (2.0)	9 (2.9)	3.58	0.68
19	Evaluation service	107 (35.0)	149 (48.7)	38 (12.4)	12 (3.9)	3.14	0.78
20	Follow-up service	121 (39.5)	121 (39.5)	42 (13.7)	22 (7.3)	3.11	0.90
21	Information service	167 (54.6)	107 (35.0)	24 (7.8)	8 (2.6)	3.42	0.75
22	Orientation service	208 (68.0)	70 (22.9)	16 (5.2)	12 (3.9)	3.55	0.77
23	Referral service	105 (34.3)	137 (44.8)	38 (12.4)	26 (8.5)	3.05	0.90
24	Placement service	134 (43.8)	110 (35.9)	41 (13.4)	21 (6.9)	3.17	0.90

Source: *Field Data, 2023*

Mean Ranges and Interpretations: 3.26-4.00=Strongly Agree (SA), 2.51-3.25=Agree (A), 1.76-2.50=Disagree (D) and 1.00-1.75=Strongly Disagree (SD), Boone and Boone (2012).

Table 11 presents aggregated responses from students on various aspects of guidance services; each item rated on a Likert scale ranging from 1 to 4. Table 11 is used to answer this research question. Table 11 provides a detailed account

of the various types of guidance services carried out in senior high schools within the Sagnarigu Municipality. From Table 11, the mean score of appraisal services is 3.05. According to Boone and Boone (2012) the mean ranges scores of agree falls (2.51-3.25). Appraisal services, which aim to assess student progress and needs, received responses with agree (3.05, .89).

Regarding consultation services, which involved collaborative discussions on educational and personal issues, garnered positive feedback with strongly agree (3.36, .83). Counselling services, designed to offer professional support for personal and emotional challenges, were widely recognised with strongly agree (3.58, .68). Evaluation services, focusing on systematic assessments of programmes and student outcomes, were acknowledged by agreeing (3.14, .78). Follow-up services, which ensure continued support and progress monitoring, received responses strongly agree (3.27, .90). Information services, providing guidance on educational opportunities, received positive feedback with strongly agree (3.42, .75). Orientation services, facilitating student integration and understanding of school policies, were well-regarded with strongly agree (3.55, .77). Referral services, aiding in connecting students to specialised support feedback with agree (3.05, .90). Placement services, assisting students in career and academic placements, received responses agree (3.17, .90).

These findings highlight the diverse array of guidance services available in the schools studied, demonstrating their perceived importance in supporting student development and success. The mean range scores by Boone and Boone (2012) indicated Consultation, Counselling, Follow-up, Information and

Orientation services were effectively delivered in the senior high schools while appraisal, Evaluation, Referral and Placement services present but not effectively delivered.

Research Question 2**:** To what extent are guidance services effectively delivered in senior high schools in the Sagnarigu Municipality? Table 12 is used to answer this research question. The findings related to this research question were presented to assess the perceived effectiveness of guidance services as reported by students. The analysis includes descriptive statistics that summarise the respondents' ratings on various aspects of the guidance services, as shown in Table 12.

Table 12: Students Responses on Delivery of Guidance Services (N-306)

SN	Items	SA	A	D	SD	$\bar{x}$	S D
8	During guidance programmes, teachers and counsellors in my school explain school rules and regulations to new students.	167 (54.6)	107 (35.0)	19 (6.2)	13 (4.2)	3.40	0.79
9	My school counsellors work in tandem with other staff members to help students with their academic, personal, and career concerns.	171 (55.9)	108 (35.3)	15 (4.9)	12 (3.9)	3.43	0.76
10	Matters that I discuss with my counsellor/teachers are usually kept private and confidential.	165 (53.9)	96 (31.4)	29 (9.5)	16 (5.2)	3.34	0.85
11	The guidance counsellor at my school has an office where they can offer guidance service.	214 (69.9)	73 (23.9)	13 (4.2)	6 (2.0)	3.61	0.66
12	My school counsellor/teachers assist students to solve their personal, emotional, psychological, social, and behavioural problems.	201 (65.7)	92 (30.1)	9 (2.9)	4 (1.3)	3.60	0.62

13	Teachers and counsellors at my school offer pertinent guidance on social and personal growth as well as opportunities for students' future education.	155 (50.7)	125 (40.8)	18 (5.9)	8 (2.6)	3.40	0.72
14	You can overcome tension and exam anxiety with the support of guidance services.	118 (38.6)	121 (39.5)	41 (13.4)	26 (8.5)	3.08	0.92
15	Guidance services are provided to all the students.	192 (62.7)	83 (27.1)	21 (6.9)	10 (3.3)	3.50	0.76

Source: *Field Data, 2023*

Mean Ranges and Interpretations: 3.26-4.00=Strongly Agrees (SA), 2.51-3.25=Agree (A), 1.76-2.50=Disagree (D) and 1.00-1.75=Strongly Disagree (SD), Boone and Boone (2012).

The findings related to this research question were presented to assess the perceived effectiveness of guidance services as reported by learners. The analysis includes descriptive statistics that summarise the respondents 'ratings on various aspects of the guidance services as shown in Table 12. Table 12 reveals that students generally perceive some facets of guidance services positively. For instance, a majority of students strongly agreed that during guidance programs, teachers and counsellors explain school rules and

regulations to new students (3.40, .79) and that counsellors collaborate with other staff to address educational, personal, and career concerns (3.43, .76).Similarly, a significant number of students strongly agreed that matters with counsellors are kept confidential (3.34, .85) and that counsellors have adequate office space for providing guidance services (3.61, .66). Table 12 also highlights the provision of guidance on personal and social development by counsellors to students in schools (3.40, .72). Finally, in Table 12 students were in strong agreement that guidance services are provided for all students in the school with an average score and a standard deviation of (3.50, .76). These findings provided a quantitative assessment of how students perceive the current delivery and efficacy of guidance services in senior high schools in Sagnarigu Municipality.

Research Question 3: What are the perceived benefits of guidance services to students in senior high schools in the Sagnarigu Municipality? Table 13 is employed to illustrate the responses of students on the perceived benefits of guidance and counselling.

Table 11: Benefits of Guidance and Counselling Services in senior high schools (N-306)

SN	Items	SA	A	D	SD	$\bar{x}$	SD
25	Improve behaviour and discipline	218 (71.2)	68 (28.8)	11 (3.6)	9 (2.9)	3.61	0.70
26	Assist in identifying potentials and talents	166 (54.2)	106 (34.6)	22 (7.2)	12 (3.9)	3.39	0.79
27	Build positive self-image	175 (57.2)	115 (37.6)	8 (2.6)	8 (2.6)	3.50	0.68
28	Develop positive attitude towards education	188 (61.4)	99 (32.4)	11 (3.6)	8 (2.6)	3.53	0.69
29	Improve academic performance	160 (52.3)	114 (37.3)	21 (6.9)	11 (3.6)	3.38	0.77
30	Assist in setting of realistic goals	156 (51.0)	121 (39.5)	22 (7.2)	7 (2.3)	3.39	0.72
31	Assist in resolving their emotional difficulties	157 (51.3)	110 (35.9)	21 (6.9)	18 (5.9)	3.32	0.84
32	Boost career understanding and job search skills	163 (53.3)	104 (34.0)	22 (7.2)	17 (5.6)	3.34	0.84

Source: *Field data, 2023*

 Mean Ranges and Interpretations: 3.26-4.00=Strongly Agree (SA), 2.51-3.25=Agree (A), 1.76-2.50=Disagree (D) and 1.00-1.75=Strongly Disagree (SD), Boone and Boone (2012).

As shown in Table 13, the respondents strongly agreed that guidance services contribute to improve students' behaviour and discipline with a mean value of 3.61 and a standard deviation of 0.70). It is also strongly agreed that guidance

and counselling help in identifying students' talents and potentials with a mean score of 3.39 and a standard deviation of 0.79. The students further strongly agreed that guidance services play a crucial role in building a positive self-image among them with a mean score of 3.50and standard deviation of 0.68. In addition, it is strongly agreed that guidance services contribute to developing positive attitudes towards education reporting a mean value of 3.53 and a standard deviation of 0.69. This highlights the role of guidance service in fostering a proactive approach to learning and academic engagement. It is also evident in Table 3, that students strongly agreed that guidance and counselling services help improve academic performance with a mean value of 3.38 and a standard deviation of 0.77. This finding underscores the perceived link between effective guidance services and enhanced educational outcomes among students.

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

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

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

Research Question 4: What factors impede the effective delivery of guidance services in senior high schools in the Sagnarigu Municipality? Table 14 is used to determine the responses of students on factors impeding the effective delivery of guidance and counselling services. This research question sought to collect data on the impediments to the effective delivery of guidance services. A 4-point Likert scale questionnaire was used in data collection. Descriptive statistics involving means and standard deviation were used in analysing the data collected. The findings of the research question are presented in Table 14.

Table 12: Factors Impeding the Effective Delivery of Guidance and Counselling Services (N-306)

SN	Items	SA (n, %)	A (n, %)	D (n, %)	SD (n, %)	$\bar{x}$	SD
33	Lack of funding for running guidance programmes	161 (46.7%)	110 (32.0%)	41 (11.8%)	33 (9.5%)	3.16	0.97
34	Lack of conducive offices for guidance coordinator	144 (41.8%)	98 (28.4%)	61 (17.6%)	42 (12.1%)	3.00	1.04
35	Negative attitudes of students	117 (33.9%)	108 (31.4%)	56 (16.3%)	56 (16.3%)	2.87	1.07
36	Lack of guidance resources	138 (39.9%)	110 (32.0%)	51 (14.7%)	46 (13.4%)	2.99	1.04
37	Negative attitudes of headmasters towards	58 (16.7%)	62 (18.0%)	80 (23.2%)	146 (42.2%)	2.09	1.12

	guidance programmes						
38	Too much teaching load for the school counsellor	66 (19.0%)	91 (26.5%)	106 (30.75%)	83 (23.9%)	2.40	1.04
39	Lack of professional and qualified counsellors	113 (32.7%)	64 (18.6%)	81 (23.5%)	87 (25.2%)	2.41	1.18
40	Students' unwillingness to discuss their problems	51 (14.8%)	41 (11.8%)	102 (29.5%)	151 (43.9%)	3.02	1.07

Source: *Field Data, 2023*

Mean Ranges and Interpretations: 3.26-4.00=Strongly Agree (SA), 2.51-3.25=Agree (A), 1.76-2.50=Disagree (D) and 1.00-1.75=Strongly Disagree (SD), Boone and Boone (2012).

The study investigated various impediments to the effectiveness of guidance services in senior high schools within the Sagnarigu Municipality. The data in Table 14 revealed several key challenges. The respondents agreed that the lack

of funding for running guidance programmes was an impediment with mean scores and standard deviation (3.16, 0.97). With regards to lack of conducive offices for guidance coordinators was another notable concern, respondents agreed yielding a mean score and standard deviation of (3.00, 1.04). Furthermore, negative attitudes of students towards guidance services were highlighted, resulting in a mean response and a standard deviation of (2.87, 1.07) indicated respondents' agreement.

The lack of guidance resources was considered a significant issue as respondents agreed producing a mean score and a standard deviation of (2.99, 1.04). Respondents also agreed that, perceived headmasters' negative attitudes towards guidance programmes as a significant impediment leading to a mean score and a standard deviation of (2.09, 1.12).

The too much teaching load for school counsellors was another concern, with a mean response and a standard deviation of (2.40, 1.04) indicating respondents agreement. The lack of professional and qualified counsellors was acknowledged by respondents' agreement leading to a mean score and a standard deviation of (2.41, 1.18).

Furthermore, the unwillingness of students to discuss their problems school counsellor was highlighted as a prominent issue, with the mean score of 3.02 and a standard deviation of 1.07, reflecting a tendency towards agreement.

Overall, these findings indicated the above are impediments to the effectiveness of guidance services in the surveyed senior high schools. These insights are

crucial for addressing and improving the effective delivery of guidance services in the Sagnarigu Municipality.

4.1.3 Testing Hypotheses for Students

Hypothesis 1**:** There is no statistically significant difference between male and female students in the delivery of guidance services.

This hypothesis seeks to ascertain whether guidance services provided to male and female students in senior high schools within the Sagnarigu Municipality differ statistically significantly. An independent sample t-test was used to compare the amounts of guidance services received by male and female students in order to test this hypothesis. Sex differences in the provision of guidance services are examined through analysis of test statistics and significance levels (p-values-0.05).

The results of the hypothesis testing are presented in Tables 15 and 16 using an independent sample t-test to compare the delivery of guidance services between male and female students.

Table 13: Levene's Test for Equality of Variances

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

Source: *Field data, 2023*

Table 14: T- test Results Comparing Male and Female Students Perception of Guidance Services

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

Source: *Field data, 2023*

To compare the delivery of guidance services scores for males and females, an independent sample t-test was used. The assumption of equal variances was not violated according to Levene's test (F =.770, p>.05). When the t-value was calculated with this assumption, there was no significant difference (t = 3.43, df = 304, p.381). The findings imply that there was no significant differences in the way that guidance services were provided based on male and female students. Therefore, the study failed to reject the null hypothesis.

Hypothesis 2: There is no statistically significant difference among students in the delivery of guidace services based on age.

To investigate this hypothesis, an independent sample T-test was conducted to assess whether there were no significant differences in the levels of guidance services delivered across the different age groups.

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Table 15: Group Statistics of Levene's Test Results for Students Age

	AGE	N	Mean	Std. Deviation	Std. Error Mean
Guidance service delivery	15-20	296	3.4168	.45763	.02660
	21-25	10	3.5125	.40160	.12700

Source: *Field data, 2023*

Table 17 indicates that the mean age for 15-20 is 3.4168 while the 21-25 is 3.5125; with the standard deviation of .02660 and .12700 respectively.

Table 16: Levene's Test for Equality of Variances t-test for Equality of Means

Students Age

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Guidance delivery Equal variances assumed	.370	.544	-.653	304	.515	-.09569	.14664	-.38424	.19286

Equal variances not assumed		.737	-9.806	.478	-.09569	.12975	-.38558	.19419

Source: *Field Data, 2023*

Table 18 indicated that an independent samples t-test was conducted to compare the delivery of guidance services scores for age groups. The Levene's test indicated that the assumption of equal variances was not violated (F = .370, P > .544). The t-value was computed with equal variances assumed, confirming the significance of the differences (t = .653, df = 304 and p=.515). The results suggested that age does not have a significant difference in the delivery of guidance services since the p-value is greater than .05. Therefore, the study failed to reject the null hypothesis, indicating there was no statistically significant difference in the age of the students.

4.2.1 Teachers/Guidance and Counselling Coordinators Responses

Research Question 1: What types of guidance services are carried out in senior high schools in the Sagnarigu Municipality? Table 19 is used to illustrate the responses of teachers/guidance and counselling coordinators on types of guidance and counselling services.

Table 19: Teachers/Guidance and Counselling Coordinators Responses on Types of Guidance Services Carried Out in Senior High Schools (N-39).

SN	Items	SA (n, %)	A (n, %)	D (n, %)	SD (n, %)	$\bar{x}$	SD
16	Appraisal service	6 (15.4)	29 (74.4)	3 (7.7)	1 (2.6)	3.03	0.58
17	Consultation service	8 (20.5)	28 (71.8)	2 (5.1)	1 (2.6)	3.10	0.60
18	Counselling service	33 (84.6)	6 (15.4)	0	0	3.85	0.37
19	Evaluation service	9 (23.1)	28 (71.8)	1 (2.6)	1 (2.6)	3.15	0.59
20	Follow-up service	13 (33.3)	22 (56.4)	2 (5.1)	2 (5.1)	3.18	0.77
21	Information service	28 (71.8)	10 (25.6)	0	1 (2.6)	3.67	0.62
22	Orientation service	33 (84.6)	4 (10.3)	1 (2.6)	1 (2.6)	3.77	0.63
23	Referral service	11 (28.2)	23 (59.0)	4 (10.2)	1 (2.6)	3.13	0.70
24	Placement service	6(15.4)	23 (59.0)	8 (20.5)	2 (5.1)	2.85	0.74

Source: *Field Data, 2023*

Mean Ranges and Interpretations: 3.26-4.00=Strongly Agree (SA), 2.51-3.25=Agree (A), 1.76-2.50=Disagree (D) and 1.00-1.75=Strongly Disagree (SD), Boone and Boone (2012).

Table 19 shows that, the mean score and standard deviation (3.03, .58) were found to be agreed upon by teachers/guidance and counselling coordinators that appraisal service is delivered in senior high schools. Again, With regards to

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consultation service, the mean score and standard deviation (3.10; .60), indicated the agreement of such service. The mean score and standard deviation (3.85; .37) for counselling service highlighted strong agreement by respondents. Evaluation service with the mean score and standard deviation (3.15; .59) respondents agreed that the evaluation service was conducted in high schools.

Regarding the mean score and standard deviation (3.18; .77) shown that follow-up services were provided in senior high schools by the respondent agreement. The mean score and standard deviation (3.67; .62) shown strong agreement that information services were provided in high schools. With the mean score and standard deviation (3.77; .63) indicated strongly agreed that orientation services were conducted in senior high schools.

Moreover, the mean score of (3.13; .70), indicated an agreement that referral services were provided in senior high schools.

Research Question 2: To what extent are guidance services effectively delivered in senior high schools in the Sagnarigu Municipality? Table 20 is used to answer this research question.

Table 20: Teachers/Guidance and Counselling Coordinators Responses on Delivery of Guidance Services (N-39).

SN	Items	SA	A	D	SD	$\overline{x}$	S D
8	During guidance programmes, teachers and counsellors in my school explain school rules and regulations to new students.	23 (59.0)	15 (38.5)	0	1 (2.6)	3.54	0.64
9	My school counsellors work in tandem with other staff members to help students with their academic, personal, and career concerns.	9 (23.1)	28 (71.8)	0	2 (5.1)	3.13	0.66
10	Matters that I discuss with my counsellor/teachers are usually kept private and confidential.	16 (41.0)	22 (56.4)	0	1 (2.6)	3.36	0.63
11	The guidance counsellor at my school has an office where they can offer guidance service.	20 (51.3)	15 (38.5)	2 (5.1)	2 (5.1)	3.36	0.81
12	My school counsellor/teachers assist students to solve their personal, emotional, psychological, social, and behavioural problems.	17 (43.6)	21 (53.8)	0	1 (2.6)	3.38	0.63
13	Teachers and counsellors at my school offer pertinent guidance on social and personal growth as well as opportunities for students' future education.	17 (43.6)	21 (53.8)	0	1 (2.6)	3.38	0.63
14	You can overcome tension and exam anxiety with the support of guidance services.	18 (41.2)	19 (48.7)	1 (2.6)	1 (2.6)	3.38	0.67

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| 15 | Guidance services are provided to all the students. | 25 (64.1) | 12 (30.8) | 1 (2.6) | 1 (2.6) | 3.56 | 0.68 |

Source: *Field Data, 2023*

Mean Ranges and Interpretations: 3.26-4.00=Strongly Agree (SA), 2.51-3.25=Agree (A), 1.76-2.50=Disagree (D) and 1.00-1.75=Strongly Disagree (SD), Boone and Boone (2012).

Table 20 shown strong agreement of teachers/guidance and counselling coordinators that during guidance programmes, teachers and counsellors in my school explain school rules and regulations to new students with mean score and standard deviation (3.54; .64).

Regarding how school counsellors' work with other staff members to address students' educational, personal, and career concerns, the mean score and standard deviation (3.13; .66) indicated strong agreement by teachers/guidance and counselling coordinators. Furthermore, teachers/guidance and counselling coordinators strongly agreed that topics discussed with my teachers and counsellors are typically kept private and confidential resulting the mean score and standard deviation (3.36; .63). Again, teachers and coordinators of guidance and counselling strongly agreed that the school counsellor has an office where they can provide guidance services, with the mean score and standard deviation (3.36; .81).

Respondents strongly agreed that school counsellors and teachers assist students in dealing with their personal, emotional, psychological, social, and behavioural issues. Shown by the mean score and standard deviation (3.38; .63).

Teachers/guidance and counselling coordinators strongly agreed that teachers and counsellors at my school offer relevant guidance regarding students' personal and social development as well as opportunities for further study with the mean score and standard deviation (3.38; .63). Teachers and guidance coordinators strongly agreed that using guidance services will help you reduce stress and exam anxiety, yielding a mean score and standard deviation (3.38; .67).

Moreover, the mean score and standard deviation (3.56; .68) indicated that teachers/guidance and counselling coordinators strongly agreed that guidance services are provided to all students. All the items above indicated the effectiveness of guidance services except item 9 which mean score falls below strongly agreed according to Boone and Boone (2012) mean ranges.

Research Question 3: What are the perceived benefits of guidance services to students in senior high schools in the Sagnarigu Municipality? Table 21 illustrates the responses of teachers/guidance and counselling coordinators on the perceived benefits of guidance and counselling.

Table 17: Benefits of Guidance and Counselling Services in senior high schools (N-39)

SN	Items	SA	A	D	SD	M	SD
25	Improve behaviour and discipline	21 (53.8)	15 (38.5)	2 (5.1)	1 (2.6)	3.44	0.72
26	Assist in identifying potentials and talents	15 (38.5)	23 (59.0)	0	1 (2.6)	3.33	0.62
27	Build positive self-image	14 (35.5)	23 (59.0)	1 (2.6)	1 (2.6)	3.28	0.65
28	Develop positive attitude towards education	21 (53.8)	17 (43.6)	0	1 (2.6)	3.50	0.64
29	Improve academic performance	15 (38.5)	21 (53.8)	2 (5.1)	1 (2.6)	3.28	0.69
30	Assist in setting of realistic goals	16 (41.0)	23 (59.0)	0	0	3.41	0.50
31	Assist in resolving their emotional difficulties	16 (41.0)	21 (53.8)	1 (2.6)	1 (2.6)	3.33	0.66
32	Boost career understanding and job searching skills	21 (53.8)	17 (43.6)	0	1 (2.6)	3.49	0.64

Source: *Field Data, 2023*

Mean Ranges and Interpretations: 3.26-4.00=Strongly Agree (SA), 2.51-3.25=Agree (A), 1.76-2.50=Disagree (D) and 1.00-1.75=Strongly Disagree (SD), Boone and Boone (2012).

Table 21 showed that 21 teachers/guidance and coordinators strongly agreed that guidance services improved student behaviour and discipline in schools with the mean score and standard deviation (3.44; .72). The mean score and standard deviation (3.33; .62) indicated teachers/guidance and counselling coordinators strong agreement that guidance services aid in identifying students' talents and potentials in schools. Furthermore, teachers and guidance

coordinators strongly agreed that guidance services contribute to the development of a favourable student image in senior high schools yielding the mean score and standard deviation (3.28; .65).

Regarding guidance services aiding in fostering students a favourable attitude toward learning in schools, the mean score and standard deviation (3.50; .64) indicated strong agreement by teachers/guidance and counselling coordinators.

Moreover, guidance services help students do better academically in schools, the mean score and standard deviation (3.28; .69) indicated strongly agreed. Teachers, guidance and counselling coordinators strongly agreed that guidance services help students set realistic goals in schools with mean score of (3.41; .50).

There was a strong agreement that guidance services help students in senior high schools resolve their emotional difficulties (3.33; .66).

Guidance services improve students' knowledge about occupations and job-seeking skills (3.49; .64) indicated strongly agreed. All the responses indicated strong agreement falling within Boone and Boone (2012) mean ranges (3.26-4.00).

Research Question 4: What factors impede the effective delivery of guidance services in senior high schools in the Sagnarigu Municipality? Table 22 is used to determine the responses of teachers/guidance and counselling coordinators on factors impeding the effective delivery of guidance and counselling services. This research question sought to collect data on the impediments to the effective delivery of guidance services. A 4-point Likert scale questionnaire was used in data collection. Descriptive statistics involving means and standard deviation were used to analyse the data collected. The findings of the research question are presented in Table 22.

Table 18: Factors Impeding the Effective Delivery of Guidance and Counselling Services (N-39)

SN	Items	SA (n, %)	A (n, %)	D (n, %)	SD (n, %)	M	SD
33	Lack of funding for running guidance programmes	13 (33.3)	20 (51.3)	3 (7.7)	3 (7.7)	3.10	0.85
34	Lack of conducive offices for guidance coordinators	7 (17.9)	21 (53.8)	9 (23.1)	2 (5.1)	2.84	.78
35	Negative attitudes of students	7 (17.9%)	24 (61.5)	6 (15.4)	2 (5.1)	2.92	.74
36	Lack of guidance resources	17 (17.9)	26 (66.7)	4 (10.3)	2 (5.1)	2.97	.71

37	Negative attitudes of headmasters towards guidance programmes	4 (10.3)	10 (25.6)	16 (41.0)	9 (23.1)	2.23	.93
38	Too much teaching load for the school counsellor	19 (48.7)	8 (20.5)	5 (12.8)	7 (17.9)	3.00	1.17
39	Lack of professional and qualified counsellors	20 (51.3)	7 (17.9)	5 (12.8)	7 (17.9)	3.02	1.18
40	Students' unwillingness to discuss their problems	8 (20.5)	26 (66.7)	3 (7.7)	2 (5.1)	3.02	.71

Source: *Field Data, 2023*

Mean Ranges and Interpretations: 3.26-4.00=Strongly Agree (SA), 2.51-3.25=Agree (A), 1.76-2.50=Disagree (D) and 1.00-1.75=Strongly Disagree (SD), Boone and Boone (2012).

Table 22 demonstrates that, with respect to the mean score and standard deviation (3.10; .85), teachers/guidance and counselling coordinators agreed that financial constraints on operating guidance programmes were impeding the efficient provision of guidance services in schools.

Regarding lack of conducive offices for guidance and counselling coordinators impede the effective delivery of guidance services in schools, with the mean score and standard deviation (2.84; .78) shown agreed.

In addition, respondents agreed that students' negative attitudes were affecting the efficient delivery of guidance services in schools (2.92; .74).

Furthermore, Teachers/guidance and counselling coordinators agreed that lack of guidance resources was impeding the efficient delivery of guidance services in schools (2.97; .71).

Regarding headmasters' and headmistresses' negative attitudes toward guidance programmes were impeding the effective delivery of guidance services in schools, teachers/guidance and counselling coordinators agreed (2.23; .93,).

Again, teachers/guidance and counselling coordinators agreed that too much teaching load was impeding their ability to provide effective guidance services (3.00; 1.17).

Additionally, teachers/coordinators of guidance and counselling agreed that the effective provision of guidance services in schools was being negatively impacted by the shortage of professional and qualified counsellors (3.00; 1.17).

Regarding the mean score and standard deviation (3.02; 1.18) indicated that teachers/guidance and counselling coordinators agreed to the students' reluctance to discuss their problems with guidance and counselling coordinators is impeding the effective delivery of guidance services in schools. All the responses fell within Boone and Boone (2012) mean ranges (2.51-3.25) of agreement.

4.2.2 Testing of Hypotheses for teachers/guidance and counselling coordinators

Hypothesis 3: There is no statistically significant difference between male and female in the delivery of guidance services among teachers/guidance and counselling coordinators.

Table 19: Levene's Test for Equality of Variances of teachers/guidance and counselling coordinators

			F	Sig.
Delivery of Guidance Services	Equal variances assumed		.164	.688
	Equal variances not assumed			

Source: *Field data, 2023*

Table 20: T- test Results Comparing Male and Female Teachers/Guidance and counselling Coordinators Perception of Guidance Services

Sex	N	Mean	Std. Deviation	Df	T	p
Male	32	3.3398	.51708	37	1.320	0.668
Female	7	3.6071	.26446			

Source: *Field data, 2023*

To compare the delivery of guidance services ratings for male and female teachers/guidance and counselling coordinators, an independent sample t-test was used. The t-value was computed with equal variances assumed, confirming no significance of the difference (t =1.320, df = 37, p.668). Levene's test showed that the assumption of equal variances was not violated (F =.164, p.688).

The results suggest that there is no statistically significant difference between male and female perceptions of guidance services delivery. As the p-value is

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greater than the conventional significance level (p.05). The study, therefore, failed to reject the null hypothesis. This is an indication that sex does not play a crucial role in the delivery of guidance services.

Hypothesis 4: There is no statistically significant difference in the delivery of guidance services of teachers/guidance and counselling coordinators based on age.

Table 21: Group Statistics of Levene's test results for Teachers/Guidance and Counselling Coordinators age

Age	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
26-30	9	3.4444	.52705	.17568	3.0393	3.8496	3.00	4.00
31-35	16	3.7500	.44721	.11180	3.5117	3.9883	3.00	4.00
36-40	11	3.3636	.92442	.27872	2.7426	3.9847	1.00	4.00
41-45	2	3.5000	.70711	.50000	-2.8531	9.8531	3.00	4.00
51+	1	3.0000	.	.	.	.	3.00	3.00
Total	39	3.5385	.64262	.10290	3.3301	3.7468	1.00	4.00

Source: *Field Data, 2023*

Table 22: Tests of Between-Subjects Effects

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.425	4	.356	.849	.504
Within Groups	14.268	34	.420		
Total	15.692	38			

Source: *Field Data, 2023*

To ascertain whether the delivery of guidance services across the age groups is not statistically significantly different, a one-way ANOVA was conducted. Using Levene's test, the assumption of homogeneity of variance was tested and found to be tenable (p>.05). Age did not significantly affect the provision of guidance services, according to the ANOVA (F = 849, P =.504). To ascertain whether the delivery of guidance services across the age groups is not statistically significantly different, a one-way ANOVA was conducted. Using Levene's test, the assumption of homogeneity of variance was tested and found to be tenable (p>.05). Age did not significantly differ in the provision of guidance services, according to the ANOVA (F = 849, P =.504).

This indicates that there were no statistically significant differences in the delivery of guidance services. The study therefor fails to reject the null hypothesis that there was no statistically significant difference on the basis of age of teachers/guidance and counselling coordinators.

4.3.0 Discussion of the Findings

4.3.1 Types of guidance services carried out in senior high schools

The study investigated the types of guidance services undertaken by senior high schools within the Sagnarigu municipality, focused on students' and teachers/guidance coordinators' perceptions. The findings revealed varying levels of student and teacher/guidance coordinator agreement across different types of guidance services, with average mean scores of 3.27 and standard deviations of 0.82 of students and teachers/guidance and counselling coordinators of 3.30 and 0.64. The findings largely corroborate existing research on guidance services in educational settings.

Regarding appraisal service as a type of guidance service carried out in senior high schools in Sagnarigu municipality. The mean score and standard deviation of students and teachers/guidance and counselling coordinators (3.05, .89 and 3.03, .58) respectively demonstrated the provision of appraisal service in school.

Awabil, Obadofin, Asamoah-Gyimah, and Kankpog (2011) corroborate this finding by observing that appraisal services were provided in schools. This implies that to support their personal-social, academic, and professional growth, students are assisted in being aware of and understanding their strengths and limitations, abilities, aptitudes, values, and interests. According to the study, senior high schools in the Sagnarigu Municipality provided consultation services. This is indicated by the mean score of students and teachers/guidance coordinators (3.36, .90, and 3.10, .60). This is supported by Alale (2015), who

disclosed that consultation services were offered in schools, lends support to this. According to Block (2011), a consultation service is a sort of guidance service in which a client and counsellor work together to solve problems, make decisions, or enhance procedures. The school counsellor provides the client with knowledge and insights. Teachers/guidance and counselling coordinators should talk about and interpret test results for their students, discuss school placement or career planning about education, inform parents about their children's behaviour at school, talk to parents about their academic progress and development, and talk to parents about the need for their children to seek help from a suitable agency.

With regards to the high endorsement of counselling services by students and guidance and counselling coordinators, the mean score and standard deviation (3.58, .68) and (3.81, .37), respectively, align with established literature emphasising their pivotal role in addressing students' personal and emotional needs (Awabil et al., 2011; Alale, 2019). Similarly, Asamari (2018), who verified that counselling was one of the primary guidance services offered in the institutes of education, supports this conclusion.

Related studies are in agreement with the opinions of other researchers. According to Awabil et al. (2011) and Mawusi (2013), counselling services played a significant role in school guidance programs. The current study recommends that guidance and counselling coordinators at the individual schools, form group counselling relationships with students who face comparable issues due to the large number of students enrolled in senior high

schools. Students with special cases will initiate one-on-one therapy through this therapeutic partnership to get the help they need in the school.

The mean score for students and standard deviation (3.14, .78) and the teachers/guidance and counselling officers (3.15, .59) in the present study also showed that senior high schools used evaluation services as a type of guidance service. These views are in disagreement with Alale (2019) and Awabil et al. (2011), who discovered that the least number of guidance services offered in education colleges was the evaluation service. This study stressed that to make adjustments, school counsellors evaluate the success of guidance programmes and interventions utilizing information and input from teachers, parents, and students. The study finds this type of guidance service valuable; for that matter, it must cover all guidance and counselling services offered in school. The evaluation service should be continuous and constant but must be in a scientific and systematic way, which should involve all the functionaries in the school with students as the focal point. When school authority offers financial support to guidance and counselling coordinators for the guidance programs, there is the need to report back to the authority.

The mean score of the students and guidance coordinators towards follow-up services was (3.11, .90) of students and that of teachers/guidance and counselling coordinators (3.15, .76). Both students and teachers/guidance and counselling coordinators responses were positive. This view is consistent with the study of Alale (2015), who found that follow-up service was the least guidance service provided in colleges of education. Follow-up service can lead

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to several benefits, including improved outcomes for individuals, early detection of relapse or new issues, increased accountability, and a greater likelihood of achieving long-term goals. Similarly, follow-up services in guidance and counselling may include a school counsellor checking in with a student who has been receiving emotional support, a career counsellor following up with a client who is pursuing a new career path, or a therapist monitoring the progress of a client in therapy.

Another dominant type of guidance service carried out in senior high schools was information service, as revealed by the students mean score and standard deviation (3.42; .75) and that of teachers/guidance coordinators mean score and standard deviation (3.67, .62). This position was in consistent with the study conducted by Alale (2015), who opined that the information service was a major guidance service provided in colleges. On the other hand, Namale and Awabil (2018) and Awabil et al. (2011) disagreed that information service was not effectively implemented in senior high schools, respectively.

Regarding orientation service, the mean score and standard deviation (3.55, .77) and teachers/guidance and counselling of officers (3.77; .63) demonstrated that orientation services were carried out in senior high schools. This finding was supported by Asamari (2018) and Alale (2019), who postulated that orientation was most dominantly implemented in school guidance programmes. Though Alale's view was on colleges of education but it seems relevant to this study as college students and senior high students almost shown similar characteristic because the high just migrated the colleges of education. This implies that

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people get driven when they feel competent, or when they know how to successfully navigate their surroundings. Student confidence is bolstered by orientation services, which offer vital details about the organisation, its guidelines, and its available tools. A knowledgeable student feels more in charge of their experiences and is better able to handle obstacles, make decisions, and interact with others in both academic and social environments.

Additionally, this helps newcomers to understand their environment and the opportunities it offers. Students who missed the orientation services in school guidance programs may not have accurate information with regards to their course of study.

With the mean score and standard deviation (3.05, .90) of students and that of teachers/guidance and counselling coordinators (3.12, .70) show that referral service was carried out in schools. This finding is in agreement with Alale (2019), who found that referral service was least carried out in senior high schools. As teachers are always in class to teach need to observe their students' behaviours and be able to refer them to the guidance and counselling office for appropriate action to be taken.

Placement service was also a type of guidance service carried out in schools, as established by the mean score and standard deviation of students and teachers/guidance and counselling coordinators (3.17, .90; 2.80, .77), indicating students' responses were consistent with Awabil et al. (2011) and Asamari

(2018), who found that placement service was the least guidance service implemented in senior high schools in the Sagnarigu municipality.

However, discrepancies emerge concerning appraisal and evaluation services, where students' responses varied. These findings challenge assumptions that these services universally achieve high effectiveness across diverse school environments (Namale & Awabil, 2018; Awabil et al., 2011). The finding underscores the necessity for further inquiry into the implementation and perceived efficacy of specific guidance services in educational contexts.

The study's findings carry practical implications for educational practice and policy. The widespread recognition of counselling and orientation services underscores their critical role in supporting both academic achievement and holistic student development. Schools are encouraged to allocate resources and professional development opportunities to enhance the quality and accessibility of these services.

Moreover, the variability in perceptions regarding appraisal and referral services highlights the importance of ongoing evaluation and enhancement of guidance practices. Educators and policymakers should consider refining these services based on student feedback to better meet their needs and optimise educational outcomes.

In terms of scholarly contributions, this research enriches the literature on guidance services in senior high schools, particularly within the specific context of the Sagnarigu municipality. Identifying strengths and areas for improvement

in current practices provides empirical insights that can inform strategic planning and decision-making aimed at optimising the efficacy of guidance services.

4.3.2 Delivery of Guidance Services

The findings from the study provide valuable insights into students and teachers/guidance and counselling coordinators perceptions of guidance services offered, with the average mean score and standard deviation of students being 3.42 and 0.76 and that of teachers/guidance and counselling coordinators being 3.38 and 0.66. The results revealed a nuanced view among students and teachers/guidance and counselling coordinators regarding various facets of the guidance services available in the senior high schools in Sagnarigu municipality.

Primarily, a substantial majority of students and teachers/guidance and counselling coordinators indicated satisfaction with the clarity provided during guidance programmes regarding school rules and regulations (3.40, .79) and (3.54, .64). This underscores the importance of effective communication in facilitating students' understanding and compliance with institutional norms, aligning with existing literature emphasising the pivotal role of clear communication in student orientation (Bedu-Addo, 2014).

Moreover, students and teachers/guidance and counselling coordinators reported positive collaborative efforts between school counsellors and other staff members in addressing educational, personal, and career-related concerns

were (3.43, and .76) and that of teachers/guidance and counselling officers were (3.13; and .66). This collaborative approach is pivotal in supporting holistic student development by integrating diverse perspectives and expertise to address the multifaceted needs of students (Taylor & Buku, 2016). The finding underscores the significance of teamwork in enhancing the comprehensiveness and effectiveness of guidance services.

With Regarding students and teachers/guidance and counselling coordinators, generally perceived students discussing their problems with counsellors as kept private and confidential were of the mean score and standard deviation (3.34, .85, and 3.36; .63), respectively, indicating a level of trust in the counselling process. The result is consistent with McLeod's (2013) assertion that counsellors are ethically and legally bound to maintain confidentiality. This consistency reinforces the idea that the guidance services are in line with established ethical practices, which is crucial for maintaining the integrity of the counselling process. This implies that the guidance services are generally perceived positively in terms of confidentiality, which is crucial for their effectiveness. However, there may be room for improvement to ensure that all students uniformly perceive the counselling environment as confidential and trustworthy.

Regarding the school guidance and counselling coordinators having offices that enable them to provide guidance services. The mean score and standard deviation of both students and guidance and counselling coordinators (3.61, .66 and 3.36, .81), indicating students strongly endorsed, while teachers/guidance

and counselling coordinators least endorsed that the availability of guidance and counselling offices to provide guidance services. This aligns with the findings of Luyando's (2015) which indicated the presence of guidance and counselling offices in schools. He did point out, though, that counsellors expressed dissatisfaction over the fact that they did not offer high-quality guidance and counselling services. This illustrates how crucial it is to take the environment into account when evaluating guidance services. In order to guarantee efficient service delivery, it emphasises the necessity of thorough evaluations that take into account the infrastructure's quality and availability.

With the mean score and standard deviation for both students and teachers/guidance and counselling coordinators (3.60, .62 and 3.38, .63), indicating school guidance and counselling coordinators assisting students to solve personal, emotional, psychological, social, and behavioural problems. This assertion, supported by Johnson & Johnson (2016), revealed how school guidance and counselling coordinators play a crucial role in supporting students by addressing a wide range of personal, emotional, psychological, social, and behavioural issues. It emphasises the importance of counselling services in fostering students' overall well-being and development. This implies that evaluations of guidance and counselling services must be thorough, multi-faceted, and focused on a broad range of outcomes related to student well-being. This will ensure the full impact of these services on students' personal, emotional, psychological, social, and behavioural development is accurately assessed and understood.

There were notable concerns regarding the adequacy of guidance provided on personal and social development (3.40, .72) and (3.36; .81) and stress management (3.08, 0.92 and 3.38, .63) respectively. These varying levels of agreement suggest potential gaps in the depth or scope of services offered. This resonates with literature emphasising the necessity for comprehensive counselling services addressing both academic and socio-emotional facets of student life (Gysbers & Henderson, 2012).

The implications of these findings are substantial for policy formulation and practical implementation in senior high schools. Effective guidance services not only bolster academic achievement but also contribute significantly to students' overall well-being and readiness for future endeavours. Addressing identified shortcomings could enhance the quality and impact of guidance services, potentially boosting student retention rates, academic outcomes, and socio-emotional development. Schools may consider initiatives such as ongoing professional development for teachers/guidance and counselling coordinators, allocation of resources towards holistic counselling programs, and regular feedback mechanisms from students to continually refine service delivery.

In delivering effective guidance services to all students, both students and teachers/guidance and counselling coordinators with the mean score and standard deviation of (3.50, .76 and 3.56, .68) strongly agree to the fact that guidance services are for students. This is therefore supported by ASCA (2019) that comprehensive school guidance programs should be designed to meet the needs of all students, promoting equity and access in education. This implies

that when evaluating school guidance services, there should be a comprehensive, equity-focused approach that ensures the program is meeting the needs of all students and contributing to an inclusive and supportive educational environment.

4.3.3 Benefits of Guidance and Counselling Services in Senior High Schools

The purpose of the study was to find out how senior high school students, teachers and guidance coordinators in the Sagnarigu municipality felt about guidance and counselling services. With the mean scores and ranges for both students and teachers/guidance and counselling coordinators results are in line with the body of research on the varied benefits of guidance and counselling services in educational contexts.

A significant proportion of students and teachers/guidance and counselling coordinators strongly agreed that these services improve behaviour and discipline echoing previous research by Alale (2015) and Lapan & Gysbers, (2021)), which underscored the role of guidance in mitigating disciplinary issues and fostering a conducive learning environment. Similarly, Owusu et al. (2018) stated in a study that guidance and counselling services help improve students' behaviour and have enabled them to be well-disciplined and obedient in school and society.

With regard to the recognition of guidance services by students and teachers/guidance and counselling coordinators in identifying talents and potentials resonates with studies by Alale (2019), emphasising guidance and

counselling's role in nurturing students' latent abilities and facilitating their personal and academic development.

Also, the strong affirmation that guidance services build positive self-image by students and teachers/guidance and counselling officers correlate with literature highlighting the psychological benefits of supportive guidance services environments. This aspect underscores the role of guidance in enhancing students' confidence and self-perception, aligning with established theories in educational psychology.

Moreover, students and teachers/guidance and counselling coordinators strongly acknowledgement of guidance services in cultivating positive attitudes towards education and improving academic performance is consistent with researches emphasizing the motivational and academic benefits of effective guidance practices (Alale, 2019; Lapan & Gysbers, 2021). These findings reinforce the pivotal role of guidance services in promoting student engagement and achievement.

Additionally, the recognition that guidance supports students in resolving emotional difficulties strongly agreed by students and teachers /guidance coordinators underscore the therapeutic function of counselling in addressing students' emotional needs and enhancing their overall well-being, as supported by contemporary research on student support services.

Lastly, students and teachers/guidance and counselling officers strongly endorsing that guidance services enhance knowledge about careers and job-

seeking skills which aligned with studies emphasising the role of career guidance in equipping students with essential vocational information and skills necessary for their future pursuits (Alale, 2019).

The findings carried significant implications for educational policy and practice. They underscored the critical importance of robust guidance and counselling services in fostering holistic student development across academic, behavioural, emotional, and career domains. By elucidating these benefits, the study advocates for the integration of comprehensive guidance programs into educational policies, aiming to optimise student outcomes and enhance school effectiveness.

Practically, the study recommends that educational institutions prioritise the provision of accessible and high-quality guidance services to meet diverse student needs effectively. This approach not only supports individual student growth but also contributes to a positive school climate conducive to learning and personal development.

4.3.4 Factors Impeding the Effective Delivery of Guidance and Counselling Services

The findings from this research question identified several key impediments to the effective delivery of guidance services in senior high schools in the Sagnarigu Municipality. These factors included inadequate funding, lack of conducive offices, negative attitudes of students, insufficient guidance resources, negative attitudes of headmasters, too much teaching loads for school

counsellors, lack of professional and qualified counsellors, and students' unwillingness to discuss their problems. The findings revealed varying levels of students' and teachers/guidance coordinators agreement across various factors impeding the effective delivery of guidance and counselling services, with average mean scores and standard deviation of students 2.74 and 1.07 and that of teachers/guidance and counselling coordinators at 2.89 and 0.88, respectively.

A significant majority of students and teachers/guidance and counselling coordinators respondents strongly agreed that inadequate funding for running guidance programmes is a major barrier, with a mean score and a standard deviation of (3.16, .97, and 3.10, .85), respectively.

. This finding aligned with previous studies by Mushaandja et al. (2013), Awabil et al. (2011), and Anagbogu et al. (2013), who noted that lack of funds is a critical challenge facing guidance and counselling programmes. The implications of this finding suggested that without adequate financial resources, the necessary materials, training, and support services required for effective guidance programmes cannot be sustained, leading to suboptimal outcomes for students.

The study revealed that respondents (students/teachers/guidance coordinators) strongly agreed that the lack of conducive offices for guidance coordinators negatively impacts service delivery, as indicated by a mean score standard deviation of (3.00, 1.04) and (2.92, .78) respectively. This finding is consistent

with the literature, which emphasises the importance of a supportive environment for effective counselling (Awabil et al., 2011). The significance of this finding highlighted the need for proper infrastructure to facilitate confidential and effective counselling sessions.

A notable proportion of respondents (students and teachers/guidance and counselling strongly agreed that negative attitudes of students hinder the effective delivery of guidance services, yielding a mean score and a standard deviation of (2.87, 1.07; and 2.29, .74). This finding corroborates Alavi et al. (2012), who found that students' unwillingness to engage with counsellors due to negative perceptions significantly impedes guidance and counselling efficacy. The implication here is that there is the need for programmes aimed at improving student attitudes towards guidance services, potentially through awareness campaigns and integrating guidance activities into the broader educational experience.

The lack of guidance resources was identified as a significant barrier by the respondents (students and guidance and counselling coordinators), reflected in a mean score and a standard deviation of (2.99, 1.04 and 2.97, .71). This finding is in line with Mushaandja et al. (2013), who pointed out that the absence of adequate resources is a substantial impediment. The significance of this finding suggested that resource allocation should be a priority for educational policymakers to ensure that guidance services are well-equipped to meet students' needs.

Regarding the attitudes of headmasters towards guidance programmes, they were seen as a barrier by the respondents (students and guidance and counselling officers) agreeing that negative attitudes impede effectiveness of guidance services, resulting in a mean score and a standard deviation of (2.02, 1.12 and 2.23, .93). This finding suggested variability in headmasters' support for guidance services, indicating the need for targeted training and advocacy to enhance their understanding and support for these programmes.

The study found that too much teaching loads for school counsellors were perceived as a barrier by the respondents (students and guidance and counselling coordinators) with a mean score o and a standard deviation of (2.40, 1.04 and 3.00, 1.17). However, this finding contradicts Nyamwange et al. (2012), who found that teaching responsibilities significantly hindered counsellors' ability to deliver effective guidance services. This suggested that while teaching loads are a concern, they may not be as significant a barrier as other factors identified in this study. The implication was that even with teaching responsibilities, guidance and counselling coordinators were finding ways to manage their dual roles effectively. Individuals are driven when they believed they are competent and capable in their tasks. Coordinators of guidance and counselling are doing a good job of handling their dual responsibilities as teachers and counsellors. This suggested that they have acquired the knowledge and techniques required to feel proficient in both fields. Counsellors who successfully balanced their teaching and counselling tasks are

likely to feel a sense of mastery and accomplishment, which increased their intrinsic drive to keep up their good work in both areas.

The lack of professional and qualified counsellors was seen as a significant issue by respondents (students and guidance and counselling coordinators), with a mean score and a standard deviation of (2.41, 1.18, and 3.02, 1.80), respectively. This finding is supported by Awabil et al. (2011), who noted the importance of having trained counsellors for effective guidance delivery. In order to better address the different needs of students and make sure that each student feels that their requirements for competence, autonomy, and relatedness are met, counsellors should participate in ongoing training. This means expert counsellors are better equipped to support students' autonomy letting them choose their courses, provide knowledgeable guidance, and create lasting relationships.

Lastly, both students and teachers/guidance and counselling coordinators strongly agreed that students' unwillingness to discuss their problems with guidance coordinators impedes effective service delivery producing a mean score and a standard deviation of (3.02, 1.07). This finding contrasts with Letsa and Salifu (2020), who found that students' unwillingness was a minor challenge. The implication here is that creating rapport helps in overcoming psychological obstacles such as unwillingness to ask for assistance or feelings of fear or mistrust. Psychological safety and support are important aspects of the environment that SDT emphasises. With students more inclined to ask for assistance, pick up skills, and experience personal development when they feel

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supported, counsellor-student trust is essential to meeting the need for competence. Additionally, efforts to build trust and rapport between students and counsellors are crucial to overcoming this barrier.

The findings of this study provided valuable insights into the barriers that impede the effective delivery of guidance services in senior high schools in the Sagnarigu municipality. Addressing these impediments is crucial for enhancing the effectiveness of guidance programs and improving student outcomes. The study underscored the need for increased funding, better infrastructure, resource allocation, and professional development for counsellors. Additionally, efforts to improve student and headmaster attitudes towards guidance services are essential.

4.3.5 Hypotheses for the Students and Teachers/Guidance and Counselling Coordinators.

Hypotheses for students and teachers/guidance and counselling coordinators on sex and age to find out whether there was no statistically significant difference concerning the delivery of guidance services based on sex and age.

The findings of the hypotheses indicated that there was no statistically significant difference in how male and female students and teachers/guidance and counselling coordinators perceived the delivery of guidance services in the senior high schools in Sagnarigu municipality, Northern Region. It makes sense that male and female respondents' perceptions of guidance services in senior high schools would not differ significantly in Sagnarigu municipality, Northern

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Region. This is because both sexes benefit from guidance services in helping them make decisions regarding their education, careers, and personal and social lives. Both male and female students and teachers/guidance and counselling coordinators may benefit academically from guidance services. Alale and Namale (2018) conjectured that the roles of guidance and counselling coordinators were deemed noteworthy by students of both sex, hence supporting this study. As the analysis suggested, there was no significant difference in how male and female students perceive guidance services in schools. Therefore, the lens theory promotes considering problems from several angles. By emphasising the holistic enhancement of guidance services, schools recognised that the needs of their students are complex and influenced by a range of issues, not only sex, but also socioeconomic background, mental health, and professional aspirations. This broadened the perspective that schools have on the developmental needs of their students instead of concentrating just on sex-based disparities.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.0 Introduction

This chapter covered the study's summary, conclusions, and recommendations. The summary included; the study's objectives, a few key statistical points, and the main conclusions. Emphasis is also placed on the study's recommendations, conclusions regarding its findings, and counselling implications. There are also suggestions for areas that need further research.

5.1 Summary of the Study

The main purpose of this study was to evaluate guidance services in senior high schools in the Sagnarigu municipality, Northern Region. The specific objectives of the study were: Firstly, to identify the type of guidance services carried out in senior high schools.

Secondly, to evaluate the effective delivery of guidance services in senior high schools.

Thirdly, to examine the perceived benefits of guidance services to students in senior high schools.

Fourthly, to find out factors that impede the effective delivery of guidance services in senior high schools. In addition, the study was to examine whether there was no statistically significant difference in the delivery of guidance services based on sex and age of students and teachers/guidance and counselling coordinators in senior high schools.

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The study employed a descriptive survey with a sample population of three hundred and forty-five (345) consisting of students and teachers/guidance and counselling coordinators. The multi-stage sampling procedure was used to select the respondents for the study. A self-developed questionnaire was used as an instrument to collect data. The data collected was analysed using descriptive statistics such as frequencies, percentages, means, and standard deviations. Additionally, inferential statistical tests were applied to address the hypotheses, including an independent sample t-test and analyses of variances (ANOVA).

5.2 Key Findings

The study evaluated the effectiveness of guidance services in senior high schools within the Sagnarigu municipality, focussing on various dimensions such as types, effectiveness, benefits, impediments, and sex and age differences. The key findings are as follows:

1. Students and teachers/guidance and counselling coordinators perceived guidance services as generally effective in improving behaviour and discipline, identifying talents and potentials, building positive self-image, and developing a positive attitude towards education. However, there were areas that needed improvement, particularly in academic performance and resolving emotional difficulties.

2. Various guidance services, such as consultation, counselling, information, and orientation, appraisal, follow-up, evaluation, referral, and placement services were effectively executed. Students and teachers/guidance and counselling coordinators acknowledged the benefits of these services,

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particularly in building a positive self-image and improving knowledge about careers and job-seeking skills.

3. The study identified several factors impeding the effective delivery of guidance services, including lack of funding, inadequate office space for guidance coordinators, negative attitudes of students, lack of guidance resources, and too much teaching loads for school counsellors. Additionally, there was a noted lack of professional and qualified counsellors.

4. The analysis revealed that there was no statistically significant difference in how male and female students and teachers/guidance and counselling coordinators perceive guidance services in schools.

5. The independent sample t-test and one-way ANOVA analysis indicated no statistically significant differences in the delivery of guidance services across different age groups for both students and teachers/guidance and counselling coordinators. This suggested that the services were uniformly effective regardless of the students' and teachers'/guidance and coordinators ages.

5.3 Conclusion

The study aimed to evaluate the effectiveness of guidance services in senior high schools in the Sagnarigu municipality. The findings revealed several key insights into the current state of guidance services, highlighting both strengths and significant impediments.

All the guidance services were effectively executed. This indicates that the existing structure and implementation of these services are having positive impact on students.

The study found that guidance services are multifaceted, offering substantial benefits such as improved behaviour and discipline, talent identification, positive self-image, and better academic performance. These benefits highlight the integral role that guidance services play in the holistic development of students, underscoring their necessity in the educational framework.

Several factors impede the effective delivery of guidance services, including lack of funding, inadequate office space, negative student attitudes, insufficient resources, and lack of professional counsellors. These impediments hinder the full potential of guidance services, limiting their effectiveness and reach.

The identified impediments, such as inadequate funding and lack of professional counsellors, have significant implications. They suggest that without addressing these barriers, the effectiveness of guidance services will remain compromised, thereby affecting the overall development and well-being of students. The negative attitudes of both students and headmasters further exacerbate these challenges, highlighting the need for a cultural shift within schools towards valuing and supporting guidance services.

The findings revealed no statistically significant difference of sex and age in the delivery of guidance services, suggesting the relatively uniform effectiveness and reach of these services regardless of sex and age.

5.4 Counselling Implication

The following counselling implications guidance and counselling officers should prioritise:

1. Regular evaluation ensures that services are compliant with ethical guidelines and legal requirements, protecting both students and teachers/guidance and counselling counsellors.

2. Evaluating guidance services transparently can build trust between students, teachers, counsellors, parents, and the school, fostering a positive school climate.

3. Involving students in the evaluation process can provide valuable insights into their experiences and perceptions of the guidance services, making the services more responsive to their needs.

4. Counselling services help in the personal and social development of students, which is crucial during the senior high school years. Evaluation ensures these services effectively support students' overall well-being.

5. Counsellors should provide counselling services regardless of sex and age.

5.5 Recommendations

In light of the findings, the Sagnarigu Municipality's senior high schools ought to carry out the following vital recommendations to improve the quality of guidance services:

1. It is essential to increase funding for guidance programmes. The Ministry of Education, school administration, and local government should allocate

more budgetary resources specifically for guidance programmes to ensure the provision of adequate materials, training, and support. Additionally, improving infrastructure for guidance services is crucial. The school administration and local education authorities must provide conducive office spaces for guidance coordinators, facilitating confidential and effective counselling sessions.

2. There is a need to enhance the training and professional development of counsellors. The Ministry of Education and higher education institutions should develop and implement continuous professional development programmes, ensuring counsellors are well-equipped with the necessary skills and knowledge. Conducting awareness campaigns is also vital to improve attitudes towards guidance services. School administration, guidance coordinators, and student bodies should promote campaigns emphasising the benefits and importance of these services to change negative perceptions among students and headmasters.

3. Allocating resources for guidance activities is another important step. The school administration and local government should ensure that guidance programmes are well-resourced, providing access to relevant materials and tools necessary for effective service delivery. Additionally, addressing the heavy teaching loads of school counsellors is crucial. The school administration should reassess the workload of counsellors to ensure they have sufficient time dedicated to guidance activities, possibly by hiring additional teaching staff.

4. Fostering a supportive school culture where guidance services are valued and integrated is essential. The school administration and teachers should work towards cultivating an environment that encourages students to engage with counsellors, ensuring that guidance services fulfil their potential in supporting students' academic and personal growth. By implementing these recommendations, the barriers to effective guidance services can be mitigated, thereby enhancing their impact on student development and well-being, and contributing to the broader educational goals of the Sagnarigu Municipality.

5. Counsellors should provide counselling services without considering sex and age.

5.6 Recommendations for Further Studies

In light of the results and limitations of the present study, the following suggestions are put up for further research:

1. Conduct longitudinal research to track the long-term impact of guidance services on students' academic performance, career choices, and personal development. This would provide deeper insights into the sustained effectiveness of these services over time.

2. Perform comparative studies between different regions or districts to identify best practices and areas for improvement. Understanding regional variations can help tailor guidance services to meet the specific needs of diverse student populations.

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UNIVERSITY FOR DEVELOPMENT STUDIES

APPENDEX A

UNIVERSITY FOR DEVELOPMENT STUDIES

DEPARTMENT OF EDUCATIONAL FOUNDATION STUDIES

QUESTIONNAIRE FOR TEACHERS/GUIDANCE CO-ORDINATORS AND STUDENTS.

This questionnaire is designed to collect data solely for academic research purpose. The confidentiality of your responses will be guaranteed. You have been randomly selected to take part in the study by virtue of being a participant. If you are willing to participate in this study, respond to these statements in this questionnaire. Frank and sincere responses will give effect to the intended purpose of this research on the guidance programs in your school.

Instructions: please provide some brief details about yourself by ticking or writing in the space provided.

SECTION A: Demographic Data

1. Sex: Male [ ]   Female [ ]

2. Age: 15-20yrs [ ] 21-25yrs [ ] 26-30yrs [ ] 31-35yrs [ ] 36-40yrs [ ] 41-45yrs [ ] 46-50yrs [ ] 51yrs+ [ ]

3. How long have you been in the school as a teacher/guidance and counselling coordinator: 0-5yrs [ ] 6-11yrs [ ] 12yrs and above [ ]

4. Educational level: Diploma [ ] First degree [ ] Master's degree [ ] Other……………………………….

5. Marital status: Married [ ] Divorced [ ] Not Married [ ]

6. Name of school…………………………………………………….

7. Underline; teacher/guidance coordinator/student……………

APPENDEX B

SECTION B:

The items on this questionnaire were structured along four points Likert-type, scale ranging from 4 (Strongly Agree, SA), 3 (Agree, A), 2 (Disagree, D) to 1 (Strongly Disagree, SD). Please simply indicate by circling one number for each item from the tables below:

Table 1: Guidance Services

SN	Items	SA	A	D	SD
8	During guidance programs teachers and counsellors in my school explain school rules and regulations to new students.	4	3	2	1
9	My school counsellors work in tandem with other staff members to help students with their academic, personal, and career concerns.	4	3	2	1
10	Matters that I discuss with my counsellor/teachers are usually kept private and confidential.	4	3	2	1
11	The guidance counsellor at my school has an office where they can offer guidance service.	4	3	2	1
12	My school counsellor/teachers assist students to solve their personal, emotional, psychological, social and behavioural problems.	4	3	2	1

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13	Teachers and counsellors at my school offer pertinent guidance on social and personal growth as well as opportunities for students' future education.	4	3	2	1
14	You can overcome tension and exam anxiety with the support of guidance services.	4	3	2	1
15	Guidance services are provided to all the students	4	3	2	1

APPENDEX C

SECTION C

Table 2: Types of Guidance Services

SN	Items	SA	A	D	SD
16	Appraisal service	4	3	2	1
17	Consultation service	4	3	2	1
18	Counselling service	4	3	2	1
19	Evaluation service	4	3	2	1
20	Follow-up service	4	3	2	1
21	Information service	4	3	2	1
22	Orientation service	4	3	2	1
23	Referral service	4	3	2	1
24	Placement service	4	3	2	1

APPENDEX D

SECTION D

Table 3: Benefits of Guidance and Counselling Services

SN	Items	SA	A	D	SD
25	Improve behaviour and discipline	4	3	2	1
26	Assist in identifying potentials and talents	4	3	2	1
27	Build positive self-image	4	3	2	1
28	Develop positive attitude towards education	4	3	2	1
29	Improve academic performance	4	3	2	1
30	Assist in setting of realistic goals	4	3	2	1
31	Assist in resolving their emotional difficulties	4	3	2	1
32	Boost career understanding and job searching skills	4	3	2	1

APPENDEX E

SECTION E

Table 4: Factors impeding the effective delivery of Guidance and Counselling services

SN	Items	SA	A	D	SD
33	Lack of funding for running guidance programs	4	3	2	1
34	Lack of conducive offices for guidance coordinators	4	3	2	1
35	Negative attitudes of students	4	3	2	1
36	Lack of guidance resources	4	3	2	1
37	Negative attitudes of Headmasters towards guidance programs	4	3	2	1
38	Too much teaching load for the school counsellor	4	3	2	1
39	Lack of professional and qualified counsellors	4	3	2	1
40	Students' unwillingness to discuss their problems	4	3	2	1

UNIVERSITY FOR DEVELOPMENT STUDIES

FACULTY OF EDUCATION

DEPARTMENT OF EDUCATIONAL FOUNDATIONS STUDIES

TEL: +233-0244-90-564
E-Mail: assimon@yahoo.com
Website: www.uds.edu.gh/FoE

P.O .Box TL1350
Tamale
Northern Region
Ghana, West Africa

Our Ref:...............................

Your Ref:

DATE: *14/11/2023*

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

INTRODUCTORY LETTER

The bearer of this letter, whose details appear below, is a student of the Department of Educational Foundations Studies, University for Development Studies, pursuing MPhil in Guidance and Counselling programme.

He requires your assistance to obtain data from your students to enable him carry out his research study.

I should therefore be very grateful if you could kindly render him the needed assistance.
Name: Alhassan Faisal
Index Number: (UDS/MGC/0002/22)

Thank you.

Yours faithfully,
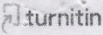
Dr Simon Alhassan Iddrisu

(HoD, Educational Foundations Studies)

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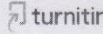6% Submitted works (Student Papers)

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