

Evaluation of Guidance and Counselling Programme in Two Colleges of Education in Upper West Region of Ghana

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Abstract

This study sought to examine the guidance and counselling programmes in the two Colleges' of Education in the Upper West Region of Ghana. The study was carried out with the aim of offering some suggestions for the improvement of guidance and counselling programmes in both institutions. The research design for this study was a descriptive survey. The target population comprised one thousand and eighty-seven (1087) teacher trainees, two (2) co-ordinators and fifty-seven (57) tutors. The sample was made up of two-hundred and twenty (220) teacher trainees and thirty (30) tutor and co-ordinators with a total sample of two hundred and fifty (250) respondents from both colleges. The main instrument used was a questionnaire because it was the quickest means of collecting data from the respondents. Multiple sampling techniques comprising purposive sampling, proportional and simple random sampling methods were used. The data was analysed using descriptive statistical procedures with frequencies tables and percentages. The findings revealed that trainees were aware of the guidance and counselling services but lacked confidence in the programme and as a result did not regularly patronize them. The findings again showed that there were a lot of challenges confronting guidance and counselling programmes in both institutions that needed support for efficient and effective guidance programmes. It was therefore recommended that public education should be mounted regularly in sustainable basis to educate the teacher trainees, tutors and college authorities on the need for guidance and counseling programmes.

Keywords: Apprenticeship, Attitude, Challenges, Competent, Implementation, Logistics, Programme, Training.

1.0 Introduction

Guidance and counseling in schools and colleges is an important tool for the development of the schools system. As such, most schools in Ghana have guidance and counseling programmes. Teachers in these schools therefore render a number of services which may be termed as guidance services. The teachers may carry out these services without being aware that those services are guidance services. Teachers may perform these services very well just because they had got some training in introduction to guidance and counseling which is a compulsory course in the colleges before being posted to the schools.

As a matter of fact, guidance and counseling in our schools has strong historical background. The 'concept' of guidance and counselling has a long historical root. According to sources, guidance and counselling was first started in large industrial towns as a result of the industrial revolution in the United States of America. It progressed until George Meril started the first formal systematic work in guidance and counselling at a California school of Mechanical Art in San Francisco in 1885. The formal system was aimed to explore on the nature of trades taught in the school and the opportunities that existed for students in job placement system (Bhusumane, 1998) as cited in Taylor and Buku (2006).

It was also due to psychological, biological and social problems that confronted students that the Western world such as the U.S., Britain, Japan, New York, Detroit and Boston introduced guidance and counselling programmes into their schools (Schmidt, 1999).

In the African continent, formal guidance and counselling started as far back in the 1940s in countries such as Kenya, Nigeria, Ghana and Malawi. Before then, the responsibility of guiding the youth was left in the hands of teachers who were not prepared for this function. Other sources of guidance for the youth were their elders, the churches or mosques and adults within the community in which students lived (Oladela, 1986).

Formal guidance and counselling started in Nigeria in 1959 when a group of Roman Catholic sisters at St. Theresa College, Ibadan organized formal careers guidance services for their Upper Class students before the school certificate examination began. The emphasis was vocational information, awareness of the world of work, location of employment and reduction of examination anxiety (Makinde, 1983) cited in Taylor and Buku (2006).

In Ghana, the first attempt to establish formalized guidance and counselling dates as far back as 1955 when the government organized a national system of vocational guidance by establishing youth employment service for all youth under 20 years who hold the middle school leaving certificate (Ackumme, 2006). Serious work in establishing Guidance and counselling in schools began in the late 1960s when the Curriculum Research Development Unit (CRDU) was instituted to cater for the handicapped (Taylor & Buku, 2006).

Even though Guidance and Counselling programme is not new in Ghana, it was formally given recognition when the Ghana Education Service (GES) issued the first directive in 1976 to establish guidance and counselling

programmes in second cycle institutions. The directive did not spell out how the organization of guidance and counselling in the institutions should be done but recognized the need for counselling personnel and made provision for that. This directive was further extended to cover basic schools in 1982. In addition to establishing guidance and counselling in institutions, the Ministry of Education mandated the University of Cape Coast (UCC) to train personnel for the schools. As a temporary measure, the Institute of Educational Planning and Administration (IEPA) of the same university started conducting intensive 8-week in-service training courses in guidance and counselling for teachers of second cycle institutions who completed and became counsellors in the schools (Ackumey, 2006).

As a follow-up to support the need for and improve guidance and counselling services in Ghana, Anamuah-Mensah (2004, p. 47) noted that “guidance and counselling will assist pupils and students in making the right choices and decisions and thereby promote discipline in schools and society.” Furthermore, he explained that Government will institute measures towards giving a new lease of life to guidance and counselling in educational institutions and communities and the need for special training for teachers who opt for guidance and counselling programmes in our higher institution of learning.

Before Anamuah-Mensah (2004) committee’s recommendation on the need for guidance and counselling in our educational institutions of learning, previous educational reforms did not place much premium on guidance and counselling in our school and Colleges. However, it is in these institutions that a sound Guidance and counselling can take place. Thus, for effective guidance and counselling to prevail in Ghana, the formal education sector should be solidly built. This could be the reason why before 1987 educational reforms, recommended by the Dzobo’s committee in 1974 Ghana’s educational system had gone through certain structural changes. Prior to the 1987 educational reforms, the educational system in the country was deteriorating due to the exodus of teachers to Nigeria, the poor educational infrastructure and lack of teaching and learning materials in the schools. Due to these problems, there was a general outcry of Ghanaians for a more meaningful education that will reflect the man power needs of the country, to match the economic development and produce a child useful in life (Ackumey, 1988) cited in Numali (2003).

The implementation of the 1987 Educational reforms brought to the fore many problems in the objective, content, administration and management of education. In 2007, the previous reforms which established the Junior Secondary School (J.S.S) and Senior Secondary school (S.S.S) systems were replaced with the Junior High School (J.H.S) and Senior High School (S.H.S) system in order to make the educational system technologically and practically meaningful, (Anamuah- Mensah, 2004). This was done to make education more relevant to the world of work after school, to improve rural development and modernization of predominantly agriculture-based economy, as well as the need to promote national and cultural identity and citizenship (Anamuah-Mensah, 2004).

It is also believed that the implementation of the J.S.S concept has faced the spectre of a large number of teen-age school leavers deficient in basic numeracy and literacy skills as well as the purported craftsman and technical skills, and therefore ill-prepared for either formal second cycle education of good standard, or for a life of work and continuous learning for self-improvement. This therefore, calls for the change of the educational system to make it more responsive to current challenges so that it will result in the formation of well-balanced individuals with the requisite knowledge, skills, values, aptitudes and attitudes to become functional and productive citizen, (Anamuah-Mensah, 2004).

Education as it was structured and delivered in the J.S.S system in Ghana was actually inadequate to equip our young ones with needed literacy skills neither did it equip them as promised, with the practical skills for the world of work. This means it failed to deliver its promise of comprehensively equipping the youth with directly employable skills for the world of work. The J.H.S and S.H.S system is expected to address these deficiencies and improve the quality of life of individuals by empowering them to overcome poverty and also raise their living standards to the level that they can observe through the global interchange of images, information and ideas. It is in the light of this that emphasis have been placed on technical, agricultural, vocational education, and on structured apprenticeship training so that the youth will be equipped to create, through their own efforts, the wealth needed for radical socio-economic and political transformation (Anamuah-Mensah, 2004).

In our institutions of learning such as the Basic, Secondary and Tertiary levels, it is expected that the objectives of the new educational reforms will be a reality through effective teaching and learning. However, the intellectual development and growth alone are not sufficient enough to make students useful in life for the achievement of the goals of the reforms. There is the need for holistic development, such as the emotional, social and psychological needs of the individual. Hence, the need for guidance and counselling programmes in our institutions of learning (Stone & Shertzer, 1996).

In a review of guidance and counselling from 1983-1992 in Ghanaian Basic and Secondary schools has shown that guidance and counselling services were handled by housemasters, housemistresses and form tutors (Taylor & Buku, 2006). However, Students in our educational institutions have varied aspirations and need to be assisted to realize their potentials through guidance and counselling services. And for students to achieve their

potentials and aspirations their emotional, social and psychological needs must be enhanced through guidance and counselling services (Skinner, 1959).

In Ghana, in the Colleges of Education, trainees have some exposure to courses in guidance and counselling in their teacher education programme. Such exposure it is believed will help them to have positive attitude towards guidance and counselling programmes in the basic schools they may teach or head (Essuman, 2007). Unfortunately, it appears guidance and counselling programmes in schools and colleges are faced with certain challenges and as a result teacher trainees are also confronted with many problems of recent in the course of their development.

In our institution of learning, students in general are found wanting in various ways in their live situations. First, they are faced with the problem of choice of subjects. Some students choose subjects, course or career due to the influence of friends, parents, or relations without thinking about their interest and capabilities. Choosing courses has to do with career. A case in point was a career guidance programme where parents and teachers were advised not to dictate to students the kind of professions they should choose but instead avail to them the different existing jobs to enable them make their choices. A lot of potentially great students had missed some good opportunities to develop themselves in the appropriate fields due to choices (Quaye, 2008). Adu-Gyemerah (2007) supports this view that there is the need for change approach to career guidance and counselling programme to enable students to be more focused in their future careers.

The second problem facing students is that society is becoming sophisticated and full of indiscipline, crimes and social anarchy. This has affected our educational system and brought about high incidence of general indiscipline behaviour among students in schools and colleges. These indiscipline behaviours include violation of school rules and regulation, arm robbery, drug abuse and alcoholism, examination malpractices, forgery, internet fraud, stealing and gross disrespect for authority.

The third issue of concern is the high rate of immoral activities such as rape, sexual promiscuity, lesbianism, homosexuality and prostitution among students in our institutions of learning. Even pupils as tender as below 18years are involved in this practice leading to some becoming pregnant or contracting sexual transmitted diseases (STDs) such as HIV/AIDS, gonorrhoea, syphilis and others or dropped out completely from school. A good example reported is a case in the Fantekwa District where a 17year student of Nteso District Assembly School went into labour before entering the examination room for basic education certificate examination (BECE). Some of her colleagues with similar situations in the Mfantseman District of Central Region drop out totally in the same year from Methodist J.H.S and T.I. Ahmadiyya J.H.S (Donkoh, 2007).

In addition to these Boakye, (2018) on the issue of 'the epidemic called single parenting' reports that sixty (60) girls in a small district of Asante Region could not write BECE examination due to pregnancy in 2017. Again, he indicated that three hundred (300) girls between the ages 10-12 got pregnant in Sunyani District in the same year. Boakye concluded that Lina Marcela de Jurabo, a Peruvian in Peru capital city, is the youngest mother in medical history to give birth at age five, seven months and twenty-one (21) days (Boakye, 2018, p.15)

Another matter of concern on indiscipline is indecent dressing (skinny or I'm aware) among the youth especially, young girls. These girls are exposed to STDs with "sugar daddies" due to this indecent life style. In the same way, some youth are involved in bullying, fighting, rioting hooliganism and truancy leading to destruction of school proper. With modern development and changes in the society, students are bound to face a lot of problems in the schools and colleges. All these issues create adjustment problems among the students in general. And therefore, call for the need for effective guidance and counselling programmes in our schools and colleges.

In the Colleges of Education, guidance and counselling programmes have been confronted with so many problems and as such they have not been successful or effective. This means that guidance and counselling programmes in the colleges have not met the required standard due to lack of personnel, resources and infrastructure. A number of evaluative studies have been conducted in the southern part of Ghana. However, the northern sector has had a few studies. It is in line with these issues that I would like to find out the extent to which guidance and counselling is being practised in the colleges with specific focus on two colleges of education in Upper West Region.

The study will bring to the fore some of the issues affecting the guidance programmes in the Colleges. It will also bring into sharp focus the need for teacher trainees to have ample knowledge in guidance and counselling to achieve fruitful results in their professional practice.

1.1 Statement of the Problem

Evaluation work in education programmes is very necessary and for that matter, evaluating educational programmes in every nation are carried out for the development of that nation. There is therefore the need to periodically evaluate the educational system to assess how well a programme is executed and determine the extent to which it has benefited the students, identify the areas that were not carried out successfully and the reasons for the failures (Essuman, 2001) There is therefore the need for guidance and counselling programmes in

the Colleges of Education to be evaluated because teachers trained after completion sustain the educational system in our schools. Trainees from the Colleges of Education require the knowledge of guidance and counselling to enable them function effectively in the basic schools. Unfortunately, it seems the Guidance and Counselling programmes as practised in the Colleges of Education lacks the qualities they deserve and thus inadequate as expected. There are also not enough studies to establish the fact for the proper existence of guidance and counselling programmes in the two colleges. It also appears the guidance and counselling services being practised leaves much to be desired. The question is; to what extent is guidance and counselling being practised in the Colleges of Education? Do trainees have access to quality counselling services? Do the Colleges of Education have adequate infrastructural facilities for the service? The answers to these questions are not easily available. It is against this background that the study sought to assess the extent to which guidance services in the colleges are being carried out. The main purpose of this study was to assess the guidance and counselling services carried out in the colleges as well as examine the challenges that might militate against their proper implementation, if any. This research study was therefore guided by the following research questions;

Research Questions 1: What has been the impact of the guidance and counselling on teacher trainees in their career development?

Research Questions 2: What are the factors that impede the proper implementation of guidance and counselling programmes in the Colleges of Education?

Research Questions 3: To what extent have the logistics and resources for guidance and counselling services promoted the programmes in the Colleges?

1.1.1 Significance of the Study

Discussion of the findings of this study with trainees may influence their attitude and increase their zeal to participate in guidance and counselling programmes in the Colleges. The findings from this study may also influence College authorities to assist in providing adequate logistics towards the development of guidance and counselling programmes. In addition, the results may also benefit teachers, administrators, Ghana Education Service and Ministry of Education, especially for curriculum planning and development. It will also help these authorities to provide support for teachers who wish to undertake further courses in guidance and counselling in higher institutions. Basic schools pupils will also benefit through counseling. And finally, the findings of this study may also serve as a resource material to other students and researchers who may undertake similar studies.

1.1.2 Delimitation of the Study

The focus of the study was only on assessing guidance and counselling programmes of two Colleges of Education in the Upper West Region of Ghana. The scope of the study therefore, was limited to guidance and counselling activities in only Colleges of Education. The study neither covered guidance and counselling programmes in the Senior High Schools and Basic schools nor delved into the perception of teachers and students towards guidance and counselling services in schools.

1.1.3 Limitations of the Study

Ideally, the study could have involved a large number of the forty-six (46) Colleges of Education as well as the private Colleges in the whole country. However, only Tumu and Nusrat Ahmaddiya Jahan colleges were involved. The two colleges are far apart hence travelling on bad roads to collect data or retrieve the questionnaire from the tutors was also a difficult task. In addition, time and financial constraints also affected the data collection process. The teacher trainees were also feverishly preparing for their end of semester examination at the time of administering the questionnaire. This development could have also affected their responses to the questionnaire. Added to these, the study on the two Colleges alone might affect generalization of the findings for all the Colleges in the country. Despite these limitations, the findings would serve as a guide for further research work in the education enterprise.

1.2 METHODOLOGY

The design for this study was a qualitative descriptive survey. The population comprised one thousand and eighty-seven (1087) teacher trainees, two (2) co-ordinators and fifty-seven (57) tutors from the two Colleges. The sample was made up of two-hundred and fifty (250) respondents selected from the two colleges. The study used a combination of purposive, proportional and simple random sampling methods to select the twenty-eight (28) tutors, two (2) guidance and counselling Co-ordinators and two-hundred and twenty (220) teacher trainees from both colleges. Questionnaire was the main instrument used for the data collection. The items on the questionnaire were mostly closed ended scored on four point Likert type scale with values of 4, 3, 2, and 1 for strongly agree, agree, agree disagree and strongly disagree respectively. A few open-ended items required respondents to provide their own views on facilities, and suggestions. However, in the discussions, 'strongly agree and agree' and 'disagree and strongly disagree' were combined for only 'Agree' and 'Disagree' to avoid misunderstanding. For easy understanding and interpretation of data the Statistical Product and Service Solutions (SPSS) version 20 was used to analyze the data into frequencies and percentages. These were used to determine

the implementation level of the guidance and counselling services in the Colleges of Education.

Table 1: Population of Teacher Trainees by Classes

Name of College	Class	M	F	Total
Nusrat J Ahmadiyya College of Education	DBE 1 A	69	17	86
	DBE 1B	60	6	66
	DBE 1C	42	46	88
	DBE 2A	39	4	43
	DBE 2B	27	16	43
	DBE 2C	29	1	30
	DBE 2D	30	2	32
	DBE 2E	15	18	33
	DBE 3B	34	7	41
	DBE 2F	23	27	50
	DBE 3A	29	11	40
	DBE 3C	34	24	58
	DBE 3D	9	17	26
	DBE 3E	9	19	28
	SUB-TOTAL		449	213
Tumu College of Education	DBE 1A	28	10	38
	DBE 1B	24	14	38
	DBE 1C	25	12	37
	DBE 1D	28	8	36
	DBE 2A	29	9	38
	DBE 2B	27	10	37
	DBE 2C	29	8	37
	DBE 2D	28	10	38
	DBE 3A	22	9	31
	DBE 3B	22	9	31
	DBE 3C	18	13	31
	DBE 3D	22	9	31
Sub-Total		302	123	425
Grand Total		751	336	1087

Sources: Field Work, 2015

Table 2: Distribution of Sample Students and Tutors by College and Sex (N-250)

Name of College	No. of Trainees		No. of Tutors		Total
	M	F	M	F	
Education					
Nusrat Jahan Ahmadiyya College	90	40	12	8	150
Tumu College of Education	70	20	8	2	100
Total	160	60	20	10	250

Source: Field Work, 2015

Table 2 shows the total sampled teacher trainees and tutors/co-ordinators made up of two hundred and fifty respondents. The sample was made up of one hundred and eighty male and seventy female comprising both trainees and tutors/co-ordinators. Table 3 also presents data of respondents by age and sex

Table 3: Distribution of Tutors and Trainees by Age and Sex (N-250)

Age	Number of Trainees		Number of Tutors		Total	Percentage
	M	F	M	F		
18-22	71	33	-	-	104	41.6
23-27	85	27	-	-	112	44.8
28-32	2	0	2	1	5	2.0
33-37	2	0	2	1	5	2.0
38-42	-	-	3	3	6	2.4
43-46	-	-	6	3	9	3.6
47& above	-	-	7	2	9	3.6
Total	160	60	20	10	250	100.0

Source: Field Work, 2015

The data in Table 3 shows that majority of the teacher trainees for the study were in the age range 23-27,

representing 44.8% and followed closely by the age group 18-22, representing 41.6%. The Table also indicates that majority of the trainees in the colleges were males. Table 3 again shows that the most frequent age group of tutors/ co-ordinators was from range 43-50 years and above. It also shows that there were more male tutors than females in the colleges. It is hope the age could have some influence on the participation of guidance programmes, Table 4 shows the information on how trainees were classified.

Table 4: Distribution of Teacher Trainees by Classification (N-220)

College	Frequency			Total	Percentage (%)
		M	F		
Jahan College	Yr1	43	22	65	29.5
	Yr2	47	18	65	29.5
Tumu College	Yr1	35	10	45	20.5
	Yr2	35	10	45	20.5
Total		160	60	220	100

Source: Field Work, 2015

In Table 4, Nusrat Jahan trainees were 130 (59%) for both year groups. Similarly, Tumu College trainees were also 90 (41%) for both years groups. The information in the Table 4 showed that each year group of both colleges had 110 respondents. Nusrat Jahan college respondents were more than Tumu College based on the total college population.

3.0 Discussion of Results

Research Question 1: What has been the impact of the guidance and counselling on teacher trainees in their career development?

This question sought to find out if the guidance and counselling programme in the Colleges of Education is meeting the needs of teacher trainees or has an impact on the professional development. The question also attempted to find out if the co-ordinator regularly discusses with members of staff the objectives, activities, successes and failures of guidance programmes. Table 5 captures the results on research question one.

Table 5: Impact of Guidance and Counselling on Teacher-trainees (N-220) + (N-30)

Impact of Guidance and Counselling	Agree	Disagree	Total	Percentage (%)
Guidance programme meets trainees' needs.	143 (65.0%)	77(35.0%)	220	100
You expect more help to trainees in programme	210 (95.5%)	10(4.5%)	220	100
Guidance programme had made some achievement.	182 (82.7%)	38(17.3%)	220	100
Co-ordinator informs trainees about their abilities, aptitudes and weaknesses	170 (77.3%)	50(22.7%)	220	100
Co-ordinator discusses with staff the objectives, activities, successes and failures of the programme	115 (52.3%)	105(47.7%)	220	100
Guidance programme meets trainees' needs.	22 (76.7%)	7(23.3%)	30	100
Tutors/Co-ordinators expect more help for teacher trainees.	27 (90.0%)	3(10.0%)	30	100
Guidance and counselling have impact on trainees' work.	28 (93.7%)	2(6.6%)	30	100
Teacher trainees' knowledge and experience will benefit pupils.	29 (96.7%)	1(3.3%)	30	100
Guidance programme had made some achievement.	21 (70.0%)	9(30.0%)	30	100
Co-ordinator informs trainees of their abilities aptitudes and weaknesses.	24 (80.0%)	6(20.0%)	30	100
Co-ordinator regularly discusses objectives activities, success and failures staff.	16 (50.0%)	14(50.0%)	30	100
Total			250	100

Source: Field Work, 2015

The results from Table 5 shows that 143 (65.0%) of the trainee/ respondents agreed that the guidance and counselling programme met their professional needs. In addition, 210 (95.5%) of the respondents confirmed that they expected more assistance be given to the teacher trainees in the guidance programme. Also, 185 (82.7%) of the respondents admitted that the knowledge and experience gained in guidance and counselling programmes would help them in the basic schools after graduation. Similarly, 170 (77.3%) of the respondents indicated that the guidance co-ordinator informed the trainees about their own abilities, attitudes and weaknesses. Again, 115 (52.3%) of the respondents agreed that the guidance co-ordinator discussed with staff the objectives, activities, success and failures of the programme. The findings have proved that the guidance programme in the Colleges had made some impact, even though there is still room for improvement.

Pertaining to tutors/co-ordinators the results revealed that 22 (76.7%) of the tutors agreed that the guidance

programme met the needs of the trainees. Also, 27 (90.0%) of the tutors indicated that they needed to do more for the trainees. The finding confirms the studies of Numali (2003) that student expected to get more help from the co-ordinators. Similarly, 28 (93.4%) of the respondents admitted that the guidance programme would make an impact on the teacher trainees classroom work after their course. In the same vein, 29 (96.7%) of the respondents agreed that the knowledge and experience of the trainees in guidance and counselling issues would benefit basic school pupils. On achievements of the guidance programme and the Co-ordinators' abilities to inform the trainees about their abilities, attitudes and weaknesses 21 (70.0%) and 24 (80.0%) of the respondents respectively admitted that it had been achieved. This finding also falls in line with Kumfo (2009) studies that guidance and counselling had impact on students' performance. As to the question whether the co-ordinator discussed the objectives, activities, successes and failures of the guidance programme with staff, almost 50% of the respondents did not affirm to the statement. It is, therefore, a clear indication that the respondents are divided in opinions about the role of the guidance co-ordinator.

Research Question 2: What are the factors that impede the proper implementation of guidance and counselling programmes in the Colleges of Education?

The rationale of this question was to find out about the challenges guidance and counselling programme might have been facing in the Colleges. This question was also posed to assess the difficulties encountered in the guidance programme. Tables 6 illustrate the results on research question two.

Table 6: Teacher Trainees' and Tutors/Co-ordinators Opinions on the Challenges of Programme (N-220) + (N-30)

Challenges of Guidance Programme	Agree	Disagree	Total	Percentage (%)
Difficult for guidance co-ordinator to be carry out programmes.	157 (71.4%)	63 (28.6%)	220	100
Co-ordinator needs less teaching hours.	173 (78.6%)	47 (21.4%)	220	100
Trainee attitude affects guidance programme.	129 (58.6%)	91 (41.4%)	220	100
Some staff attitude affects guidance programme.	150(68.2%)	70(31.8%)	220	100
Difficult to carry out guidance programmes.	14 (46.7%)	16 (53.3%)	30	100
Teaching load affects guidance programme.	18 (60.0%)	12 (40.0%)	30	100
Adequate time be set for guidance programme.	25 (83.3%)	5 (16.7%)	30	100
Trainees' attitude affect guidance programme.	24 (80.0%)	6 (20.0%)	30	100
Staff attitude affects guidance and counselling.	13 (43.3%)	17 (56.7%)	30	100
Committee co-operate with co-ordinator.	13 (43.3%)	17 (56.7%)	30	100
Total			250	100

Source: Field Work, 2015

Table 6 reveals that 151 (71.4%) of the teacher trainees indicated that it had been difficult to carry out guidance programmes in the Colleges. In the same vein 178 (78.6%) of teacher trainees agreed that the Co-ordinators needed less credit hours for teaching to enable them concentrate on the guidance activities. Again, 129 (58.6%) of the teacher trainees indicated that the trainees' attitudes affected the guidance programme. Similarly, 150 (68.2%) of teacher trainees admitted that the staff attitude affected the guidance programme.

Contrary to the teacher trainees views on whether it had been difficult to carry out guidance programme or not 16 (53.3%) of the tutors disagreed to the statement. The information in table 12 again indicated that 18 tutors/co-ordinators representing 60.0% agreed that the teaching load of the Co-ordinators affected the guidance programmes in the Colleges of Education. Twenty-five (25) of the tutors/co-ordinators representing 83.3% agreed that adequate time should be set for the guidance activities. Twenty-four (24) of the tutors/co-ordinators representing 80.0% also admitted that the trainee's attitude affected the guidance programme. Contrary to the trainees view, 17 tutors/co-ordinators representing 56.7% disagreed that the staff attitude affected the guidance and counselling programmes. Similarly, 17 tutors/co-ordinators representing 56.7% also disagreed that the guidance committees co-operated with the guidance co-ordinator.

From the findings, it is clear that whilst majority of teacher trainees admitted that tutors' attitude affected the guidance activities, the tutors/co-ordinators disagreed with the statement. The findings are similar to that of Kankpog (2009) that negative attitude of students and school heads contributed to the ineffectiveness of the guidance programmes in basic schools. Again the findings on workload of co-ordinators also fall in line with those of Numali (2003), Awabil (2002) and Ketteku (1989) that heavy workload on the co-ordinators affected the school guidance and counselling programmes. This, therefore, means that there is the need to revisit the teaching periods of co-ordinators in the Colleges.

Research Questions: 3 To what extent have the logistics and resources for guidance and counselling services promoted the programmes in the Colleges?

An effective guidance programme in the college will depend largely on the availability of materials and human resources. Therefore the rationale behind this question was to assess the current state of resources and

logistics in the Colleges of Education. Table 7 illustrates the results of this research question.

Table 7: Trainees and Tutors/Co-ordinators Views on Resources/Facilities (N-220) + (N-30)

Resource/Facilities	Agree	Disagree	Total	Percentages (%)
Colleges invite resources persons to talk to trainees.	85 (47.7%)	115 (52.3%)	220	100
Co-ordinator has furnished office accommodation.	80 (36.4%)	140 (63.7%)	220	100
Resources/facilities are adequate and available.	59 (26.8%)	161 (73.2%)	220	100
Individual trainees have personal record file/cumulative records cards.	132 (60.0)	88 (40.0)	220	100
Trainees' files and cumulative record cards are effectively used.	132 (60.0%)	88 (40.0%)	220	100
College receives support for guidance programme.	20 (66.6%)	10 (33.4%)	30	100
Support from principal office.	13 (43.3%)	17 (56.7%)	30	100
Non-Government Organization.	4 (13.3%)	26 (86.7%)	30	100
Support from other organizations.	3(10.0%)	27(90.0%)	30	100
Total			250	100

Source: Field Data

The data in Table 7 shows that 115 (52.3%) of teacher trainees disagreed that the Colleges invited resource persons to talk to the trainees. One hundred and forty (140) of the teacher trainees representing 63.7% also disagreed that the Co-ordinator had a furnished office accommodation. The finding is in consonance with Adjei-Addo (2007) which indicated that a well furnished accommodation is an incentive for the Co-ordinator to work hard and which at the same time promotes clients attendance. In addition, 161 teacher trainees representing 73.2% disagreed that the guidance programme had adequate resources and facilities. However, 132 of them representing 60.0% confirmed that individual teacher trainees had personal record files and cumulative record cards. Similarly, the same number of teacher trainees admitted that the trainees' files and cumulative record cards were effectively put into good use. This view is supported by tutors/co-ordinators that teacher trainees make good use of their personal cumulative records

On the issue of support for the guidance programme, 20 (66.6%) of the tutors/co-ordinators confirmed that the Colleges received support. However, 17 tutors/co-ordinators representing 56.7% disagreed that the Colleges had support from the Principals' offices. Twenty-six (26) of the tutors/co-ordinators representing 86.7% disagreed that the Colleges received assistance from non-governmental organization. Again 27 tutors/co-ordinators representing 90.0% disagreed that the Colleges' guidance programmes got support from other organizations. On the issue of a furnished office accommodation and resources for guidance programmes, the tutors/co-ordinators agreed just as the teacher trainees did. This finding is in line with Numali (2003), Adjei-Addo (2007) and Kettekku (1989) who found resources and facilities were not adequately provided to schools for guidance programmes.

Table 8: Trainees and Tutors/co-ordinators Suggestions According to Seriousness for an Effective Guidance and Counselling Programme (N-250)

Suggestions	Frequency	Percentage (%)
Provision of adequate resources	5	2.0
Financial support to the programme	31	12.4
Setting up adequate time for counselling	28	11.2
Clients should be open	21	8.4
Recruit qualified counselors	11	4.4
Motivation of counselors	20	8.0
Confidentiality and openness among counsellors	63	25.2
Invite resource persons to college	6	2.4
Reduce work load of counselors	6	2.4
Counsellors should create good atmosphere	51	20.4
A furnish office accommodation.	8	3.2
Total	250	100

Source: Field Work, 2015

On the issue of creating conducive atmosphere for counselling, 63 respondents comprising both tutors/co-ordinators and the teacher trainees representing 25.2% indicated that confidentiality and openness in the guidance and counselling programme was paramount. Also, 51 respondents of the tutors/co-ordinators and teacher trainees representing 20.4% suggested that the counsellors should create conducive atmosphere for the guidance and counselling services. In addition, 31 respondents comprising tutors/co-ordinators and the teacher trainees representing 12.4% noted that financial support to the guidance programme was necessary. Again, 28 tutors/co-ordinators and teacher trainees representing 11.2% also admitted that there was the need to set up

adequate time for counselling services in the Colleges. Again, twenty-one tutors/co-ordinators and teacher trainees representing 8.4% also suggested that the counsellor should be open during counselling sessions. The findings are in consonance with that of Pendleton (1983) cited in Kettekku (1989) that the environment, its design and organization affect counselling results.

The study therefore, revealed that guidance and counselling programmes in the Colleges were carried out to some extent. Respondents also indicated that they still expected more assistance to be given to the trainees. The findings also revealed that majority of the respondents suggested that the teaching load of the Co-ordinators should be reduced to enable them concentrate on counselling activities. In addition, the guidance and counselling co-ordinators should create a sound atmosphere for guidance and counselling services to be more beneficial to the students.

Majority of the respondents suggested that there should be more education to enlighten the teacher trainees. Also, the study revealed that the guidance and counselling units did not often get support for effective guidance and counselling activities. In addition to this, it also came to light that the co-ordinators did not have proper office accommodation and time schedules for counselling sessions. Respondents therefore advocated for a better planned time table and office accommodation for counselling sessions.

Similarly, respondents again indicated that the attitude of teacher trainees affected the smooth progress of the guidance and counselling programme(s) and that a vigorous educational campaign should be mounted to educate the trainees. The study again revealed that guidance committees did not exist even though its programmes were carried out. Again, the finding showed that teacher trainees stressed the need for confidentiality and called for professional and competent counsellors to handle their issues. It was also observed that the counsellors needed logistics and other facilities that could facilitate their work in order to draw up planned counselling programmes and create conducive atmosphere for effective guidance and counselling sessions.

4.0 Conclusion

From the findings on the impact, resources and the challenges of guidance and counselling, it can be concluded that most of the respondents recognized the important role of guidance and counselling in the Colleges and thus, advocated for infrastructural, financial, material and human resource support for effective guidance services. Respondents also called on counsellors to create conducive atmosphere for counseling, and that guidance committees should be established to help educate and enlighten trainees.

It is therefore, recommended that; the guidance co-ordinators should encourage attitudinal change among teacher trainees and tutors by making their services attractive through talk shows, public lectures, and radio programmes to enlighten and entice trainees and tutors to fully participate in the guidance programmes. And finally, college authorities could also employ professionally competent counsellors and reduce their teaching load for them to effectively handle the trainees' academic, vocational and personal-social issues.

5.0 Suggestion for Further Research

The study was limited in scope as far as the area and sample coverage were concerned. It is, therefore, suggested that it could be replicated and carried out on a large scale in about half of the Colleges of Education in the country to find out the extent to which guidance and counselling programmes are carried out.

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