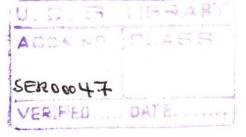# UNIVERSITY OF CAPE COAST

AN ASSESSMENT OF THE GUIDANCE AND COUNSELLING NEEDS OF STUDENTS OF THE UNIVERSITY FOR DEVELOPMENT STUDIES, TAMALE

BY

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Dissertation submitted to the Department of Educational Foundations of the Faculty of Education, University of Cape Coast in partial fulfillment of the requirements for the award of a Master of Education Degree in Guidance and Counselling

April, 2010

DECLARATION

Candidate's Declaration

I hereby declare that this dissertation is the result of my own original research and that no part of it has been presented for another degree in this University or elsewhere.

Signature...Date. 6|6|11.

Candidate's Name: Jonas Anbazu

Supervisor's Declaration

I hereby declare that the preparation and presentation of this dissertation were supervised in accordance with the guidelines on supervision of dissertation laid down by the University of Cape Coast.

Signature...Date. 06/09/11

Supervisor's Name: Professor Francis K. Amedahe

ABSTRACT

This study assessed the guidance and counselling needs of university students within the UDS, with the view to striving for better ways of ensuring more effective counselling to students, which is one of the basic responsibilities of the counsellor. The study involved 471 students drawn from two faculties in the UDS, Tamale. These are the SMHS and FOA, Nyankpala. Simple random sampling was used to select the faculties and respondents for the study. In all, 471 respondents including 169 females and 302 males took part in the study. The study involved descriptive sample survey design. Descriptive research gives a picture of a situation as a prerequisite to making inferences and generalisations. The descriptive sample survey is considered most appropriate because the study was concerned with the current status of a phenomenon.

The study adopted Ikeme's Adolescent Inventory (API) instruments. The instrument was considered appropriate since the individual students were considered as young adults. The instruments offered every individual the opportunity to express him or her self.

Copies of the inventory items were distributed to respondents on June 6th, 2009, personally. The content and rationale for the study was explained to them. The instruments were retrieved two weeks later. The available data indicated that nothing has been done on the need for guidance and counselling centre in UDS. The absence of guidance and counselling in UDS gave the researcher to undertake the study. It is therefore recommended that guidance and counselling units to be established in the UDS and a course in the academic programme.

ACKNOWLEDGEMENTS

Occasionally, I forget that I was not born in Counselling, that counselling is for children and for wrong actions, that carving a career in counselling is so difficult. With the support of my family and friends, it has been a mountaintop experience for me. I am so grateful.

When all said and done, my life could not have been as meaningful if it were not my fellow colleagues in my work place and school who accepted me with genuine love.

In the process of bringing out this study to the limelight, I had fruitful encounter with many people. The immediate and paramount is Professor Francis K. Amedahe, my supervisor, whose patience, tirelessness, excellent critique and persistent inspiration whetted my appetite to work on the project. I am also indebted to all the staff of the University of Cape Coast Guidance and Counselling Centre.

I would like to record my gratitude to all those students and individuals I came into contact with for information and materials for the study. I also wish to state that my inability to thank and mention names is not a sign of ingratitude.

This work would not have ended without reference to preliminary work of others in this area of study. I, hereby, wish to express my heartfelt appreciation to all the authors whose work helped shape the study. All commissions and omissions are solely mine.

DEDICATION

This work is dedicated to my wife and children. I thank you all for your support.

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CHAPTER ONE

INTRODUCTION

Background to the Study

Educational institutions are purposefully set up by society with an explicit goal. The goal is to develop in students the cherished knowledge, skills, values, mores, ethics, and societal norms to let them become strong, enterprising and brilliant citizens. The Advisory Committee on Education in the Colonies had carved sixteen principles to model and integrates the individuals in society. The seventh and eighth stated that character training must take important place in education and that religious teaching should form part of school life (McWilliams, 1967). Institutions are also to portray the cultural values of the society so as to promote peace, unity, stability of purpose, and to achieve the desired goals and objectives of society. Strike (1998) stresses that schools were established not merely to teach reading, writing and arithmetic (3Rs) but also to develop bright and strong citizens who would contribute to society.

Gyasi (2011) states that African leader require counselling in their daily exercise of power. "Africa is poor basically because the continent is managed in every field of human endeavour by arrogant, corrupt, incompetent, greedy, visionless, glutinous and educated illiterate leaders – leaders who have gone through education without education going through them."

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The purpose of counselling seeks to make individuals become "normal" stable human beings who will be free of anxiety, fear, and emotional depressions and be able to live a much happier life. (Buku & Taylor, 2006).

Gianakos (1996) explains that students' misbehaviour is one issue that parents and educators agree is a problem and also an issue that affect either parents or educators who really do not understand. Many parents blame the lecturers and the school environment. Some seem to think that instability or vulnerability inherent in a student causes him or her to be violent.

Many others believe (human race because of common origin) that the media, internet cafe, television, music, movies, video games have been irresponsible by their exposure of students and adults to other unwarranted activities.

At a United Nations Educational Scientific and Cultural Organisations (UNESCO) on the Development of Higher Education in Africa held in 1962 at Tananarive, higher education was defined as all types of education of institutional nature (professional, academic, technical, teacher education) such as universities, liberal arts colleges, technical institutes for which the basic entrance requirement is the completion of secondary education and at the entrance age of 18 years in which courses lead to giving of named degree, diploma or certificate of higher studies (UNESCO,1962). The individual endures a great deal of trouble to become acceptable after achieving the laurels in life at whatever level (Rover Report Monthly, 2008).

Guidance is a personal, face to face relationship between two or more in which advice is given to the client (Tolbert, 1980). The counsellor by means of his relationship and special competencies provide a learning situation in which the counsellee is helped to know himself or herself so that he or she can

make use of the characteristics and potentialities beneficial to him, society and further can learn to solve future problems and future needs (Tolbert, 1980).

Kerr (1988) puts it that counselling goes beyond simple advice giving. It embraces professional service rendered by a trained and competent helper called the counsellor to someone with no such expertise called the client or counsellee who seeks help in gaining greater self-understanding, improved decision-making and behaviour modification skills for problem-solving and developmental growth.

Counselling is a process in which the counsellor assists the counsellee to make interpretations of facts relating to a choice, plan, or adjustment. This assistance may be educational, vocational, social, personal, emotional, or moral. According to Ipaye (1990), counselling is concerned with creating opportunities and suitable environment for personal, social, educational, and vocational growth of the individual. It deals mainly with the affective side of the individual, based on attitudes about the values and worth of human beings.

Rogers (1961) placing a great deal of emphasis on the counselling relationship emerges with a number of considerations which he believes a counsellor should consider before establishing the helping relationship. Among such considerations are the following:

a. Helping relationship must be structured and formal,

b. Be devoid of threat,

c. Be purposeful, and

d. Be time conscious.

Throughout the ages, people have been seeking for assistance from other knowledgeable persons in their bid to satisfy their numerous needs. Thus,

Okun (1982) observes that the focus of counselling is (the helping relationship) to aid the individual to explore and participate in his/her own development with emphasis on the communication involved towards becoming a self-reliant and fulfilled person. These needs may be on economic, political, social, cultural fronts or seeking for employment. This form of assistance was basically informal and voluntary. According to Essuman (1999), voluntary and informal guidance before the 1960s was in the form of pastoral care offered voluntarily by significant others in school, home, community and church. In school, heads of institutions, housemasters, chaplains, and even school prefects offered (especially in second cycle schools) guidance. Voluntary guidance services focused mainly on:

1. Providing places and opportunities for youth to socialise and recreate,

2. Assisting and advising youth on moral issues,

3. Consulting and advising youth to solve their own problems,

4. Organising orientation programme for new pupils/ students,

5. Assisting and advising youth with financial problems.

At home and in the community guidance and counselling was done by elders and guardians while pastors, priests and Sunday school teachers were the persons who gave guidance and counselling in the church (Essuman, 1999). Peer guidance and counselling went on informally among classmates.

Although the form of voluntary guidance and counselling in all sectors of society existed, the guidance and counselling needs of students seeking help seemed not to be satisfactorily addressed. In 1955, therefore, the government of Ghana made the first attempt to formalise guidance and counselling in the country. It was in that same year that the Ministry of Labour and the Ministry

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of Social Welfare and Education jointly established a Youth Employment Department to take care of all unemployed youth under 20 years of age holding the requisite Middle School Leaving Certificate (MSLC) (Essuman, 1999). Such education was to correspond to the economic development as well as to make the changing youth useful in later life (Ackom, 1992; Essuman, 1999). The idea for establishing the Youth Employment Department was to give Ghanaian youth the requisite vocational guidance and counselling service and that would inculcate in them skills fit for suitable jobs on completion of their varied academic discipline.

According to Ackummey (1988), by 1962, the Youth Employment Centre had been established throughout the country due to the growing demand for Vocational Guidance and Counselling. The Ministry of Labour and the Chief Education Officer agreed to establish a national system of Vocational Guidance and Counselling in the country. The aims of National Vocational Guidance and Counselling system were to:

i.   Introduce occupational guidance into the schools through the Ministry of Education,

ii.   Develop lines of communication between the various ministries and employment service centres,

iii.   Provide staff employed in the public employment centres with the course work in counselling and supervise practical experiences,

iv.   Integrate administration and clerical manpower so as to ensure more efficient selection and placement procedures.

According to Darkwa as cited in Essuman,(1999) Ghana began to give the needed attention to guidance and counselling in the late 1960s when the

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Curriculum, Research and Development Unit (CRDU) was instituted to cater for a programme in school welfare services. However, this early attempt did not achieve much because of differences in opinion as to the level of education at which they should work.

As part of the measures needed for the implementation of this policy, the circular also directed and instructed that some members of staff of these institutions be selected and given an eight-week intensive training by the Institute of Educational Planning and Administration (IEPA) of the University Cape Coast (UCC). The trained personnel were designated guidance and counselling coordinators and according to Essuman (1999), by 1981 about two hundred of such guidance and counselling coordinators had been trained and were working in second cycle institutions and in the regional and district offices of the Ghana Education Service (GES). Among the objectives to be achieved by guidance and counselling programme were to:

1. Help students with information through guidance and counselling,

2. Provide consultation service for the school,

3. Help students develop healthy attitudes,

4. Provide placement services for students,

5. Promote a tension-free atmosphere for students in GES (as cited in Amenyedzi, 1997).

6. Collect and collate data using cumulative records,

7. Take advantage of such facilities to develop decision-making skills in students.

Another directive from the GES was issued in 1982 which stated the government's desire to introduce guidance and counselling in first cycle institutions (Essuman, 1992).

Before the establishment of systematic guidance and counselling programmes in Ghanaian schools, the UCC had begun academic programmes in guidance and counselling. According to Ackummey (1988) courses in guidance and counselling were included in all UCC undergraduate programmes for training teachers at the University in 1971. These included core and elective courses. A graduate programme in Counselling had started in 1976 to train counsellors at the master's level. The UCC to date has continued to run these programmes with the intention of expanding them to the doctoral level (Essuman, 1999). The University of Education (UEW), also offers both undergraduate and a master's programme in guidance and counselling.

Following the GES directives on the establishment of formalised guidance and counselling programmes, many second cycle institutions have guidance and counselling centres in place with full time coordinators. At the first cycle, the programme was instituted in 1982.

At the tertiary level, UCC, University of Ghana (UG) and Kwame Nkrumah University of Science and Technology (KNUST) have established counselling centres. For instance, the UCC Counselling Centre currently among other things:

1. Organises seminars, workshops, conferences and orientation courses to the university community and beyond,

2. Offers counselling services to students, staff and the individuals outside the university community,

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3. Mounts outreach programmes for schools within the Cape Coast municipality,

4. Collects and disseminates educational, vocational, and personal-social information to students and staff,

5. Provides a source of post graduate counselling practicum.

It has already been stated what the premier universities are doing at the counselling centres. The Counselling Centre at the UG offers as its programmes counselling for students in the following areas: Occupational orientation and placement services,

2. Compilation and dissemination of career and educational information,

3. Placement of unemployed graduates,

4. Colloquia between students and employees,

5. Vocational guidance in which students are advised to improve their performance at interviews and to write application for jobs,

6. Preventive counselling for students (Essuman, 1999),

7. Administration of Vocational Training Scheme for Science, Geography and Administration students,

8. Orientation programmes for second cycle schools on university courses and other training opportunities for second cycle school leavers.

With the establishment of the UDS since May 15th, 1992, one would have expected that a similar counselling centre would have been established to cater for the diverse counselling needs of students as well. The university education opens up students into jobs. There are social, moral, and emotional aspects of every occupation including ethics, and challenges emanating from the work situation. For students to make good decisions regarding the occupation they

enter, they need systematic guidance and counselling service to equip with coping strategies that will enable them perform to standards on the job market. However, the available literature seems to suggest that guidance needs of the students of the UDS are not adequately addressed. This impression arises from the fact that no action has been taken so far as at 2008 for the provision of guidance and counselling centre for students in the UDS.

Miller (1978) posits as one of the principles underlying guidance that guidance must be an integral part of any educational programme. Again, guidance is said to be concerned with the whole person and is directed towards physical, mental, social and emotional growth. The UDS has so far not considered establishing guidance and counselling centre since its inception in 1992.

Ghana, today, is bedeviled with lot of social problems. Bribery, corruption, rape, armed robbery, drug abuse, prostitution, indecent dressing, poor reception of staff, poor attitude to work, nepotism, negative attitude towards government property, cheating in examinations, and the general perception that rules and regulations can be ignored are some of the acts that require guidance and counselling in schools and in the society. The tribal wars in Dagbon and Gonja States in the Northern Region in Yendi, Gushegu, Sawla, Tuna, Tamale, and Buipe have claimed lives and property including the traditional chief of Dagbon (Ya-na) who was killed in cold blood. His Excellency, Alhaji Aliu Mahama, the Vice President of the fourth Republic of Ghana, in his address on the Independence Day in 2002, acknowledged the growing canker (indiscipline) which is threatening unity and peaceful co-existence in our schools, homes and, largely, in the Ghanaian community.

Awedoba, (1994) posits that Yakubu Andani IV, overlord of Dagbon was killed March 27th, 2002.

"the King was not just killed, but dismembered. Parts of the body were chopped off and used as trophies of victory to be paraded in the street of Yendi. The leadership was divided. It was described as the worst dynastic conflict since Ghana's independence." (Awedoba, 2009, p.194).

In the early civilisations, the philosophers, priests, or other representatives of gods and religions assumed the function of guidance and counselling. They were not the appropriate officers/service providers. The historical origins of "developing ones potential" may be identified in the early Grecian societies, with their emphasis on developing and strengthening individual human dignity (the dignity of the human person is rooted in his or her creation in the image and likeness of God) through education so that each could fulfill a role reflecting their greatest potential for themselves and their society. Of these early Greek "counsellors", Plato was the pioneer to organise psychological insights into a systematic theory (Belkin, 1976).

With the coming into force, of the New Structure and Content of Education in Ghana (1976), the GES in 1976 decided to establish a systematic guidance and counselling programme in second cycle institutions by Circular No. GES/DG/040/9A, which stated:

"The Ghana Education Service has decided to establish a systematic Guidance and Counselling programme in second cycle institutions, that is,

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Secondary/Technical/Commercial/Vocational and Training Colleges." (GES, 1976 cited in Essuman, 1999, p. 24).

Certain issues are very delicate to talk about in the open. Guidance and counselling practitioners are trained specially to handle such delicate matters with all the necessary protection and confidentiality. The argument to strengthen school guidance and counselling as reported in the Daily Graphic of Thursday, February 25th, 2008, page 40 is not a misplaced idea. It is a common good (involves respect for promotion of fundamental rights of the person) and to develop the spiritual and temporal good of persons and society, and the peace and security of all. To promote guidance and counselling in institutions in Ghana is long overdue. In our traditional homes, guidance and counselling has been part of the socialisation process. Formal guidance and counselling has not really received the required attention. The developed countries such as the United States of America, Britain, and France are far advanced in the provision of guidance and counselling services.

"in Ghana today, it is a common thing to come across university graduates who not have career goals and more pathetic, do not know what special abilities or potential they have to translate into a career for the benefit of themselves and society in general." Tayvia, (2008, p. 40).

The development of counselling and guidance in American education history has it that when a person with an idea coincides with a need and an opportunity, reference is made to such ideas. In 1908, Frank Parsons organised

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Boston Vocational Bureau to provide Vocational assistance to young people and to train teachers to serve as vocational counsellors. Soon after Parson published a book in 1909 entitled Choosing a Vocation. The publication discussed the role of a counsellor and techniques to employ in vocational counselling. Parson postulates that counsellors in higher education offer

> "a wide variety of counselling services available in the United States of America and Canada. Some of the counsellors function in specialised areas such as career centres and college admissions and placement offices. The majority of counsellors, however, are employed in university counselling, mental health, or psychological service centres. The centres typically, offer personal, academic, and vocational counselling." (Gibson & Mitchell, 1990, p. 40).

Again, Gibson and Mitchell indicated that a noticeable trend in the activities of college counselling centre programme is their move to assist large numbers of students on their campuses through such activities such as workshop, outreach programme, peer group counselling, and residence hall groups counselling. Such activities of campus, counsellors are also becoming more active in consultation with their faculty peers, campus administrators and leaders of student organisations.

The American Mental Health Counsellors Association Certificate Committee in 1978 defined a professional counsellor as one who is involved in the process of assisting individuals or groups, through a helping

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relationship, to achieve optimal mental health though personal and social development and adjustment to prevent the debilitating effects of certain somatic, emotional and intra and or inter-personal disorders.

According to Gibson and Mitchell (1970), the University counsellor can make significant consultation and contributions to the educational leadership of the school system. The counsellor has the capacity to gather data descriptive of the individual characteristics of the student and their needs, which, in turn can provide special useful information for educational planning and management.

Statement of the Problem

Students all over the world, irrespective of their level, have guidance and counselling needs. In Ghana, at the tertiary level, only the UCC, KNUST, UG, and UEW, have established guidance and counselling centres to meet students academic, personal, social, and career needs. For instance, the UCC Counselling Centre record reveals that over 440 guidance and counselling cases were handled in the year 2001, the most predominant cases being academic (over 60% of the cases), personal and social in nature (Data Processing Unit (DPU), UCC, (2002).

It was the researcher's strong anticipation that the UDS students have similar guidance and counselling needs to those found common among students which need to be addressed through guidance and counselling services. There is the need to assess the guidance and counselling needs of the students of the UDS to serve as a justifiable basis for establishing guidance and counselling centre. The problems addressed by the present study, therefore are the following:

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1. The guidance and counselling needs of the students in UDS,

2. The extent to which the needs have been addressed, and

3. The differences in the needs for guidance and counselling by the University community.

Purpose of the Study

From the above stated problem, this study sought to:

1. Identify the major guidance and counselling needs of the students in UDS and to determine whether these needs are adequately gratified.

2. Find out whether the guidance and counselling needs of the students in UDS are determined by as gender and age.

Research Questions

To enable the researcher accomplish the study, the following research questions were formulated:

1. What are the most important guidance and counselling needs of the students in UDS?

2. What is the most predominant source of help or support to the students in UDS as far as their guidance and counselling needs are concerned?

3. What proportion of the students in UDS need counsellor services for the solution of their problems?

Hypotheses

1. H_o: There is no significant difference between the guidance and counselling needs of male and female students of the UDS

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H$_1$: There is significant difference between the guidance and counselling needs of male and female students of the UDS

2. H$_o$: The guidance and counselling needs of students in the UDS are not determined by age

H$_1$: The guidance and counseling needs of students in the UDS are determined by age

Significance of the Study

The study is a contribution in the area of guidance and counselling in the UDS, specifically, and to tertiary institutions in Ghana. It is to help identify the most prevalent needs of the students of the UDS in their social, educational, and personal lives that call for guidance and counselling. The findings of the study will provide information to the UDS Management and the University Council on the status of the University as far as guidance and counselling is concerned. UDS does not need strong men, it needs strong institutions.

It is hoped that UDS Management and Council would use the findings and recommendations of the study to initiate moves for a formal guidance and counselling centre in the University to cater for the diverse needs of students of the UDS. Finally, it is hoped that this study would be useful to counsellors in the UDS.

Delimitations

The study was intended to cover each of the four faculties in the UDS. However, due to lack of adequate funds, and time constraints, two faculties were sampled and used for the study. The researcher also intended to

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investigate into the existing differences in the opinions of students regarding their guidance and counselling needs in terms of programme of study. This, however, could not be realised because of unavailability of adequate relevant related literature.

Limitations

The study was limited to ten broad categories of guidance and counselling needs of students namely: academic, marriage, family, and health, career information, interpersonal relationship, employment, financial, basic skills for job placement, love, sex, and moral issues. Other areas such as religious and accommodation concerns were not dealt with in this study.

Definition of terms

For the purpose of this study, the following operational definitions were used.

Needs:	refers to a desire for something which present would enhance the welfare of students.
Guidance and Counselling need:	refers to the personal, social, emotional, educational and career concerns of students of the UDS.
Younger students:	refers to students between 19 - 28 years
Older students:	refers to students of age 29 years and above
Career:	refers to the totality of work one experiences in a lifetime
Vocation:	refers to a trade or occupation

Occupation:	refers to a specific job or activity
Vocational education:	refers to preparation for a career in a technical field

Organisation of the rest of the study

Chapter 2 deals with related review of literature and covers theoretical review of the Maslow's Theory of need; tertiary students' guidance and counselling needs and previous related studies. The chapter ends with a summary of the review.

Chapter 3 focuses on the methodology and deals with the research design, population, and sampling procedure; research instruments, data collection procedure and data analysis.

Chapter 4 presents the results and discussion. Chapter 5 presents a summary of the study, implications, conclusions and recommendations. The chapter concludes with suggestions for further research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

A number of studies have been carried out on guidance and counselling needs of students in Senior High School (Awabil, (2002), Forde, (2000). Denga (1983) explored students counselling needs and counselling services. He found out that younger students shared similarities with older students in academic counselling. Older students had multiple personal-social problems compared to younger students.

The counselling service is the pivot on which the entire guidance service revolves. It is a learning process or relationship between the counsellee who is upset, anxious and of unstable mind in his or her nature and the more knowing person, the counsellor, who is the helper. The counsellee is guided to take an honest look at him or her self, become aware of his or her strengths and weaknesses, or consider alternatives in the light of existing facts and information and make his own decisions (Buku & Taylor, 2003).

This chapter focuses on the review of related literature to the study. A theoretical review of Maslow's hierarchy of need theory is followed by a review of literature on the guidance and counselling needs of students in the UDS. The chapter closes with a brief summary.

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Maslow's Need Theory

The need theory, which was evolved by Abraham Maslow (1970) concentrates on human needs and their relationship to the development of a person's full potential (Napoli, 1992). To Maslow, every need arises from an imbalance or disequilibrium between what human nature deems necessary for the health of a person and what a person's environment provides (Oladele, 1998).

Maslow postulates that human needs are hierarchical in nature. Thus, Maslow presents needs in a pyramid-like structure (figure 1). The hierarchy of needs are based on two groupings namely deficiency needs and growth needs (Huit, 2002). According to Maslow, an individual is ready to act upon the growth needs only if the deficiency needs are gratified.

Self

Actualisation

Esteem needs

Love and belongingness

Safety needs

Physiological needs

Figure 1: Maslow's Hierarchy of Needs

Source : Dacey and Travers (1996) p. 34

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In Figure 1, the needs at the base of the pyramid are assumed more basic in comparison to the needs above. Maslow explains the physiological needs as unlearned needs, such as the need for food, air, and rest. These needs are related to physical survival and failure to meet those results in death. Worthman and Loftus (1992) noted that physiological needs such as hunger and sleep are dominant nature. Physiological needs are the basis of motivation. Unless these are gratified, everything else recedes and suppressed.

The next level of needs in the hierarchy is safety needs. The safety needs ensure our survival. For instance, the individual needs to protect himself from crime to have some form of freedom and comfort to act upon his environment to ensure growth and progress. They represent the importance of security, protection, stability, peace, freedom from fear and anxiety and the need for structure and limits (Dacey & Travers, 1996). Napoli (1992) posits that human beings seek safety and psychological security so that they may feel free to act within their environment without fear or threat of fear.

When the needs for safety have been gratified, then the need for love and belongingness or attachment emerges. This refers to the need for family and friends. According to Chauhan (1996), the need at this level emphasises the basic psychological nature of human beings to identify with groups and associations. These include making intimate relationship with other members of society, being an accepted member of an organised group, and needing/sticking to a familiar environment as family. Chauhan (1996) complains that the modern developed society with all its material advantages is doing a great disservice of disintegrating family and social life of many people. Thus, in towns, people living in the same building may not even know

the next-door neighbour. This makes them feel or live in solitude and seem not to have social life, though living with people. He further opines that people really have needed to escape feelings of loneliness, alienation and give and/or receive love, affection and the sense of belongingness.

Pietrofesa, Splete and Hoffman (1984) states that the need to love and to be loved includes all forms of affection from friendship to parental love. They believe everyone needs to feel loved throughout life and that it is necessary to love someone and feel loved. They further stated that when individuals are unable to fulfill their needs for love they suffer from anxiety, self-blame, depression, anger, and possible withdrawal from the community. Glasser (as cited in Pietrofesa et al (1984) also believes that death may result if a person experiences a complete deficit of love, which can stimulate sufficient depression to cause suicide or psychosis.

Dacey and Travers (1996) opine that healthy people want to avoid feelings of loneliness and isolation and that people who feel alone or lack any sense of belongingness usually have poor relationship with others. This, they explained can affect their achievement in life.

Oladele (1998) states that the lower needs, for example, physiological needs are typically gratified through the responsibility of the family. A safety as well as love need is largely gratified through security, care, and concern offered at home.

Self-esteem needs form the next on the needs ladder. These are sometimes referred to as ego needs (Chauhan, 1996; Dacey & Travers, 1996) and are divided into two categories, namely:

1. Self-esteem, self-respect, and self regard,

2. Relating to respect from others; status, recognition, success and popularity.

According to Chauhan (1991), the need of self-evaluation occurs in people who are comfortably situated or located and are quite comfortable in gratification of lower needs. Gelford (as cited in Chauhan, 1996) asserts that feeling of achievement, of competence, and of meeting high standards of excellence in performances are not the concerns of the struggling beginner but the "extra touches" of an artisan or tradesman. Chauhan (1996), therefore, posits that esteem needs are externally based before they become internally based. This is because one usually seeks the respect and assurance of others of being a worthwhile person before he attains a level of pride in his/her involvement in activities. Coppersmith (as cited in Chauhan, 1996) has noted that failure to gratify the need for self-respect or reputation from others can produce disturbances in the individual, as he/she may develop feelings of inferiority, or being different from others and being a misfit in the community. Maslow, therefore, believes that sufficient gratification of the esteem needs lessens their dominating force in a person's life and enables him/her to move in the direction of self-actualisation. Norwood (2002) argues that at this level of need, people require a stable, firmly based, high level of self-respect and self-confidence.

The highest level on Maslow's hierarchy of needs is self-actualisation. This according to Chauhan (1996) means to fulfill one's individual nature in all its aspects; that is, being the best that one can afford to become. People can be motivated to fulfill this need only when the fundamental or immediate (physiological) and psychological (love, belongingness and esteem) needs have been fully gratified.

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Maslow describes self-actualisation as an on going process. A self-actualised person as defined by Maslow finds gratification and pleasantness in doing the best he or she is capable, not in competition with others, but in an effort to become "the best me I can be."(Worthman and Loftus, 1992). Self-actualised people are devoted and work at something - "something very precious" to them such as some calling or vocation (Huit, 2002). Worthman and Loftus (1992) explain that self-actualisation does not just include excelling at one's life work, but also devoting oneself to higher social goals such as ensuring peace, justice, equity, or curtailing bribery, corruption and other forms of avarice.

According to Maslow (as cited in Chauhan, 1996), the self actualised person experiences freedom from culture and self-imposed restraints; he/she does not adopt any extreme movement, nor does he/she doubt him/herself with the culture. He/she does not seek favour, fame or the love of any other individual; instead, he/she finds him/herself at peace and satisfied in his/her joy that comes with the best he/she can be (Maslow, cited in Worthman and Loftus, 1992). Another characteristic of the self-actualised person according to Maslow (as cited in Gleitman, Fridlund, and Reisberg, 1999) is that he/she is more likely than other people to have what he/she (Maslow) called "peak experiences". Peak experiences according to Maslow are found moments in a person's life in which there is a feeling of great ecstasy and awe with the conviction that something extremely important and valuable had occurred. He/she goes to say that regardless of where these experiences occur, they seem to have some important and lasting effect on the individual who, thereafter, is likely to see him/her and others in a more spontaneous and healthier way.

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Maslow (as cited in Norwood, 2002) differentiates the growth need of self actualisation into sub-levels as:

1. Cognitive, that is, to know, understand, and explore,

2. Aesthetic, that is, to appreciate symmetry, order, and beauty,

3. Self-actualisation, that is, to find self-fulfillment and realise one's potential,

4. Transcendence, that is, to help others find self-fulfillment and realise their potential.

Maslow (as cited in Chauhan, 1996) states nine characteristics common with self actualised persons. They tend to:

1. Demonstrate an efficient perception of reality and acceptance,

2. Accept themselves and others,

3. Show high degree of spontaneity and simplicity,

4. Portray problem-centred rather than self-centred,

5. Demonstrate autonomy and independence in and of their environment,

6. Identify with mankind,

7. Appreciate "basic goals of life" with continued freshness and pleasure,

8. Keep means and ends distinguishable,

9. Develop interpersonal relations with others.

Norwood (as cited in Huit, 2002) suggests that Maslow's needs hierarchy can be used to describe the types of information that people seek about the various levels. People at the lowest or physiological needs level seek coping information in order to meet the basic needs. Therefore, information that is not immediately connected to assisting the individual's needs in a short

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time period is obviously ignored. At the safety level, people need helping information as they seek assistance to see how they can be safe and secured.

To attain their belongingness needs, individuals seek enlightening information. According to Norwood (2002), this is quite often found in books and other materials on relationship development. Individuals at the esteem level seek empowering information on how they can aggrandise their territory or self ego. Finally, individuals in the growth needs of cognitive, aesthetic and self actualisation seek edifying information. Huit (2002) believes that at the level of transcendence people would seek information on how others can be proclaimed or elevated.

Maslow's theory throws more light on how important it is to let the individual come out to understand him/her own needs in contrast to others. Maslow classified various levels of needs to be relevant to individual and his or her human development.

Problems of College Students

According to the Polytechnic Education Special Services (2002), a college presents a wide range of challenges to students and almost any concern or issue in a student's life will have an impact on his or her academic performance.

Gibson and Mitchell (1990) point out that student in a tertiary institution address issues pertaining to personal, social, academic and career areas. Dankwa and Eskow (2002) also point out that tertiary education in Africa is confronted with several predicaments (challenges) that are a combination of complex issues limited to access, increasing cost, decreasing

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quality, and increasing limited choice of subjects and academic programme and inflexibility in course selection, in addition to inadequate educational resources.

Campus Blues (2002) outlines a number of related causes of difficulties or problems tertiary students encounter in their academic pursuits. The paper records lack of motivation as one of the reasons. Here, the underlying reason is that some students do not have a clear vision regarding their reason for being in college. Others find themselves in school because parents have mandated them while they themselves are not conscious minded about what to do in life. Again courses are chosen to impress others and have little or no interest emanating from the student. Most students are, therefore, not certain of what they really want to do in their future career.

Campus Blues (2002) states that time management is a second reason for academic problems students encounter or face. Academic assignments almost invariably require students to have time to pursue the programme of study. They need to know time management skills of a successful business executive. Most students do not have formal training in this perspective or approach.

Another suggested reason by Campus Blues (2002) points out that majority of students entering tertiary institutions have not had much exposure to useful instructions or assistance with specific study methods. Similarly, Okon (1984) points out that there are a number of students in Nigerian tertiary institutions who do not know how to use the library and leisure time, and how to study and prepare for examinations. Polytechnic Education Special Services (2002) asserts that, for many students, it was not very hard to be successful in

high school; so it was not necessary for them to exert energy into developing academic skills. This, according to Polytechnic Education Special Services (2002) can make going to college more laborious, because at this level, most students need to have good study skills in order to do well in examinations.

Campus Blues (2002) identifies social distractions as a hindrance to achieving academic success. The paper asserts that love and friendship are two most important things in the lives of most people and students often have difficulty in finding the needed equilibrium between studying and socialising.

Okon (1984) confirms this by saying that there are many students in Nigerian tertiary institutions who do not know how to use their freedom. There are no rules and regulations such as "out of bounds' as they exist in the high schools. These are young adults who are unfolding to life without parents or teachers for the first time in their life and sometimes are stranded in structuring their lives effectively. Polytechnic Education Special Services (2002) asserts that for many students it was necessary to put effort into developing academic skills and most students need to have study skills on how to use the library and how to prepare for examinations.

Again, Campus Blues (2002) identified substance abuse as one major problem confronting students. The paper asserts that college years are known to be those where alcoholism and other forms of substance abuse start and become worst, although some students bring the problems of addiction from their pre-college years.

According to Shertzer and Stone (1976), students' needs are always present and evolving. Some of them are relatively general and others are attributable to complex social, psychological and economic reasons. They

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further point out that financial needs of students present the school with a problem that is at once a stumbling canker and a means of achieving significant gains since the effects are usually manifested in social, psychological and perhaps physiological behaviour of students.

Bennett, Okinaka and Hood (as cited in Saenz et al 1999) point out that students (freshmen) who report optimistic intentions for success may become upper class men who view themselves as college or university "survivors". Nevertheless, Fuertes (as cited in Saenz et al 1999) posits that realistic self knowledge of one's capacities and abilities is believed to be key to success.

Farmer (as cited in Walther *et al* (2002) points out the five differences between adults and youth which need to be considered by counsellors:

1. Education is often a secondary consideration for adults who have many other competing responsibilities, and they want this to be known and recognised so as to be treated as adults,

2. Adults have valuable experiences which add to the educational process and they want the opportunity to bring these experiences to their learning,

3. Adult learners want to be able to immediately apply what is learnt,

4. The adult student is more likely to be enrolled due to life transitions,

5. Adults are self-directed and generally more motivated to achieve because they have specific objectives in mind.

The Role of the Guidance and Counselling officer in the Tertiary Institution

According to Shertzer and Stone (1976), the role of the guidance and counselling service provider are as follows:

1. Helping to plan and development of guidance and counselling programme according to the needs of the student.

2. Helping the client to:

   i.   understand himself/herself in relation to the world in which he/she lives,

   ii.   develop personal decision making competencies, and

   iii. resolve personal and social problems.

3. Providing leadership in the programme and in the community including

   iv.   co-ordinating and providing useful information about each counsellee

   v.   interpreting information about the counsellee to the necessary authorities

   vi.   interpreting information about the counsellee to other persons, teachers, and lecturers, where need be,

   vii. helping to identify students and staff with abilities or needs.

4. Collecting information and disseminating to students and community about schools and education.

5. Assisting in providing placement service to staff and students

6. Maintaining a cooperative working relationship with other agencies

7. Assisting parents and management (acting as a consultant regarding the growth and development of every individual) by providing every counsellee or

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client the opportunity to develop realistic perceptions of themselves in relation to their potentialities.

8. Providing information to management and community. The role played by the counsellor will show the importance of the counsellor in the school setting.

Guidance and Counselling Centre at the Public Universities

Before the establishment of systematic guidance and counselling programme in Ghanaian schools, the UCC had begun an academic programme in Guidance and Counselling. According to Ackummey (1988), courses in guidance and counselling were included in the entire undergraduate bachelor of education programme for training teachers at the UCC in 1971. These included core and elective courses. A graduate programme in counselling was initiated in 1976 to produce counsellors at the master's level as professionals. Since 1971 to date, the UCC has continued to run these programmes with the intention to expand them to the doctoral Level (Essuman, 1999). The University of Education, Winneba also offers degree programmes in guidance and counselling.

There was a directive from the GES issued in 1982 that stated the government's desire to introduce guidance and counselling in first cycle schools (Essuman, 1999). The programme was instituted in first cycle schools in 1982. In pursuance of the GES directive on the establishment of formal guidance and counselling programme at the secondary level, many second cycle institutions have guidance and counselling in place with coordinators appointed.

At the tertiary level, institutions such as the UCC, UG, and KNUST have all established guidance and counselling centres to cater for guidance needs of their students and staff. Essuman (1999) outlines the various programmes offered by the centres in the nation's premier Universities. For instance, the UCC counselling centre currently among other things:

1. Offers counselling services to students, staff of the University community and to individuals outside the university community,

2. Provides a source for post-graduate counselling practicum,

3. Organises seminars, workshops, conferences and orientation courses to the university community and beyond,

4. Collects and disseminates educational, vocational and personal-social information to students and staff,

5. Organises outreach programmes for schools within the Cape Coast Municipality.

The centre at the UG, offers as its programme:

1. Counselling for students,

2. Preventive counselling programme for students (Essuman, 1999)

3. Administration of the Vocational Training Scheme for Science, Geography and Administration students,

4. Orientation programme for secondary schools on university courses and other training opportunities for school leavers,

5. Occupational orientation and placement service which focuses on

i. Placement of unemployed graduates,

ii. Vocational guidance in which students are helped to improve their performance,

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iii. Compilation and dissemination of career and education information.

Finally, the Guidance and Counselling centre in KNUST offers:

1. Orientation courses for fresh students,

2. Awareness campaigns for students,

3. Counselling seminars (like discussions in study habits, self concept, time management, assertive training),

4. Career conventions for second cycle schools (Bonsi, as cited in Essuman, 1999).

The Need for Guidance and Counselling Centre at UDS

With the establishment of UDS fifteen years ago by Provisional National Defence Council (PNDC) Law 279, Section 2, Act 279, on May 15th, 1992 as a tertiary institution, one would have expected that a counselling centre should have been mounted to cater for diverse needs of students. Tertiary education streamlines students into occupation. There are moral, social, psychological, emotional aspects of every occupation, including rules and regulations and challenges arising from the work demand. In order for students to make good decisions regarding the occupation they enter, they need systematic guidance and counselling service to equip them with coping strategies that will enable them overcome the challenges that confront them. Thus, students need to be equipped with the skills needed for their profession.

They also need to prepare socially, morally, and emotionally to enable them perform up to the standard on the job market available. However, the available literature seems to suggest that guidance and counselling needs of the UDS are not adequately addressed. This impression stems from the fact

that no concrete action has been taken in the provision of guidance and counselling centre at the UDS. A statement to that effect was stated in the UDS, Strategic Plan of 2003–2008. The only way guidance and counselling service was being offered in a way (as part of UDS requirement) is by the students engaging in voluntary counselling of their colleagues. This was done through their own initiative. Miller (1978) opines that guidance must be an integral part of any educational programme. Again, guidance is said to be concerned with the whole person and is directed towards physical, mental, social, and emotional growth. The UDS apparently seems to have been left behind as far as guidance and counselling is concerned.

Summary of Related Review of Literature

The literature review has revealed that students in tertiary institutions have various needs stemming from the following areas: social, personal, academic, career information, marriage and family, health and sex. The needs of individual students vary in terms of age, grade level, gender, marital status to mention a few.

It was also found out that most adults or older students return to school life at the time they may be grappling with real life transition. Adult women students often face many difficulties that occur with greater challenges in their academic pursuit at the tertiary level. Adult students, however, are generally more motivated and self oriented as they have specific objectives to achieve in school life. Younger students, on the other hand, experience considerable difficulty in an attempt to adjust to the new challenges that bedevil them in

campus life. Younger students also lack good study skills and they do not know how to use their leisure time effectively on campus.

The literature further revealed that students of all ages need career exploration assistance. However, the way younger students go about investigating various opportunities differ from adult students. Studies have shown that an estimated 25% of all students entering tertiary institutions do so without having decided on a career and that some students will continue to encounter career decision difficulties throughout their school life year and beyond.

On gender issues, the literature revealed that men perceive greater opportunities for advancement and promotion than women do and due to this, women generally occupy a compensating lower position in social life. Again, women experience career interruptions and childbearing responsibilities and therefore, are coerced to forego or postpone human capital enhancing activities and consequently stay longer in their current job.

The literature again further reveals that effective guidance and counselling would contribute to the attainment of self ego, motivation, inspiration and good decision–making which forms the core of counsellor duty that helps institutions and communities to achieve their aim and objectives.

The present study is to fill the gap and find out whether students of the UDS have a felt need for professional guidance and counselling services in their student lives.

CHAPTER THREE

METHODOLOGY

This chapter deals with the research design, population and sampling, research instruments, data collection procedures and data analysis methods.

Research Design

The study utilised descriptive sample survey design. According to Gay (1992), this involves the collection of data in order to test hypotheses and/or to answer questions concerning the status of the subject of study. According to Osuala (1993), descriptive research gives a picture of a situation as a pre-requisite to inferences and generalisations. Descriptive research is concerned with the present status of a phenomenon and it deals with what exists, such as determining the nature of prevailing conditions, circumstances, and practices. The descriptive sample survey is considered the most appropriate for this study because the study is concerned with current needs of students of the UDS with respect to guidance and counselling.

As pointed out by Hackett (1981), descriptive survey could be used to gather data on client needs and attitudes, to aid programme decisions and the provision of counselling services. It also enables a researcher to collect data on a large number of people.

The design, however, is associated with a weakness such as sampling error, which may occur due to chances in selection of different individuals

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(Tuckman, 1972). Hackett (1981) also points out that the descriptive survey has the problem of low response rates that plagues all surveys.

The researcher personally distributed and collected the questionnaires at the Tamale and Nyankpala campuses and therefore the issue of low response rate was a not much of a problem. In this study, the response rate was 94%. It was for this reason that the design was opted for in spite of the weaknesses associated with it because the researcher deemed it most appropriate for the study.

Population and Sample

The target population for the study was undergraduate students of the UDS, Tamale. The total population of undergraduate students at the UDS was 942.

The simple random sampling technique was used to select two faculties from the four faculties in the UDS. The researcher used a sample size of 471 for the study, which was determined using a chart by Krejcie and Morgan (1970) which suggests the required sample size for a given population for research activities. Simple random sampling affords each member of the population under study an equal chance of being selected (Cohen and Marion, 1995).

The target population of the study comprised two faculties in the UDS. The SMHS and FOA were randomly selected to have fair representation for the study used 223 (47.4%) respondents from the SMHS and 248 (52.6%) from FOA for the study. The other two faculties were left due to distance. The

population was therefore classified into two sectors with their faculties as follows:

1. Faculty of Agriculture (FOA) Nyankpala,

2. School of Medicine and Health Sciences (SMHS) Tamale.

Fifty percent of the students within the two faculties were used for the study using purposive sampling procedure. The researcher selected students from Nyankpala and Tamale campuses. Only the two campuses were targeted because of the distance of the other campuses from Tamale.

The characteristics of the population of study such as gender and age were also considered in selecting the sample. This was because some of the group sizes were very small and would not yield sample sizes large enough for meaningful comparison this called for the use of purposive sampling.

Research Instruments

Ikeme's Adolescent Problem Inventory (API) instruments were adopted for use in the study. Forde (2000) used the modified form of this instrument for her study in the second cycle institutions. Over the years, Essuman and the UCC Counselling Centre have been revising and using the instrument to collect data from some Senior High Schools in Ghana. The instrument was considered the most appropriate since the individual students were in the best position to know what actually is considered an issue to him or her and make it known. This instrument offers students the chance to indicate the degree or extent to which each item in the questionnaire was or was not a concern or an issue to him or her. The researcher, with the help of the lecturers reviewed Ikeme's instrument to suit the study based on literature

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reviewed. The original instrument had the list of items for respondents to tick (√) where applicable. In the present study, the researcher was interested in the degree or extent to which the individual items were seen as a problem or a concern. A 5-point Likert type of scale was, therefore, used. These scales were partly based on studies done by Sheffied City Polytechnic and Sheffied University by Roderick (as cited by Wong *et al* 1997) and Okon (1984) in Nigerian Colleges and Universities both of which revealed the above stated problems as being common to students.

Data Collection Procedure

The researcher visited the selected faculties. A convenient date was concluded with the researcher, lecturers and the senior research assistants. The purposive sampling procedure was used for the study. On the appointed date of 6th June, 2009 (as agreed to be convenient to the lecturers, researcher and the students), the researcher distributed copies of the questionnaire to selected students and briefly explained to the students the rationale for the study. The researcher, therefore, explained the need for them to respond candidly to the items. With assistance of the lecturers, the researcher distributed the questionnaires. The completed questionnaires were retrieved two weeks later. Four hundred and seventy one students from the two faculties were served with the questionnaires and four hundred and sixty one students out of the 471 (97.8%) responded to the questionnaires.

Data Analysis

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Both descriptive statistics (specifically, frequencies, percentages, mean and standard deviations) and inferential statistics (chi-square) were used to analyse the data collected. Descriptive and inferential statistics (chi-square) were used to interpret and test the data collected.

Descriptive statistics according to Polit and Hungler (1955) are used to describe characteristics in order to provide descriptive information about the distribution of key research variables.

The chi-square test was used to test the otherwise significant differences in the opinion of respondents.

Finally, simple frequencies and percentages were used to analyse the distribution of responses relating to students need for counsellors' assistance. The data was analysed according to research questions.

Research Question One

This sought to determine which of the ten areas investigated were most important to students in the UDS Tamale. The items on the Likert Scale referring to problems indicated by students were noted and the numbers and percentages of those who responded were computed and summarised in a frequency distribution table. The mean score and standard deviation of each item were computed according to the sections. These results from the ten scales were numbered, summarised and ranked to obtain the important needs of the respondents on the guidance and counselling needs of both male and female students.

Research Question Two

This sought to find out the most predominant source of social support to the UDS students. Six categories of individuals whom students could turn to for support were listed for respondents to rank in order of merit. The numbers and percentages of the respondents who indicated each of the sources of support was computed and to obtain the most dominant source of social support for students.

Research Question Three

This research question sought to find out the proportion of the UDS students who had the desire to discuss their problems with a professional counsellor. This had two parts. In the first part, respondents were asked to indicate whether they often get the solution they need to the problems they discuss with their mentors. The second part of the item required them to indicate whether they would prefer to discuss their problems with a professional counsellor. The responses of both parts of the item were organised into frequency distribution tables and by gender and age.

Hypotheses

Ho: There is no significant difference between the guidance and counselling needs of male and female students.

H_1: There is significant difference between the guidance and counselling needs of male and female students of the UDS.

Ho: The guidance and counselling needs of students of the UDS are not determined by age.

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H₁: There is significant difference between the guidance and counselling needs of student of the UDS by age.

Hypotheses 1 sought to test for any existing differences in the opinions of male and female students with regard to guidance and counseling needs and the results were discussed.

In hypotheses 2 the differences in opinions of younger and older students were tested and the results discussed.

For the two hypotheses, the chi-square test of independence was performed at 0.05 significant levels. The data collected regarding them were summarised into a 2 by 2 contingency table and tested.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter presents results and findings of the study and discusses them. The presentation and discussion are under the following subsections:

1. Presentation of preliminary data

2. Presentation of results

3. Discussion of findings

Presentation of Preliminary Data

The respondents and their characteristic variables investigated are presented in Table 1 to 5. Table 1 presents the distribution of students by Faculty.

Table 1

Distribution of Respondents by Faculty

Name of Faculty	Faculty	Percentage
School of Medicine and Health Sciences	223	47.4
Faculty Of Agriculture	248	52.6
Total	471	100.0

Table 1 indicates that out of total number of 471 respondents (N= 471), FOA had the higher number of respondents (52.6%) while the lesser number

(47.4%) was from the SMHS. The cross tabulations of gender by age of respondents are presented in Table 2.

Table 2

Distribution of Respondents by Gender and Age

Gender	Younger students (19-28 years)	Percen-Tage	Older students (29 years and above)	Percen-tage	Total
Female	136	30.57	26	40	162
Male	309	69.43	39	60	309
Total	406	100.0	65	100	471

Table 2 shows that male participants between ages 19–28 years constitute a greater percentage of the participant of students of the UDS with the lesser (40%) being female. The cross tabulations of gender by marital status of respondents are presented in Table 3.

Table 3

Distribution of Respondents by Gender and Marital Status

	Single	Married	Total
Female	140	22	162
Male	278	31	309
Total	418	53	471

From Table 3, it is clear that majority of the participants in the study were single male students. While female married students were the least. Table 4 presents the distribution of respondents by grade level.

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Table 4

Distribution of Respondents by Grade Levels

Level	Frequency	Percentage
Year One	196	41.6
Year Two	159	33.8
Year Three	114	24.2
Undecided	2	0.4
Total	471	100.0

Table 4 shows that Year One students constitute the highest number of respondents while the least respondents were Year Three students. The table also shows that two (2) of the respondents could not indicate their levels as shown by the undecided.

Presentation of the Main Results by Research Question and Hypotheses

The main results are presented in this section. The three research questions formulated are answered and the results of the two hypotheses tested are presented.

Research Question One

What are the important guidance and counselling needs of students of the UDS?

Responses to items in the Sections A – J, Part (11) (A) of the Adolescent Problem Inventory (API) were used to address research question one. Participants were requested to indicate whether the statement made in the items were Very True (VT), True (T), and Not True (NT) to them. The

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responses were rated along a scale of 3, 2, 1 for Very True, True and Not True, respectively. In addition, the number selecting a particular response was computed and a mean response score (MR) obtained for each statement together with its standard deviation.

Table 5 shows the results of the analysis of the data and interpretation. For the purposes of this study, a mean response score of 1.0 - 1.5 is interpreted as students do not need guidance and counselling services (DNNGC). The values between 1.6 - 2.5 mean shows students of the UDS needs some guidance and counselling service (NSGC). The values above 2.6-3.0 mean shows some students of the UDS need strong guidance and counselling services (SGC).

Table 5

Distribution of Students View Concerning Their Academic Needs

Statement	NT (%)	T (%)	VT (%)	MR (score)	SD	INT
I don't have the skills to plan	11.7	22.3	66.0	2.60	1.33	SGC
I find it difficult to study on my own	3.6	10.6	85.6	2.07	0.99	NSGC
I cannot concentrate on my books	5	19	76.0	2.37	1.15	NGSC
I find it difficult to cope with course work	5.1	19.1	69.4	2.82	1.36	SGC
I have difficulty preparing for examinations	7.2	28	67.7	2.52	1.25	NSGC
I have difficulty in writing good essay	7.2	16.9	75.7	2.35	1.18	NSGC

Mean of means 2.07.   Overall standard deviation of 1.18

The data in Table 5 indicate that student participants of the UDS need guidance and counselling in the area of academic work. The mean of means of 2.07 with standard deviation of 1.18 indicate that participants in the two faculties generally do have academic problems. About 69.4% of respondents indicated that they had difficulty coping with course work. A total of 66% of the respondents indicated that it was true that they had difficulty in the skills of planning. While 11.7% of the respondents indicated that it was true that they lack skills to plan. The range of the mean response score of 2.07 - 2.82 generally implies that student participants of the UDS require guidance services in their academic activities.

One dimension of Research Question One deals with social needs of the participants in the two faculties of the UDS. Table 6 contains the data showing the percentage of respondents. The score scale was as used earlier in Table 6 and the interpretation of the data is the same.

Table 6

Distribution of Students Views Concerning their Social Needs

Statement	NT (%)	T (%)	VT (%)	MR (score)	SD	INT
I don't know how to relate with my mates	18.9	32.3	47.8	2.03	1.30	NSGC
It do not belong to any social club	12.1	63.0	25.0	2.06	1.35	NSGC
I pick quarrels easily with my friends	91.0	4.0	5.0	1.82	1.93	DNNGC
I concern myself with my problems	6	16	78.5	2.25	1.20	NSGC
Mean of means: 2.29				Standard Deviation 1.17		

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Table 6 indicates that some students in the UDS need some guidance and counselling for their social needs. The mean of means of 2.29 is significantly above 1.5. About 91.0% with a mean response score of 1.82 of respondents said it was not true that they quarrel with their friends. A total number of 78.5% with a mean response of 2.25 of the respondents said it was very true they concern themselves with their problems. A total of 63.0% said it was true they do not belong to any social club. The participants generally have problems in social needs and would require guidance services.

Another aspect of research question one deals with the employment needs of the students of the UDS. Table 7 shows the results of the analysis of the data and interpretation. A mean response score of 2.37 falls within 1.6 – 2.5. This shows that the student participants of the UDS need strong guidance and counselling on employment needs.

Table 7

Distribution of Students' Views Concerning Their Employment Needs

Statement	NT (%)	T (%)	VT (%)	MR (score)	SD	INT
I need a job immediately	14.8	24.4	60.7	2.85	1.40	SGC
I don't know how to apply for a job	14.8	26.7	58.4	2.63	1.35	SGC
I cannot work under pressure	17.2	29.9	52.8	2.37	1.86	NSGC
Mean of means: 2.62.	Standard Deviation 1.23					

From Table 7, 60.7%, (with the mean response score of 2.85), of the respondents in this study from the UDS said it was very true that they need a job immediately. This means that they need strong guidance and counselling regarding job placement. All the three items expressing employment have the

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mean of means of 2.62 and standard deviation of 1.23. About 58.4%, of the respondents said it was very true that they do not know how to apply for a job and would require some guidance and counselling. A total of 52.8%, (with the mean response score of 2.37), indicated that they cannot work under pressure. This item requires strong guidance and counselling to the student participants in the two faculties of the UDS in as long as they need a job.

Getting a job, to an extent, may solve some of the immediate social obligations such as becoming economically independent and therefore being able to assist others where it is possible. This quest to be employed on completion of a programme of study compensates or complements Maslow (1970) hierarchy of needs. After satisfying the need for love and belongingness, the individual thinks of self-esteem needs. The individual being employed gives him or her respect from others and his peers. Guidance and counselling also portray the cultural values of the society so as to promote peace, unity, stability of purpose, and to help achieve the desired goals and objectives of society. Strike (1998) stresses that schools were established not merely to teach reading, writing and arithmetic (3Rs) but also to develop bright and strong citizens who would contribute to society by being gainfully employed.

Another dimension of research question one dealt with basic skills related to jobs. The data collected on basic skills of students are shown in Table 8. These include the percentages of respondents, the mean response score and the interpretation.

Table 8

Distribution of Students Views Concerning Basic Skills Related to Jobs

Statement	NT (%)	T (%)	VT (%)	MR (score)	SD	INT
I need basic skills in application for a employment	71.5	21.2	7.0	2.55	.90	NSGC
I don't know how to write resume	19.7	22.5	66.6	2.92	1.41	SGC
I don't have the skills on how to start a business	20.8	54.8	24.4	2.68	1.41	SGC
I don't know of the skills required of various department	30.4	38.9	30.6	2.60	1.34	SGC

Mean of mean of 2.10   Standard deviation of 1.20

Table 8 shows that the respondents of the two faculties of the UDS require strong guidance and counselling for their basic skill needs. A total of 66.6% of the respondents did not know how to write a resume, and 38.9% indicated they did not know the basic skills required by various departments. Again, 71.5% said it was not true that they did not know of the basic skills in writing application for employment. The mean of means of 2.10 with standard deviation below 1.20, indicates that student participants of the UDS require guidance and counselling on employment issues. Each of the four items had a mean score close to 3.0. About 54.8%, of the respondents, said it was very true that they do not have the skills on how to start a business.

The conclusion is that students of the UDS are aware of the job market issues yet lack the skills in application for employment. The love and sex needs of the students of the UDS were also addressed by research question

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one. Table 9 presents the summary of the information obtained. The results were analysed and interpreted as was done in Table 9.

Table 9

Distribution of Students Views Concerning their Love and Sex Needs

Statement	NT (%)	T (%)	VT (%)	MR (score)	SD	INT
I have been disappointed in love	74.3	14.6	11.0	2.34	1.35	SGC
I have difficulty discussing sex matters	15.1	1.68	66.2	2.64	1.40	SGC
I wish I could stick to one partner	4.9	52.2	4.9	1.93	1.08	NMGC
I am not sure of satisfying my sexual partner	38.9	22.9	38.2	2.42	1.31	NMGC
I am afraid I would contract HIV/AIDS	26.1	14.7	59.2	2.82	1.62	SGC

Mean of means: 2.61   Standard Deviation: 1:37

Table 9 shows that the student participants of the UDS need much guidance and counselling as far as their love and sex needs are concerned. The mean of means of 2.61 is above 2.60. There is the need for strong guidance and counselling intervention in this area. However, the standard deviations of 1.37 shows that respondents in the two faculties have relatively diverse opinions. The item which reads "I am afraid I would contract HIV and AIDS" had a mean score of 2.82, which suggests that student participants need guidance and counselling in their sex drive pattern. The results suggest that majority of the participants of the two faculties of the UDS indicate that it was very true they were afraid of HIV and AIDS and would require guidance and counselling. The expression of their wish to stick to only one sex partner as an

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issue could be due to ongoing public education on radio, television, and sensitisation workshops about the eminent dangers of HIV and AIDS pandemic and other related sexually transmitted diseases. It is plausible to conclude that in spite of the numerous awareness creations, majority of these student participants of the two faculties of the UDS have much difficulty to change their sex habit. Guidance and counselling could help since they are afraid of. This is due to the responses to the statement, which reads, "I am afraid I will contract HIV and AIDS. It had a mean score of 2.82 which is close to 3.0. A total of 59.2% expressed fear of the HIV and AIDS disease. Student participants of the UDS will require guidance and counselling service since they have fears in them. This agrees with the findings of Brehm (1992) who reported that sexual activity is widespread among today's adolescents and youth. The findings also support the findings of DeBuono; Caroll (as cited in Brehm, 1992) that more guidance and counselling in tertiary institutions in their studies indicated students had changed their sexual habits for the fear of the HIV and AIDS.

On the whole, the data presented above show that student participants of the two faculties of the UDS need important and strong guidance and counselling services regarding their academic life, basic skills on jobs, social skills and love and sexual activities. The results show that the participants have a need for guidance and counselling needs in the areas investigated.

Research Question Two

What is the most predominant source of support for the students of the UDS?

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This question sought to find out whom the student participants of the two faculties of the UDS mostly turn to when confronted with problems. Table 10 shows the results of the analysis of the data. For the purpose of this study, frequencies and percentages were used on the data on the source of social support to student participants of the UDS.

Table 10

Distribution of Sources of Support for Students of UDS

Sources of support	Frequencies	Percentages
Family	188	39.9
Friends	102	21.7
Lover	59	12.5
Spouse	50	10.6
Religious leaders	49	10.4
Others	16	3.4
Lecturers	7	1.5
Total	471	100.0

A total of 39.9% of the respondents of the student participants in the two faculties of the UDS indicated the family as the immediate point of contact for support. Respondents who consulted friends were 21.7%. Overall, 16 respondents representing (3.4%) disclosed their problems to others. Table 10 reveals that only seven (1.5%) of the respondents in the two faculties turn to their lecturers for assistance when faced with challenges. This seems to suggest that there might be some distance between lecturers and the students. However, the general indication of the student participants from the two faculties of the UDS is that they have difficulty in relating to their lecturers with academic issues, largely. This seems to suggest that some students of the

UDS, generally, do not contact their lecturers outside lecture halls, which could have created a gap between students and lecturers on discussing academic needs of the students.

The UCC Guidance and Counselling Centre report in 32nd Congregation brochure indicated that over 60% of the issues handled by the Centre are academic in nature. The present study on the student participants of the two faculties of the UDS reveals that academic issues are not adequately addressed as indicated in research question one. The probably possible reason might be that student participants of the two faculties of the UDS have already been loaded in the programme and course content. This explains the need to have guidance and counselling services.

Research question two sought to know the most predominant source of support that was available to students of the UDS. The results are presented in Table 11. Student participants of the UDS were to indicate how often they get solution in regard to gender issue.

Again the research question two sought to find out the student participants of the two faculties of the UDS the rate they get solution with regard to age level. The results are presented using frequencies and percentages for both young and older student participants in Table 12.

Table 11

Distribution of Students of the UDS and Rate at which they get Solution to their social problems with Regard to Age

	Young Students		Older Students	
	Frequency	Percentage	Frequency	Percentage
Often	167	41.4	29	44.6
Sometimes	34	8.4	11	16.9
Rarely	202	50.1	27	36.9
Total	403	100.0	65	100.0

The results from Table 11 indicate that 50.1% of the younger student participants of the two faculties of the UDS rarely get solution to their problems, while 44.6% of older student participants of the UDS often have solution to their problems.

In summary, greater percentage of student participants of the two faculties of the UDS used in this study, depend on social support. Overall, a greater percentage of the respondents do not often get solution to their problems.

The results from research question two indicate that student participants of the two faculties of the UDS rarely get solutions to their problems as far as age is concerned. The source of support to the student participants also revealed that the family was the most dominant source. The information obtained implies that the student participants require guidance and counselling service.

Research Question Three

What proportion of the students of the UDS desires the services of a professional counsellor for the solution of their problems?

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This question sought to find out the percentage of students who would like to employ the services of a professional counsellor to assist in dealing with their problems. The item on the instrument used to solicit the response on this research question reads "Indicate whether or not you would prefer to discuss your problems with a professional counsellor." The student participants of the UDS were to indicate Yes, No or Undecided that he or she prefers to discuss their problems with a professional counsellor. The responses were presented in terms of gender and age. Table 12 presents the percentage of student respondents of the two faculties of the UDS who would desire the services of a professional counsellor for the gratification of their issues.

Table 12

Distribution of Respondents in terms of the need for a Professional Counsellor

	Frequency	Percentage
Yes	398	84.5
No	66	14.0
Undecided	7	1.5
Total	471	100.0

Results from Table 12 indicate that 14.0% of the student participants of the two faculties of the UDS said they had no desire for the services of a professional counsellor to address their problems. As many as 398 (84.5%) of respondents in the study expressed the need for professional counsellor

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services. A total of 7 (1.5%) indicated that they were undecided. The majority of the respondents indicated the need of the professional counsellor.

Table 13 presents the number and percentage of students desiring counselling services by their ages in frequency distribution and percentages.

Table 13

Distribution of Students Desiring Counsellor Services With Regard to Age

	Young students (19 – 28 years)		Older Students (above 28 years)	
	Frequency	Percentage	Frequency	Percentage
Yes	344	85.1	52	80.0
No	55	13.6	11	16.9
Undecided	5	1.2	2	3.1
Total	404	100.0	65	100.0

Table 13 shows that 344 (85.1%) out of the 404 younger students have a desire for professional counsellor and 52 (80%) of older respondents also expressed the same. About 55 (13.6%) younger respondents do not desire counselling services while 11 (16.9%) of their older counter parts indicated the same. A total of 7 respondents were undecided on the issue of requiring a professional counsellor. Overall, 98% of the respondents both young and old expressed their desire for professional guidance and counselling.

Another aspect of Research Question Three sought to find out the percentage of student participants in the two faculties desired for counsellor services with regard to marital status. The responses are presented in Table 16 by frequencies and percentages.

Table 14

Distribution of students Desiring Counsellor Services With Regard to Marital Status

	Single Frequency	Percentage	Married Frequency	Percentage
Yes	358	86.1	39	73.6
No	55	1.2	12	22.6
Undecided	5	1.2	2	3.8
Total	416	100.0	52	100.0

From Table 14, it is can be seen that 358 (86.1%) of single student participants of the two faculties of the UDS indicated the need for professional counsellor to discuss issues.

Overall, it could be seen that a large number of student participants (95%) of the UDS indicated they would like to have access to professional counsellors. This is irrespective of gender, and age. This seems to suggest that the student respondents of the UDS have a number of issues that they might not be comfortable to disclose to the various sources of social support other to a professional counsellor.

<div align="center">Hypothesis 1</div>

Ho: there is no significant difference between the guidance and counselling needs of male and female students of the UDS

H1: there is significant difference between the guidance and counselling needs of male and female students of the UDS

The chi-square (χ^2) test of independence was used at 5% level of significance as shown in Table 15 to find out whether student participants opinion

regarding their guidance and counselling needs were independent of gender. The interpretation is shown in Table 15.

Table 15

Distribution of Comparison of Respondents on Issues by Gender

Areas of concern	Male		Female		χ^2Value	df	P Value
	VT (%)	T (%)	VT (%)	T (%)			
Academic	53.1	46.9	57.4	42.6	8.049	1	0.005
Finance	49.2	62.2	56.8	43.2	154.219	1	0.000
Social	47.2	52.8	50.0	50.0	3.221	1	0.073
Health	58.3	41.7	64.7	35.2	19.154	1	0.000
Employment	45.3	45.3	50.0	50.0	9.397	1	0.002
Emotion	40.5	40.5	59.5	40.1	0.048	1	0.827
Career & dev't	42.7	57.3	46.9	53.1	7.585	1	0.006
Love & Sex	45.0	55.0	46.9	53.1	10.0668	1	0.002
Marriage & Family	51.8	48.2	46.9	53.1	10.068	1	0.002
Moral	58.8	42.2	60.5	39.5	0.112	1	0.000

Table 15 shows that the chi-square values are statistically significant for areas of concern such as academic, social, financial, health, employment, marriage and family life, career development, moral, love and sex. In each of the above cases, p was less than 0.05. We, therefore, fail to accept the null hypotheses for these seven areas of concern among students in favour of the research alternative hypotheses. The chi-square values are, however, not statistically significant on social and emotional issues because p was greater than 0.05. We, therefore, fail to reject the null hypotheses for these two areas

of concern among the student participants of the two faculties of the UDS for the alternative.

In order to find the priority areas, the various areas of needs were ranked showing the extent of needs. The results were ranked and presented in Table 16.

Table 16

Ranking of Respondents on Areas of Concern by Gender

Areas of Concern	Mean Score	Male	Rank order	Mean score	Female	Rank Order
Finances	23.85	5.46	1st	21.80	5.67	1st
Career development	22.09	4.79	2nd	21.47	5.03	2nd
Employment	17.59	4.44	3rd	18.15	4.47	3rd
Love and sex	15.82	4.57	4th	18.51	4.47	4th
Marriage and family	14.92	4.35	5th	14.94	4.29	5th
Academic	14.81	4.74	6th	14.44	4.72	6th
Health	14.28	4.8	7th	13.66	5.10	7th
Social	13.46	4.38	8th	13.39	13.39	8th
Moral	13.46	4.38	9th	13.39	4.23	9th
Emotional	12.69	4.30	10th	12.57	4.00	10th

Considering the areas of concern by gender of respondents, Table 16 shows that the rank order for both male and female students in the UDS is the same. The degree of agreement between the male and female ranking was determined by computing the coefficient of concordance (w) which turned out to be 1.00 meaning that there was absolute agreement between males and females with regard to ranking their concerns.

Finance is their first area of concern with means of 23.85 and 21.80 for males and females, respectively. This was followed by career development

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needs. The least area of concern for both sexes is emotional matters with a mean of 12.69 and 12.57 for males and females of the UDS, respectively.

Even though the order of areas of concern follows the same order in terms of ranking for both males and females, the chi-square test shows significant differences in the area of concern of gender. For example, although academic issue places sixth, as an area of concern, the results reveal that about 53.1% of male respondents have need for academic guidance while 57.4% of their female counterparts expressed the same.

Hypothesis 2

H_o: The guidance and counselling needs of the students of the UDS in Tamale are not determined by age.

H_1: The guidance and counselling needs of the students of the UDS in Tamale are determined by age.

The chi-square (χ^2) test of independence were performed at 5% level of significance to find out whether respondents opinion regarding their guidance and counselling needs are independent of age. The student participants of the UDS responded to Very True and True to the items as shown in Table 17. Table 18 presents the participants in percentages to the responses Very True and True regarding comparison of issues concerning both younger and older students.

Table 17

Distribution of Comparison of Issues Concerning Students by Age

Areas of concern	Younger students		Older students		χ^2 value	Df	P value
	VT (%)	T (%)	VT (%)	T (%)			
Academic	55.0	45.0	53.8	46.2	24.397	1	.000
Finances	44.6	55.4	43.1	56.9	21.099	1	.000
Social	49.3	50.7	41.5	58.5	33.44	1	.000
Health	60.6	39.4	58.5	41.5	14.229	1	.000
Employment	53.2	46.8	52.3	47.7	20.339	1	.000
Emotions	59.7	40.3	60.0	40.0	21.582	1	.000
Career & dev't	47.3	52.7	61.5	38.5	64.900	1	.000
Sex & Love	46.3	53.7	43.1	56.9	19.194	1	.000
Marriage & family	51.5	48.5	43.1	56.9	36.005	1	.000
Moral	58.9	41.1	63.0	37.0	65.542	1	.000

Table 17 shows that the chi-square test is statistically significant for all the ten areas being studied. In all cases, the p value was less than 0.05. We therefore fail to accept the null hypothesis for all the ten areas investigated in favour of the alternative. Table 19 presents the mean and standard deviations as regards to issues of respondents by age.

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Table 18

Distribution Mean of Issues of Respondents by Age

Areas of concern	Mean		Standard Deviation		χ^2	df	P value
	Young students	Older students	Younger students	Older students			
Academic	14.64	14.85	4.76	4.71	24.398	1	.000
Finance	23.24	22.62	5.64	5.63	21.009	1	.000
Social	13.73	14.22	4.42	4.19	33.44	1	.000
Health	14.06	14.15	5.00	4.58	14.224	1	.000
Employment	17.82	17.52	4.49	4.37	20.339	1	.000
Emotional	12.76	11.97	4.28	3.64	21.582	1	.000
Career & Dev't	22.15	20.14	4.91	4.48	64.900	1	.000
Marriage & Family	14.84	15.38	4.44	3.67	19.194	1	.000
Love and Sex	15.69	15.75	4.85	3.68	36.005	1	.000
Moral	13.28	12.77	4.37	4.08	2.55	1	.004

Table 18 presents the concerns of participants in terms of age using the means and standard deviations. It could be seen from the Table 22 that there is not much differences in the guidance and counselling needs of the students of the UDS with regard to age. However, the chi-square results indicate a significant differences in the needs of the younger and older students for all the tens areas investigated. There is a significant margin between the older students (29 years) and the younger students (19 years).

The tentative conclusion is that the guidance and counselling needs of student participants of the two faculties of the UDS as far as the ten areas investigated are concerned depend partly on age. The gap between the younger and older students could have influenced the needs of student participants as

they may have different desires, aspirations and possible values that go a long way to influence behaviours. The finding tallies with Slotnic *et al* (1993) who reported from their investigation of the differences between younger and older students. The five differences are:

1. That younger students seem to focus on their primary role as students,

2. That older students balance their multiple roles and responsibilities,

3. That both age groups have different desires and aspirations,

4. That the younger students consider their health needs first and it is the reverse of the older students,

5. That the younger students handle their social needs more easily than their older counterparts in school

The finding also confirms the assertion by Farmer (as cited in Walther *et al* 2002) that five differences exist between younger and older students.

Discussion of Findings

Student participants of the two faculties of the UDS views concerning their academic needs agree with the findings of Levitz and Noel (1989) who pointed out that tertiary student's, especially new entrants, usually become confused with the problems of academic work that is usually more cumbersome and demanding as compared to the Senior High School curriculum. The findings also support the assertion by Shertzer and Stone (1976) that financial needs of students present the school with problems since the effects are usually social, economic, and psychological in nature. The findings are also in support with Maslow's (1970) hierarchy of needs theory that until basic needs are gratified the individual may not make any attempt to

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attend to higher needs. Financial constraints can deprive individuals of their basic needs such as food, shelter, clothing, and health.

On students of the UDS views concerning their health, the findings disagree with Sadava and Pack (1993) who reported that a significant number of students experience health problems during their first month at the University or tertiary level. This might be due to the fact that majority of these young adults might have stayed in residential accommodation in the high school years. They might have learnt how to handle certain basic hygiene factors to some extent and are therefore no longer scared with environmental hygienic factors.

On student employment needs, the finding is that getting a job, to an extent, may partially solve some of the immediate financial obligations by becoming independent and help to assist others, where it is feasible. This quest to get employed on completion of a programme of study compensates or complements' Maslow (1970) hierarchy of needs.

Globally and nationally, the trend is that individuals wish to advance or progress on their jobs. Individuals self image is elevated or enhanced as they progress in their career to higher laurels. Maslow (1970) noted that progressing on a career raises the ego of the individual. Chauhan (1996) and Dacey and Travers (1996) pointed out that the esteem needs comprises self respect, respect from others, status, social fame and success in life. The desire of the students of the UDS for guidance and counselling on their career development needs confirm the assertion by Norwood (2002) that individuals at the esteem peak seek empowering information as they look for information on how they can develop their ego.

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The item "I wish I could make my own decisions" had 62% of respondents. The respondents' in the UDS difficulty in making a decision might be due to lack of guidance and counselling services. Most of the respondents for the study fall within the younger group (19 and 28 years) and a greater proportion of them are not married. Most of these students of the UDS may still be dependants on their families for varied support services hence their influence in decision-making.

The responses to the item "I am afraid of the HIV and AIDS infection" suggest that students of the UDS could be living a promiscuous life. The expression of their wish to stick to one sex partner as a concern could be due to ongoing public education about the eminent dangers of the HIV and AIDS pandemic and other related sexually transmitted diseases. It is plausible to derive a conclusion that in spite of the vociferous awareness creation, majority of these students (youth) have much difficulty in changing their sexual habit. It could also emanate from the fact that they take pleasure in having indiscriminate sex. Brehm (1992) who reported that sexual activity was widespread among today's adolescents and young adults. The findings also support the findings of DeBuono and Caroll (as cited in Brehm, 1992) noted that than 40% of tertiary students had modified their sexual habits because of their concern about HIV and AIDS.

Financial needs top the list among the students of the UDS. This tally with the assertion of Shertzer and Stone (1976) who pointed out that financial need of students is a stumbling bloc and students gaining significant achievement are often affected. This is manifested in the social, psychological, and probably physiological behaviour of the students. Thus, the extent to

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which financial needs of students are addressed goes a long way to determine other areas of concern among students.

That the high area of concern with to regard guidance and counselling for students of the UDS was financial issues. The need to be addressed it is also in line with the hierarchy of needs as postulated by Maslow (1970). Financial constraints will deprive students from satisfying their physiological needs such as food, shelter, clothing, and good health. According to Maslow (1970), until the needs at this level are gratified the others cannot be adequately addressed.

The most dominant area of concern is financial and career development issues. Lopez and Andrews (1987) confirms the findings of students' strong desire for career development needs at the tertiary level. They stated in their report that arriving at career decision is a difficult and anxious task for all students and that an estimate of about 25% of all students in tertiary institutions do so without having to make a decision on their own career choice. Healy and Reilly (as cited in ERIC Digest November, 2002) that students of all ages need career exploration assistance. The emotional needs ranking (least among the others) supports the findings by Kerr and Colangelo (1988) that across ability and sex, students were much more likely to desire help with occupational and educational goals than help with emotional and personal concerns.

A greater proportion of the respondents of this study within the bachelor category can fall on other sources for support other than their spouses. Gordon's (1994) report revealed that single adults especially women, find their niche in network typically combining friends and relatives. She also

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indicated that though friends were an important source of intimacy, many of the women in her study find it easy to turn to their relatives for support. Again, Hoyt and Lester (as cited in Kerka 1995) reported that about 40% of adult students would turn to their families and friends first for support on issues relating to career. In this study, career development emerged a major area of concern to students. This finding also gives support to Kenny (1994) that late adolescents and young adults experience stress and their parents may serve as a secured base of offering support and help that assures them to feel gratified. Wong and Kwok (1997) and Gorden (1994) asserted that spouses are support generalist and that couples reinforce each other's life style through social interactions. In this study, fifty-two respondents were married and fifty respondents indicated their spouses to be their first point of contact or interaction for the solution to issues.

Barret and Mcintosh (as cited in Gordon 1994) noted that the family is a privileged societal institution, which defines the lives of those outside it too and that the family is has a monopolised caring, security, sharing trust and intimacy. With this, they concluded that single adults, particularly women, appear to be in a difficult position. Wong and Kwok (1997) revealed spouses as support generals who provide support (information, instrumental, emotional, and companionship to their partners).

Miller (1976) stated that "guidance is for all students". This also suggests that in the students of the UDS at all levels have diverse needs that require assistance from counsellors.

The study established that there are significant differences between guidance and counselling needs of male and female student respondents of the

UDS on issues relating to academic, financial and other issues. There was also significant difference between the guidance and counselling needs of male and female students on issues relating to social needs.

On the whole it could be seen that a tentative conclusion is that a large number of the student respondents of the two faculties of the UDS would require assistance from professional counsellor. This is irrespective of gender and age levels. This seems to suggest that students of the UDS have issues which they might not be comfortable disclosing to the various support service. Studies as far as the ten areas investigated are concerned depend partly on age. The gap between the younger and older students could have influenced the needs of student participants as they have different desires, aspirations and possible values that influence behaviours. The finding tallies with Slotnic *et al* (1993) as earlier stated differences between younger and older students. The differences are as stated earlier. The finding also confirms the assertion by Farmer (as cited in Walther *et al* 2002) that the five differences that exist between younger and older students should be considered by counsellors.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The study sought to assess the guidance and counselling needs of the student of the two faculties of the UDS. Tertiary education models students into occupations. There are social, economic, moral, basic skills requirement for job placement aspects of every occupation that demand the individual to address them. Situations arise from the work place that requires ethics, supervision, conduct, and challenges.

The available literature indicated that nothing has been done in the area of guidance and counselling for students of the UDS since its inception in 1993. No formal guidance and counselling unit exist in any faculty of the UDS. The non-availability of the set up in the UDS gave the researcher anticipation that students of the UDS being youth and adults have needs or issues similar to those confronting other students elsewhere.

The study was descriptive in nature and investigated ten problem areas that student's encounter which include financial, social, emotional, employment, career development, love and sex, moral, marriage and family, and health issues. Students of SMHS and FOA participated in the study. A total of 471 respondents were involved. Three hundred and nine males and one hundred and sixty two females participated in the study. The researcher used simple random sampling to select the student participants of the two faculties of the UDS for the study. The student participants of the UDS were two

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hundred and twenty three from the SMHS and two hundred and forty eight students from FOA.

The views of the respondents' regarding their guidance and counselling needs were sampled using the adopted form of Ikeme's Adolescent Problem Inventory (API). The researcher himself administered the Ikeme's Adolescent Problem Inventory items to the students of the two campuses of the UDS.

Frequencies, percentages, means, and standard deviations were used to interpret the results. The differences in opinions concerning the needs with respect to gender and age were tested using the chi-square test of independence.

Findings

The findings of the study are:

(a) Financial issue is the most common area of concern among students in the UDS. This might be due to the economic constraints in the country with the possibility that majority of these respondents are being sponsored by their parents for their studies. The students' loan scheme from Social Security and National Insurance Trust (SSNIT) and personal savings, therefore, seem to be inadequate to take care of their numerous needs such as feeding, buying of textbooks, accommodation, commuting and other related issues.

(b) The second most prevalent area of concern to the students of the UDS is career development followed by employment needs.

(c) The UDS students are able to handle their emotional needs largely. This is because emotional need was the least of concern to them.

(d) The academic needs of the UDS students placed sixth as a concern area, while personal issues were of least concern to them. Even though students responded low on academic and personal sections, quite a number of these students have academic and personal concerns that need to be addressed. The findings of the study suggest that majority of the students of the UDS turn to their families and friends for social support when confronted with difficulty.

(e) Issues relating to academic, health, finances, employment, career development, marriage and family, moral, and love and sex are determined by gender. On the other hand, interpersonal relationship and personal issues are independent of gender and age. However, in terms of ranking of concerns, the order was the same for both male and female respondents.

(f) The interpretation of results revealed that as far as the ten areas investigated are concerned, the needs of students of the UDS are determined partly by age and gender.

(g) The study also revealed that with the exception of employment and moral issues, all the areas investigated are not determined by marital status. However, in the order of rank, there were some differences in the priority of the needs of these two groups of respondents.

(h) The study revealed that as far as the ten areas investigated are concerned, the guidance needs of the students of the UDS are not determined by gender and age.

Conclusions

The study has supported the initial hunch of the researcher that UDS students have diverse concerns that need to be addressed by professional counsellors.

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Implications for Guidance and Counselling

The findings indicate that the students of the UDS were confronted with issues relating to finances, career, employment, love affairs among others that affect the individual. It is, therefore, paramount to provide the students of the UDS with guidance and counselling services to cater for their diverse needs.

Further to this, in order to facilitate students' financial burden, information on financial agencies available in the country such as Ghana Education Trust Fund (GETFund), Northern Development Fund (NDF), now Savannah Accelerated Development Authority (SADA). Government Scholarship, Saint Vincent De Paul, (in the Catholic Church), SSNIT, Non Governmental Organisations (NGOs), and others are made available to the students of the UDS to source funding to mitigate their financial needs.

In recent times, there have been a number of issues and students had to constitute themselves as counsellors with regard to academic, financial and family problems in the FOA. The desire by UDS students for employment and career development needs require the assistance of professional counsellors. It would be, therefore, useful if adequate career counselling with regular career conventions were organised for students in the UDS. It would also be useful if entrepreneurial skills were imbibed in students that would make them marketable and easy for them to form organised groups, companies and business units. The technical and vocational unit of the MOE may need to solicit financial assistance from some donor agencies and banks to assist these young and older students of the UDS in this regard.

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Recommendations

Majority of the respondents' desire for guidance and counselling services which suggests that students have diverse needs they might not be comfortable sharing with any other sources of social support. This, therefore, requires the need for guidance and counselling unit in the UDS to address such issues in a more professional manner.

With the introduction of the Education Reforms, guidance and counselling have become necessary especially with the restructuring of the curriculum and number of years at senior high school. The study has revealed that students of the UDS encounter various problems that need to be addressed through guidance and counselling services.

Based on the findings it is recommended that:

1. Guidance and counselling units should be established in the UDS. The counsellors should plan effective educational, vocational and personal-social programmes for students. These should be tailor-made to reduce problems that might inhibit the intellectual, vocational and social development of students of the UDS.

2. Effective orientation programme should be planned and organised for students to enable them appreciate the educational facilities offered by the university counselling centres.

3. There is great need for occupational counselling for students in the UDS. Career education should receive more attention as a vital element of campus life. There should be adequate information on the current trends in the labour market to students.

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4. There is the need to introduce academic counselling programme in the UDS for the time being to address academic issues that confront students.

5. Career, orientation and outreach programmes are structured to assist students.

Suggestions for Further Research

1. The researcher suggests that future studies be conducted to assess the causes of delay in payment of students' loans.

2. Other studies may also be conducted in the newly established private universities where students may need guidance and counselling services.

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APPENDIX A

RESEARCH QUESTIONNAIRE

STUDENT PROBLEM INVENTORY

Instructions

This inventory contains a pool of items, which centre on problems unusually

encountered by students. There are ten (10) sections or problems areas with 6

except section with 3 items. Read carefully through the items and indicate

your responses in boxes on the right hand side.

When you have finished with the items, please respond to the statement in Part

II.

Thank you for your assistance.

Name of Faculty...

Gender   Female ( )   Male ( )

Age   19 years – 28 years ( )   29 years and above ( )

Level   Undergraduate

Marital status Single   ( )

                Married   ( )

PREVALENT GUIDANCE AND COUNSELLING NEEDS OF

STUDENTS IN THE UDS

PART II

Please respond to the following:

1. Write down three problems that are worrying you most

....

....

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SOURCES OF SUPPORT FOR STUDENTS

2. Whom do you mostly talk to about your problems?

(Please indicate 1ˢᵗ, 2ⁿᵈ, 3ʳᵈ etc

My parents	( )
My classmate	( )
My church pastor/priest	( )
My friends	( )
My lecturers	( )
My student leadership	( )
My family members	( )

S/N	SECTION A	VT	T	NT
	Respond with the following in each case (VT,T,NT)			
1	I do not have the skills to plan			
2	I find it difficult to study on my own			
3	I cannot concentrate much on my books			
4	I find it difficult to handle my course work			
5	I have problems preparing for examinations			
6	I find it difficult to write a good essay			
	TOTAL			
	SECTION B			
7	I find it difficult to pay my school fees			
8	I usually run out of money in school			
9	Paying my rent, light bills are a bother to me			
10	The demands on my finances are too much			

11	I need extra money for textbooks and photocopies
12	A delay in the students loan causes a lot of distress

TOTAL

SECTION C

13	I do not relate with my course mates well
14	I do not know how to maintain friends
15	I find it difficult to make friends
16	I feel uneasy to belong to societies
17	I easily pick quarrel with my mates
18	I have problem sharing with others

TOTAL

SECTION D

19	I need to take up a new job
20	I do not know how to apply for a job
21	I cannot work under pressure

TOTAL

22	I easily get annoyed
23	I feel rejected by comrades
24	I have difficulty accepting others
25	I feel uneasy with people around me
26	I do not like being at public gatherings
27	I feel inferior to others

TOTAL

28   I need to know the various employment opportunities for my area of

study (course)

29   I do not know anything about the job I want to apply for

30   The boss is not interested in me personally

31   I do not know how to apply for a job

32   I do not know how to write my curriculum vitae

33   I do not know the job requirement in the office

TOTAL

SECTION H

34   My family depends too much on me for support

35   My parents influence my personal decisions

36   Some of my family members do not understand me

37   I wish I could make my own decisions

38   I have problems of my choice of partner

39   My partner and I quarrel very often

SECTION I

40   I have been disappointed by my fiancée

41   I have difficulty talking about sex

42   My partner complains of my poor sex habit

43   I wish I could have time with my own partner

44   I am not able to satisfy my sexual partner

45   I am afraid of the HIV and AIDS infection

TOTAL

SECTION J

46   I can easily be lured to do things I do not want to do

47   I am an addict to alcohol, cocaine etc

48   I am guilty of keeping secrets too long

49   I am guilty because I am a gay/lesbian

50   I am concerned about a bad habit

51   I am sometimes not honest as I should be

TOTAL