

Assessing the Prevalence and Patronage of Guidance and Counselling Services at Kumasi Technical University

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ABSTRACT: The negative cultural tendencies have accentuated the expanding interest for the services of professional counsellors to give exhaustive guidance and counselling services in institutions to effectually address the requirements of students. Many studies, as a direct empirical investigation of the prevalence and patronage of guidance and counselling services in tertiary institutions in the Ghanaian settings is hard to find. In order to fill this gap and bring further illumination to the topic, this empirical study has become necessary. The purpose of the study was to assess the prevalence and patronage of guidance and counselling services at Kumasi Technical University. The survey research approach with a quantitative research study to data collection was adopted for the study. The total population for the study was ten thousand four hundred and sixty-five (10,465). The sample size for the study was 97 which was selected using non-probability sampling method and purposive sampling technique. The researcher used a questionnaire to gather information from the respondents. The study concluded that most of the staff in the guidance and counselling unit of the Technical University are females and students who seek guidance and counselling services in the Technical Universities rather prefer to consult males but not females. The study found that students do not seek guidance and counselling services due to fear, lack of trust and confidence in the counsellors. The study recommends that management conduct reorientation programmes and students education and awareness campaigns to change the prevailing negative perception regarding guidance and counselling in the school and usher in a new period of trust for school counsellors, to enable the guidance and counselling unit become as effective as it was thought out to be.

KEYWORDS: Guidance, Counselling, Guidance and counselling services, Teacher counsellor, Discipline, Indiscipline

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I. INTRODUCTION

Changing societal and family esteems, traditions, just as a disintegrated community, structure the bases of mental and social issues influencing students in several institutions of learning (Wambu & Fisher, 2015). In Mapfumo and Nkoma's, (2013) view, students experience monstrous financial and psychological pressures in today's world, which upset their learning process. These negative societal tendencies have highlighted the expanding interest for the services of professional counsellors to give comprehensive guidance and counselling services in institutions to efficaciously address the requirements of students (Sattin-bajaj & Jennings, 2020). Because of this interest, guidance and counselling services were initiated in the United States, and it got noticeable in American schools after World War I (Corsini, 1987). Buttressing this point, Taylor (1971) asserted that institutional counselling was executed in British schools because of the adjustments in the public arena, in family life and in schools which invigorated conditions where more thoughtfulness regarding singular needs was fundamental. In Africa, the idea of guidance and counselling, albeit moderately new in instructive systems, has been grasped by most governments (UNESCO, 2000).

Substantial improvement has been made by setting up authoritative structures for the provision of guidance and counselling services in educational institutions (Orodho, & Cheruiyot, 2015) to enhance the personal, educational and vocational development of the students. In this manner, guidance and counselling have been conceptualised as a programme of events which has managed most African countries with the entryway out of the various winning difficulties in contemporary occasions of complex logical and innovative turn of events (Okobiah & Okorodudu, 2004). The initiation of guidance and counselling in Ghana dates back to 1955 when the government of Ghana endeavored to set up a national system of professional direction by building up youth employment services for all adolescent under 20 years who had the Middle School Leaving Certificate (Assoah, 2007). The system was planned to give professional direction to help people to discover reasonable work (Ackumey, 2002). In Ghana, the reason for guidance and counselling services is to enable the student to meet an extraordinary assortment of necessities going from mental and sociological to scholastic alteration (Ackumey, 2002).

Guidance and counselling being an essential part of the total program of instruction should along these lines be furnished as per state laws and guidelines (Nasongo, Kay, & Chemwei, 2019). Counsellors are relied upon to create practical guidance and counselling services in schools that will help with building up completely adjusted people (Oduh, Agboola, & Amaka, 2020). To accomplish this, the service must target all areas of guidance and counselling which incorporate individual and social, professional, wellbeing and educational guidance and counselling among others (Mghweno, Mghwen, & Baguma, 2013).

Statement of the Problem

Several studies have looked at the various facets of the guidance and counseling function in tertiary institutions, Agi (2014) conducted a study that sought to evaluate students' perception of school counselling and their attitudes towards its programmes. The study observed the connection between perception and attitudes of 640 students toward school counseling and the appropriation along sex, class, school area and financial levels and found significant correlations between perception and attitudes to school counseling. Ajowi and Simatwa (2010) examined the role of guidance and counseling high schools whilst Alice, Alice and Patrick (2013) investigated the components that militate against effective guidance and counselling in schools. Like many other such studies, a direct empirical investigation of the prevalence and patronage of guidance and counselling services in tertiary institutions in the Ghanaian settings is hard to find. In order to fill this gap and bring further illumination to the topic, this empirical study has become necessary. Students stand to benefit when the strategies recommended are established to advance the provision of guidance and counselling services in their institutions (Muema & Kiilu, 2013). Specifically, the outcome of the study shed light on the topic to educational stakeholders relative to the effectiveness of guidance and counselling services at Kumasi Technical University.

The results of the study will help both guidance and counselling coordinators and students to realise and appreciate the importance of guidance and counselling in institutions and enlighten guidance and counselling coordinators in institutions in relation to the role guidance and counselling services play in the lives of students (Harrison, 2020). The purpose of the study was to assess the prevalence and patronage of guidance and counselling services at Kumasi Technical University. Thus, the study attempt to identify the guidance and counselling services available at Kumasi Technical University and to determine students' attitudes towards guidance and counselling services at Kumasi Technical University. The study therefore suggested appropriate strategies that can enhance the prevalence and patronage of guidance and counselling services at Kumasi technical university.

II. LITERATURE REVIEW

The concept of Counselling

Counselling is an idea that has existed for quite a while and people have looked for it through the ages to get themselves, offer insight and create possibilities, become mindful of chances and, as a rule, help each other in manners related with formal guidance practice. In most communities, (Guez, & Allen, 2000) there has been, and there still is, a profoundly implanted conviction that under fitting conditions, individuals can help other people with their issues. A few people help other people to discover methods of managing, explaining, or rising above issues. Along these lines, there are a few meanings of counselling available for use. Some are selective to counselling, some are comprehensive of all the talking treatments, and some look to separate between the different talking therapies (Aldridge, 2014). Counselling, either as an idea, practice or profession, has an issue of not having an unmistakably comprehended importance not exclusively to the normal individual yet in addition to different professions, including instructors and educational administrators (Omoniyi, 2016). This most likely records for why professional counselling is still observed as immaterial in a general public where the youthful are conceived and they grow up depending on older folks for all exhortation they requirement for training, socialization and modification in their turn of events. As per Roy (2014) and Adebowale (2012), counselling includes two people, one looking for help and the other, an expertly prepared individual who assists with taking care of issues, situate and direct him/her towards an objective which prompts most extreme turn of events and development. In this way, counselling is a fundamental piece of a general program of guidance.

Counselling is seen as a procedure of helping people to find and build up their instructive, professional, and mental possibilities and in this manner accomplish an ideal degree of individual bliss and social helpfulness (Ravi, 2008). As pointed out by Catty (2010), it is trying to think about a solitary meaning of counselling. This is on the grounds that meanings of counselling rely upon hypothetical direction. Counselling is a learning-focused procedure that typically happens in an intelligent relationship, with the point of helping an individual to get familiar with oneself, and to utilize such comprehension to empower the individual to turn into a gainful citizen (Aldridge, 2014). To McLeod (2009), counselling is a strategy by which the assistant communicates care and worry towards the individual with an issue and encourages that individual's self-improvement and achieves

change through self-information. Counselling is a connection between a concerned individual and an individual with a need. This relationship is normally individual to-individual, albeit now and then it might include multiple individuals (Orlans & Van Scoyoc, 2009). It is intended to help individuals to comprehend and explain their perspectives, just as figure out how to arrive at their self-decided objectives through important, very much educated decisions, and through the goals of enthusiastic or relational issues (Catty, 2010; McLeod, 2003). Counselling is given under an assortment of labels. For example, there are situations where directing is offered when a relationship is fundamentally centered on other non-counselling concerns. Guezand Allen (2000), construe that a student may use an instructor as an individual with whom it is sheltered to share stresses. In such a circumstance, the instructor utilizes counselling aptitudes however doesn't take part in a genuine counselling relationship. The points of counselling are expansive. They may rely upon the circumstance and the setting, just as on training.

The Concept of Guidance

Guidance is widespread and the fundamental philosophies of the way of thinking of guidance are common to all nations with a minor variety to suit the privately acknowledged convictions and the particular guidance services advertised. Guidance would thus be able to be portrayed as a procedure, formative in nature, through which an individual is helped to comprehend, acknowledge and utilize his/her capacities, aptitudes and interests and attitudinal examples according to his/her goals (UNESCO, 2009). According to Varalakshimand Moly (2009), guidance incorporates data planned to help students in making instructive, training and word related decisions. They further affirm that guidance is about limit working in students to engage them to settle on their own choices. Guidance as an instructive construct includes those encounters that help students in grasping, tolerating themselves, and living viably in the public eye. It additionally remembers the student's encounters for the universe of work (Lunenbourg, 2010).

Guidance can likewise be seen at as a program or services gave to people dependent on the need of every person, a comprehension of their immediate environment and the impact of ecological factors on the individual and the interesting highlights of each school (Vishala, 2012). Guidance is intended to assist people with changing in accordance with their condition, build up the capacity to set sensible objectives for themselves, and improve their training. As a procedure, guidance is definitely not a basic issue however includes a progression of activities or dynamic advances which move towards an objective. As indicated by Hooley (2014), guidance is the procedure through which an individual is assisted with picking an appropriate occupation, cause the fundamental arrangements for it, to enter it, and create in it. Subsequently, it is a consistent procedure as an individual is probably going to reexamine the vocation decision at different focuses in his/her life and may make changes anytime in his/her profession. The motivation behind guidance is to manage the cost of learning encounters to empower students secure the information, abilities and capabilities identified with making individual, instructive and vocation choices (Vuorinen, & Lerikkanen, 2011). Guidance incorporates however not constrained to, educational guidance and counselling services staffed via trained professionals.

Educational Guidance and Counselling

Schools are sanctuaries of learning and instruction is groundwork forever. Accordingly, the point of education is an inside and out turn of events and agreeable alteration of the student in different parts of his/her life (Thompson, 2012). In the event that this is to be acknowledged, (Zunkar, 2006), at that point instruction must not be restricted to conferring information as the obligation of an educator and amassing knowledge as the obligation of a student. The one of a kind possibilities of every student alongside ecological chances, should likewise be thought about in making the student equipped for contributing viably to the general public everywhere (Kochhar, 2008). Consequently, for self-actualization of the student, guidance and counselling services are required in educational institutions. Guidance and counselling is in this manner a type of training stretched out to a person in a logical way (Hederson, & Thompson, 2011). Educational guidance and counselling are worried about the arrangement of help to students in their decisions in, and acclimation to, the educational plan and school life all in all (Kinra, 2008). Educational guidance is hence basic in the counselling service. Guiding students to seek after the correct sort of training is important to guarantee that the correct parity is maintained in control to meet the human asset needs of a country (Barki, & Mukhopadhyay, 2008). Educational guidance is a procedure for helping a person to design a reasonable instructive program and gain ground in it (UNESCO, 2000). The individual might be helped, for example, to pick subjects or courses, just as change in accordance with grounds setting. The student must be supported to distinguish his/her current situation in the educational system and handle what lies ahead (Hederson, & Thompson, 2011).

Development of Guidance and Counselling in Ghana

The beginning of guidance and counselling in Ghana dates back to 1995 (Ackumme 2002) when the government endeavored to sort out a national arrangement of professional guidance by building up Youth

Employment Services for all adolescent under 20 years who had the middle school leaving certificate. The system was intended to bear the cost of professional direction to help the young to find the correct work. By 1960, (Opoku, 2005), there were about thirty employment centres, and by 1962 there was such a strong need for vocational guidance that the Chief Education Officer and the Minister of Labour agreed to the establishment of a National System of Vocational Guidance.

The establishment of a National System of Vocational Guidance was an effort to make the education system mirror the economic progress and the manpower requirements of the nation since the advancement of the economy was not keeping pace with the educational growth and educational facilities were not in sync with manpower requirements of the country (Sarpong, 1974). Similarly, many youths were becoming disgruntled and unsatisfied because they could not find the jobs they desired since their training did not adequately equip them for specific occupations. In 1974, the need for meaningful education led to the implementation of a new Structure and Content of Education in Ghana which stressed, among other things, the requirements of the individual, the community in which he or she lives and the country as a whole (Ackumey, 2002). Educational reform at that time sought to bring out the best of every individual and equip them with useful skills. Therefore, in addition to the existing content, vocational, technical and business subjects were added to the school curriculum. The Ghana Education Service issued the first directive for the establishment of school guidance and counselling programmes in second cycle institutions in Ghana on November 4, 1976 (Dankwa, 1981; Counselling Centre, 1998). Two more directives were issued in 1980: one for the inclusion of guidance and counselling in the 1981/82 budget estimates and another one was in 1982 for the introduction of guidance and counselling in first cycle schools (Ackumey, 2002).

Students' Attitudes towards Guidance and Counselling Services

Poor perception of guidance and counselling programs is one of the main challenges counsellors face (Nyamwaka, Ondima, Ombaba & Magaki, 2013). Research (Mwangi, 1991) indicates that higher education students' decision to seek help is associated with varying antecedents. Sanders (1981) infers that social comparison information from family and friends has a major influence on the decision to seek help for depressed people. Perceived confidentiality can likewise influence student help-seeking attitude. Confidentiality in an educational setting is nevertheless, associated with a dilemma that involves the counsellor as a teacher and mental health provider (Lunderthal, Amaranto, Jordan & Wepman, 1984).

Gitonga (1999) also discovered that the majority of students were aware of the existence of guidance and counselling services. Awabiland Akosah, (2018) discovered a favourable attitude amongst university students in Ghana towards guidance and counselling, although they also expressed discomfort about some aspects of counselling. Similarly, Rutondoki, (2000) discovered that even though students mostly have a favourable attitude toward counselling related services, only a few are essentially conscious of the opportunities available. It further emerged in the study that some students did not use the guidance and counselling services because they felt they were proficient in resolving their problems or getting assistance from their friends. Likewise, Nyokabi and Thinguri (2015) found that majority of students knew of the prevailing guidance and counselling services in their institutions and had positive attitudes towards them. Contradictory findings have been reported (Nyamwange, Nyakan & Ondima, (2012) which found out that students did not consider counselling necessary in schools. They overwhelmingly reported a negative attitude towards guidance and counselling programmes. Contrastingly, however, students felt that available counselling resources were inadequate to meet their counselling needs. Negative attitudes towards guidance and counselling have been explained in the literature as due to the lack of value attached to guidance and counselling from students' own perspective and their ability to solve their own problems or with peers (Sandhu, 2000).

The role of the School Guidance Counsellor

In spite of the nearness of school counsellors in many colleges, their job is muddled to the benefactors of counselling services. School guides serve a crucial job in augmenting student achievement (Lapan, Gysbers & Kayson, 2007). Through initiative, backing and joint effort, school advocates elevate value and access to thorough instructive encounters for all students. School advocates bolster a protected learning condition and work to defend the human privileges of all individuals from the school network (Sandhu, 2000) and address the requirements of all students through socially significant avoidance and intercession programs that are a piece of an extensive school counselling program (Lee, 2001). School counsellors make a dream statement that characterizes what the future will resemble regarding student results (Gysbers, & Henderson, 2012). Furthermore, school counsellors make a statement of purpose that lines up with their school's mission and development objectives that characterize how the vision and mission will be estimated. Likewise, in a roundabout way, administrations are given by school advocates for students because of the school instructors' communications with others including referrals for extra help, conference and joint effort with guardians, instructors, different teachers and community associations (Stone & Dahir, 2006).

Be that as it may, most of school counsellors despite everything have showing obligations well beyond their counselling duties (Hossain, & Faisal, 2013). This double duty leaves the school counsellor with extremely constrained time to offer counselling services to students (Mumiakha, 2011; Wambu & Wickman, 2011; Ringera, 2008). Besides, moral infringement of double associations with students are normal (Schank, 1998). It is hard to construct a relationship with a student in a counselling meeting, while a similar educator is accountable for assessing the student's academic accomplishment.

Theoretical Review

Client-Centred Theory

Rogers (1951) is related with client-centred counselling; along these lines, in this way as its originator and pioneer, he has dedicated his whole expert life to the work on, instructing, research, and refinement of the methodology. It is as yet one of the most significant ways to deal with counselling. The theory is started on the supposition that people have an intrinsic self-actualizing inclination, a development towards creating limits in manners which serve to keep up and improve the individual (Thompson, 2012). By following this intrinsic drive, individuals can address their issues, build up a perspective on themselves, and advantageously connect in the public arena. This may not happen without misery or 'developing torments', yet hypothetically, if people can benefit from outside assistance to follow their inclination, they will move towards a condition of relative bliss, happiness, and general psychological adjustment (Patterson, 1992). Troubles in the personality advancement process emerge when huge individuals in our lives place a state of worth on us instead of acknowledge us genuinely. They esteem us just on the off chance that we meet certain conditions and desires (Thorne, 1992). Since people need the respect of others so as to have dignity, we endeavor to meet the desires for other people, however this frequently expects us to stifle, or overlook, our self-actualizing inclination and the chance to acknowledge and esteem ourselves unequivocally. A bogus mental self-view is made, in light of meeting the states of worth, and we at that point mutilate and deny reality in the mission to affirm our maladjustment. Client-centred counselling endeavors to order Rogers' facilitative conditions. The instructor truly acknowledges the individual guided whatever his contemplations, sentiments and conduct. Unrestricted regard is transmitted through the instructor's words and non-verbal conduct, and profound sympathetic comprehension is imparted through reflective responses. As far as ability or method, the client-centred counsellor is an ace at tuning in and pondering the intra-individual and experiential area (Rogers, 1983). On getting such counselling, customers investigate themselves and depict encounters, sentiments and perspectives which they denied, and of which they got mindful. A re-association of oneself happens and an increasingly bona fide individual develops, liberated from past guards, upsetting feelings and cluttered conduct (Rowland, 1993).

III. METHODOLOGY

The survey research approach with a quantitative research study to data collection was adopted for the study. A quantitative research study is kind of instructive research in which the analyst chooses what to contemplate; asks explicit, restricted inquiries; gathers quantifiable information from members; examines these numbers utilizing insights; and behaviors the request in a fair-minded, target way (Fischler, 2010). The researcher chose quantitative research method because, it aims to assess and measure and it is self-administered. The accessible population for this study included all students, guidance coordinators and lecturers from Kumasi Technical University in the Ashanti Region of Ghana. The total population for the study was ten thousand four hundred and sixty-five (10,465). Out of the population, ten thousand two hundred and one (10,201) were students of Kumasi Technical University in the Ashanti Region of Ghana, two hundred and sixty-two (262) lecturers, and two (2) counselling coordinators. This study used a non-probability sampling method. Battaglia (2008) notes that non-probability sampling methods give a scope of choices as far as methods that can be utilized by the researcher. The purposive sampling technique was used to select guidance and counselling coordinators, consisting of 15 lectures and 80 students from Kumasi Technical University. Additionally, the two (2) main counselling coordinators in charge of Guidance and Counselling Administration in the institution were sampled. In all a total of 97 subjects were sampled to participate in the study. Students took part in the study because they are the principal receivers of school guidance and counselling services who hold perceptions about the guidance and counselling services offered them the guidance coordinators are those in charge and implement guidance and counselling services. The study considered both primary data collection sources. Primary data was gathered using questionnaires and interview guide.

Data Collection Instruments

The study used a questionnaire to gather information from the respondents. The questionnaire contained both open-ended and close ended questions. The close ended questions accompanied reaction choices from which the respondent was required to choose. A five-point Likert scale was used to empower measurement of responses. The questionnaire was divided into two sections. Area one requested segment

information of respondents while segment two looked for reactions to questions dependent on the research objectives. The researcher personally conveyed the questionnaires to the chosen respondents. Permissions were sought from the management to conduct the study on the bank's premises. The reasons for using questionnaires was that it consists of questions and statements relating to the aims or research questions of the study which will make it possible for verification to take place (Saunders et al., 2012). Again, the use of the questionnaire ensured consistency, uniformity and stability in response. Its usage made the respondents complete answering the questionnaire at their own convenience and ensured that the respondents' greater anonymity. Both closed-ended and open-ended questions were asked. The open-ended questions allowed participants to express their views freely on issues raised (Ballou, 2011).

Pilot Testing

The study conducted a pilot test to test the adequacy of the data collection instruments to collect the required data. The study tested the questionnaire on 15 randomly selected lecturers and guidance and counselling staff of the Kumasi Technical University (KsTU). This empowered the researcher to decide the degree of comprehension and recognitions which guaranteed the improvement of the survey and interview guide by improving the wording, formatting brevity. The input acquired from the pilot testing activity empowered compelling amendment of the questionnaire to take into consideration simple understanding by all classifications and socioeconomics of respondents.

Ethical Considerations

As indicated by Denscombe (2010), it is imperative in any investigation 'to present moral perspectives' (p. 59). The researcher adhered to ethical standards firstly by seeking permission from the university authorities before commencing the research. While doing the study, the privilege of self-assurance was exceptionally maintained to permit the respondents to conclude whether to partake in the study or not. For obscurity, gender, instead of names, was utilized on the questionnaire. Nobody was pressured into taking an interest; henceforth, educated assent was looked for. The researcher guaranteed that the data given was treated confidentially; the participant's right to privacy was respected. Above all, the researcher communicated to the participants, both in writing and verbally prior the administration of the instruments, the aim behind the study. Respondents were educated that they reserved the option to pull back from support. Hence, areas, for example, educated assent, secrecy, evaluation of risk, correspondence, just as information access and possession were adhered to (Dich, McKee, & Porter, 2013).

Reliability and Validity

Reliability is a measure of how much research instruments yield reliable outcomes after rehashed preliminary (Ngitoria, 2014). Validity alludes to the degree to which a test measure what we really need to gauge (Ngitoria, 2014). The questionnaire was reliable to the extent that, it was reviewed by the researchers' supervisor. All the contribution and assessment of the researchers' supervisor was taking into consideration which was effected by the researcher. A pilot study and statistically code in SPSS was done to test the reliability test for each of the item in the questionnaire.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.984	.987	44

To test the validity of the instrument, Cronbach alpha and KMO tests were conducted. Cronbach alpha was calculated to measure the internal consistency and unwavering quality of the instrument. The Cronbach alpha came as .984 in this manner the instrument was viewed as reliable for the study.

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.922
Approx. Chi-Square	7001.347
Bartlett's Test of Sphericity	Df
	105
	Sig.
	.000

Source: Fieldwork (2019)

The Kaiser-Meyer-Olkin Measure of Sampling Adequacy is a statistic that shows the extent of change in the factors that may be brought about by basic variables. High qualities (close to 1.0) by and large demonstrate that a factor analysis might be valuable with the information. In the event that the value is under 0.70, the results of the factor analysis probably will not be very useful. The KMO value for the instrument was 0.922, which is adequate as a good value. Essentially, Bartlett's test of sphericity tests the hypothesis that the

correlation matrix is an identity matrix, which would demonstrate that the factors are inconsequential and in this way unsatisfactory for structure detection. Small values (less than 0.05) of the significance level indicate that a factor analysis might be helpful with the information. The Bartlett's test showed a significant level (sig. .000) and henceforth the instrument was acknowledged for further study.

Variable Definitions

CS = Counselling Services

RFSCS = Reasons for seeking counselling services

IATCS = Indicators of attitude towards guidance and counselling services

ASTPGCS = Appropriate Strategies to Enhance the Prospects of Guidance & Counselling Services

Reliability and Convergent Validity Check				
Variables	Cronbach's Alpha Coefficient (CA)	Rho_A	Composite Reliability (CR)	Average Variance Extracted (AVE)
CS	0.934	0.935	0.950	0.791
RFSCS	0.928	0.930	0.943	0.735
IATCS	0.895	0.902	0.917	0.613
ASTPGCS	0.860	0.862	0.900	0.642

Source: Fieldwork (2019)

The table above shows the internal reliability and convergent validity measures of this study. The results of CA of all variables ranged from 0.860 to 0.934, which is greater than the threshold 0.77. Moreover, CR and AVE were used to measure the internal consistency among the variables. The value of CR and AVE are also higher than the limit of 0.70 and 0.50 respectively which reveals that all variables are internally consistent and reliable.

Table 3.4 Discriminant validity.					
Indicators	CS	RFSCS	IATCS	CFPGCS	ASTPGCS
CS	0.783				
RFSCS	0.474	0.801			
IATCS	0.539	0.550	0.857		
ASTPGCS	0.500	0.529	0.458	0.686	0.730

** Correlation is significant at the 0.01 level (two tailed). 1 CS = Counselling Services; RFSCS= Reasons for seeking counselling services; IATGCS = Indicators of attitude towards guidance and counselling services; CFPGCS = challenges facing guidance and counselling coordinators and ASTPGCS = Appropriate strategies that can enhance the prospects of guidance and counselling services.

Additionally, discriminant validity of the model is evaluated in Table 3.4. Markers should stack more unequivocally on their own constructs than on different constructs in the model, and the normal difference shared between each constructs and its estimations ought to be more prominent than the fluctuation shared between the constructs and different constructs. The outcome demonstrates that all constructs show adequate or good discriminant legitimacy where the square foundation of AVE (diagonal) is bigger than the relationships (off-diagonal) for every single intelligent constructs.

Factor Loadings

Indices	Items	Loading Factors	Communalities	Eigen Values	Variance (%)	Cum (%)
CS	CS8	0.834	0.745			
	CS9	0.854	0.767			
	CS10	0.744	0.755			

	CS11	0.767	0.796	12.186	39.309	39.309
	CS12	0.778	0.745			
	CS13	0.879	0.666			
RFSCS	RFSCS14	0.767	0.776	2.780	8.969	48.278
	RFSCS15	0.736	0.788			
	RFSCS16	0.729	0.770			
	RFSCS17	0.723	0.620			
	RFSCS18	0.705	0.771			
	RFSCS19	0.701	0.678			
	RFSCS20	0.771	0.787			
	RFSCS21	0.687	0.676			
IATCS	IATCS	0.878	0.877	2.079	6.706	54.984
	IATCS	0.867	0.865			
	IATCS	0.888	0.834			
	IATCS	0.812	0.841			
	IATCS	0.823	0.873			
	IATCS	0.843	0.867			
ASTPGCS	ASTPGCS	0.814	0.834	1.573	5.074	65.694
	ASTPGCS	0.817	0.855			
	ASTPGCS	0.829	0.844			
	ASTPGCS	0.832	0.822			
	ASTPGCS	0.836	0.824			
	ASTPGCS	0.816	0.825			
	ASTPGCS	0.821	0.827			
	ASTPGCS	0.823	0.828			
	ASTPGCS	0.844	0.845			
	ASTPGCS	0.845	0.855			
	ASTPGCS	0.822	0.864			

Source: Fieldwork (2019)

The table above presents the factor loadings of the five latent factors. This research finds the factor loading values of all things above 0.665, which is more noteworthy than the edge 0.55. All factor loadings more prominent than the limit affirm that the rotated component matrix comprises of the last fifty five things. Likewise, the values of communalities are additionally over 0.5, which demonstrates the degree to which a thing corresponds with every single other thing. Be that as it may, these five latent factors of this study effectively clarify 65.69 percent of the effect, and Counseling Services is the most articulated (39.30 percent) in clarifying the change. It is significant that suitable systems to improve the possibilities of guidance & counselling services change has minimal effect among the five latent factors (5.07 percent).

Data Collection Procedures

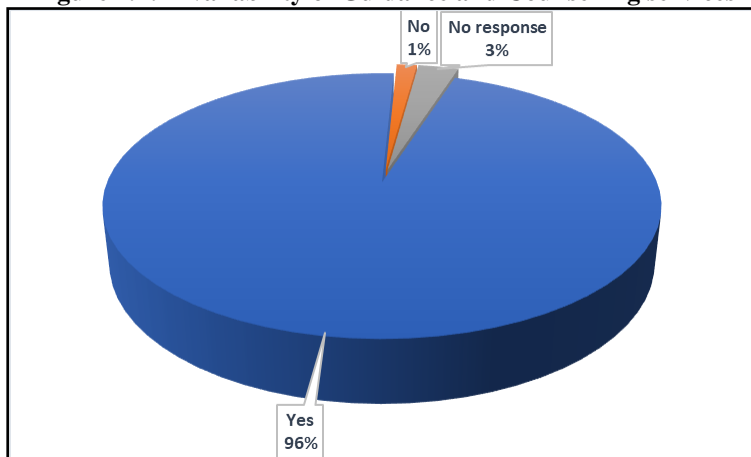
In methodology literature, there is no single rational approach or the most suitable process of analysing quantitative data. Analysis refers to and requires an ultimate choice (Barusch et al. 2011). For instance, in analysing and interpreting qualitative data, it is essential in bringing meaning to them so that they recount a consistent narrative; therefore, others may read and comprehend what has been discovered. Consequently, the data gathered was analysed by employing quantitative approaches to allow for the provision of a reasonable meaning to the study. However, the responses were compiled, edited, coded and tallied. The scores for individual respondents were aggregated across the items to reach the ultimate raw score. Manageable percentages, including frequency tables, were adopted to examine the issues.

IV. DATA ANALYSIS

Guidance and Counselling services available at KsTU

Figure 4.2 gives information concerning the availability of guidance and counselling services delivery at the KsTU.

Figure 4.1: Availability of Guidance and Counselling services



Source: Fieldwork (2019)

The respondents were asked to indicate whether guidance and counselling services are available in the institution. Summary of the responses as being shown in figure 4.2 shows that the institution has a guidance and counselling services provided to students and lecturers. This is evidenced by the fact that the overwhelming majority (96%) of the respondents responded ‘Yes’ to the question whereas 3% indicated otherwise. From the responses, it can be concluded that Kumasi Technical University (KsTU) provides its staff and students with guidance and counselling services.

Gender of guidance and counselling service providers

Table 4.3 gives a summary report of the responses given by respondents concerning the gender distribution of the guidance and counselling service providers.

Table 4.1: Gender of Guidance and Counselling Service providers

Gender	Frequency (n)	Percent (%)
Male	28	39.4
Female	42	59.2
No Response	1	1.4
Total	71	100.0

Source: Fieldwork (2019)

Following up, the respondents were asked to indicate the gender of the guidance and counselling service providers in the institution. The results have been summarized in Table 4.3, which shows that the majority (n=42, 59.2%) of the respondents pointed out that there were more females rendering guidance and counselling services to students and lecturers. Moreso, 28, representing 39.4% of the respondents, indicated that the majority of the guidance and counselling service providers were males as compared to the females. The trend of the responses implies that most of the staff in the guidance and counselling unit of the technical university are females. However, the candid opinion of the researcher who is a staff of the unit asserts that the opinion and perception of students regarding the gender distribution of personnel at the unit confirm the disposition at the unit as there are more female counsellors at the unit than male.

Gender which respondents prefer to seek assistance from

Responses regarding the gender which respondents prefer to seek assistance from is presented in table 4.4.

Table 4.2: Gender which respondents prefer to seek assistance from

Gender	Frequency (n)	Percent (%)
Male	40	56.3
Female	31	43.7
Total	71	100.0

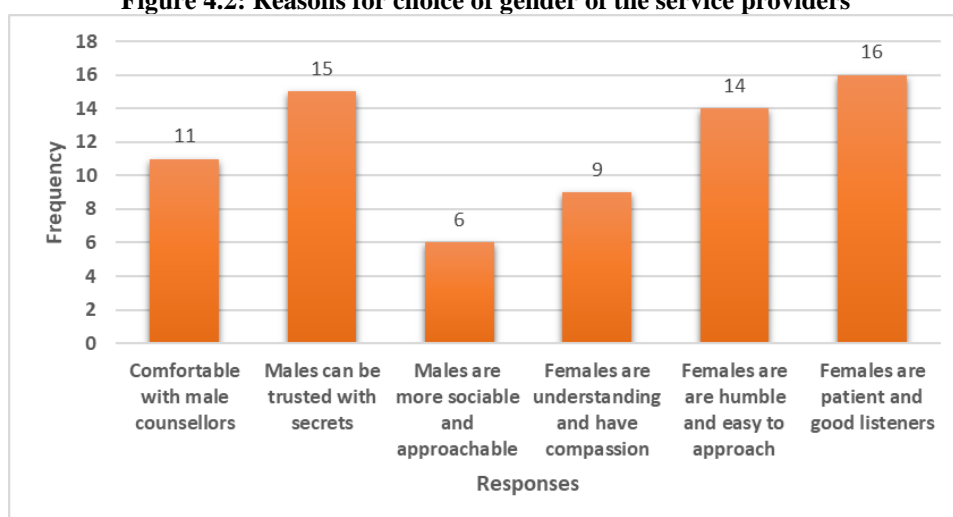
Source: Fieldwork (2019)

In Table 4.4, the respondents were asked to indicate the gender they prefer to seek assistance from whenever they face problems. From the results, it could be observed that half (n=40, 56.3%) of the respondents pointed out that they prefer to consult with the male service providers than the females. Meanwhile, 31 representing 43.7% of the respondents also stated that they prefer consulting the females than the males. From the results, it could be concluded that those who seek guidance and counselling services in the technical universities prefer to consult males than females.

Reasons for choice of gender of the service provider

Figure 4.3 presents the results regarding the reasons for which respondents prefer a particular gender over the other.

Figure 4.2: Reasons for choice of gender of the service providers



Source: Fieldwork (2019)

Figure 4.3 indicates the various reasons stated by students on why they would choose a particular gender to cater for their guidance and counselling needs. The respondents who opted for the choice of male counsellors believed that they would do that because of the following reasons: they are men, felt comfortable sharing problems with men, they are more sociable and approachable and that males can be trusted with secrets than females. However, respondents’ choice of female counsellor’s stem from the fact that they find females to be humble and easy to approach, understanding and have compassion, and are good listeners.

It could be observed from the responses that each and every participant has a peculiar reason for which they choose their guidance and counselling service provider. The most profound of the reasons given relate to keeping secrets (n=15). This implies that guidance and counselling services are preclusive encounters which must be kept as a secret; hence, confidentiality and secrecy remains a very important factor for those who seek guidance and counselling services.

Available Guidance and Counselling Services

Research question one sought to find out the guidance and counselling services available at the Kumasi Technical University. Weights were allocated to the responses ranging from Strongly Disagree to Strongly Agree (1= Strongly Disagree, 2=Disagree, 3=Unsure, 4=Agree, 5= Strongly Agree). A mean figure below .3000 was considered to be skewed towards majority disagreement whilst that over .3000 was considered to be skewed towards majority agreement. A description of these variables in terms of mean and standard deviation is interpreted in Table 4.5.

Table 4.3: Guidance and counselling services provided by the unit

Statements	N	Min.	Max.	Mean	±SD
Promotion of counselling in support of the education of students	70	1	5	4.36	1.077
Provision of personal counselling	70	1	5	3.79	1.215
Referral of students to other services and agencies based on their needs	71	1	5	3.41	1.400
Contacting parents regarding students' holistic development and other specific problems	68	1	5	3.09	1.324
Delivering talks on personal development, educational achievements, educational issues relative to students	69	1	5	4.03	1.124
Facilitating a parenting skills programme and delivering talks	70	1	5	3.67	1.259

1-strongly disagree, 2- disagree, 3- not sure, 4- agree, 5-strongly agree

Source: Fieldwork (2019)

The respondents were asked to indicate the extent of the guidance and counselling services provided by the unit in the institution. Table 4.5 presents a summary of the responses relative to the respondents' level of agreement to various guidance and counselling services offered at KsTU. The responses were measured on a 5-point Likert scale where 1=strongly disagree, 2=disagree, 3=not sure, 4=agree, 5=strongly agree. From the results, it could be observed that the majority of the respondents strongly agreed (M=4.36, ±SD=1.077) that the unit promotes counselling services in support of the education of students. In addition, the results show that the majority of the respondents (M=4.03, ±SD=1.124) strongly agreed that the guidance and counselling unit undertaking to deliver talks on personal development, educational achievements, and educational issues is relevant to students. The results further show that majority of the respondents (M=3.79, ±SD=1.215) agreed that the unit provides personal counselling to students who are going through challenges. Also, the respondents (M=3.41, ±SD=1.400) agreed that the guidance and counselling unit provides referral services for students to other services and agencies based on the needs of the students. Also, the results show that the unit is involved in facilitating parenting skills programme and delivering talks (M=3.67, ±SD=1.259). Meanwhile, the respondents (M=3.09, ±SD=1.324) maintained that the guidance and counselling unit is in contact with parents regarding students' holistic development and other specific problems. From the trend of the responses, it can be concluded that the guidance and counselling unit at KsTU promotes counselling in the school to support the education of students, deliver talks and/or contact parents on personal development, educational achievements, educational issues and development. More so, they also provide their services by referring students to other agencies based on students' needs, contact parents regarding students' holistic development and other specific problems, delivering talks on personal development, educational achievements, and educational issues relative to students and also facilitating parenting skills programme and delivering talks.

Students' Attitude towards Guidance and Counselling Services at KsTU

Research question two sought to determine students' attitudes towards guidance and counselling at the Kumasi Technical University. Weights were allocated to the responses ranging from Strongly Disagree to Strongly Agree (1-not at all, 2-to a small extent, 3-moderate extent, 4-large extent, and 5-very large extent). A mean figure below .3000 was considered to be skewed towards majority disagreement whilst that over .3000 was considered to be skewed towards majority agreement. A description of these variables in terms of mean and standard deviation is interpreted in Table 4.6.

Table 4.6: Students attitude towards guidance and counselling

Statements	N	Min.	Max.	Mean	±SD
I welcome external help when I have personal/emotional problems	70	1	5	3.87	1.393
It is difficult to talk about personal affairs with a counsellor	71	1	5	3.35	1.568
Not solving personal problems by oneself carries a burden of shame	69	1	5	3.19	1.488
I do not want people to know about my personal problems	70	1	5	3.17	1.404
I will confide in a counsellor if I have a crisis in my life	70	1	5	3.11	1.41
I would be uneasy going to a counsellor because of what some people might think	71	1	5	2.93	1.496
Seeking guidance and counselling services consumes a lot of my time and effort	70	1	5	2.87	1.464
I lack faith in the counsellors in the institution	70	1	5	2.83	1.383
At no time in future would I seek counselling help	70	1	5	2.7	1.408
Guidance and counselling services cannot build my confidence in approaching various school activities/life challenges I face	71	1	5	2.66	1.414
Concentrating on my studies helps me solve my problems	70	1	5	2.63	1.364
I would prefer counselling from a friend rather than a counsellor	68	1	5	2.63	1.505
I would not recommend a friend with a problem to see a counsellor	71	1	5	2.59	1.545

Source: Fieldwork (2019)

Table 4.6 presents a summary of the responses on the attitude of students towards guidance and counselling services offered at KsTU. Again, this was measured on the following rating; 1-not at all, 2-to a small extent, 3-moderate extent, 4-large extent, and 5-very large extent. From the responses, it could be observed that majority (M=3.87, ±SD=1.393) of the respondents agreed to a moderate extent that they would welcome external help when they have personal or emotional problems. Additionally, the majority (M=3.35, ±SD=1.568) of the respondents agreed to a moderate extent that they prefer to seek guidance and counselling services when they find it difficult to talk about personal affairs with a counsellor. Also, the respondents (M=3.35, ±SD=1.568) agreed to a moderate extent that they find it difficult to talk about personal affairs with a counsellor. Relative to not solving personal problems by oneself carrying a burden of shame, the results show that the majority (M=3.19, ±SD=1.488) of the respondents agreed to a moderate extent to that effect. The students do not also want people to know about their personal problems as they agreed to a moderate extent (M=3.17, ±SD=1.404). The majority again agreed to a moderate extent that they prefer to confide in a counsellor when they experience crisis in their lives (M=3.11, ±SD=1.141).

However, it is worth noting that majority of the respondents agreed to a small extent that concentrating on their studies helps them to solve their problems (M=2.66, ±SD=1.364). Some they also agreed to a small extent that they would rather prefer counselling from their friends rather than a counsellor (M=2.63, ±SD=1.505) while others agreed to a small extent (M=2.59, ±SD = 1.645) that they would not recommend a friend with a problem to see a counsellor. From the results, it can be concluded that relative to the attitude of students toward guidance and counselling services in the institution, it is observed that students would welcome help when they have personal problems. However, they find it difficult to talk about personal affairs with counsellors and that they believe that they refrain from seeking counselling because they consider it as an indication of their inability to solve their problems. Others also do not want people to know about their personal problems and also would only consult a counsellor when they have crisis in their lives.

Suggestions from Respondents

From the responses, they were asked to make suggestions regarding what must be done to improve the guidance and counselling practice in the university. Analysis of the responses shows that most of the coordinators believe that the provision of offices as well as equipping them with more computers and projectors will help them to prepare and organize seminars on issues that affect students. Selected comments have been given below;

“We need more administrative backing. That is the first thing, and beyond that, we need more offices here to be able to host more students at a go. Sometimes when you have more than one student coming in where to host the others becomes a challenge, and we know that effective guidance and counselling is characterized by privacy, and that could be one of the problems that make some of the students shy away from accessing this facility...”

[Respondent 4]

“We want to go round; maybe class by class to do presentations on certain issues that we feel are bothering the student body. Like relationship talks, the cases we often receive concern that but we are unable to do it because there is no space on the timetable for us and doing that means you have to break into someone’s class but they normally won’t let you take their instructional time like that...” [Respondent 5]

From the results, it can be concluded that the guidance and counselling coordinators suggest that the university provide them with more offices and also create space for guidance and counselling on the timetable so that they could have constant interactive sessions with the student body. More so they prefer to have more computers and other logistics to help them prepare better (research) for clients.

V. DISCUSSION OF RESULTS

Guidance and Counselling Services Available at KsTU

The study made notable findings which have been discussed in the light of existing literature. The study found that majority of the staff at the guidance and counselling unit at KsTU are female. It is however surprising that most of the respondents prefer to seek guidance and counselling services from males (See Table 4.3). It was also observed that KsTU has an available unit dedicated solely to provide guidance and counselling services to stakeholders (see Figure 4.2). This finding is consistent with the purpose of guidance and counselling in higher education as indicated by Bastedo, Altbach and Gumpert (2016) who kept up that having guidance and counselling in advanced education is to help the way toward training students for the country's labor needs at the center and upper levels; urging them to secure legitimate qualities for endurance and national turn of events and upgrading their total improvement to empower them to assume appropriate leadership roles. That notwithstanding, the study found that those who patronize guidance and counselling services do so for peculiar reasons, and the reasons have to do with keeping secrets and ensuring confidentiality (See Figure 4.3). This finding is consistent with the works of Bowen (2013) who pointed out that the challenges among students in higher institutions incorporate issues related with late puberty and early adulthood, change in accordance with the independent life in the tertiary organizations and groundwork for life outside the educational system. It can thus be said that it is for these challenges that students and other members of the university community seek guidance and counselling services for support.

The study noted that the guidance and counselling unit at KsTU promotes counselling in the school to support the education of students, deliver talks and/or contact parents on their personal development, educational achievements, educational issues as well as development. Also, provide services by referring students to other agencies based on students' needs, contact parents regarding students' holistic development and other specific problems, delivering talks on personal development, educational achievements, and educational issues relative to students and also facilitating parenting skills programme and delivering talks (See Table 4.5). This finding is in sync with the works of Lunenburg (2010) on guidance and counselling which described the objective of guidance and counselling in higher educational institutions to include the development of students' skills for better self-understanding; equipping students with skills for self-improvement both at school and later in life; assisting students in adjusting to the life and culture of their tertiary institution.

The coordinators, indicated that those who patronize the services of the guidance and counselling unit mostly report issues concerning their relationships. They also reported that they mainly provide guidance and counselling on relationships, career, mental health, substance abuse, learning difficulties, emotional traumas, depressions, rehabilitation for those who have gone through destructive experiences and marriage or family counselling. For this reason, Bholaa and Raguram (2016) and Keats and Laitsch (2010) admonished that with such variability in training qualifications, the question that asks for answer is whether school instructors are decidedly ready to help the academic, profession, and individual/social issues influencing students.

Furthermore, the study found out that students and other stakeholders seek guidance and counselling services, which are mainly academic, career, drug or alcohol, financial and economic related (see Table 4.6). Again, this finding in part corroborates the findings of Mghweno, Mghweno and Baguma (2013) who maintained that the objective of guidance and counselling is to afford information to students on family life education, highlight dangers inherent in social vices such as secret cults, vandalism, help students develop better interpersonal skills, equip students with knowledge, attitude and skills for developing adequate social skills and assist students in developing effective time management skills. On the side of academic work Adebowale and Popoola (2011) postulated that when higher education providers in most countries admit students on a massive

scale, guidance and counselling provides assistance to first-year students to overcome their acclimatisation-related problems and personal and interpersonal difficulties which may contribute to study failure. They are also helped to get their bearings in the courses and employment opportunities available.

Again, the study noted that students do not resort to guidance and counselling services for the fear, lack of trust as well as confidence in the counsellors in the unit. Others do not seek the services due to their preferences of seeking counselling services elsewhere and the gender of the guidance and counselling coordinator also influences their decision to seek the services of guidance and counselling service providers. Also, others asserted that they do not go for the services because it is difficult to see or meet the counsellors at the unit (See Table 4.7). As pointed out by Mwangi (1991), higher education students' decision to seek help is associated with varying antecedents. The study observed some of those antecedents which describe the attitude of students towards guidance and counselling.

Students' Attitudes towards Guidance and Counselling Services at KsTU

On the attitude of students toward guidance and counselling services in the institution, the study noted that students would welcome help when they have personal problems. On the contrary, it was further found that students find it difficult to talk about personal affairs with counsellors and that they believe that they refrain from seeking counselling because they consider it as an indication of their inability to solve their problems. Others also do not want people to know about their personal problems and also would only consult a counsellor when they have a crisis in their lives (See Table 4.9). This finding corroborates the statement of Sanders (1981), who inferred that social comparison information from family and friends has a major influence on students' decision to seek help. Again, most of the students lack confidence. On this Lunderthal, Amaranto and Wepman (1984) suggest that perceived confidentiality can influence students' help-seeking attitude.

However, Rutondoki (2000) found that even though students mostly have a favourable attitude toward counselling related services, only a few are essentially conscious of the opportunities available. Effective provision of guidance and counselling services at KsTU is hampered by students and teachers' negative attitude towards guidance and counselling services, the lack of offices and rooms/other resources to carry out guidance and counselling activities and the teacher's workload. The study again found that the students believe that guidance and counselling should be given a strategic recognition through relevant planning, policies and procedures. Also, there should be an integrated approach to, and shared understanding of, guidance and counselling services in the institution. There has to be more of self-review of the provision of guidance and counselling services, and there should be government support for guidance and counselling in the institution.

Summary of the Study

The purpose of the study was to assess the prevalence and patronage of guidance and counselling services. The study was the Kumasi Technical University (KsTU), and the survey method approach was adopted as the research design for the study. A total number of 97 participants were involved in the conduct of the study with 80 of them being students, 15 being guidance and counselling coordinators at the KsTU and the two main guidance and counselling facilitators at the counselling unit. Questionnaires were sent to 80 students but the 15 coordinators were interviewed and the two main guidance and counselling facilitators at the counselling unit. The study made significant findings, based on which important recommendations were proposed. The summary of the key findings have been presented below.

Findings of the Study

Availability of Guidance and Counselling at KsTU

Research question one sought to find out the guidance and counselling services available at the Kumasi Technical University. The study showed that the majority of the respondents strongly agreed ($M=4.36$, $\pm SD=1.077$) that the unit promotes counselling services in support of the education of students. In addition, the results show that the majority of the respondents ($M=4.03$, $\pm SD=1.124$) strongly agreed that the guidance and counselling unit undertaking to deliver talks on personal development, educational achievements, and educational issues is relevant to students. The results further show that majority of the respondents ($M=3.79$, $\pm SD=1.215$) agreed that the unit provides personal counselling to students who are going through challenges. Also, the respondents ($M=3.41$, $\pm SD=1.400$) agreed that the guidance and counselling unit provides referral services for students to other services and agencies based on the needs of the students. Also, the results show that the unit is involved in facilitating parenting skills programme and delivering talks ($M=3.67$, $\pm SD=1.259$). Meanwhile, the respondents ($M=3.09$, $\pm SD=1.324$) maintained that the guidance and counselling unit is in contact with parents regarding students' holistic development and other specific problems.

Students' Attitude towards Guidance and Counselling Services at KsTU

Research question two sought to determine students' attitudes towards guidance and counselling at the Kumasi Technical University. The study showed that majority ($M=3.87$, $\pm SD=1.393$) of the respondents agreed

to a moderate extent that they would welcome external help when they have personal or emotional problems. Additionally, the majority ($M=3.35, \pm SD=1.568$) of the respondents agreed to a moderate extent that they prefer to seek guidance and counselling services when they find it difficult to talk about personal affairs with a counsellor. Also, the respondents ($M=3.35, \pm SD=1.568$) agreed to a moderate extent that they find it difficult to talk about personal affairs with a counsellor. Relative to not solving personal problems by oneself carrying a burden of shame, the results show that the majority ($M=3.19, \pm SD=1.488$) of the respondents agreed to a moderate extent to that effect. The students do not also want people to know about their personal problems as they agreed to a moderate extent ($M=3.17, \pm SD=1.404$). The majority again agreed to a moderate extent that they prefer to confide in a counsellor when they experience crisis in their lives ($M=3.11, \pm SD=1.141$).

VI. CONCLUSIONS

Most of the staff in the guidance and counselling unit of the technical university are females and students who seek guidance and counselling services in the technical universities rather prefer to consult males but not females. Students patronize guidance and counselling services based on the assurance of secrecy and that guidance and counselling coordinators promote counselling in the school to support the education of students, deliver talks and/or contact parents on personal development, educational achievements, educational issues as well as development of positive decision making. Students seeking guidance and counselling services are mainly based on academic, career, drug or alcohol, financial and economic related problems. However, most of the students do not seek guidance and counselling services due to fear, lack of trust and confidence in the counsellors at KsTU, preferences for seeking counselling services elsewhere and the gender of the guidance and counselling coordinator. Regarding students' attitude towards guidance and counselling, students would welcome help when they have personal problems, and they find it difficult to talk about personal affairs with counsellors. This is in addition to what they believe in seeking counselling because they consider it as an indication of their inability to solve their problems. Others also do not want people to know about their personal problems and also would only consult a counsellor when they have crisis in their lives.

VII. RECOMMENDATIONS

The study showed that most of the staff in the guidance and counselling unit of the technical university are females and students who seek guidance and counselling services in the technical universities rather prefer to consult males. In view of this, the study recommends that management of the University takes measures to ensure a healthy mix of male to female staff at the guidance and counselling unit to give students the needed gender options in counsellors when the need to access a counsellor becomes necessary. The study showed that most of the students do not seek guidance and counselling services due to fear, lack of trust and confidence in the counsellors at KsTU, preferences for seeking counselling services elsewhere and the gender of the guidance and counselling coordinator. In order to alleviate this psychological block, the study recommends that management conduct reorientation programmes and students education and awareness campaigns to change the prevailing negative perception regarding guidance and counselling in the school and usher in a new period of trust for school counsellors, to enable the guidance and counselling unit become as effective as it was thought out to be. The study showed that students seeking guidance and counselling services is mainly based on academic, career, drug or alcohol, financial and economic related problems. This showed that only a select range of issues make up the majority of the issues that require the expertise of the guidance and counselling unit. To ensure that counsellors are on top of these issues and are able to provide expert services that meet students' expectation and improve the reputation of the counselling unit, the study recommends that management of the university continuously provides training to the counselling staff, to improve their professional capacity and the overall effectiveness of the counselling unit.

Suggestions for Further Studies

The purpose of the study was to assess the prevalence and patronage of guidance and counselling services at Kumasi Technical University. This study was limited in scope as it was a single case study, Kumasi Technical University; hence, it is suggested that up and coming researchers with the intention of going into related studies should expand the scope to other educational institutions.

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Conflict of Interest

There is no conflict of interest in this study.

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