KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY, KUMASI, GHANA

Comparative Study of Guidance and Counselling at Kwame Nkrumah University of Science and Technology and Ashesi University College

by

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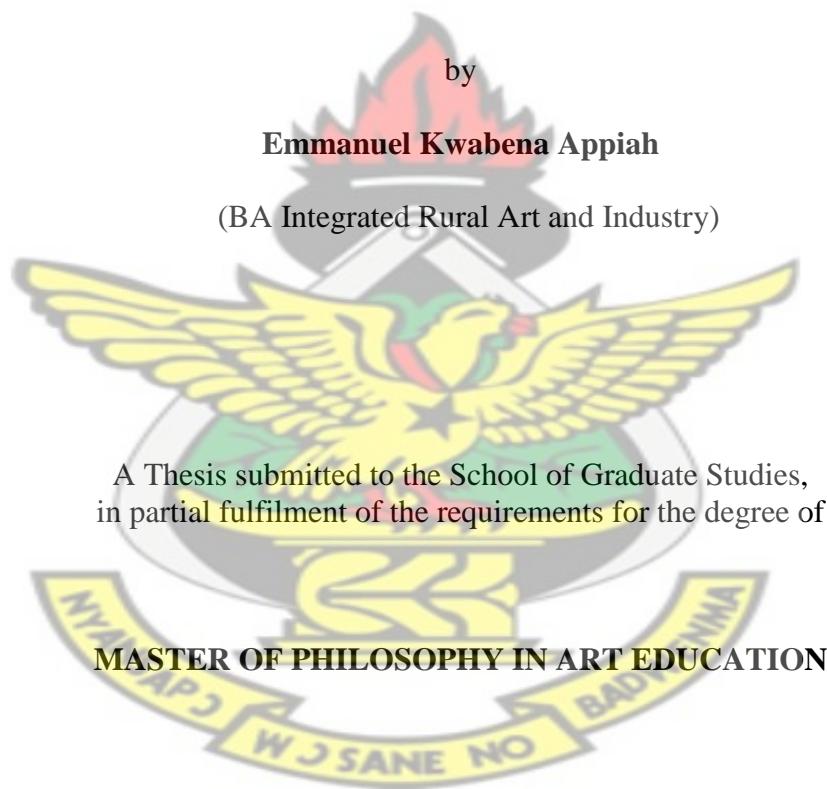
MASTER OF PHILOSOPHY IN ART EDUCATION

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DECLARATION

I hereby declare that this submission is my own work to the Master of Philosophy in Art Education and that, to the best of my knowledge, it contains no material previously published by another person in any way nor material which has been accepted for the award of any other degree of the University, except where due acknowledgement had been made in the text.

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ABSTRACT

This study was carried out to compare guidance and counselling services provided by public and private Universities' in Ghana, using Kwame Nkrumah University of Science and Technology (KNUST)and Ashesi University College (AUC) as case studies. The study involved comparingthe number of counsellors andtheiragencies that play a part in students' counselling in both universities.

It also examined the objectives, policies, and approaches they adaptto counsel and guide students to maximise their potentials, how counsellors assist students to overcome the obstacles and pressures of life, the study also compared the attitudes of KNUST and AUC students to the programmes organized by their respectiveguidance and counselling units.

The study adopted the qualitative research method with interview and questionnaire administration to identify the guidance and counselling units and agencies, their objectives, policies and approaches outlined to improve education and career attainment.The study was limited to undergraduate students,using320 male and female students from KNUST and 95male and female students from AUCrespectively for detailed study. SPSS 16 (2007 edition) was employed for analysing the data collected.

Findings from the study indicated that both institutionshave instituted guidance and counselling units to address the immediate and future needs of their students to ensure academic excellence by their students. The study further showed that KNUST and AUCguidance and counselling units work in collaboration with other internal and external agencies to support students through. The approach by the Ashesi career department was such that it allowed Ashesi studentseasy access to their guidance and counselling services.

At KNUST,the guidance and counselling approach and delivery was not motivating enough, neither did the counselling approach restrict students from fully participating in the unit's programmes and services;this has to do with the programmeawareness, delivery time and location. It is recommended that findings from the study would improve the approaches and services of the guidance and counselling units at KNUST and otherpublic and private universities in order to guide students.

TABLE OF CONTENTS

LIST OF TABLES

KNUST

LIST OF PLATES

ACKNOWLEDGEMENTS

CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter comprises background to the study, statement of the problem, objectives of the study, research questions,definition of terms andimportance of the study.Other relevant issues discussed in this chapter include abbreviations and organization of the rest of the text.

1.2 Background to the Study

The need for guidance and counsellinghas become paramount in promoting the well-being of an individual as well as groups of people who need to be guided in the relationships in terms of health and the environment, earning skills, knowledge, attitudes, just to mention a few. In everyday life, guidance and counselling goes on at many levels, for instance in a society doctors counsel patients, lawyers counsel clients, parents counsel their children and teachers counsel students in school at all levels of education (Guez and Allen, U.D).
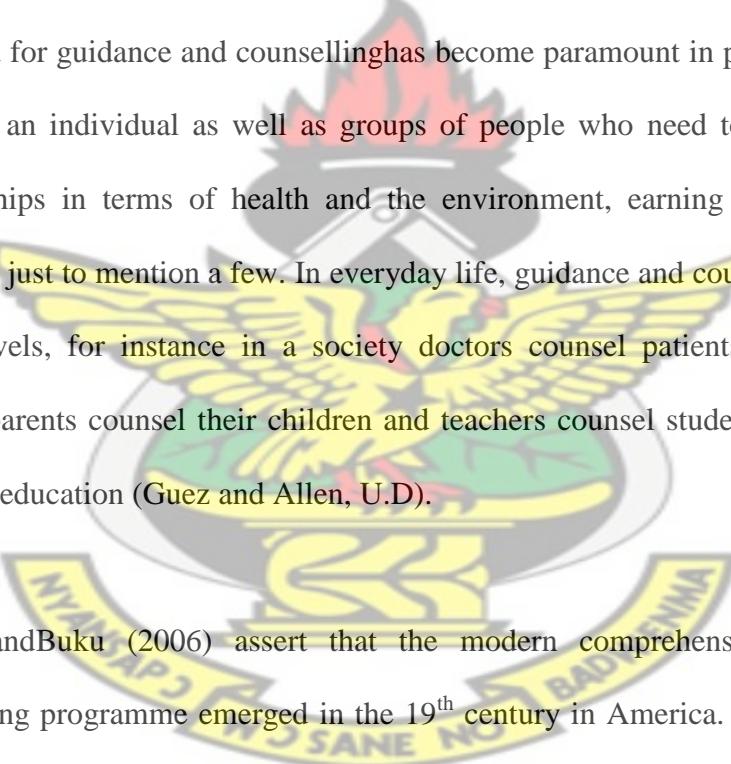
Taylor andBuku (2006) assert that the modern comprehensive guidance and counselling programme emerged in the 19th century in America. They state that the early Egyptians and ancient Rome were apprehensive with guidance as early as 250 BC ascitizens were guided to maximize their potentials. Counselling is therefore as old as society itself. Taylor and Buku add that early guidance and counselling in Ghana is the traditional type and this took the form of "advice-giving". This is very common among most traditional African societies, where counselling is given to the

young generation by the elderly in the extended family setting, by means of "giving advice and wisdom sharing" (Guez and Allen, U.D).

The first attempt to establish formalized guidance and counselling in Ghana's educational system started in 1955. It could not be sustained since it was not easy to identify the educational level to concentrate and work on. Subsequently, in 1973, six Ghanaian experts trained in the United Kingdom, United States of America andCanada arrived in Ghana to contribute to see to the establishment of guidance and counselling but their attempts proved futile because of thepolitical conditions at that time.Finally in 1976, some teachers in the Ghana Education Service (GES) on their ownestablishedguidance and counselling at the upper primary and JHS level.This has become what we see and have today (Taylor and Buku, 2006).

Gysbers and Henderson (2000) as cited in Alude, Imonikhe and Akpaida(2003) suggest that for guidance to meet the responsive needs of students, its major focus must be "developmental".Alude (2006) also affirms that one way of achieving educational excellence is through comprehensive guidance and counselling. That means thatsubject teachers must be involved in offering guidance and reorganizing the academic curriculum to allow time for developmental guidance. Research studies have indicated that guidance and counselling curriculum activities have a positive impact on student's development(Yuen, Chan, Lau, Gysbers and Shea,2007).

The Organization for Economic Co-operation and Development European Commission (2004)writes that career guidance and counselling are services and activities intended to assist individuals at any point in their lives, to make educational, training and occupational choices.

Guidance and counselling creates educational opportunities for manystudents or individuals.Thus, offering students the assistance that will make them become refined individuals, and at the same time prepare them for participation in life activitieswhich will be socially useful and personally satisfying. Throughout the world, guidance and counselling setups in schools have become essential from the fundamentals of education to the tertiary level and even beyond.

Kwame Nkrumah University of Science and Technology(KNUST) in Kumasi started operatingwithout a guidance and counselling unit.Lecturers used their experiences in life to guide and counsel students on most matters.However, in 1993, the University setup aGuidance and Counselling Unit to address the educational needs of students and other issues of its staff, and also to meet the relevant requirements of a publicuniversity (AsamoahGyawu, personal communication; 15th March, 2011).

On the other hand, Ashesi University College (AUC)in Accra, which is a privately owned institution started operating with a Career Guidance andCounselling Department to support its students, staff and the universities mission, to "train a new generation of African leaders who would excel in Scholarship, Entrepreneurship, Leadership and Citizenship" (Harrington, 2008). Ashesi University College is practicing aLiberal Arts education, and therefore a liberal way of learning. Harrington (2008) describes the liberal way of learning as "not accepting problems but rather solving them", and alsorefers to liberal arts education as a "classical education" that has a curriculum including a broad range of topic areas and aims to impact general knowledge. (p.6,7).

1.3   Statement of the Problem

The fundamental objective of every educational institution is to facilitate the total, wholesome and fullest development of each student, in terms of enriching their intellectual, vocational, emotional, personal, social and psychomotor skills. This could be achieved through comprehensive guidance and counselling intervention in formalized institutions.

The researcher's preliminary research showed that most students in some tertiary institutions in Ghana do not access their institutions' guidance and counselling units' broad programmes for their academic excellence.Personal experience makes itobvious that students are confronted with variety of issues ranging from the personal, social and emotional to the psychological leveland they find it much easier talkingaboutand deliberating on it with friends for solutions. Typical challenges which students are confronted with at the universityparticularly, among those in first year include the programmes they have selected andwhat theyhavebeen offered by the university to pursue. Also, some students enter the university with pre-conceived thoughts about the offered programmes even before they attend their first lecture but after spending some time on the programmes,they get disappointed as their perceptionschange from what they thought or knew about them.

In addition to this, an initial research also revealed thatmost studentsespeciallythose in the third and final years, after spending two or three years on the programme begin to think about the career opportunities open to them in relation to the programmes they are pursuing. After more insight theybegin to lose interest and hope in the programmes they are pursuing. Many students understand that further education is very essential in their lives, yet a lot of them are uncertain of what occupation they

want to enter, implying that these students have unclear thoughts about the relationship between schooling and their career and life aspirations. This suggests the need for guidance and counselling as an intervention that could make a difference in the lives of many students, particularly when guidance and counselling comes at the right time from the right person and through a rightful approach.

This study therefore, sought to investigate the roles of the Guidance and Counselling units at both KNUST and AUC and then establish the effects that the policies and their approaches have on the students to solve their academic challenges through counselling and career guidance during their stay in the universities and out of school.

1.4   Objectives of the Study

1. To find out the agencies involved in counselling at both KNUST and AUC at Kumasi and Accra respectively.

2. To examine the objectives, policies and approaches that guides the two guidance and counselling units to promote students education and career attainment.

3. To examine and compare students' attitude towards career development programmes initiated by the guidance and counselling units at KNUST and AUC.

1.5   Research Questions

1. Which agencies are involved in providing guidance and counselling services in KNUST in Kumasi and AUC in Accra?

2. What are the objectives, policies and approaches that govern the activities of the guidance and counselling units of KNUST and AUC?

3. How well do students participate in academic and careerdevelopment programmes and other activities provided by the guidance and counselling units of KNUST and AUC?

1.6 Delimitation

This research centres on comparing the programmes and services provided by the guidance and counselling unitsof KNUSTand AUC. The research concentrated on theundergraduate students, counsellors and other guidance and counselling service supporting agencies atKNUST and AUC.

It concentrated on identifying and comparing the effectiveness and the efficiency of the guidance and counselling services at both KNUST and AUC, and how their services were able to impact on students' academics and job attainment in both universities.Thetwo institutions are located in the Eastern and Ashanti Regions of Ghana respectively.
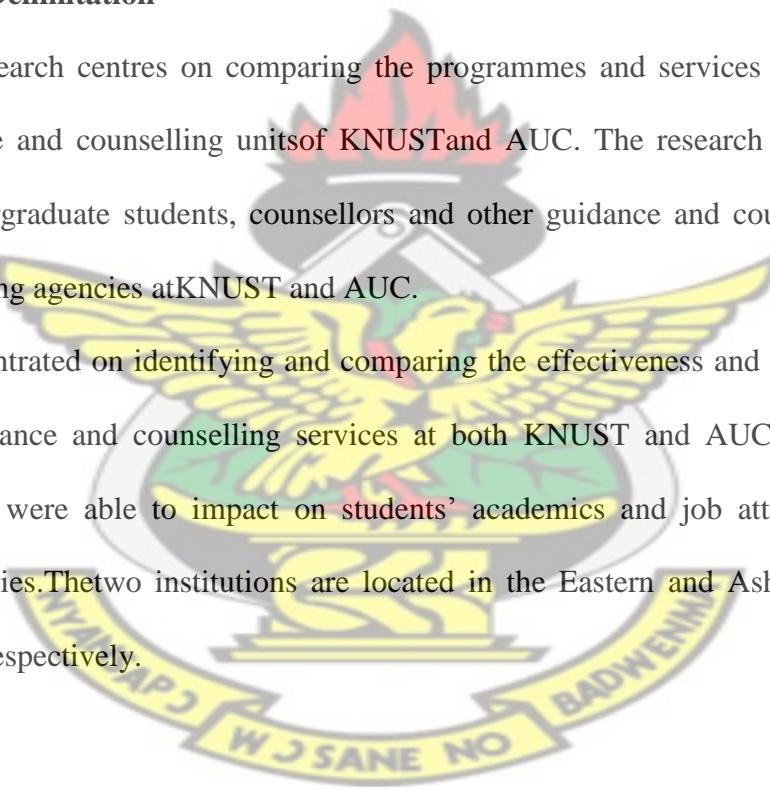
1.7 Definition of Terms

Counsellor: Somebody, usually a professionalwith special knowledgewho helps or assists others with personal, social, and psychological problems.

Guidance: The act of showing the way out of something.It can also be the act of setting and holding a course.

Counselling: Counselling is the application of mental health, psychological or

human development principles, through cognitive, affective,

behavioural or systemic interventions, strategies that address wellness,

personal growth, or career development, as well as pathology.

Counselling Department: Anoffice where professional counsellors are housed to

givevarious form of assistance to students and staff in an institution.

Peer Counsellors: Individuals of the same group and at the same level who are

trained to offer some level of assistance to individuals to cope

with issues.

Clients: They are normally individuals who voluntarily or through referral

areoffered counselling for self-improvement.

1.8 Abbreviations

ASCA: American Schools Counsellors Association

GES: Ghana Education Service

ETF: European Training Foundation

OECD: Organization for Economic Co-operation and Development

KNUST: Kwame Nkrumah University of Science and Technology

AUC: Ashesi University College

SHS: Senior High School

NOSCA: National Office for School Counsellors Advocacy

NCB: Narcotics Control Board

UG: Unilever Ghana limited

PPAG: Planned Parenthood Association of Ghana

TO: Tullow Oil Ghana

1.9   Importance of the Study

1. The foremost importance of this study is that it has documented the differences and similarities of guidance and counselling activities providedat private and public universities in Ghana.

2. The study serves as a body of knowledge for referencing by counsellors and other researchers with respect to educational guidance and counselling in academic institutions.

3. The findings from the study could help counsellors, agencies and other academic staff toadoptnewer approaches and initiatives to enhance career guidance and counselling services in education at both public and private universities in Ghana.

1.10   Arrangement of the rest of Text

This research is organized in five chapters. Chapter Two of this research deals with the review of literature relevant to the topic under study. Chapter Three deals with the methodology employed for this research. The analysis of the field work including major findings from the study are presented and discussed in chapter four. Chapter Five of this study summarizes the report and presents conclusion and recommendations for the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Overview

This chapter reviews related literature about guidance andcounselling and the types of guidance and counselling services available atthe tertiary and thevarious educationallevels. That is,it traces the history of guidance and counselling andpresents information on the ways, policies and approaches to counselling, the set-ups of guidance and counselling units, and objectives of counselling units. It further reviews procedures and strategies used in guidance and counselling.

2.2 Definitions of Counselling

The term "Counselling" has been used to indicate a wide range of techniques meant to bring about a progressive change in an individual's behaviour. The techniques may include support in time of trouble or need, suggestion-giving, and inspiration. This is normally between two persons: one who renders the assistance and the recipient, in a confidential environment (Alude, 2006,as cited in Mensah(2006). Counselling is perceived as a helping relationship between a trained counsellor and an individual who seeks help to gain greater self-understanding, improve decision-making, secure behavioural changing skills for problem solvinggrowth anddevelopment (Plant, 2001).

Guez and Allen (Undated)define counselling as a learning- oriented process, usually in an interactive relationship, with the aim of helping an individual learn about the self, and to use such understanding to enable him or her become an effective member of the society and the nation at large. Wright and Beynon (1997)also hold the

viewthatcounselling is a one-on-one concern that is centred on the person's growth and adjustment in decision-making, which may demand confidentiality in service delivery.These definitions indicate that counselling refers to the services and activities meant to assist individuals ofdiverse background and ageto makepersonal, educational, occupational and other choices. Counselling also assists an individual who realises that he needs help and consult a counsellor for directions that can positively inform his decisions. Clearly, in all the definitions the key wordis "personal self-development" which is positively affected and facilitated through counselling.

2.3   Definitions ofGuidance

Guidance is a process and a service which encompass a series of actions or liberal steps that are oriented towards a goal(Taylor and Buku, 2006). This process is also geared towardsgiving directions in the Educational,Vocational, Personal and Social matters to positively touch individuals to maximise their potentials in life which includes interest and attitudes in relation to aspirations.

The Organization for Economic Co-operation and Development European Commission(2004) also perceives guidanceas a service that should be an integral part of the adult learning programmes; and be seen as "a key role in preventing inflows into unemployment''(p.23) particularly long term unemployment. An international review conducted by the European Commission and the World Bank assert that, guidance services and activities areanticipated to assist individuals in their lives. Such services may be found in basicschools, colleges and universities, training institutions, public employment services, workplaces,liberal or community sector and

in the private sector (Alude, Imonikhe, and Akpaida, 2003) The guidance activities may take place on an individual or group levels, and may be face-to-face or at a distance.

2.4   Guidance Activities and Services

Plant (2001)sees guidance activities beyond face-to-face meetings and lists additionalactivities of guidance designed by the Standing Conference of Association of Guidance in Educational Setting (1992). These activities are Informing, Advising, Assessing, Teaching, Enabling, Advocating, Networking and Feeding back. The rest include Managing, Innovation/Systems change, Signposting, Mentoring, Sampling work experience or learning taters as well as Follow ups.Sweet (2001) stipulates that guidance services include career information provision, assessment and self-assessment throughinterviews andcareer education programmes tohelp individuals develop their self-awareness, opportunity awareness, career management skills and sampling options before choosing work and programmes.

2.5   Empirical Review

2.5.1   The Concept of Guidance and Counselling

Guidance and counselling are two technical terms used to explain the means by which individuals or groups are assisted to gain insight from qualified counsellors to maximize their potentials. But the question is, are these two terms same or there exist differences in them? The relationship between guidance and counselling has been bedevilled by semantic confusion. Some use the terms almost as antonyms, viewing guidance as directive and counselling as non-directive. Others use guidance as a generic term which embraces counselling, among a range of other activities.

11

Concerning the relationship between guidance and counselling, Akinboye (1987) writes that guidance and counselling are related in a way; they all have a common achievable goal but with different approaches in services and delivery. However, Makinde (1990) as cited in Taylor and Buku(2006) rather sees guidance as entirely different from counselling. To Makinde, counselling is emotional; it deals with perception, feelings, needs, and motivation, while guidance is knowledge- based, and deals with facts, methods and cognition. Makinde also sees guidance as less personal and less friendly. It is usually planned and public, while counselling is intimate, more confidential and personal. Riardan (2011) also sees a great disparity between guidance, counselling and education. He writes that education provides general knowledge and morals as guidance includes a particular application of knowledge and facts to special individual needs; counselling however, has a different function as its aim is to uncover the means for personal and responsible individual life and actions.

Taylor and Buku(2006) state distinctively that there are differences between guidance and counselling, and this is shown in Table 2.1.

Table 2.1: Differences between guidance and counselling

Guidance	Counselling
1. More cognitive: knowledge based, deals with facts and methods	More affective value oriented, deals with feelings, perceptions and needs.
2.More public	Always personal, private and confidential.
3. Less personal and less intimate.	
4. Less open-ended and more structured	More open-ended and less structured
5. More didactic and informative	Less didactic
6.Usually counsellors-initiated	Usually client- initiated
7.Less personal interaction	More personal interaction.

Taylor and Buku, 2006

Even though some writers distinguished disparities between guidance and counselling, these authors believes the two terms work hand in hand, as there is counselling in guidance and also some element of guidance in counselling. This is why guidance and counselling are sometimes used synonymously by some authors of books, journal articles, and other publications.

2.5.2 OrganizingGuidance and Counselling

It is progressively essential to have well-planned and well organized career guidance and counselling programmes in the tertiary institutions of learning, but to successfully implement them requires counsellors and career guidance officers to put in place certain strategies and policies that will help inspire and manage students. These strategies may include:

1. Providing information about the existence of the service, location, opening hours, and the procedure in seeking a counselling service;

2. Assuring strict confidentiality;

3. Encouraging counsellors' understanding of students' world and ways of thinking;

4. Providing free guidance and counselling services;

5. Providing information about the benefits and functions of a guidance and counselling service;

6. Making effort to make counsellors known by students;

7. Providing guidance and counselling service at each faculty/department to ensure holistic services to all manner of students;

8. Providing information about the problems that guidance and counselling services deal with;

9. Providing general information about the guidance and counselling process;

10. Encouraging the advancement of counsellors' competence or skills;

11. Ensuring the location of the service easy to be found;

12. Appointing counsellors from different gender backgrounds;

13. Providing flexible times of counselling service;

14. Appointing counsellors from a variety of religious backgrounds;

15. Working towards short waiting time;

16. Appointing counsellors from a variety of ethnic backgrounds;

For the purpose of this study, the researcher adopted the ideas of Myrick (2003) ascited inAlude, et al.(2006) whoopines that guidance delivery through academic prospectus must be planned and organized well in a flexible and sequential manner and involving all students and institutional personnel. This meansguidance should be carried out in an achievable goal oriented purposeful manner and it should be monitored. This is how guidance will bring out the hidden potentials in students for their self-advancement and also the benefit of society.

2.5.3 Ethics of Guidance and Counselling

Guidance and counselling areservices and practices that are based solely on principles that guide counsellors and other practitioners as well as clients who seek counsellors' assistance. The ethicsof guidance and counselling constitute the philosophical framework within which counselling activities or programmes are organized as well as the fundamental norms regarding all counsellors' roles and activities.

Taylor and Buku(2006) and Guez and Allen (undated) have acknowledged the following as basic ethics and norms of guidance and counselling:

1. Recognition of the dignity and worth of the client.

2. Counsellingis for all ages, meaning all members of the society need guidance and counselling in their lives.And therefore must not be deprived of it.

3. The counsellor has the duty to protect the profession by observing its ethics.

4. The counsellor does not take advantage of the client's state or condition of helplessness, toindulge in any act that is inapt.

5. It must be a cooperative enterprise and must takes place by mutual consent between client and the counsellor.

6. Decision making is the hallmark in any guidance and counselling services.

7. It is once again based on the clients poise, value and right to make choices.

8. It is also a goal achieving process and goals must be met by the end of the service to ensurechange in client's behaviour.

9. Confidentiality and genuineness must be ensured from both client and counsellor to ensure good relationship between the two parties.

10. It must be acontinuous process and not one day show to see to a change in behaviour.

11. Counselling is not about judging clients.

These ethics must be embedded at the fingertips of counsellors, and at the back of their minds, in order to help them and shape their relationship with their clients. These ethics must be well rehearsed so that they protect guidance and counselling officers from the general public.

Guidance and counselling practitioners should not forget that neither they nor their clients are free from ethical views of life. Counsellors must understand that effective guidance and counselling deals with ethical understanding, legal responsibilities, and moral realities.

2.6   History of Guidance and Counselling

The history of guidance and counselling around the world varies greatly based on how different countries and local communities have chosen to provide guidance and counselling services in relation to personal or group competences regarding academics, career andsocial skills. It is also based on the economic and social capital resources available, especially in public and private educational settings, to become what is now called school guidance and counselling programme.

In the United States of America, the school counselling profession began as a vocational guidance movement at the beginning of the 20th century.Jesse B. Davis is considered the first to provide a systematic school guidance programme(Taylor andBuku, 2006). In 1907, as the principal of a high school, Jesse encouraged the school's English teachers to use composition in lessons to communicate career interests, and to develop character, thereby avoiding behavioural problems. Many others during this time did the same. For example, in 1908, Frank Parsons who is referred to asFather of Vocational Guidance established the Unit of Vocational Guidance to assist young people in making the transition from school to work(Taylor and Buku, 2006).It was also in the late 1960s and early 1970s that Norm Gysbers began the work by shifting school counsellors as solitary professionals and school counselling services into a more strategic and systemic structure. By this, a comprehensive developmental school counselling programme was attained for all

students. Frank and his colleagues work and research showed strong correlations between fully implemented school counselling programmesand student academic success,especially at the high school level.

In the late 1990s, also in the United State of Americaa former mathematics teacher, school counsellor, and administrator, Pat Martin, was hired by the Education Trust to work on a project focusing on the school counselling profession by helping close achievement gaps hindering the life successes of children and adolescents, including children and adolescents of colour, poor children and adolescents, bilingual children and adolescents and children and adolescents with disabilities (World Bank Policy,2007).Guidance and counselling from the beginning had not discriminate among age groups or colour, counsellors has focused on all individuals from childhood through adolescence to fully matured individuals who may need the services of a professional counsellor or guide.

In 2004, the American Schools Counsellor Association focused on issues of equity, closing gaps, and ensuring all students received access to school counselling programmes. Pat Martin left the Education Trust and moved to the College Board and hired School Counsellor Educator Dr.Vivian Lee and others to develop an equity-focused entity on school counsellors and college counselling namedthe National Office for School Counsellors Advocacy(NOSCA).Dr. Vivian Lee and her friends developed scholarships for research on college counselling by school counsellors and how it is taught in school counsellors' education programmes. They also created Advocacy Awards to focus on best practices in college counselling programmes in schools that show effective school counselling practices in creating

college-going cultures with demonstrated results in ensuring high rates of college admissions for large percentages of students of no dominant backgrounds (World Bank Policy, 2007).On the other hand, in India specialized services offered by trained professionals did not exist, but what is called guidance and counselling today was entrenched within a support system where teachers and elders (guru) helped in forming and shaping the lives of students (Arulmani, 2007).

2.7   Adventof Guidance and Counselling In Africa

Guidance and counselling setups has not beeneasy in all African countries that saw the need to establish formalized guidance and counselling unitsinschools. The development of guidance and counselling in Africa is normally perceived from two pointsof view:one is the indigenous or informal, and the formal view or the organized guidance and counselling, that existin all levels of learning institutions.

Theformal way of guidance and counselling has come to replace the indigenous way of guidance and counselling which was administered by non-professionals in the guidance and counsellingfield,throughadvisors and mentors in many and various aspects of social life such as moral and other societal conduct and sanctions, work and marriage.

Other groups also operated through the use of parable, music, dance and religious beliefs and practices which served as a check on individuals (Taylor and Buku, 2006) Formal or modern guidance and counselling in Africa,however, saw a humble beginning around 1957 in some African countries like Egypt, Ghana, Nigeria, Kenya, Liberia, Togo, Tanzania, Uganda, andZambia.

Teachers were appointed and referred to as "career master and mistresses" or career advisors".However,these people had no professional training in guidance and counselling and no knowledge of the procedures and strategies in guidance and counselling.

As of 1959, Nigeria was practicing formal or modern guidance and counselling.Before the late 60's, many other African countries such as Ghana started formal guidance and counselling. According to Taylor and Buku(2006),the introduction of modern or formal guidance and counselling in Africa focused on vocational information, career awareness and location and reduction of examination anxiety in formalized schools. At home in the societies and communities, guidance and counselling had the purpose to instil"wisdom" into the younger onesthrough "advice giving".
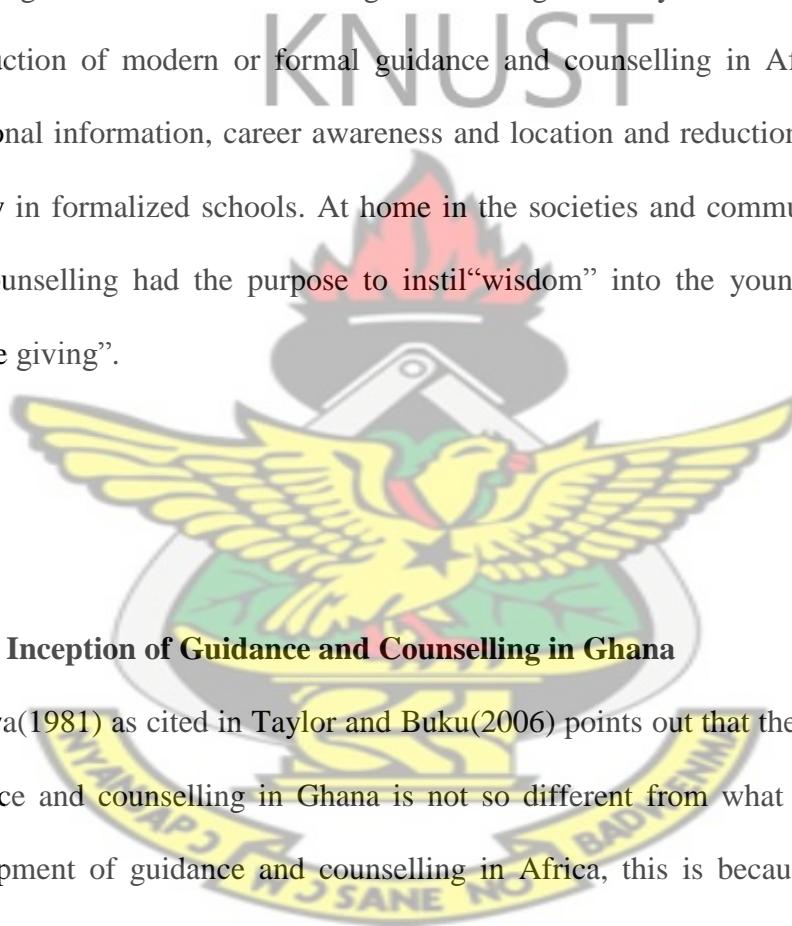
2.8   Inception of Guidance and Counselling in Ghana

Dankwa(1981) as cited in Taylor and Buku(2006) points out that the development of guidance and counselling in Ghana is not so different from what was seen in the development of guidance and counselling in Africa, this is because in the school setting, the services took the form of advice-giving which wasimplemented voluntarily by heads of schools, teachers, chaplains and even school prefects. He states that outside the school setting, parents, family elders, and pastors of churches were also playing very important roles to make sure children and adults were guided towards the natural expectations of the society they lived in.

19

Dankwa continues that many attempts were made in Ghanaby people who wanted to establish formalized guidance and counselling in the schools but they weremet with obstructions dating back from 1955 to 1976. Formalized guidance and counselling emerged from some individuals within the Ghana Education Service (GES) and has existedup to date (Dankwa, 1981 as cited in Taylor and Buku(2006).

The establishment of formalized guidance and counselling in schools also brought a directive from the Ministry of Education to mandate the University of Cape Coast to train personnel in guidance and counselling to serve as institutional guidance co-ordinators to the various level of schools. Then the Ghana Education Service(GES) had written and endorsed the start of guidance and counselling services in the educational institutions which includedsecondary, technical, commercial, vocational, and teacher training colleges (Taylor and Buku, 2006).

By 1980, two hundred (200)individuals who had volunteered to be counsellorsreceived training and were working in the schools to ensure that guidance and counselling services were carried out by professionals who understood students' life and had the technical know-how and the ability to assist students in their everyday lives.

It is no surprise therefore that guidance and counselling units anddepartments have been setup in schools and colleges. It has also become an important requirement for all registered learning institutions in the world because of theenormous importance of guidance and counselling to students at all levels of education.

2.9   ServicesProvided by Guidance and Counselling Units

Guidance and counselling services involve several approaches and strategies that depend on the settingto achieve the set goals. Irrespective of the services that guidance and counselling can offer to all manner of people,this studyfocuses on selected services that are provided in educational domains and are pertinent to thestudy.These are:

➢ EducationalGuidance andCounselling

➢ Vocational Guidance and Counselling, and

➢ Personal and Social Guidance and Counselling

2.9.1   Educational Guidance and Counselling

According to OECD European Commission (2004), studentssucceed by attaining their educational objectives and goals.This can be done with the intervention and assistance of educational guidance and counselling.The processes involved in educational guidance and counsellinghelps learners to make good choices in terms of area of study and also enhancing deep interests. Educational guidance is keen in providingassistance to students in their choice of programmes and their interest in it, thereby meeting the expectation of the institution and also in fulfilment of the life of the student throughout theentire duration ofstudies. Educational guidance is therefore an essential guidance and counselling service. Guiding and counselling students to pursue the right type of education seeks to equip them with the needed knowledge and skills to make them meet the demands of their families, societies and the world at large.

For educational guidance and counselling to be successful at all levels of learning, it is believed that students must be informed about certain components to enable them perform well. These include what Taylor and Buku(2006) have cited as follows:

- Academic counselling
- Motivated interest
- Organizational skills
- Distribution practice
- Imagery
- Time tabling

- Study skills
- Intention to remember
- Selectivity
- Association
- Note taking
- Coping with examination pressures

These areas outlined by Taylor and Buku are designed to help studentsto understand their new environment and to manage their time so they can cope with pressures that come their way. This service also helps students to have a positivechange ofmind in terms of cultural values, attitudes and other virtueswhich are what societies expect from individuals at this level of learning.

Educational guidance and counselling at the tertiary level of learning is part of the process that will help students to make a smooth transition from their various learning institutions to the world of career and opportunities and must be taken with urgency.

2.9.2 Vocational Guidance and Counselling

Every student studying at the university hopes to land a job, setup his or her business, and sometimes hopeful that their acquired knowledge will help upgradethem in their studies for better conditions in life after completion. Therefore the intervention of vocational guidance and counselling is important at that level of education.

Vocational guidance and counselling aims at providing variety of information to students in terms of choosing a career based on the subject area of study. Also vocational guidance and counsellingprovidesstudents who are already engaged in some business or are in private practices the knowledge and ethics of working to enhance productivity in their respective places of work (Taylor and Buku, 2006). Additionally, vocational guidance and counselling once again, aims at preparing students for jobs, helping them start work and finally, guide them to improve in their chosen career. Most students at the university or tertiary level of education may lack the knowledge about certain qualities in occupations and careers, which do not help them tomake headway in attaining jobs and even excelling in them.

The systematic approach to vocational guidance dates back from 1908, by Frank Persons who saw the impotence to introduce to the youth the need for a vocation or career at the time when they were deprived of vocational guidance (Taylor, and Buku, 2006).Frank Persons presented three steps towards making a good career choice and these steps are:

1. To develop a clear understanding of one'sself, aptitudes, abilities, interests, resources, limitations and other qualities.

2. To acquire the knowledge of all requirements and conditions of success for a vocation including the advantages of the vocation, compensations, opportunities, and prospects in different lines of work.

3. To apply true reasoning to reconcile the relations of the first and second steps(Winchester, 2011).

The World Book Encyclopaedia(2009)also states that vocational and career guidance and counselling provides and creates the awareness about the kinds of education and training needed to be successful in a chosen job. It also displays to students the relationship between work and family roles, good interviewing skills and positive attitude towards work, which results in making students successful and responsible individual in their societies and homes.

According to Cooper & Schindler (2001), vocational guidance and counselling services within tertiary institutions are offered separately, or as part of the general guidance services that may co-operate with vocational and placement services provided by agencies outside the institutions. Counsellorsserve as employer liaison and information officers to students in their learning institutions. Counsellors provide information on labour market trends, career planning, jobs seeking skills, placement liaison with employees, making internship arrangements and offer group seminars and workshop, as well as individual mentoring and coaching.

Vocational or career guidance and counselling for some time now has taken the trend where most often parents have made programmes, courses and career choices for their children and even in situations where children choose to follow their parents' occupations.But the liberal society we live in now should and expect parents and guardians to liberate students to make their own choices in programmes and careers with the support of professionals who can help them make meaningful decisions to impact positively on their lives (Taylor &Buku, 2006).

2.9.3   Personaland Social Guidance and Counselling

It is often assumed that students in the university have made specific educational and career choicesand do not need further support since they are perceived to be matured. This assumption does not create a good relationship between counsellors and the students in various universities, thereby preventing their students from accessing the enormous services availablefrom counsellors in terms of students'personal and academic problems. This normally results in many students consulting their ill-informed peers for solutions to their problems insteadof using the appropriate channel for solutions.

Providing guidance and counselling to students with personal problems and study difficulty is a very important. However, most often students at the university level of learning who are emotionally afflicted by personal and social problems that could lead to students drop-out, suicide, or poor academic performance cannot be assisted because, either they do not access guidance and counselling services or that there are no such services in their institutions.

Personal and social guidance provision helpsindividuals or groups to understand how to behave in consideration with other people in order to increase their quality of life. Shertzer and Stone (1976) cited in Taylor and Buku (2006) affirm that personal guidance and counselling helps students to understand themselves and also improve upon their relationships with others.Personal and social counselling should also assists in awakening students to educational and vocational opportunities.

Personal guidance and counselling dealswith emotional distress and behavioural difficulties, which arise when individuals struggle to deal

25

withdevelopmentaltasks.Any aspect of development can be turned into an adjustment problem and it is inevitable that everyone encounters, at a point in time,exceptional difficulty in meeting an ordinary challenges. Some of these challenges are; anxiety in taking career decisions, insecurities about getting older, depressive feelings when bored with work, excessive guilt about a serious mistake, lack of assertion and confidence, grief over the loss of a loved one and disillusionment and loneliness after parents' divorce.

2.10 TertiaryStudents and Education

Wright &Baynon (2009) opine that students at the tertiary level of education are personswho have gone through the intrinsic level of education and have climbed the hierarchy of education to a higher level of learning like the university, polytechnics, and other professional institutions.
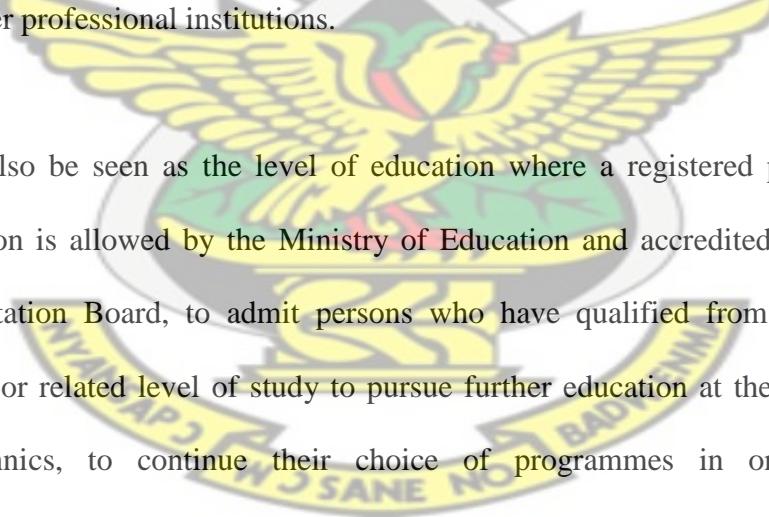
It can also be seen as the level of education where a registered public or private institution is allowed by the Ministry of Education and accredited by the National Accreditation Board, to admit persons who have qualified from the senior high schools or related level of study to pursue further education at the universities and polytechnics, to continue their choice of programmes in order to become professionals in their field of study. According to the KNUST Students' Guide (2011), persons at this level of education are normally assumed and perceived as mature and are left to do things on their own with little monitoring. This happens in so many countries worldwide. Authorities of higher institutions and the Education Ministry especially in Ghana have perceived students who are due to the tertiary level of education from the senior high school level as mature and therefore treat

them as such with little guidance.These students, who have climbed the educational ladder to this stage of learning, are individuals who have come from different cultures with differences in beliefs, values and behaviours. This in a way poses quite a threat to all students who have come from diverse backgrounds (Wright &Baynon2009).

Guidance and counselling intervention at the university canhelp students to understand the cumbersome environment they find themselves in their quest to seek higher education. Counsellors can be more successful at the universities and many other learning institutions when they are much abreast with some theories in guidance and counselling that explains human behaviour changes, attitudes, values and aspirations. These theories serve to provide standards for them (counsellor) in their field of work as counsellors.

2.11   Guidance and Counselling Theories

How do counsellors counsel? What do they think, do, and say? And how do their actions influence the clients they tend to assist? The 'how's' and 'what's' in guidance and counselling are many, yet each has its special way of dealing with it.These approaches are based on some personality theories which are effective in helping practitioners to assist clients.According to Kankam andOnivehu (2000), theories in guidance and counselling areorganized ways of understanding client behaviour, viewing the counselling process and a guideline for Counsellors' behaviour. Again, theories in counselling assistthe counsellor in explaining clients' behaviour and evaluate the outcome of counselling.

Cooper and Schindler (2001)define a theory as a "set of analytically interrelated concepts, definitions and proposition that are advanced to explain and predict facts." Counselling theories can also be seen as a chart that provides direction and guidelines, thus the basic assumption about human nature. Theories in counselling assist the counsellor in explaining the client's behaviour and to appraise the results of counselling. These theories give the counsellor a framework in which to make future observations, evaluations and predictions about client behaviour. It also provides experiential data which guide counsellors to understand and know the behaviour of a client.

Several guidance and counselling theories exist but for the purpose of this study, the Eysenck's, Rollo-May, Snyggand Combs and Gestalttheoriesin guidance and counselling andpsychology are considered.

2.11.1 Eysenck's Theory of Temperament

Eysenck's theory primarily is centred on physiology and genetics; yet considers learned habits of great importance.Eysenck bases histheory ontwo different human behaviours, that is, Extraversion andIntroversion. Eysenck's theory states that people behave differently to certain happenings based on their temperaments; therefore, in case of a traumatic stimulation other people may act in a different manner from others. This means that some people will easily forget about what happened to them and get over them as if nothing ever happened and probably get back into what they were doing earlier.

However, in the same situation, others will be filled with fear since they are alwaysreminded about their suffering. This plaguing deter such people far away from

earlier practices. Individuals like these are filled with anxiety, fear, and panic for a long period of time before they are healed (Foley, 2008).

This theory by Eysenck implies counsellors must understand the period and duration it take different people to overcome situations and therefore must ensure they understand these individual well in their quest to helping people to get away with situations.

2.11.2 Rollo May's Existential Theory

Rollo May, an American existential psychologist believed that much of his thinking can be understood by reading generally about existentialism.Existentialism involved the shaping of a person's self-chosen mode of existence and moral attitude with respect to the rest of the world according to Microsoft Encarta, 2009.May's theory of existentialism to guidance and counselling asserts that every individual has the right, free will and wish to decide for his or her existence so far as it conforms to the rules and regulation of the environment that he or she may find him or herself. This implies that everyone will take responsibility of the outcome of the decisions that they make in life.

Furthermore the theory suggests that the destiny of every individual lies in his/her own hands. This theory informs counsellors to be aware of the fact that counselling should not be imposed on clients; instead it should be a shared idea from both clients and the counsellors. Again it explains why decision making is the sole responsibility of the clients.

2.11.3   Donald Snygg and Arthur W. Combs Theory

According to Foley (2008), these two authorities have divided their thought into three main topics which includethe phenomenal field, one motive, and applied psychology. Theseexperts believe that a person must be aware of his environment and certain things like behaviour, thoughts, images, fantasies, feelings, and ideas like justice, equality and freedom which they refer to as the phenomenal field of an individual. They stipulate that for an individual to make a meaningful prediction of someone, he or she has to make some enquiry through talking, testing, and observations to be able to tell the story about them. This assertion could be justified that counsellors in their career must understand themselves very well in their profession to be able to understand the people that they work with as clients, so that they can understand clients' behaviour, thought, and feelings just to mention a few. This will help the counsellor to assist a client in a goal oriented manner.
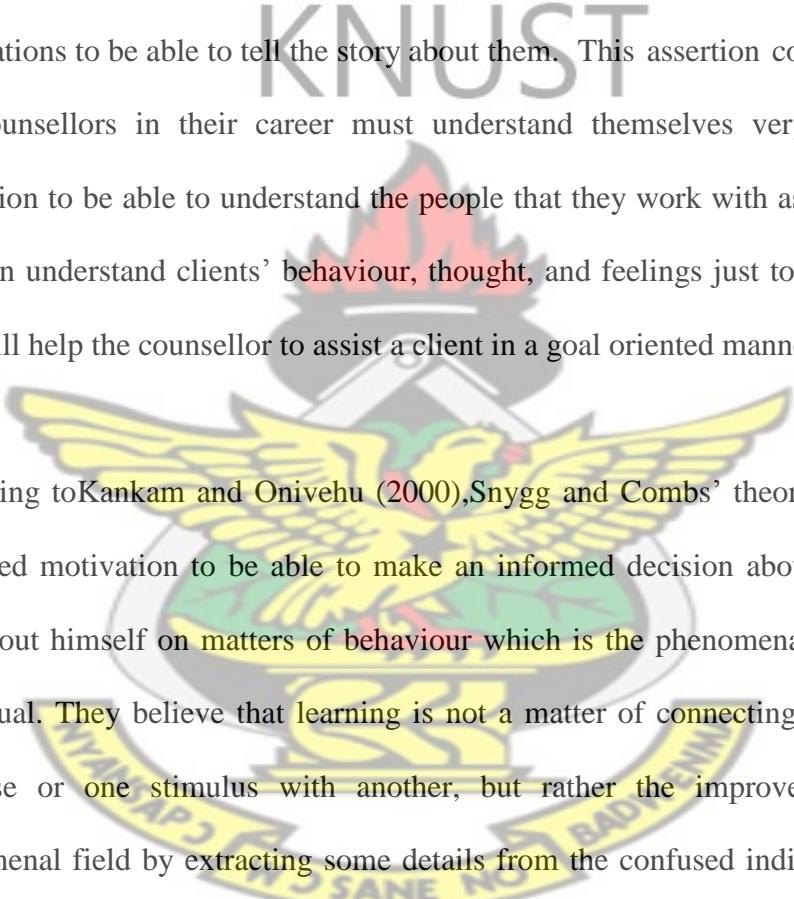
According toKankam and Onivehu (2000),Snygg and Combs' theory state that one will need motivation to be able to make an informed decision about someone and also about himself on matters of behaviour which is the phenomenal field of every individual. They believe that learning is not a matter of connecting a stimulus and response or one stimulus with another, but rather the improvement of one's phenomenal field by extracting some details from the confused individual since the details is more important to the person.

In conclusion,Snygg and Combs believe that people should be able to apply a little sense of psychology to be able to tell more about the phenomenal field around them and others. Counsellors and teachers especially need to be mindful of this theory. When counsellors and teachers only look at the world around them and fail to look at

the world around their clients, or students then it is likely they may be losing the attention of them.Snygg and Combs argue that teachers should be able to know and understand their students since the motivation to learn is "inside" them, in their phenomenal field and phenomenal selves.

2.11.4Fritz Perl's Gestalt Theory

Gestalt theory of guidance and counselling is of the notion that a healthy personality exists when the individual's experience forms a total meaningful whole.As opined byKankam and Onivehu(2000), theGestalt approach to guidance, counselling and therapy is "developing from the psychological theory of perception" (p.16). This has to do with the fact that some people may feel inferior or undermine themselves due to some form of physical and psychological defects. Some may develop these feelings based on materialism. These make lots of people think that they are outcast from the world.

It is therefore important for the counsellor to realised that in the counselling process this theory is there to remind them of the possibility of many who may look down on themselves due to certain happenings in their lives and therefore must understand and find ways of restoring the individual's ability and potentials, which helps the individual to identify what is and what is not a true part of the self, what provides the individual with a sense of self-realization and achievement and what leads to frustration.

2.11.5 Eric Bern's Transactional Analysis Theory

The theory of transactional analysis is useful for therapy, institutional and classroom situation, as well as family and parent-child relationship. It is believed that the basic

canons of the theory have wider counselling application, yet it has serious problems with its simplicity and humour.

According to Kankam and Onivehu (2000), the transactional theory analysis is such that individuals are responsible for one's life and has the will power and the capability to change it at any given point. This can be achieved by deciding on doing what is accepted or unaccepted to the environment of one's live. This theory does not only show interest in helping individuals improve but also cares for them.

The transactional analysis theory clearly makes counsellors understand that in their effect to help client in many situations they must not forget that their client always have the final decision since they own their own lives consequences.

2.11.6 Other Learning andBehavioural Theories

It is important for counsellors to understand the concepts and human behaviour theories of guidance and counselling to ensure productive outcomes. So that they can provide students with career guidance and other information that will boost their confidence levels even as they approach the final years oftheir studies to avoid plaguing especially in job searching. This is to say that guidance and counselling practitioners are required to develop specific programmes and services with measureable goals and systematic appraisal procedures to demonstrate their proficiency. Another important aspect is the fact that guidance and counselling does not operate in emptiness, but adheres to accepted rules and principles. Guidance and counselling must be offered with the aims of achieving goals in the educational settings.

Guidance and counselling theories are very important as they provide insight tocounsellors about laid down principles and procedures for counselling relationships. They alsoevaluate the understanding of the principles of guidance and counselling by designing programmes that offer useful services to students at the educational setting. That is to say, that in order for counsellors to accomplish their obligations to students, there is the need for them to understand someof the learning theories in addition to the human behaviour or personality theories that exist (Foley, 2008).

The "humanist theory"believes and actswith values; hence individuals must be able to understand themselves and associate with the environment around them through self-actualization. This helps individuals to understand the values of other people. Counsellors in the same way must understand who they are to be able to understand others and the values in them to be able to assist such individuals for positive results. The "constructivist theory" if familiar to the counsellors, will help them to appreciate that people are different in terms of behaviour, mannerism and approach to certain things in life and this makes every individual different. Counsellors' approach to assist such individuals must differ from one person to the other. Moreover counsellors must understand that their clients in their devastating states do notmean they are empty headed, thereforemust be respected. Clients, who seek for help come with big expectations and therefore make their handling very fragile as a little tyranny can cause them to lose all hope in counsellors. Lastly, counsellors should understand that clients have expectations from them and avoid causing them more harm.

KNUST

CHAPTER THREE

METHODOLOGY

3.1   Overview

This chapter discusses the methods adopted by the researcher for gathering informationto achieve the objectives of this research. In other words, this chapter

presents research design, library research, sampling techniques, as well as theinstrumentation employed for this study. It again discusses the administration of instruments, sources of data, data collection procedure and data analysis plan.

3.2   Research Design

The study adopted the qualitative case study research method to examine Guidance and Counselling services in the Public and Private Universities. Leedy and Ormrod(2005) point out that case study allows a particular individual to study a programme or events in-depth for a defined period of time.

Theresearcher focused on a single case, perhaps for its unique or exceptional qualities to promote understanding in this study. In addition,Leedy and Ormrod (2005) explained that qualitative studies involve the gathering of data by participant observations, interviews and examination of documentary materials.

Qualitative researchconsiders holistic and vivid description of whatever is observed, rather than numerical comparison that quantitative research may employ. In qualitative research collected raw data consisting of words and numbers are carefully analysed to bring meaning to suit the research(Crisp,2000). According to Stake (1995), all evaluation studies are case studies; that is the programme, persons, or agency being evaluated is the case.Qualitative researchers go directly to a particular setting in which they are interested to observe and collect data spending a considerable amount of time in these sitting, observing, issuing questionnaire andinterviewing individuals for their data.

The focus of this study was to use questionnaires and interviews to gather data and use them to compare the guidance and counselling units at KNUSTand AUC, by stating and analysingexactly what, and how guidance and counselling is delivered tosupport students in their academics and also to ensure their career success in their respective universities. It also portrayed a clear picture, the purpose and objectives of setting up the counselling units at these two universities, and also looked out for other agencies that are and may be involved in guidance and counselling in these two universities.

3.3 Case Study

According to Blatter (2008), the case study method is a research approach in which one or a few instances of anoccurrence are studied in depth. Also case study as opined by Hitchcock and Hughes(1995) is referred to as the collection and presentation of detailed relatively unstructured information from a range of sources about a particular individual, group or institution usually including the accounts of the subjects themselves. Case study therefore is in many ways the most appropriate format and orientation for school- based research. The duration or the time period for the case study depends on the research objectives and characteristics as explained by Gay (1992).

In order to arrive at a detailed description and understanding of the services offered by the guidance and counselling units at KNUST and AUC, the researcher adopted the case study research method to be able to concentrate on counselling in both universities, and also on counsellors, students and other agenciesthat support counselling services.The adoptionof the case study method of qualitative research in

this work made it possible for the researcher to identify and compare the efficiency and effectiveness of the guidance and counselling services at KNUST and AUC on its students.

3.4   Population for the Study

A research population is also known as a well-defined collection of individuals or objects known to have similar characteristics. All individuals or objects within a certain population usually have a common, binding characteristic or trait.Black (1999)definespopulation as the group from which the researcher will select a representative through sampling for his study. The population for this research was made up of all university students, counsellors in public and private universities, andother agencies who are involved in guidance and counselling in the universities.

3.5   Target Population

The target population for this research was limited to students of KNUST and AUC, counsellors and some other Agencies involved in guidance and counselling in these two universities. The researcher believes that the two universities make up a definitive example to compare guidance and counselling services in public and private universities.

Another enthralling reason behind the choice of these two universities is the fact that AUCis privately owned and recently establishedyet it hadmade a name in the world's top universities. Onthe other hand KNUST is a public institution established in Ghana over fifty years ago and ranked as one of the best public universities in Ghana.

3.6   Accessible Population

The accessible population is a group or section of the target population that a researcher can easily reach for data collection for a study. The accessible population for this study included 95 male and female students from AUC and 320 male and female students from KNUST. Again the researcher was able to reach two counsellors from each university and also two internal agencies at both universities. The table below explains the accessible population for the study.

Table 2.2 Accessible Student's Population for the Study

Name of Institution	Male	Female	Total
ASHESI	55	40	95
KNUST	200	120	320
TOTAL	255	160	**415**

Table 2.3 Accessible counsellors and other internal agencies for the study

Name of Institution	Counsellors	Internal Agents	Total
ASHESI	2	2	4
KNUST	2	2	4
TOTAL	4	4	**8**

3.7   Sampling Techniques

A sample is a subset of a population. It is a list of all the unitsof a population, who are to participate in a research project (Black, 1999). According to Tryfos (1996), a

sample is a part drawn from a larger whole. In most cases, a sample is selected because it is impossible, inconvenient, and uneconomical to screen the entire population for a study. This research appliedTryfos' theory since it was inconvenient to sample all the available population that was present.

Purposive and simple random sampling techniques were used to select universities studied and for selecting students who are the beneficiaries of guidance and counselling in KNUST and AUC. All these respondents were intentionally selected by the researcher and were available and willing to be interviewed and answer the copies of questionnaire for the research.

3.8 Data Collection Instruments

Triangulation is essential in ascertaining the authenticity of a research (Gay, 1992). Consequently,the researcher made use of two instruments, questionnaire and interview to obtain a reliable and valid data for the research. In line with the research approach, the study adopted both the administration of copies of questionnaire and interview to solicit more reliable and valid data from the accessible population for analysis. The researcher conducted interviews with two counsellors and two other internal agencies from both universities.Aside the interview, a 21-itemquestionnaire was designed for the counsellors of KNUST and AUC,whilea 32-item questionnaires were administered to students at both universities under study.

3.8.1 Interviews

Fraenkel andWallen (1996) explain that interviews are taken to find out from people information that we cannot directly observe or notice. Lisa (2008) also

definesinterview asany person-to-person interaction between two or more individuals with a specific purpose in mind. There are the structured and unstructured types of interview. The structured is where the interviewer develops a framework called interview guide within which to conduct the interview. Here the investigator asks a pre-determined set of questions, using the same wording and order of questions as specified in the interview schedule.

The unstructured interview resembles casual conversation. It may assume the type of informal interview where the interview does not involve any specific type of sequence of questions or any particular form of questioning. The primary intent of an informal interview is to find out what people think.Interviews were held with two institution counsellors, one peer counsellor, the protestant chaplain and aninternal agent that supports students counselling in both universities. An interview guidewas designed in addition to a questionnaire for the counsellors in both universities to achieve reliable data to enhance the analysis.

3.8.2 Questionnaire

A questionnaire as defined by Kumekpor (2005) is a document which contains a number of questions on a particular theme, problem, issue or opinion to be investigated. It could also be the questions meant to be answered by a particular group or individuals considered to have knowledge about the answers to questions in the questionnaire.

A questionnaire was designed for the collection of data in two categories; one was a21- item questionnaire for two counsellors each in KNUST and AUC. This was done toelicit the personal dataand services of the counselling units. However, the

otherset of 32 questions was designed for student respondents from the two universities under study. The purpose for this questionnaire was to gather information from students about their awareness of the guidance and counsellingunit's services, and whether they patronize the counselling services and if not what prevents them from patronizing the counsellingunit services.This was also done to ascertain any disparities between services of the KNUST and AUC.'scounselling units in terms of available counsellors and the agencies that play a part in counselling the students; their policies, objectives,the available resources and facilities.
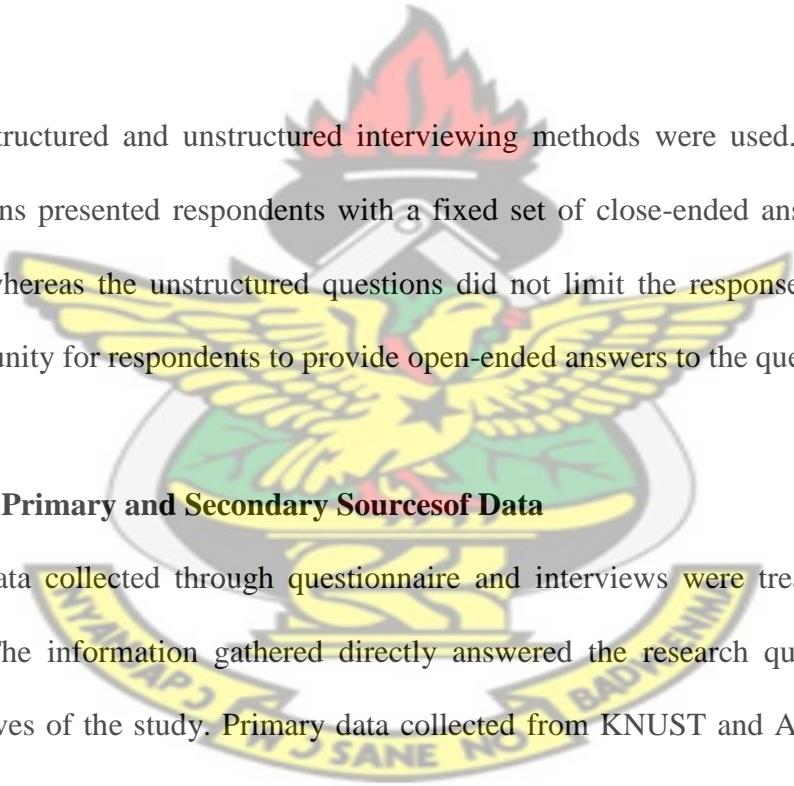
Both structured and unstructured interviewing methods were used. The structured questions presented respondents with a fixed set of close-ended answers to choose from whereas the unstructured questions did not limit the responses, but provided opportunity for respondents to provide open-ended answers to the questions.

3.9   Primary and Secondary Sourcesof Data
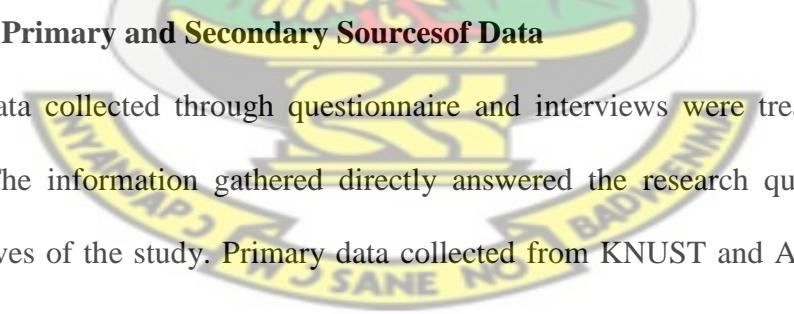
Raw data collected through questionnaire and interviews were treated as primary data. The information gathered directly answered the research questions and the objectives of the study. Primary data collected from KNUST and AUC were in the form of field notes while photographs were also taken from each university for identification. This enabled the researcher to draw conclusions from the research findings to reflect the state of guidance and counselling at the private and public universities in which KNUST and AUC were chosen as areas of study.

Information retrieved from books, brochures, journals and the internet formed the secondary data. It included empirical and theoretical studies of various researchers and authors in the field of guidance and counselling.

3.10   Administration of Research Instruments

The researcher in his quest to meet the respondents for this study made several trips to KNUSTand AUCcounselling units to carry out the data collection.The researcher submitted an official introductory letter from the Department of General Art Studies to the counselling units of both institutions to seek permission.

One set of the questionnaire was distributed personally to the students and another to the counsellors. The interview guide was also used to elicit information from the counsellors.During the questionnaire distribution and interviews, the researcher briefed the respondents on the topic to arouse their interest.

The 32- itemquestionnaire to students was distributed randomly to selected students in their variousdepartments andhalls of residencesover a period of three days at AUC.In the case of KNUST, sincestudents' population islarge with an estimated total population of 34, 438 (fact and figures, 2012).The researcher spent four weeks with the students and the counsellors.

Again a set of 21- interview-guide together with a set of 30- questionnaire was sent to the offices of the counselling units for the counsellors to respond to them which they did within 25 to 30 minutes due to the frequent visits to their offices. After this exercise the researcher, went back to the counsellors and interviewed them again with no structured questions to validate earlier datacollected for this research.

Overall, the researcher spent threemonths on the field to conduct interviews with counsellor and also distributed questionnaire personally to counsellors and students' to collect the necessary data for this research.

3.11   Validation of Research Instruments

In this study, the valueof questionnaire and interview guidewere determined in consultation with the research supervisor and some colleagues, counsellors and students who were asked to vet the questionnaire to ensure that the questions were in line with the objectives of the study, research questions and literature support.

3.12   Data Analysis Plan

One of the purposes of analysis is to express the data in a way that is rationally digestible. Data analysis is a systematic process of selecting, categorizing, comparing, synthesizing and interpreting to provide explanations of the single phenomenon of interest (Pope, Mays andSue,2000).

At the end of the data collection process, there was first the coding of the raw data. This involved grouping the data into various topics that wasbe presented in the final draft of the research report. Information that could be quantified was presented in tabular form to enhance the descriptions that were provided in the form of narrative reports.

Precisely the data gathered from both KNUST and AUC were processed using the SPSS (Statistical Package for the Social Sciences)analysis software. Since the

research was a comparative study, data were compared and contrasted between KNUST and AUC.Details of these are provided in the next chapter.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF FINDINGS

4.1   Overview

This chapter presents the analysis of the main findings of the study to unveil similarities and any disparities between of guidance and counselling services inKNUST and AUC. The findings were however presented according to the objectives and the research questions set for the studies.

4.2   Profile of the Universities

The following sections describe the historical background of the study institutions, KNUST and AUC.

4.2.1   Historical Backgrounds of KNUST

The University of Science and Technology which developed out of the Kumasi College of Technology was established on the 6th of October 1951. This public university is currently named after the first president of the Republic of Ghana,Osagyefo Dr Kwame Nkrumah, and is now known as Kwame Nkrumah University of Science and Technology (KNUST). Plate 1 shows the KNUST logo and colours that make up the logo.

Plate 1: The Logo of KNUST

4.2.2 Historical Backgrounds of AUC

Ashesi University is a private, secular, Liberal Arts College located in Berekuso, Aburi, in the Eastern Region of Ghana. The university was opened in March 2002. Ashesi means "beginning" in the Akan language. Plate 2 shows the logo and colours of Ashesi University College that make up the logo.

Plate 2: The Logo of AUC

4.3KNUST and AUC Student Populations

KNUST started with 200 students and now has a population of about 35,000 including undergraduate and postgraduate students (Fact and Figures, 2012) There are about 20,000male students(representing 65%) of total population and 15,000 female students(representing 35%) who come from Ghana and other parts of Africa and the world.Knust has a huge numberstudentin each class that is about from90 to 170, from the various undergraduate programmes that the university offers.

The main university campus is situated about 8 kilometres away from the centre of Kumasi, the capital of the Ashanti Region. The university covers an area of about 18 square kilometres of land, which presentsscenery of beautiful and modern buildings with lawns and tropical flora that provide acool and inspirational environment congenial for academic studies.

Currently, there are seven halls of residence for students; Hall Seven, (mixed residence). Africa Hall, (housesfemale students), Unity and University Halls (accommodatesmale students), Independence Hall, Republic Hall and Queen Elizabeth IIHall which house male and female students of the university(KNUST Quality Assurance and Planning Unit, 2011).

Ashesi University College on the other hand has a student population of about 570 with 270 representing 45% females and 300 representing 55% males.Among this population that sum up to this percentage are also 10 % international students. The class size of Ashesi ranges from 10 to 40 students per lecturer; this is a policy to give Ashesi lecturers the chance to develop meaningful relationships with their students. AUC started in Accra in March 2002. Meanwhile dreams of constructing a permanent campus at Berekuso were being considered. In July 2011, Ashesi was able to complete the first phaseof the three phase work at Berekuso. The new Ashesi campus has combined with traditional architectural design, world class technology and environmental best practices for creating an inspiring base for young people from diverse backgrounds to live collaborate and study together for generations to come (Harrington, 2008).

4.4Mission Statementsof KNUST and AUC

The mission statement of KNUST seeks to*"provide an environment for teaching, research and entrepreneurship training in science and technology for the industrial and socio-economic development of Ghana, Africa and other nations"*. KNUST also offers services to the community, It is opened to all people and positioned to attract

scholars, industrialists and entrepreneurs from Africa and the international community'' (Students Guide, 2011).

The mission of AUC on the other hand, is to "train a new generation of ethical and entrepreneurial business leaders in Africa and to nurture excellence in scholarship, leadership and citizenship" (Harrington, 2008).

4.5 Collegesof KNUST and AUC

KNUSTconsists of six colleges:

- ➢ College of Agriculture and Natural Resources
- ➢ College of Architecture and Planning
- ➢ College of Arts and Social Sciences
- ➢ College of Engineering
- ➢ College of Health Sciences
- ➢ College of Science

Unlike KNUST, AUC is one full college and have a limited number of programmes offered to students under this college. These courses include;

- ➢ Business Administration
- ➢ Management Information Systems and
- ➢ Computer Science

All that AUChopes is to expand on programmes they offer in order to multiply student population as well in the near future. These new programmes includeEconomics and Engineering courses to satisfy students who may hope to pursue other courses aside the already prevailing ones.

4.6Environment and Infrastructure atKNUST and AUC

The KNUSTcampus has old and modern buildings interspersed with beautiful lawns and tropical flora, which provide favourable atmosphere for learning.Almost all faculties have permanent building complexes containing offices, laboratories, Studios, Lecture Halls and Libraries. Other facilities include the Main Library, Great Hall, Commercial Area, Stadium and Sport Centres, and the Dean of Student's Affairs Office to mention a few.

Plate 3:AKNUST Hall of Residence

Plate 4: KNUST Main Administration Block

Berekuso which is the new campus and site for Ashesi University is in the Akuapim Hills of the Eastern Region. The Ashesi new campus has traditional architecture; a sequence of courtyards unified with a beautiful landscape of trees, lawns, and stairs that create a natural and peaceful atmosphere for learning. It also has recreational and social buildings. The campus dormitories have been designed to equally support the environment and students of the institution.

Ashesi's campus also features state of the art educational technology and environmentally cognizant designs to help the university attract top students, faculty and administrators, and to strengthen Ashesi's commitment to foster a community whose culture inspires a new generation of ethical entrepreneurial leaders in Africa.

Plate 5:AUC Administration Block

Plate 6:AUC's Hall ofResidence

4.7   Guidance and Counselling at KNUST and AUC

The Dean of Students Office is responsible for welfare and disciplinary issues of all

students in KNUST. The Office of the Dean of Studentssince its establishment in

1998 has continued to provide the necessary welfare support services to students

during their university life to achieve both academic and personalsuccess.The office

gives meaning to the role of Senior Members (University Lecturers, and

Administrators) as acting in loco parentis for students.Thestaffs at the office

assiststudents to become responsible members of the University community through purposeful programmes.

The Guidance and Counselling Unit at KNUST was setup in the year 1993, even before the inception of the Dean of Student's Office. After the inception of the Dean of Students Office the University saw it important to push the services of the Guidance and Counselling Unit into The Office of the Dean of Students. The Guidance and Counselling Unit at KUNST has three persons who are trained counsellors and report directly to the Vice Dean of Students concerning issues of guidance and counselling.

The office is situated near the Commercial Area atKNUST campus opposite to the old administration block (BLK B). As an office which seeks the welfare and discipline ofall KNUST students, its prime focus is to work through specific activities organized under several offices of which the guidance and counselling unit is part. The following are such offices:

> International Student Affairs (ISA)

> Student Housing and Residence Life(SHR)

> Student Conduct and Discipline(SCD)

> Student Support Services (SSS)

> Student Health Services (SHS)

Unlike KNUST, at AUC, the office of guidance and counselling services isreferred to as the Career Guidance Department, and was setup in 2002,operating under the Dean of Students' Office of the University as is the case in KNUST. Because of the enormous services provided by the career guidance department they have several

staffthat form part of career guidance at Ashesi. The Career Guidance Department has three offices, under the Deans of Students Office and is occupied and headed by a career guidance director and assisted by three members.Ashesi's career guidance department has other departments that support career services. These include:

The Health Department

The Office of International Programmes

The Diversity and International Studies Advising Office

The Career Guidance Department has been part of Ashesi from the start of the university in 2002 (Harrington, 2008).

4.8Mission Statements of Guidance and Counselling Unitsat KNUST and AUC Career Guidance Department

Theguidance andcounselling unit at KNUST has a mission to*"support the academic, personal and professional development of students by providing individual and group counselling, psychiatric assessment, medical management, referrals, educational presentation and consultation of administration, faculty, staff, parents and students for the provision of services."* The counselling unit has a slogan "*Your Trusted Friend*" which I believe desires to ensure students trust in Unit. (KNUST Guidance and Counselling Brochure, 2010).

On the other hand the mission of the career guidance department of Ashesi is to "*support the university's goal of training highly skilled graduates who are ready for the workforce*". The department works and support students to identify and successfully pursue rewarding careers. The career center is an important resource for students. That is, the unit prepares students for life after school (Harrington 2008).

4.9   Services Offered by KNUST and AUCGuidance and Counselling Units

At KNUST, the guidance and counselling unit offers variety of services to students and they include,

  - ➢ Individual Counselling andGroup Counselling
  - ➢ Psychological Consultation,
  - ➢ Drug and Alcohol Counselling,
  - ➢ HIV/AIDS Counselling,
  - ➢ Academic Counselling and Support
  - ➢ Career Counselling andProfessional Training
  - ➢ Student Advocacy Programmes
  - ➢ Presentations/ Workshops/Seminars
  - ➢ Stress Management andWellness
  - ➢ Adjusting to College Life andStudy Skills

(KNUST Guidance and Counselling Brochure, 2010)

At Ashesi University College the career guidance department offers variety of services to students and they include,

  - ➢ CV writing workshop
  - ➢ Internship opportunities
  - ➢ Interview skills training
  - ➢ Employment counselling
  - ➢ Career fairs and forums
  - ➢ Health and students life concerns

These services are offered to students of the universities through the counsellors assisted by agencies such as Companies and Organizations, Alumni, Prospective Employees, theCorporate Council, and Career Panel. These services help KNUST and AUC students to find and or meet the job market expectations. The units believe that students should be endowed with effective job hunting skills, decision on career paths along the respective fields, and assistance for students to identify the strategies for success in a corporate environment.

4.10   KNUST and AUC Guidance andCounselling Units Locations and Contacts

The KNUSTGuidance and Counselling Unit can be located near the Commercial Area of the campus.The counselling unit can be accessed from Mondays to Fridays from 8:00am to 5:00pm

TheAshesiUniversity'scareer guidance department is located on their campus at Berekuso, in the Eastern Region of Ghana,an hour's drive from Accra. The department isopenfrom Mondays to Friday, and starts work from 8:00am-5:00pm.

4.11   Research Question 1: Which agencies are involved in providing guidance and counselling services inKNUST and AUC?

4.11.1 KNUST

The counsellors who were interviewed and or answered the questionnaire indicated that at KNUST,the counselling unit works with the followingagencies;Peer Counsellors, the ChaplaincyBoard,Committee of Hall Masters and Senior Tutors, andAcademic Advisors who arelecturers and other staff of the university as well as the KNUST Hospital. Aside these agencies who supportthe three counsellors at the

KNUST guidance and counselling unit,other private agencies that also help in counselling at KNUST and arereferred to as the external agencies in this study arethe Planned Parenthood Association Ghana (PPAG), TullowOil Ghana (TOG), UnileverGhana (UG), Narcotics Control Board (NCB) and the US Peace Corps (UPC).The Planned Parenthood Association of Ghana is a non-governmental organization which leads in family planning, communitydevelopment, family life programmes and other activities such as education on sexual and reproductive healthneeds.The study also revealed that the PPAG provide support to the guidance and counselling unit at KNUST through sponsorship in their outreach programmes. The PPAG helps to make known to students some of the available contraceptives through their resource persons inproviding the necessary information to students about their usage, it advantages and disadvantages during outreach programmes. They also use some peer counsellors as peer educators in most of their outreach programmes.

The interview also brought out the fact that Unilever Ghana and Tullow Oil Ghana support the counselling unit at KNUST by allowing a number of the students who pursue programmes related to their product to have internships with them, which the counsellor said often leads to some students getting employment in such organizations after graduation. Aside this, Unilever Ghana supports the unit with food and personal care products such as soap, milo, sugar, toothpaste, and cooking oilduring most of their outreach programmes.

On the other hand, the Narcotics Control Board, based on the likelihood for students to indulge in social vices like drugabuse and alcoholism, have become a very important agent to the guidance and counselling unit at KNUST. Interviews with the

counsellorsrevealed that resource persons from the NCB are invited to shareinformation on issues related to drugs and other substances, its effects and the legal implications with KNUST students.

Finally the US Peace Corps collaborates with the guidance and counselling unit at knust to provide mobile campaigns to screen students for HIV/AIDS, Hepatitis B, Blood Groupings, Sickling and general health information and advice.

4.11.2 AUC

Apart from the three female counsellors who are responsible for career guidance in AUC, other agencies who work with the department to supportAshesistudents arethe Career Panel, International Child Empowerment Network (ICEN), Oxford and Beaumont Solicitors (OBS), and theAshesi community which includes groups like the Corporate Council which has some members of the Dean of Students'office and also theAshesiAlumni.

The ICEN empowers vulnerable children around the world by continuously searching for and employing effective and innovative interventions that equip children with the necessary tools and give them opportunities to demonstrate that they are capable of being responsible, caring and participating members of society. The ICENis one of the external agents who support the vision of AUC by helping students of Ashesi who are brilliant but needy to be able to fulfil their goals.

The Career Panel is an internal group at AUC whose duty is to support the career guidance department to help Ashesistudents to identify suitable career paths that are in line through the programmes offered at AUC. They provide guidance on how thestudents can be employedinto these jobs, makes the career panel group serve as a liaison between Ashesi students and employers.

The Oxford Beaumont group is a corporate law firm with offices in Ghana and in London. AUC career guidance department seeks to attach themselves to the group so that they can educate Ashesi students on most legal issues during their stay at AshesiUniversity College.

4.12   Research Question 2: What are the Objectives, Policies and Approaches that govern the activities of the guidance and counselling units of KNUST and AUC?

4.12.1 KNUST

The study showed that the main purpose for setting up the KNUST Guidance Counselling Unit under the Dean of students'office is to help students and staff to deal with their psychological and emotional concerns with help from counsellors. It was also revealed that apart from this objective the unit was also set up to help students meet the conditions of the university through mechanisms put in place to control the attitudes and behaviour of students at the University.

At KNUST it was revealed through the study that several approaches and policies are put in place to ensure students succeed, with the support of the guidance and counselling unit. Some of these policies include helping students in decision making as well as to develop, shape and build leadership qualities.Some of the approaches the unit uses to ensure their policies are met includes the organization of workshops, presentations at student organised meetings, individual and group counselling, orientation trainingand outreach programmes on special days set aside for career guidance.

4.12.2 AUC

At Ashesi, the Department of Career Guidance's main objective is to help students through career guidance to support the university's goal of training highly qualified and skilled graduates who are ready for the workforce or job market. The study revealed through the interview conducted that, the career department aims at helping every Ashesi student to match their interest, values and skills with meaningful careers after graduating.

The researcher also found out that policies and approaches that were designed to address students' academic and career concerns include integrating careers with the mainstream curricula, organizing seminars and training for the students to prepare them for their future careers and giving them internship opportunities whiles in school.

The study also showed that it is a policy in AUC to have a small class size so that lecturers are able to understand their students and also foster critical thinking, problem solving and a strong sense of mission in them.

4.13   Research Question 3: How do students from KNUST and AUC participate in programmes organized by their guidance and counselling departments or units?

The study revealed students from both universities serve as participants in the programmes that the guidance and counselling units organize for students of KNUST and AUC. These programmes include Individual and Group Counselling, Psychological Consultation, Drug and Alcohol Counselling, HIV/AIDS Counselling and Testing, Academic Counselling and Support, Career Counselling, Training of students to become peer counsellors to support the units, Students Advocacy,

Presentations and Workshops, Stress Management, Wellness, Adjusting to College Life and Study Skills.

The responses from the questionnaire to students of KNUST and AUC revealed similarities and disparities that exist between KNUST and AUC over how students patronise guidance and counselling services as well as the information surrounding the services. the following topics below helped in defining the disparities and similarities about students attitude towards the guidance and counselling in both universities.

4.13.1 Students' Awareness of theGuidance andCounselling Unitor Department

The study indicated that about 40% of the KNUSTstudents' respondents were aware and had heard about the existence of the counselling unit through the following mediums: orientationsfor first year students, notices from the Dean of Students' Office, and advertisements through posters and brochures.Some also heard it from their friends and from the peer counsellors group. However, 60% of the student respondents were not aware of the counselling unit at KNUST.

On the other hand, the study revealed that at Ashesi, students' awareness about the career department is high; that is about 98% this is because at Ashesi there are several activities which take place when new students come to the university. These include orientation, training, workshops, and what they call 'town hall meetings' for fresh students on campus, which are organised by the Student Representative Council and the academic representatives which includes the career guidance department. It isduring these programmes that studentsof Ashesi are introducedto the presence of the career guidance department and their enormous role for them.

4.13.2 Location of the Guidance and Counselling Unit or Department at KNUST and AUC

The study indicated that at KNUST 85% (272 out of 320) of the student respondents did not know where the counselling unit was, which means the number of student respondents who knew about the location of the guidance and counselling unit formed only 15%. This meant the large majority of the student respondents were unaware of the location of the counselling unit at KNUST. Those who knew about the location got to know about it through friends, orientations, and advertisements by the counselling unit. Amongst these few where students who had got to know through special recommendations based on peculiar problems they were involved in. The study showed that about 75% (240 out of 320) of the student respondents would consult the counselling unit in time of need if it was at a more accessible place. Only 15% of student respondents said they would not visit even if they knew the location of the Unit. The rest that is 10% of the student respondents were uncertain whether they will or will not consult the counsellors if they get toknow about the unit's location and the services it offers to students. It was agreed by two counsellors at KNUST who responded to the questionnaire and were also interviewed that the unit is not at a vantage location to student's accessibility and therefore contributes to students'failure to access the unit to the fullest.

The study revealed that at Ashesi, locating the career guidance department as a student is not difficult, and as stated earlier the department reports to the Dean of Students' office. Apart from the department, every faculty has got a career group. From the study it is revealed that Ashesi' career guidance department location is well known to students' because career guidance information has been inculcated to the

main stream curricular activities. Moreover the department offices are close to the students' accessibility.

4.13.3 Awareness of theGuidance and Counselling Programmes at KNUST and AUC

The study showed that only a few students were aware of all the numerous programmes offered by the KNUST counselling unit. The minority 15% (48 out of 320) ofthestudentrespondents were aware of some of the programmes offered by the guidance and counselling unit, leaving a huge 85% of student respondents who were unaware of the enormous programmes offered by the unit.

At AUC however, the respondents' indicated that almost all the students(about 99.5%) thus (94 out 95) were aware of the career guidance organized programmes, leaving a minority 0.5% students who were unaware or uncertain about the programmes organized by the career guidance department. This was because information about career guidance is communicated through the various faculties to their student's members and through other mediums like posters, banners, and brochures was placed at vantage points for student's easy access and participation.

The study also showed that career guidance programmes are part of the mainstream curricular from first to final year and so through the career guidance programmes studentsat Ashesi are aware and therefore guided by counsellors and lecturers to understand and have much interest in courses they study at Ashesi.Some of the career guidance programmes organized by the department include internships, community services, meetings with the alumni, top executive directors of different companies and organizations, orientation and training.

4.13.4 Visit to the Guidance andCounselling Unit or Department

Aside the poor acquaintance with the many programmes offered to students by the guidance and counselling unit of KNUST, the study revealedthat 90% ofstudent respondents had not visited the counselling unit to access guidance and counselling services or participate in their programmes. It was revealed that only 10% of students had visited the unit on personal issues and also through referral either by peer counsellors or the head of department.

Again at KNUST, the study shows that students have many issues confronting them which need the intervention of counsellors yet student respondents indicated that they preferred talking to their friends, parents and other relations who are non-professional counsellors to help them through their problems rather than consulting the unit for their services.In addition to this it became evident from the study that 70% of students were not aware of their academic or tutorial lecturers and the role they played at the various departments and faculties of the university at KNUST.
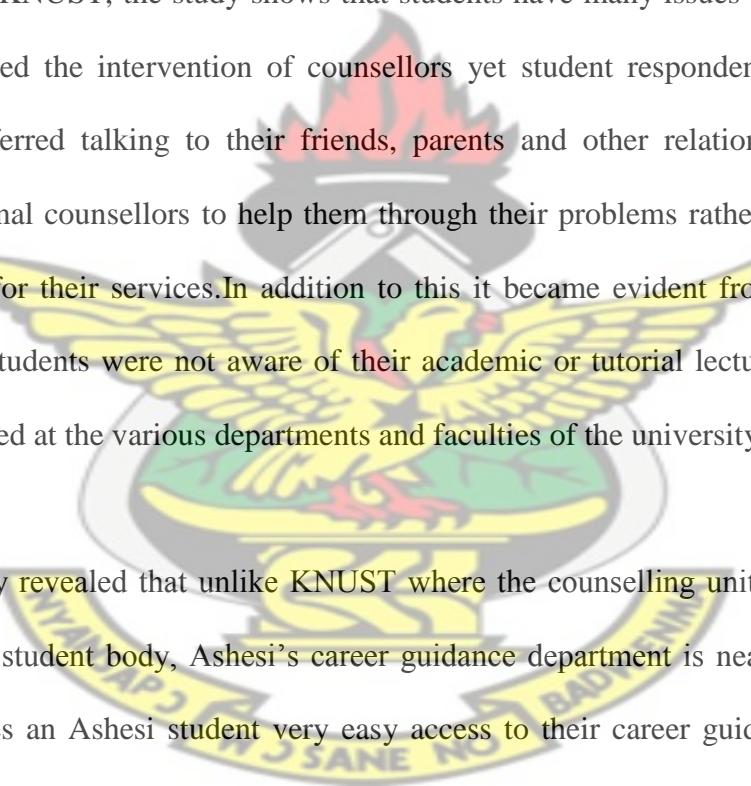
The study revealed that unlike KNUST where the counselling unit's location is far from the student body, Ashesi's career guidance department is near to its students. This gives an Ashesi student very easy access to their career guidance department offices. It was revealed from the student respondents that 15% (14 out of 95) students' only visit the centre for special assistance such as finances, behavioural and psychological issues. The rest of the student respondents that is(75%) indicated that because of the way guidance programmes had been inculcated into the main syllabi, they did not visit the career guidance regularly, but unconsciously students of Ashesi

do benefitand access the unit's programmes in their own way due to the approach of career guidance wasat AshesiUniversity College.

The research again pointed out that 80%of student respondents from AUC were aware and knew about the internal agencies that supportedguidance and counselling and also the roles of the academic or tutorial lecturers, who they consultedin their various departments for resolving their academic difficulties and also about examination results, and issues on learning and courses that bothered them.

4.13.5 Offering of First Choice Programme to Students of KNUST and AUC

The study indicated that about 70% (224 out of 320) ofstudents at KNUST are offered their preferred choice of programmes they selected to pursue, with only 30% of the student respondents being given different programmes to pursue. This information was confirmed by the admissions office of KNUST. The study revealed that minority (15%) of the student respondents were having undesirable feelings about the programme they were offered by the university while 70%of student respondents were comfortable with their given programmes. Another 15% of student respondents were okay with their given programmes although it was not their preferred choice and were willing to continue with the given programmes since these students hadpsyche themselves to enjoy their given programmes.

It was indicated from the students' responses that 60% of these students were ready to continue with their given programmes and 40% including those who had psychethemselves towards their programmes would like to have a change in programme given them despite their state of mind.

At Ashesi University College as the study indicated, the main programmes they offer to students were few. Students' choice of programmes is liberal butfirstly based on the students' performance at the SHS or its equivalent level and also on students' interest. Ashesi University Collegerequires its first year students to take compulsory subjects like Algebra, Calculus, Social theory, Economics, Negotiation and Expository writing. This is done to prepare Ashesi students towards the choice of major courses which include Business Administration, Computer Science, and Management Information Systems.

About 85% of the students answered 'yes' to the question whether they are offered their first choice of programmes at AUC. They answered 'yes'because by the time they are through with the two-year compulsorysubjects they might have gathered the necessary information about what their major and minor subjects are, and to be able to make a choice likely to be offered and perform well in it with the help of lecturers and other agencies like the career guidance department. Only a few of the students (15%) are unlikely to get the programmes they wish to study based on their performance and therefore are given courses which best suit them accordingly, and also according to their merit and through guidance and counselling.

With regards to students'awareness of the career opportunities in the programmes they were pursuing, the study indicated that 55% of students at KNUST were aware of the programmes and the career opportunities and 25%of the studentswere uncertain about the career opportunities in the programmes they were offering. But 20%of thestudent respondents indicated in their answers they gave that they did not know the career opportunities in the programme they wereoffering at the university.

The study revealed through the interview of the counsellors at KNUST that their center was offering assistance to students who wish to have a change in their programmes. One of the counsellors said,students in this ambivalent state were encouraged andadvised to stick to the given course while some were helped to change the programme (V. Adjei,personal communication, 12th March, 2012)

An interview with the University ProtestantChaplain also affirmed that there are students who wanted to change their programme into full time religious work since they had realised their interest in that discipline and therefore had less interest in their programmes of study. He said that some of these students were even ready to quit the university education and enter into pastoral work, but upon some help they are able to stay and complete their programmes before getting into such programmes (Rv. Dr.Boafo,personal communication, 3rd April2012)

Almost every Ashesi student (99.5%) knew and understood the inside out of the major course they are offering and therefore knew the career openings attached to them. Only 0.5% of Ashesi students did not know or were uncertain about the careers to the programmes they were pursuing. This is because while in school the career guidance department is able to help students realize where their interest and aspirations lay with the major courses they are pursuing.

Ashesi's career guidance departmentassists its students by arranging vacation jobs for them to equip them with field knowledge and skill.It was also indicated that the forums held for students gave them much insight about job openings suitable to the major programme options. Those who wished to open their own business were

inspired and assisted by their alumni within and outside Ghana with knowledge, skills and funding to be able to grow their business.

4.14   Discussionsand Implications

4.14.1 Internal and External Support to the Counsellors at KNUSTand AUC

It became obvious that because of the importance attached to the guidance and counselling services and the fact that the officialcounsellors alone could not offer the needed services to students of KNUSTand AUC,both institutionsrelied on other internal and external agencies to assist in rendering a comprehensive guidance and counselling service tostudents in many capacities.
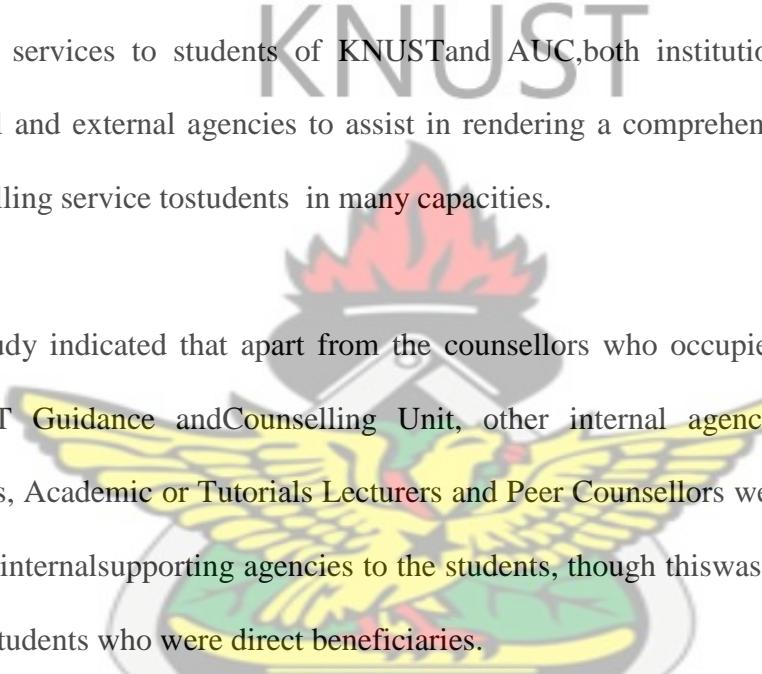
The study indicated that apart from the counsellors who occupied positions at the KNUST Guidance andCounselling Unit, other internal agencies like the Hall Masters, Academic or Tutorials Lecturers and Peer Counsellors were helping in their role as internalsupporting agencies to the students, though thiswas not recognized by many students who were direct beneficiaries.

Again, it was indicated in a personal interaction with one of the internal agents at KNUSTthat the large student population far outnumber the fewcounsellors who were available for those services. This is one of the major factors that is negatively affecting appropriate comprehensive provision of guidance and counselling servicesto KNUST students. On the other hand AUC students do not face the same issues due to their leanstudent population size and their comprehensive approach which makescareer guidancepart of the mainstream courses so that students from first to final year have access tocareer guidance services.

These findings imply that guidance and counselling can be effective if guidance and counselling services are carried out in a way that ensure that the relevant internal agencies have their role clearly defined. This will help the internal agencies to play their roles efficiently and appropriately to ensure comprehensive delivery of guidance and counselling, especially to students of KNUST.

4.14.2 TheImpact of Set Objectives aboutGuidance and Counselling Units atKNUST and AUC

The study revealed that both universities had set objectives which guided and motivated counsellors and other agencies that play a role in the guidance and counselling services. There was an indication that set objectives forboth universities' guidance and counselling were influenced by their main universities' set objectives. Thisimplies that the main objective to KNUST and AUC were strong motivators to the guidance and counselling officers of the two universities.

4.14.3Policies, Approaches and theirImpact on Students about Guidance and Counselling at KNUSTand AUC

Findings from the study indicated the importance the two universities had attached to guidance and counselling programmes and its activities and therefore the need to have policies and approaches defined toenable the units give effective services to their students to excel in their education. The KNUST and AUC guidance and counselling units had policies and approaches on which they based their services to provide guidance and counselling to their students at all levels. Although the two

universities had policies, yetthe approaches that were adopted in carrying out their services or programmes were different.

Clearly the approach that AUC is using to offer its programmes to students was different and more effective than that of KNUST. At Ashesi they had inculcated guidance and counselling into their main academic syllabi so that their counsellors and lecturers would be much informed about their services and be able tocommunicate it well to students. This approach brings students of Ashesimuch closer to career guidance services.

Conversely, the approach adopted by KNUST guidance and counselling unit is helpful to the few students who know and consult them for help, but not all the students as it is at AUC. The findings revealed that most of the students at KNUST were unaware of the guidance and counselling programmes since the time that guidance and counselling programmes were organised was not suitable and did not ensure and encourage students' participation.

The approach by KNUST guidance and counselling unit was such that it was concentrating on the behavioural and social aspect of students' life much more than the class room counsel that leads to helping a student to land a job after graduation.

4.14.4Students'Participation in Career Guidance Programmes Organized by the Units

The study showed that students of KNUST did not actively participate in the services and programmes organised by the guidance and counselling unit. That is,apart from thefew students who through friends, orientations for fresh students and a few who had been referred by a peer counsellor or by the department to get special guidance and counselling services.Majorityof the students at KNUSTwere notinvolved in programmes organized by the counselling unit,due to the counselling unit's approach which did not ensure a holistic participation of all students in their programmes.

To add to this, individual consultations with the units for assistance bystudents at KNUST was very low. One of the counsellor's answers to the questionnaire disputes the fact that students did not participate in their organised programmes.On the contrary,an interview with another counsellorindicated that the students' participation in career guidance activities at KNUST was not all that encouraging. The findings imply that at KNUST, guidance and counselling participation was not very good to meet students' demands and also to motivate students to attain well comprehensive career guidance in their higher education.

Ashesistudents' participation in career guidance was inspiring due to the manner in which it was carried out.According to the study, participation in guidance and counselling among students occurs enthusiastically at AUCbecause career guidance and counselling programmes had been incorporated in their main stream curriculum.This incorporation ensured a holistic guidance and counselling at Ashesi. The distinctive approach involved and ensured career guidance officers meeting a full class during career guidance sessions.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1   Overview

This study is a comparative study of guidance and counselling units at Kwame Nkrumah University of Science and Technology Kumasi and Ashesi University College, Accra. The researcher believes the choices ofKNUST and AUC is an opportunity to find out how public and private universitiesguidance and counselling services are able tohelp students to overcome their emotional, psychological, and social academic problems.
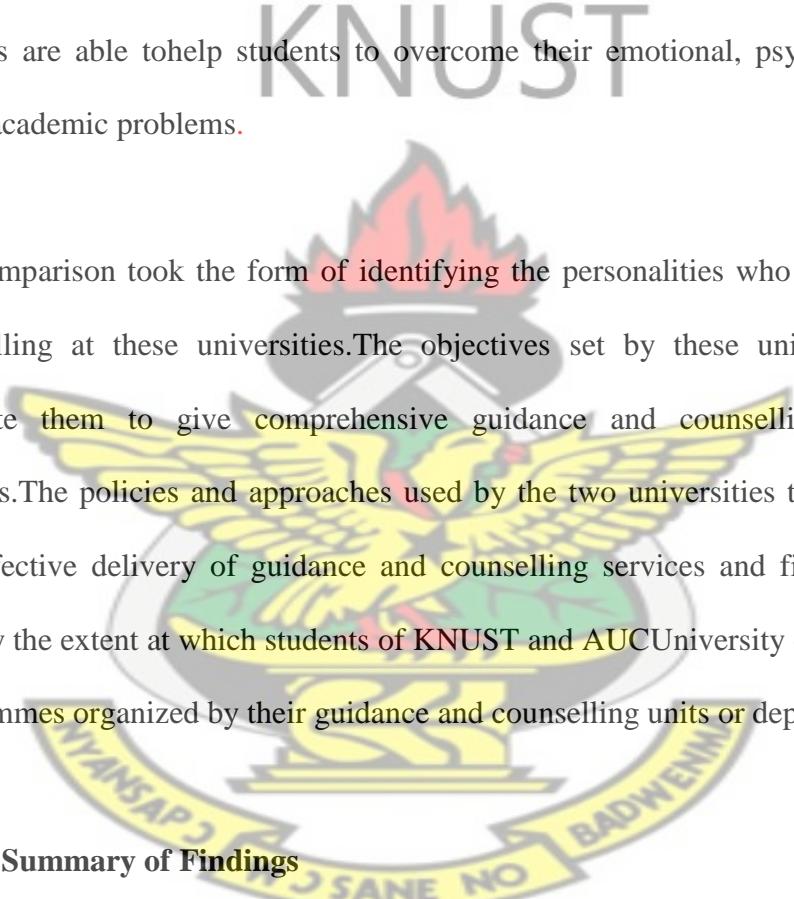
The comparison took the form of identifying the personalities who are involved in counselling at these universities.The objectives set by these universities which motivate them to give comprehensive guidance and counselling services to students.The policies and approaches used by the two universities to ensure proper and effective delivery of guidance and counselling services and finally sought to identify the extent at which students of KNUST and AUCUniversity do participate in programmes organized by their guidance and counselling units or departments.

5.2   Summary of Findings

The study indicated that AUC andKNUSThave guidance and counselling setups in their university institutions to support students in their learning and attaining suitable careers after graduation. This is done to ensure the students'self and societal satisfaction.The study also found that AUC and KNUST had official counsellors.Besides, there were other internal and external agencies that support the counsellors to ensure the success of the guidance and counselling units in both

universities.Furthermore, the study established that AUC and KNUST had set objectives which supportedthe mission statements of the respectiveuniversities. In addition, the study revealed that both universities had some similarities and disparities in their policies and approaches in the delivery of guidance and counselling services to their students.

Finally the study indicated that students' participation in services provided by the unit at KNUST was not encouraging whereas at AUC, students participated because they had knowledge of career guidance that forms part of the universities mainstreamcurriculum.

5.3   Conclusions

The two universities were keen about the success of their students, and hence were ready to support them through guidance and counselling services. Guidance and counselling institutions in KNUST and AUC universities were to first meet the requirement of a standard university.Secondly it assisttomaximise the potentials of their students through the services and programmes they provided to make them cultivated individuals who are skilled and critical thinkers, and ready to solve problems rather than accepting them as problems.

Based on the above assertion it is therefore important for counsellors at these two universities to merit their positions they occupied. And so at KNUST counselling officers hadhad their master's degreesfrom different institutions of learning both outside and within Ghana on "Counselling and Psychology" and therefore were professionals who merit their positions as counsellors in the university. This was not

different from the officials at AUC who serve as counsellors and are also trained professionals. Ashesi'shead of Career Guidance Department had her master's degree in Counselling from USA. Theother two counselling officers are also master's degree holders in Counselling and Psychology. Counsellors of AUCand KNUST enjoy the support of other agents from within and outside the university to offer the students comprehensive guidance and counselling services. This therefore encourageKNUST guidance and counselling unit toequip interested students yearly to become peer counsellors who serve voluntarily. The unit believes that these students are close to their fellowstudents either at the halls of residence or the academic faculty which puts themin a better position to give their friends immediate assistance at first hand before any referrals could be made. Again the academic or tutorial lecturers at the various departments also play a part as internal agencies in addressing students' academic problems.

TheChaplaincy Boardis also available to provide help to students who are facing religious problems and uncertainties by offering them insight in education and religion.HallMasters, Hall Wardens and Senior Tutorsat the various halls of residence at KNUSTalso play a key role in aiding students to solve the personal problems they encounter at the halls.Apart from these internal agencies that support the guidance and counselling units,other external agencies are invited by the guidance and counselling unit to assist students during their outreach programmes where experts share their life experiences to motivate students to deal positively with many aspects of their lives' problems. These initiatives therefore give students opportunity to experience both the external and internal agencies and their services to them through the problem they face at the university.

Similarly, at AUC, the Career Guidance Department relies on both internal and external support to the benefit of their students. Internally,groups like the counselling panel, lecturers, and alumni play an importantrole in shaping out students life. Externally, they rely on Heads of accomplished institutions and organizations within and outside Ghana to contribute their knowledge in counselling to support students of AUC.

Although the two universities have policy guidelines for guidance and counselling,they had differences in the approach to how guidance and counselling services are offered to the students. It was therefore clear that the approach Ashesi University College adopted was working well to ensure that students were abreast with and participated in counselling programmes. However, at Kwame Nkrumah University of Science andTechnology students' participation and involvement saw dissatisfaction as most students found the counselling unit's location and their approaches, unsatisfactory, and therefore made most students unaware about the unit and its enormous programmes for them at KNUST.
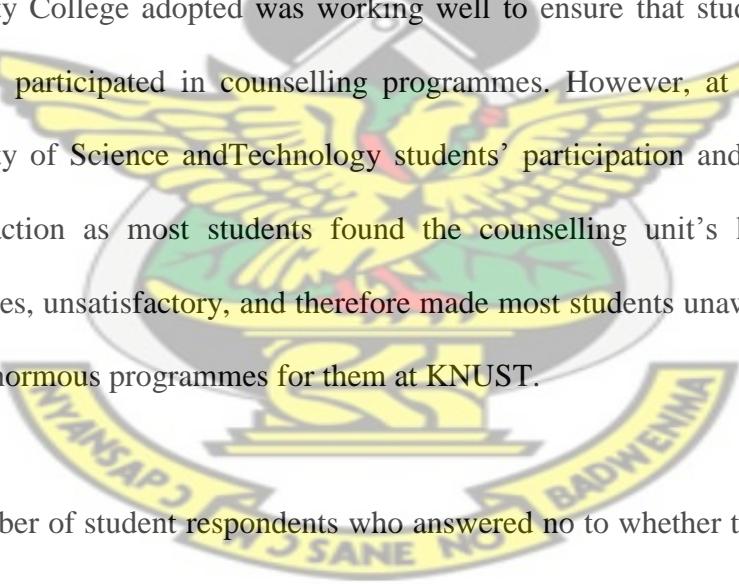
The number of student respondents who answered no to whether they were aware or unaware of the unit and its programmesindicated signs of students interest in the counselling unit'sexistence, but because they did not know the units location they had no option but to remain in their state. Majority of thestudent respondents at KNUST indicated that they were not aware of the location of the guidance and counselling unit. This means the location of the guidance and counselling unit at KNUST was not at a vantage point to many students.

The internal agencies that were there to assist students were not known to majority of KNUST students. There was a revelation that students would seek and participate in the programmes and services from the guidance and counselling unit entrusted to these internal agencies if they knew them and their location that they could be contacted.

5.4   Recommendations

1. Due to the importance attached to the role and impact of the services of Guidance andCounselling Units in learning institutions, counselling units should adopt newer approaches and strategies in the way guidance and counselling services are offered to ensure that students benefit from the appropriate services.

2. The guidance and counselling units must find a way of making the role of their internal agencies important and recognized by students so that students will be attracted to go to them for their immediate needs even before it get to the main guidance and counselling departments or units. This could be achieved if especially the academic advisors at the various departments are made known to students in each department.

3. Counsellors should aim at how almost all students in their institutions will participate in their guidance and counselling services, and also factor the time and location wherethey offer these services. Aside these, the guidance and counselling unit at KNUST can indiscussion with the Quality Assurance Planning Unit ,decide

on incorporating guidance and counselling services to the main stream syllabi, so that it will cover all students at all levels in their lecture halls.

4. In recognition of the powerful nature of guidance and counselling, it becomes a worry to most students as they are unable to access the unit's programmes the way they are supposed to. The guidance and counselling unit can therefore take a different form by offering services through the internet where students can mail their problems and get the feedback in time. This can be done during registrations period and this can even create the awareness about the unit and its services to fresh students.

5. In order to reduce the agitation in students concerning their choice of programmes, the guidance and counselling units can collaborate and organize programmes for final year students in the Senior High Schools. Studentswho wish to further their education in the universities and other tertiary institutions. This will helpexposed the programmes available at the universitiesand their respective career openings to them. Therefore giving the SHSstudentsmuch knowledge about the choices they make before they get to the universities since "It is our choices that show who we are, and not our abilities".

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APPENDIX A

QUESTIONNAIRE FOR COUNSELLORS OF KNUST and AUC

Data of Institution(AUC & KNUST)

1. Name of institution/university?

2. Year of establishment?

3. Vision and mission of institution /university?

4. Total number of students in your institution/university?

5. Population of students by gender(a) Male ( )?(b) Female ( )?

Guidance and Counselling Unit

1. When was the career guidance department established in this institution/university?

2. What prompted the establishment of the guidance and counselling unit in your institution/university?

3. State the kinds of guidance and counselling services you offer at your institution?

4. State theobjectives of setting up the guidance and counselling unit at your institution/university?

5. How do you ensure the objectives of the guidance and counselling unit in your university is met?

6. Are students awareabout the guidance and counselling units? Yes/ No

7. Where is the career guidance located in your university, and would you say is at a vantage location for student's access?

8. Does the guidance and counselling unit lack anything in terms of facilities and resources in operation? Yes/No. If yes what are they?

9. Apart from the main counsellors to this university, are there any other agencies that support instudents counselling? Yes-( ) No-( )

10. If yes who are they and why? And if no why?

11. Does your guidance and counselling services have provision to students who wish to change their programmes or might have lost interest in their programme of study? Yes/No. If yes how? And if no why?

12. Does the guidance and counselling unit have programmes for fresh student on campus pertaining to their choice of programmes and its interest to them? Yes-( ) No-( ).

13. If yes what, and how is the programme like?

14. What are some of the common issues that students bring to the centre for assistance?

15. How do you get students to counsel?

16. What percentage of students comes for guidance and counselling sessions considering the students population in your university,
A. In a Semester………......B. In a Year………………

17. How does the unit determine students who may need guidance and counselling assistance?

18. How many guidance and counselling cases has your unit handled from the following periods?(a) 2007 (b) 2008 (c) 2009 (d). 2010 (e) 2011

19. Isguidance and counselling unit/department able to handle all issues that come to its doorstep?
Yes ( ) No ( )

20. Would you say your unit have the trained professionals to handle guidance and counselling issues confronting students in this university?
Yes ( ) No ( )

21. Should career guidance and counselling development be integrated more closely into teaching and learning programmes across faculties and departments?   Yes ( ) No ( ) .If yes how? And if No why?

22. Would you say the counsellor's role is targeted more on the development of organization and administrative purposes rather than student's academics and career motivation?   Yes(   ) No ( )

23. Do you have peer counsellors? Yes (   )No (   )

24. If yes what role do they play in support for the unit?

25. What kind of training doesone go through to become peer counsellors?

26. What is the composition of the counselling unit of your institution?

    a. Peer counsellors   b. Tutorial lecturers c. chaplain to the school d. Heads of department e. Counsellors

27. Does the unit have any policies, state it below if you have it?

28. How often does the guidance and counselling unit reviews its policies?

29. How does the unit ensure students' are abreast with the guidance and counselling enormousservices?

30. Would you say student's participation to the guidance and counselling unit is encouraging? Yes { } No { }indicate how, after answering yes or no.

Thank you I appreciate your time and kindness.

APPENDIX B

QUESTIONNAIREFOR STUDENTS' OF KNUST AND AUC

1. Age?

2. Gender?

3. Name of institution/ university?

4. Programme of study?

5. Year of Programme study?

6. Are you offering your first choice programme? Yes{ } No{ }

7. If you answer no, state your preferred choice of programme which was not offered to you and why if you know?

8. Do you have interest in the current programme you are studying now? Yes{ } No{ }

9. State reason here if you answer Yes { } No { }

10. Any regret for the programme you are studying now? Yes{ }No{ } Why?

11. What do you hope to do with the programme you are studying now after completion?

12. Do you hope to pursue a different programme after completing this very one you are studying? Yes{ }No{ }

13. State why if you answer Yes or No to question 12

14. Have you been able toevaluate the career openings to the programme you are pursuing now? Yes{ }No{ }

15. Have you or are you having any bad feelings about the programme you are studying and it career openings because you have not realise it yet?Yes { } No { }?

16. Are you aware of the guidance and counselling unit in your university campus? Yes{ }   No{ }

17. If yes how did you know about it?

18. If no why?

19. Do you know where the guidance and counselling unit is located on your universities campus? Yes{ } No{ }

20. How did you got to know about it if you know?

21. Have you been to the guidance and counselling unit before? Yes{ } No{ }

22. Can you state the reason that took you there if you have been there before?

23. Would you say whether you have had or been in a situation that demanded the help of a second party or someone?

Yes { }   No { }

24. If yes to question 23, what did you do or who did you consult for assistance?

25. Are you aware of the guidance and counselling unit enormous services to students? Yes{ }No{ }

26. Do you know your tutorial lecturer, and have you ever gone to see your tutorial lecturer for any assistance before? Yes { }   No { }

27. What was the reason if you have gone to see your tutorial lecturer before?

28. Do you know anyone who has been to the guidance and counselling unit for assistance before?   Yes{ } No{ }

29. Do you know what took that person there?

30. Would you consult the guidance and counselling unit in case you have any academic problem which demands some assistance, thus if you are aware of them? Yes{} No{ }

31. Would you love to have a counsellor at the various hall of residence, and departments to see to your immediate needs as it come?

Yes { } No { }

32. As student what aspect of guidance and counselling services do you know

    and would have like to have, in support of your education at the university?

Thank you I appreciate your time and kindness.

KNUST

APPENDIX C

COUNSELLOR'S INTERVIEW GUIDE FOR KNUST AND AUC

1. Age?

2. Name?

3. Educational background?

   (a) Diploma ( )   (b) Degree   (   ) (c) Masters (   )   (e) Doctorate (   )

4. Any special education on guidance and counselling that makes you a professional? Indicate here?

5. How many years have you been a counsellor?

6. How many years have you counselled in this university?

7. What are your personal duties at this office as counsellor to this university?

8. How many other counsellors work with you in this office?

9. Have you counsel at any other institution aside your current place of work?

   Yes{ } No{ }

10. Have you work in a different field aside guidance and counselling.

    Yes { } No {}.

    If yes where?
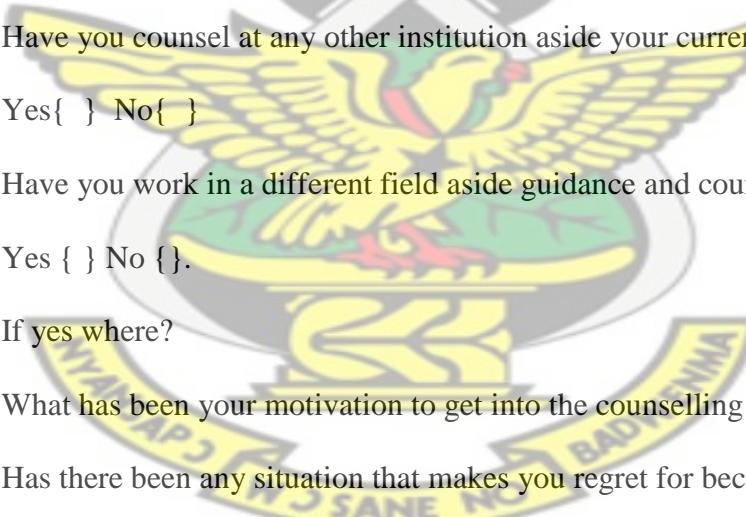
11. What has been your motivation to get into the counselling job?

12. Has there been any situation that makes you regret for becoming a

    counsellor?   Yes { }   No { }

    If yes what was it?

13. How have issues concerning guidance and counselling changed in your

    tenure of service as counsellor in your current place of work at the university?

14. Are there any strategies adopted by the unit /department to promote guidance and counselling in terms of students career development and academic achievement? Yes{ } No{ }

15. What are the strategies if yes to question 14, and if no state why?

16. Considering the student's population in your institution, would you say students participate in guidance and counselling services is encouraging in your university? Yes { } No { }

If yes how? If No why?

17. Are there any motivating factors put in place to ensure the trust in students to participate in the services of the guidance and counselling unit? Yes{ }No{ }

State the factors if answered yes, and if No why?

18. Does the objective of the university support your objective as a unit and as counsellors?Yes{ }No{ }

19. How does it support it indicate here.

20. Would you say as a counsellor whether students in your institution are aware of the career department services?

Yes {   } No {}.

If yes how many are aware by the population and by way of percentage?

Thank you, I appreciate your time and kindness.