

Guidance Services among Colleges of Education in Ghana: A Case Study at Wesley College of Education, Kumasi, Ghana

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Abstract. Guidance and counselling have captured the attention of students, administrators and heads of institutions in Ghana in order to create supportive and meaningful environment. This study employed descriptive survey designed to assess the guidance and counselling programme offered at Wesley College of Education. The guidance services considered were information and counselling services. Stratified random sampling technique, employing questionnaire in a form of Likert type was used to gather data from the 200 selected students at Wesley College of Education. Cronbach's Alpha was used to determine the internal consistency of the instrument. The results of the analysis indicated that the guidance programme faced such problems as some students not knowing the counsellor; students not being informed about the services available in the college; the counsellor not keeping some discussions with students confidential; no counselling room; no fixed counselling schedule; the counsellor not working with other tutors and lack of administrative support. Based on the findings, it was recommended that the college counsellor studied the needs of students so as to plan and implement relevant guidance programme in the college. He could form a guidance and counselling committee to help him in his work and also update his knowledge and skills, and put up good attitude in order to attract students for help. Administrative support could also help to make the counsellor's work effective.

Keywords: Guidance, Counselling, College Counsellor, Late adolescent, Early/young adult

Introduction

The word "guidance" emanated from the Greek word, "odigia" which means to direct, lead, guide, pilot, assist, show, inform, control, advice, help, and to instruct". Guidance as an educational construct consists of experiences that assist each learner to understand, and accept themselves and, live effectively in their society. In the light of this, UNESCO (2000) explains guidance as a process, developmental in nature, by which an individual is led and assisted to understand, accept and use his/her abilities, aptitudes and interests and attitudinal patterns in relation to his/her aspirations. Mapfumo (2001) views guidance as the provision of information to groups or individuals for the purpose of reaching informed decisions. This is important because, human existence is beset with problems and there is no end to human needs and aspirations to be achieved, the means of achieving these needs and aspirations appear very limited. Also, there are many negative intervening variables which stand in the way of achieving life's desires. Some of these problems are very much within personal solution range. However, there are others which are beyond lone-self solution range. Guidance services are the services offered by the school to learners to take care of the totality of their educational experience (Taylor & Buku, 2006). According to Shertzer and Stone (1976), guidance services are the formalized actions undertaken by the school to make guidance operational and available

to students. They include orientation, information, appraisal, consultation, counselling, placement, referral, follow-up and evaluation services.

As Ghana is making giant strides towards economic development and expansion coupled with rapid population growth, the citizens are sure to face many serious problems from all facets of life. Most of these cannot be solved by the citizens themselves. They need some external help. This is true of adults as well as adolescents. It is also true of all fields of human endeavour including the school setting. According to Esen (2010), it is an open secret that students in Ghana face myriad of challenges which militate against their academic, career and social personal progress in school due to the absence of quality guidance and counselling services. To solve their problems effectively, they need the services of the helping profession; to be precise, the services of professional guidance counsellors. There is, therefore, much need for establishing official guidance and counselling units in the educational institutions for offering psychologically sound services much needed for various problem solutions. Such service units will enable the students to get well-adjusted and adapted to their social milieu so as to perform their normal duties with vim for the overall good of themselves and the nation as a whole. Mensah and Affum (2016) state that the goal of guidance and counselling in education setting is synonymous with that of education since guidance and counselling seeks to ensure the total well-being of the individual in relation to the society.

According to Assoah (2007), in the United States of America, George Merrill in 1895 started an experimental career guidance programme at the California School of Mechanical Arts for students. Between 1898 and 1907, Jesse B. Davis implemented systematic guidance programme in public schools in Michigan. Guidance services were introduced in schools later in some other states. Parsons, in 1908 established a Vocational Bureau to guide young people seeking jobs and to train teachers to serve as career or vocational counsellors. In the 1950s, new theories of counselling were introduced and used for counselling students and other categories of people. Examples are the Person-Centered, Rational Emotive Therapy, Reality Theory and Adlerian Counselling (Assoah, 2007).

In Africa, the concept of guidance and counselling, although relatively new in educational systems, has been embraced by most governments (UNESCO, 2000). However, Hiebert and Bezanson (2002), as stated in Boit (2016), noted that while guidance and counselling is an easily accessible service in many developed countries, its benefits are not yet adequately exploited in developing third world countries.

School Guidance and Counselling Services in Ghanaian Context

In Ghana, the Ministry of Labour, Social Welfare and Education established a Youth Employment Department to offer career guidance to middle school leavers in 1955 (Assoah, 2007). According to Taylor and Buku (2006), Dankwa is said to be the father of guidance and counselling. He agitated for the establishment of guidance and counselling in secondary schools and also gave public lectures on the need to introduce guidance and counselling services in schools.

Ghana established official guidance in the 1960s even though guidance and counselling services existed in the form of voluntary and non-formalized means. It was voluntary and was directed and managed in the school system especially in the boarding schools by heads of institutions. This took place in the form of pastoral care by important persons in the school, church, home, and community (Essuman, 1999). These voluntary services were in the form of providing spaces and opportunities for the youth to socialize and reconstruct, consulting and instructing the youth on moral and financial issues (Dankwa, 1981). They also organized orientation programmes for new students, helping students to solve their personal problems, and guiding the youth through moral lessons.

The Ministry of Education [MoE] and Ghana Education Service [GES] introduced guidance and counselling units in schools in 1976 to help students to understand and deal with social, behavioural and personal problems. Various education reforms since 1976, including the 2002 Report of the President's Committee on Review of Education Reform in Ghana, and the 2007 Education Reforms Policy have equally reiterated the importance of guidance and counselling in schools (MoE, 2007). The school guidance programme is aimed at providing counselling, appraisal, orientation, consultation, placement, information and follow-up services to students (GES, 2010). According to the Ghana Education Service (GES, 2010), guidance and counselling units in schools

were accentuated and underlined to decrease the evils of drugs, occultism, indecent dressing, watching and reading of pornographic materials and internet fraud which have become worrying phenomena for school authorities. It therefore presupposes that the focus of guidance and counselling in Ghanaian schools would be towards social issues. In view of this, the need for guidance and counselling services in schools and the role of guidance and counselling in the administration and management of student discipline in Ghana has become imperative in order to promote the well-being of learners. It is therefore important that school guidance and counselling services are fully functional and available to all learners in all schools to help alleviate the problems that they face.

The University of Cape Coast included courses in Guidance and Counselling in its undergraduate and post-graduate in education programmes in 1971. University of Cape Coast and other universities in the country either established counselling centers or introduced guidance and counselling programmes in subsequent years (Taylor & Buku, 2006).

In the colleges of education, some of the student teachers were adults but most of them were in late adolescence. Most often, adolescence has been stereotyped as abnormal or deviant. Young people of every generation have seemed radical, unnerving and different from adults. Adolescents may try on new identities and enjoying moderate amounts of outrageous behaviour with hostilities towards parents, school and society. The problems of college students ranged from financial and academic to social, especially, opposite sex relationship and alcoholism. The adult students usually had families and therefore had financial responsibilities towards them. They might also be affected by academic and family (social) problems while in school. The chaplains who were tutors doubled as the guidance coordinators although they were not professional counsellors. The students faced several problems for which reason guidance and counselling was needed but partially provided. It is against this background that this study seeks to assess the guidance and counselling services provided to students at Wesley College of Education and also bring to the fore the problems guidance and counselling face in the college.

Statement of the Problem

Nyarko-Sampson (2010; 2013) observed that guidance and counselling education is not prioritized in the colleges of education. Various studies and reports including, Anamuah Mensah Committee Report, (2002). Affum Gyan (1992), Ocansey (1992) and Bondah (1996) noted that most schools in Ghana have duly complied with GES directives and established Guidance and Counselling units. However, it appears their programmes are poorly planned, whilst many of such units only exist in name. As Appiah (2013), and Kesson (2013) rightly noted, that the lack of trained counsellors or coordinators in most schools in Ghana tend to discourage many students from accessing guidance and counselling services. Braimah (2010) also assessed guidance and counselling services in Senior High Schools in the Tamale Metropolis and found that information, appraisal, placement, evaluation, consultation and referral services were inadequately provided. Fia's (2011) study in senior high schools in Ho Municipality revealed that educational, vocational, and personal-social counselling were

lacking in most schools, even where the schools had counselling centres and officers to cater for the needs of students. However, Mintah (2012) assessed the effectiveness of guidance and counselling in second cycle schools in the Kwaebibrem District in the Eastern Region and among the findings were that students were satisfied with the provision of guidance and counselling being provided to them by their schools based on the fact that they benefitted a lot from the guidance services. Personal-social, educational, career benefits were all achieved. So far, we know of more research about guidance and counselling services in senior high schools in Ghana and Basic schools but much is not known about the colleges of Education in Ghana. This reach has thus, been necessitated by the paucity of information regarding guidance and counselling services at the colleges of education.

Since the colleges of education in Ghana were transitioning into tertiary status, the study into the guidance services offered in the colleges of education became very important bearing in mind that guidance and counselling is a key requirement. Secondly, no local research had been done to examine empirically the kinds of problems learners faced and measures that could be employed to solve them as well as the specific services offered by the programme. These are the gaps in literature that the study seeks to fill.

Conceptual Review

The giving of professional assistance has become an acceptable and vital part of the society. It takes place in medicine, law and education. In the past century, a new movement designed to give professional assistance to the young people in schools and colleges has improved and developed. It has been identified as guidance and counselling services, a dynamic, constantly changing field. The theoretical framework has been organized under the following headings:

- Meaning of guidance and guidance services.
- The role/responsibilities of the guidance coordinator.
- Characteristics of effective guidance programme.

Meaning of Guidance and Guidance Services

According to Arbuckle (1966), Peter and Farewell (1967) cited in Kankam and Onivehu (2000), guidance denotes three important elements, i.e. guidance can be used as a concept, as an educational construct and as an educational service. As a concept, educational construct refers to the provision of experiences that lead to total personal growth and self-acceptance. As a service, guidance denotes the procedure organized to achieve a helping relationship. This implies that ideas, experiences and procedures organized will promote a helping relationship. Shertzer and Stone (2004) conceptualized guidance as the process of helping an individual to understand himself and his world. Taylor and Buku (2012) further defined guidance as a program designed to help the individual to make diligent and useful decisions of life and to relate well with people. Again, Pecku (1991) defines guidance as the systematic professional process of helping the individual through educative and interpretive procedure to gain a better understanding of his or her potentialities.

Guidance services are the services offered by the school to students to take care of the totality of their educational experiences (Taylor & Buku, 2012). According to Shertzer and Stone (2004), guidance services are formalized actions undertaken by the school to make guidance operational and available to students. These services are offered by professionally trained guidance counsellors to students. Oladele (2001) explains guidance services as professional aids given to individuals and small groups to deal with commonly meaningful problems which occur. The services prepare students to assume responsibility for the decisions and growth in their ability to understand and accept the results of their choices. According to

Schmidt (1999), the services include orientation, appraisal, information, counselling, consultation, placement, follow-up and evaluation.

The Role/Responsibilities of the Guidance Coordinator

For effective guidance and counselling programme in schools, all stakeholders in education must come together to offer their expertise in assisting all children in school to develop holistically and be successful in school. One of the principles of guidance is that it is a team effort. This is so because school guidance and counselling programme is a function of each member of the school personnel. However, the responsibility of leadership in guidance falls on the guidance professional in the school. Different groups of people seem to hold different views on what the school counsellor's role must be. Pietrofesa, Hoffman and Splete (2002), reports that students look on the college counsellor as an academic advisor who is expected to know something about courses, curricular and education as well as vocational opportunities. Harel and Erhard (2005) cited in Boit (2016) stated that the school counsellor's role varied based on either the school counsellor's preference, school level and school principal's expectation.

Buku and Edo-Torgah (2021) state the following as the guidance functions of the school counsellor:

- i. Helping emotionally disturbed pupils to come to a happier and more satisfying solution of their problems and offer individuals academic, educational, vocational, and psychological services.
- ii. Identifying individual pupil's different needs and problems and being concerned with preventive and remedial approaches to students' problems.
- iii. Developing batteries of test for diagnostic and counselling purposes.
- iv. Maintaining extensive and up-to-date records on students for whom the counsellor is responsible. This makes it possible for the counsellor to discuss the student with other functionaries for the needed help solutions and decisions to be made on each individual.
- v. Helping students to make wise educational and job decisions and also helping needy students to get part-time jobs.
- vi. Assisting teachers in the area of testing and appraisal techniques.
- vii. Providing in-service education for teachers on students' mental health administration and interpretation of test, maintenance and use of cumulative records and techniques in interviewing.
- viii. Interpreting to staff and or community the guidance programme.
- ix. Conducting research and evaluation studies relative to the effectiveness of the guidance programme.
- x. Disseminating guidance information to students.

Effective Guidance Programme

According to Shertzer and Stone (2004), all guidance and counselling programmes should have the following characteristics to make it effective:

1. Counsellors are qualified for the positions by meeting the minimum requirements for state certification or by holding a first degree in counselling.
2. Appropriate records are maintained that reflect a body of information about the student enabling teachers and counsellors to understand and help students.
3. Information materials are presented and accessible.
4. Appraisal data are available and used by the school personnel to help students with individual concerns relating to adjustment, planning and development.
5. Personnel are self-evaluative and experimentally oriented.
6. Adequate physical facilities are available for guidance.

7. The existence of adequate financial support.

Objectives

- 1) Identify the problems guidance and counselling programme faced in Wesley College.
- 2) Assess the facilities available for the counsellor to work with.
- 3) Examine the services offered by the present guidance programme.

Research Questions

- 1) What are the challenges associated with guidance and counselling services at Wesley College of Education?
- 2) What are the facilities available to support guidance and counselling services at Wesley College of Education?
- 3) What are the guidance and counselling services offered by Wesley College of Education?

Methodology

The study adopted the descriptive survey design. This design has been recommended as appropriate for studies which involve a cross section of respondents or subjects with almost similar characteristics (Amin, 2005; Fraenkel & Wallen, 2000).

Population and Sample

The study sample comprised 200 students from a total population of 344 second year students. The sample was drawn from the various programmes (General, French and Science). Stratified random sampling was used. After putting students into programme groups, the lottery method was used to pick out those who fell into the sample.

Data Collection Instruments

Self-developed questionnaire; was used to collect data from participants. The questionnaire was designed based on the four-point Likert scale, as well as open ended questions. This provided options for respondents to indicate their degree of agreement or disagreement to the question items. The questionnaire had 23 Likert scale items. The instrument was pilot tested at Offinso College of Education using thirty students. It had a high reliability co-efficient of 0.84. Cronbach's Alpha was used in computing the reliability co-efficient of the instrument.

Results and Discussion

The study sought to find out the problems of the guidance and counselling programme in Wesley College of education. Students as well as the counsellor had several problems as far as guidance and counselling in the college was concerned. It also looked for the specific facilities available for the counsellor's work and the services offered by the guidance programme in the areas of information and counselling.

Table 1. Challenges associated with guidance and counselling

Item	Not all true	Not true	True	Very true	Missing	Total
	N / Freq (%)					
I know who the counsellor is	86 (43)	50 (25)	31 (15.5)	33 (16.5)	-	200 (100)

At orientation students are informed about the services	44 (22)	42 (21)	69 (34.5)	43 (21.5)	2 (1)	200 (100)
The college counsellor can freely be approached	13 (3.5)	17 (8.5)	31 (15.5)	15 (7.5)	124 (62)	200 (100)
The counsellor keeps discussions with students confidential	52 (26)	48 (24)	65 (32.5)	32 (16)	3 (1.5)	200 (100)
The counsellor counsels in his office	58 (29)	70 (35)	29 (14.5)	35 (17.5)	8 (4)	200 (100)
Counselling takes place under trees	87 (43.5)	72 (36)	28 (14)	9 (4.5)	4 (2)	200 (100)
The counsellor meets students at assembly Hall	101 (50.5)	64 (32)	23 (11.5)	9 (4.5)	3 (1.5)	200 (100)
I am aware of the Counsellors' schedule	113 (56.5)	63 (31.5)	15 (7.5)	5 (2.5)	4 (2)	200 (100)
The counsellor works with other staff	70 (35)	58 (29)	48 (24)	14 (7)	10 (5)	200 (100)
The counsellor interacts with every body	15 (7.5)	14 (7)	20 (10)	(7.5)	136 (68)	200 (100)

Research Question One: What are the challenges associated with guidance and counselling services at Wesley College of Education?

The response to the research question has been provided in Table 1. For the purpose of the discussion, 'Not at All' 'True' and 'Not True' have been collapsed into Not True. True and Very True have also been collapsed into True. It can be seen from Table 1 that majority of the students did not know who the counsellor was. One hundred and thirty-six students representing 68% said they did not know the counsellor. To the item that asked if students were told at orientation about the guidance services in the college, 112(56%) respondents said it is True but 86(43%) said it was Not True. To the item that asked whether the counsellor was affable or not, 30 students' constituting 15% said it was not true, 46(23%) said it was True but a whopping 124(62%) of the respondents were undecided. The missing system may represent students who had not gone to the counsellor before or those who did not know the counsellor at all. As to whether or not the counsellor kept discussions confidential, it was almost a 50/50 response since 100(50%) responded Not True and 97(48.5%) responded that it was True. Majority of the respondents (64%) circled Not True to the item that said the counsellor counsels in his office. A whopping 176(88%) of the students indicated that they did not know of the counsellor's fixed time schedule. Also, 128(64%) of the respondents indicated that it was not true that the counsellor works with other tutors. Therefore, some of the problems guidance and counselling faced in the college were that, there was a person appointed as a counsellor who had rudimentary training in guidance and counselling but most of the students did not know him; students were not told about the guidance and counselling programme in the college; some of the few cases the counsellor handled were not kept confidential; there was no counselling office/room; no fixed time schedule for counselling; the counsellor often did not work with other tutors and there was lack of support from the administration.

The set of findings here was that the counsellor was not a professional; most of the students did not know the counsellor; students were not informed about the guidance program in the college; the counsellor did not keep some discussions confidential; no counselling office/room; heavy work-load of the counsellor; no fixed time schedule for counselling; the counsellor not working with other tutors and lack of support from the administration.

Low (2009) grouped the problems of guidance and counselling in the school setting into four types namely; internal, external, systems and personal challenges. Internal problems are

concerned with clientele groups, teachers' attitudes towards counselling and pupils' willingness to seek counselling. External problems are issues outside the school which include culture and globalization. System problems border on things within the program such as law establishing its practice in the school, referral procedure and resource planning. The personal problems include skills and techniques of the counsellor in the area of training, supervision and attitude towards the school system. Appiah (2013) and Kesson (2013) rightly noted, that the lack of trained counsellors or coordinators in most schools in Ghana tend to discourage many students from accessing guidance and counselling services.

This set of findings is in line with an article published by Onumah (1992) which states that, some school headmasters show negative attitude towards the programme and do not see the need of the programme. The counsellor in the college was a chaplain with rudimentary training in counselling. It is the view of Shertzer and Stone (2004) that the roles and the functions of the school guidance co-ordinator need special skills and expertise. The heavy workload of the counsellor being a problem confirms the view of Onumah (1992) that the heavy workload of the counsellor is partly responsible for the ineffectiveness of the guidance programme. The counsellor of Wesley College additionally taught the schedule that every tutor in his department taught, served as the chaplain of the college, was the pastor of a church outside the campus, served on the disciplinary committee and also served as the electoral commissioner of the college.

Although half of the students sampled indicated that guidance and counselling was very helpful, even students who were aware of the benefits, did not patronize the programme. The lack of patronage may be due to some of the problems mentioned above such as the counsellor not keeping discussions confidential and counselling taking place under trees and in the counsellor's house in the full glare of his family. Ocansey (1992) discovered among other things that lack of understanding of the guidance programme by students account for the ineffectiveness of the programme.

On confidentiality, the counsellor discussed some of the counselling cases with the principal and also used some as illustration in his sermons. Mensah and Affum (2016) explained that confidentiality is the hallmark of counselling. However, Ackumey (2003) asserts that in the school setting, one cannot be entirely confidential. For her, there are some cases that need consultation with some school authorities. Also, the fact that the counsellor had no office and counselling took place either under trees or at the assembly hall confirms the finding of Essuman (2007) that there is lack of office accommodation for counselling in second cycle schools and training colleges.

On the issue (finding) of the counsellor not working with other tutors and lack of support from the administration, Mushaandja et al. (2013) noted, that school counsellors were not given adequate support by the school administrators and teachers. Also, Nyamwange et al. (2013) observed that support given to teacher counsellors by their school heads is minimal. This state of affairs is unfortunate because it is hard for teacher counsellors to render services without support of the school administration.

There was no guidance and counselling programme including fixed schedule for counselling. This finding agrees with some earlier findings. Oye et al. (2012) noted that most schools had no regard for guidance and counselling activities. School time tables do not make provision for guidance and counselling activities. They found out that terms were designed without giving specific period of time for students to have any form of formal guidance and counselling encounters with professional counsellors or selected teachers.

Table 2. Facilities available for guidance and counselling services

Item	Not At All True	Not True	True	Very True	Missing	Total
	N / Freq (%)	N / Freq (%)	N / Freq (%)	N / Freq (%)	N / Freq (%)	N / Freq (%)
The counsellor has forms for recording discussions	(44)	63 (31.5)	34 (17)	9 (4.5)	6 (3)	200 (100)
The Counsellor's office has furniture computer and books	118(59)	54 (27)	14 (7)	9 (4.5)	7 (3.5)	200 (100)

Research Question Two: What are the facilities available to support guidance and counselling services at Wesley College of Education?

The responses to the research question are presented in Table 2. Not At All True has been subsumed under Not True, just as Very True has been subsumed under True. From Table 2, it can be realized that the counsellor lacked logistics to work with. Majority of the respondents (75.5%) said that it was Not True that the counsellor had forms for record keeping. Overwhelmingly, 172 respondents constituting 86% also said it was Not True that the counsellor had furniture, computer and books. Only 23(11.5%) of the students said it was True.

The college counsellor had nothing to work with. It has already been stated that the counsellor had no office. He also did not have forms for recording information on clients, no furniture, computer and books to aid counselling. Counselling took place either under trees, at the Assembly Hall or in the counsellor's house. The lack of facilities was partly due to the counsellor's low academic and professional background, and the poor attitude of the administration towards Guidance and counselling in the college. Since the counsellor tripled as a tutor and the chaplain of the college, he used chaplaincy money to work on the few seminars that he was able to organize.

With regard to facilities, the study found that there were no facilities specially allocated to the guidance and counselling programme. For instance, the counsellor had no office, furniture, forms, computer and books. Counselling was held either under trees or in the counsellor's home. The lack of facilities may be due to the counsellor's inadequate academic and professional background in counselling and the administration's poor attitude towards guidance and counselling. According to Essuman (2007), there was lack of office accommodation for counselling in second cycle schools and colleges of education. This finding also agrees with the finding of Ocansey (1992) that lack of financial resources, lack of office, lack of furniture and others were also responsible for the ineffectiveness of the guidance programme. Abem (2007) also agrees that lack of funds is one important cause of the programme's ineffectiveness.

Table 3. Guidance and counselling services

Items	Not At All True	Not True	True	Very True	Missing	Total
	N / Freq (%)	N / Freq (%)	N / Freq (%)	N / Freq (%)	N / Freq (%)	N / Freq (%)
The counsellor organize talk programs every semester	102 (51)	51 (25.5)	17 (8.5)	26 (13)	4 (2)	200 (100)
Career information is usually put on notice boards	90 (45)	69 (34.5)	24 (12)	14 (7)	3 (1.5)	200 (100)

Students have accessed to information on further studies	87 (43.5)	73 (36.5)	23 (11.5)	14 (7)	3 (1.5)	200 (100)
The counsellor organizes talks on HIV and AIDS	90 (45)	59 (29.5)	30 (15)	15 (7.5)	6 (3)	200 (100)
The counsellor organizes talks on opposite sex relationship	75 (37.5)	59 (29.5)	39 (19.5)	20 (10)	7 (3.5)	200 (100)
Students receive information on substance abuse	54 (27)	49 (24.5)	62 (31)	26 (13)	9 (4.5)	200 (100)

Research Question Three: What are the guidance and counselling services offered by Wesley College of Education?

Table 3 has the responses to the research question. For the purpose of the discussions, Not At All True has been added to Not True as Not True and very true has been added to True as True. The counsellor was either not organizing talks for the students at all or organized very few talks. Majority (153 or 76.5%) of the respondents said it was Not True that the counsellor organized talks for the students every semester, and 43 or 21.5% of them responded that it was True. Also, 149 respondents, representing 74.5% circled Not True for the fact that the counsellor organized talks on HIV/AIDS for the students. Very little information was given to students. For instance, 159 respondents, representing 79.5 said it was Not True that the counsellor made career information available to students. A whopping 160 (80%) of the students chose Not True to the item that stated that the counsellor provided information on further studies. Table 3 clearly shows all these.

From the foregoing, it can be seen that very little was done in the provision of information and counselling services. The few seminars organized were the only way of providing information. This means, very little information was provided. In terms of counselling, very few students went to see the counsellor for that purpose. Harel and Erhard (2005) cited in Boit (2016) found that school counselling role varied based on either the school counsellor's preference, school level and school principal's expectation. Olayinka, as cited by Makinde (1990) has stated that information service may be educational, vocational, social, recreational or moral. However, the information service provided at Wesley College of Education did not include educational and vocational information. Seminars and symposia were organized on personal social information such as HIV/AIDS, opposite sex relationship and drug abuse, though not satisfactory.

Conclusions

Guidance and counselling is very important to all human beings in general and and pre-service or student teachers in particular. Wesley College of Education students had various problems that needed to be solved. These solutions could be obtained through effective guidance services operating in the college. However, the guidance programme was bedeviled with so many problems. The situation is unbecoming of a college that is moving into a full tertiary status. The problems must definitely be worked on. If the recommendations will be followed the story will be different.

Recommendations

Based on the findings and conclusions drawn from the study, the following recommendations were made:

Students should be encouraged to take advantage of the guidance programme in order to better their lot. Some of the students did not know about the existence of the guidance programme while others did not know how they could benefit from it. They need to be informed

properly at the orientation. The patronage of the programme will make the administration consider its planning and implementation as something worthy of attention.

There should be a guidance and counselling committee in place to see to the planning and implementation of the guidance and counselling program. The committee will conduct needs assessment, plan the guidance programme and put in place hall counsellors who will handle the immediate problems and refer to the college counsellor where necessary. This strategy will bring other tutors on board and also reduce the burden of the counsellor.

There is the need to reduce the counsellor's teaching schedule and other responsibilities taken off to enable the counsellor give the maximum attention the programme deserves. Some allowance should also be given to motivate him to work.

The principle of confidentiality must be the watch word. This is one way of encouraging students to patronize the programme. The counsellor should also be affable, friendly and not be punitive to enable students feel comfortable in approaching and sharing their problems with him for help.

Apart from seminars on HIV/AIDS, drug abuse and opposite sex relationship other means of disseminating information like the use of the bulletin board, career conferences and educational days can be used to provide information on career development. Such information will help students to make informed choices.

The National Council for Tertiary Education and the National Accreditations Board should consider making the effective implementation of guidance and counselling a prerequisite for accreditation. It will compel the administrators to pay attention to meeting the emotional needs of the students as well the other needs.

Competing Interests

The authors declare that they have no competing interests.

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