UNIVERSITY FOR DEVELOPMENT STUDIES, TAMALE

FACULTY OF EDUCATION

ASSESSING THE IMPACT OF IN-SERVICE TRAINING ON SCHOOL COUNSELLORS OF THE SAGNARIGU DISTRICT DIRECTORATE OF THE GHANA EDUCATION SERVICE

ISSAH JULIET NAMAO

UDS/MTD/0032/14

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UNIVERSITY FOR DEVELOPMENT STUDIES

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DEGREE IN TRAINING AND DEVELOPMENT

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DECLARATION

CANDIDATE'S DECLARATION

I, hereby declare that this thesis is the result of my own original research. With the exception of quotation and references contained in published works which have all been identified and acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole for another degree elsewhere

Candidate's Name: Issah Juliet Namao

Signature………………………….. Date: ……………………………..

SUPERVISOR'S DECLARATION

We hereby declare that the preparation and presentation of this thesis was supervised in accordance with the guideline and supervision of thesis laid down by the University of Education

Supervisor's Name: Dr. Issaka Cecilia Alimatu

Signature………………………………… Date…………………………….

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ABSTRACT

The study was an assessment of in-service training for school counsellors in Sagnarigu District. A mixed method design was used in the study. A population of sixteen people (Counsellors and Headmasters) was involved. Interview guide and questionnaire were the instruments for collecting data. School counsellors and Head Masters responded to the questionnaires while key informants were interviewed. The researcher personally administered the questionnaires and conducted the interviews.

The study revealed that: counselors had inadequate access to in-service training in the District, the few organized in-service training did not address the needs of counselors, inadequate resources affected the frequency and quality of in-service training for school counsellors, and that in-service trainings, when organized, were less involving and lecture based.

Following these findings it was recommended, among others, that; the Ghana Education Service should make Staff development   an on-going process; and that the district directorate in collaboration with the regional directorate should collaborate with the NGOs within the district who are interested in matters of in-service training for school counsellors.

DEDICATION

This dissertation is dedicated to my husband, Mr.AbubakariAbdallah Baba for his immense sacrifice, love, care and resources committed during this study, my mother, Madam Amos Elizabeth Wenawome and my children, Diana, Majida, Kasi, Mandeeya, Anamzooya, Divellah and Wuntiti.

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CHAPTER ONE

1.0 INTRODUCTION

1.1 Overview

Counselling is defined as a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals (Kozlowski and Huss, 2013).The counselling profession has been in existence in all countries throughout the world. Currently, in both developed and developing countries, approaches to school counselling have become more systematised and formalised (Hargreaves, 2003). As a result, all professional school counsellors are expected to go through some initial training and induction. In this type of training, students are made to go through a particular type of programme which has the aim of achieving the set goals of the country's education system. This happens in both developed and the developing countries. To cite an example, in England and Wales, the INSET/CPD of school counsellors has been carried out for the various categories of students and counsellors in training not only in basic and secondary schools but also in the universities. Thus as far back as 1902, training colleges provided professional training courses while the universities provided academic courses leading to degrees (Dent, 2000). The United States of America, Canada and New Zealand have their school counsellors training models.

Again, in Bangladesh, the "education for all" policy yielded good results as enrolment in primary schools rose from 76% in 1991 to 97% in 2001 (Hargreaves, 2003). Other programmes related to quality training for school counsellors were all geared towards

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academic, social and career counselling; this eventually affected the teaching overall quality of school counselling.

Similarly, in Vietnam, the Lower Secondary Education Programme has the aim of making the programme more sustainable by improving the quality of teachers and school counsellors. This has been possible, among others, "through institutionalising regular in-service training and improving the effects of quality training institutions in addressing trainees' needs". In Botswana, there is a growing demand for short courses to upgrade and refresh the skills of the workforce.

In Africa, closer look at the INSET programme by Manu (1993) suggested that INSET mostly focused on programme implementation and helping participants to pass their promotion examinations. Such programmes are mostly organised by unions such as the Ghana National Association of Teachers (GNAT), The Nigerian Union of Teachers (NUT) Teacher Education Division, the Institute of Education, the Institute of Educational Planning and Administration and the District and Regional Education Office. Other researchers, like Day (2001), assert that INSET/CPD consists of all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school which contributes to the quality of education in the classroom.

Every educational process must have qualified counselling coordinators as a portion of the ingredients essential for the goals of the process to be measured and achieved (2001). The professionals responsible for the process must equally be accorded a very high priority. Generally, it could be argued that the nature of the counselling profession makes it expedient and imperative for all counselling coordinators to engage in

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continuing career-long professional training. One must not forget that specific needs and the ways in which they could be sorted out will differ according to circumstance, personal and professional histories and current dispositions. School counsellors should therefore be encouraged to participate in a wide range of informal and formal activities which will help them in processes of review, renewal, enhancement of thinking and practice and more especially, being committed both in mind and heart (Dent, 2000).

One must not lose sight of the fact that one major function of all school counsellors is to help students understand themselves and make informed choices. Counsellors should also guide their students to embrace lifelong learning as this could go a long way to build the appropriate human resources for the nation. With this in mind, there is therefore the need for all school counsellors to show commitment in their job and enthusiasm for continuing professional development (CPD). This is because CPD will assist all counsellors to keep abreast of changes in their own countries and in other parts of the world. Again, it would enable them to have an awareness of the curricula and instructional modes. CPD is essential because it can help maintain and enhance the quality of school counsellors and the tasks that are performed by the heads of the various institutions (Hargreaves, 2003). It therefore includes, among other things, learning from experience, becoming competent and developing in the whole area of guidance and counselling. It also includes the more formal accelerated learning opportunities available through internally and externally generated in-service education and training activities.

In Ghana, the Ministries of education have historically, as part of their main functions, provided opportunities for in-service training for school counsellors, irrespective of

their certification – both to complement pre-service counselling education provisions and to improve on the quality of school counselling and counsellors. However, baseline data is lacking on the nature and efficacy of these in-service programmes across countries of which Ghana is not an exception.

1.2 Statement of the problem

School Counsellors, like all other professionals, need to undergo a Continuing Professional Development (CPD) programmes in order to keep abreast with trends in the profession. Even though CPD can be achieved through reading and short courses in the area, the traditional way in which professionals receive CPD is through in-service training. Lack of access to further development for any profession has its negative effects. In-service training of coordinators for school counselling activities has generally been one major concern for the Ghana Education Service for building a sustainable programme that seeks to remain true to their goals. However, the recent unrest in our schools where students are engaged in a lot of social vices like drug abuse, scamming, rioting, premarital sex, and an inability to choose courses that will brighten their career paths makes one wonder if school counselling services are available and if they are whether those charge to dispense such services are properly trained to do so. Sometimes initial training or pre-service training alone is not enough. School counsellors need to be continually trained in order to be abreast with current counselling techniques and methods.

Many researchers have looked at the impact of in-service training on workers but have limited it to other professionals like classroom teachers, administrators or accountants.

The researcher therefore seeks to fill this gap by looking at the availability and quality of in-service training to counselling coordinators in the Sagnarigu District and how this impacts on their outputs.

1.3 Research Questions

1. To what extent do school counsellors have access to in-service training?

2. What are the types of in-service programmes provided to school counsellors?

3. What is the influence of training programmes on school counsellors in meeting the needs of students?

4. What are the problems that militate against regular staff development for school counsellors in the Sagnarigu District?

5. What should be the content of the in-service programme that are provided to school counsellors?

1.4. Research Objectives

The following questions were raised to guide the study:

1. To assess access of in-service training to school counsellors

2. To examine the types of in-service programmes provided to school counsellors by Ghana Education Service.

3. To determine the influence of training programmes on school counsellors in meeting the needs of students

4. To ascertain barriers to effective staff development for school counsellors

5. To determine the content of in-service training programmes needed by school counsellors.

1.5. Significance of the Study

The study is significant in five ways, it:

- will provide input that will assist Ghana Education Service (GES) and other stakeholders in designing suitable in-service education for school counselling coordinators.

- will provide statistics on the nature and extent of participation of school counselling coordinators in in-service training programmes.

- will established the importance of staff development programmes for school counselling coordinators.

- gives an insight into the importance of in-service training programmes to staff development especially for school counselling coordinators.

- Stimulates further research into staff development needs of school counselling coordinators in Ghana

- bring out the inherent challenges for organizing and attending in-service training programmes in Ghana.

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1.6 Purpose of the Study

The Purpose of the study is to assess the impact of in-service training on school counsellors of the Sagnarigu District Directorate of the Ghana Education Service

1.6 Operationalisation of Key Terms

For the purposes of this study, the following terms are defined as follows:

1.6.1 Challenges: Having a specified handicap, lacking in something, lacking in a specified quality or characteristics.

1.6.2 Coordinator: A trained teacher in charge of the counseling programme in a District

1.6.3 Counseling: It is a relationship between a professionally trained counselor and a client who is seeking help in greater self-understanding and improving decision-making and behavior change skills for problem resolution and/or developmental growth.

1.6.4 Curriculum: The subject taught at an educational institution or the elements taught in a particular subject in this case in counseling.

1.6.5 Guidance: Guidance is the process of helping a person to develop and accept an integrated and adequate picture of himself and of his role in the world of work, to test his concept against reality and to convert it into reality with satisfaction to himself and the benefit of society.

1.6.6 Introspection: The detailed mental self-examination of feelings, thoughts and motives.

1.6.7 Maladaptive: Badly adapted, unsuitable for or poorly adapted to a particular situation function or purpose.

1.6.8 Mis-Education: Education that is wrong, opposite and lacks future.

1.6.9 Training

Training will be understood as any learning activity, which is directed towards the acquisition of specific knowledge and skills for the purposes of a task in a given organization. In this context, training is any activity which is purposefully structured by management working in collaboration or by external agents acting on behalf of management aimed at developing the skills knowledge and attitudes of staff for effective performance (Tyson and York, 1990).

1.7   Capacity Development

This shall be used to refer to any system put in place by Ghana Education service to enhance the strength and performance of its staff. This does not contrast the assertion put forward by Lynton, Rolf and Udai (1979) that development is about total growth of knowledge, experience and abilities of the individual, which represents the development of the "whole person" as one progresses towards his/her ultimate potential.

1.8 In-service training

This is the kind of training provided to workers while they are on the job in order to enhance their capacity and update their knowledge and skills.

1.9. Organisation of the Study

Chapter One introduces the research study in terms of its background and gives a glimpse of the overall focus and research approach of the study. Chapter two will follow with a presentation of relevant literature. The review will lead to the development of the study's conceptual or theoretical frame work. Chapter three will

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then be the methodology employed in the study, the research design, tools and analysis will be discussed in detail in chapter three. Analysis of the results and presentations of the findings will be captured in chapter four. The final chapter which is chapter five will summarize the key findings of the study, draw conclusions based on findings and recommendations of the study.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

Literature reviewed looked at the theoretical context within which the analysis of the data will be situated. It reviews the various post-training theories which are synergized to give a concrete foundation to the study and also provides a conceptual framework which makes it easy for understanding the concepts used in this study.

2.2 Theoretical Framework

Definition of theory appears to vary between disciplines (Becher, 1989). However, a definition that is appropriate to the study is that theory is an organised system of acceptable knowledge that applies in a variety of circumstances to explain a specific set of phenomena. Santrock, (1998) observed that researchers use theories as a tool to guide them in their observations and to generate new information. On these bases, this research will be located within the change theory of in-service training.

The theory underpinning the study is the change theory propounded in the early 1940s by Lewin Kurt, a German administrator. The theory emphasises the linkage between pre-training, training and post-training. Relating change theory to in-service training, the theory seeks to say that no matter the extent of the counsellor's knowledge there is always something new to learn about counselling. Thus, the essence of updating counsellor's knowledge is not necessarily to correct personal inadequacies on the part of the counsellor but rather to seek greater fulfilment as a practitioner on the field (Garuba: 2004).

The theory of change is predicated on the fact that society is dynamic, knowledge, method, approaches are changing. INSETS as viewed by this approach is designed to equip school counsellors with new skills required for coping with emerging trends and demands of counselling. No matter the efficiency of the pre-service or initial training counsellors receive, there will necessarily be areas of inadequacies (NFME 1998). Based on that, in-service training is described as a type of education that is aimed at remedying the deficiencies in every aspect of human existence (Anyanwu, Omole, and Akintayo 1998). Reacting to this position, Garuba (2004) posits that the major problem with this deficiency approach to in-service education is that though, the possibility of having some missing links in the pre-service training received by the counsellor could be there, the fact still remains that however adequate pre-service training is, its continued relevance can still be called to question, especially in the face of changing social needs and demands of living in the modern world of technological advancement. Hence, the need for update of counselling knowledge and currency even if pre-service training is adjudged comprehensive.

2.3 Conceptual Framework
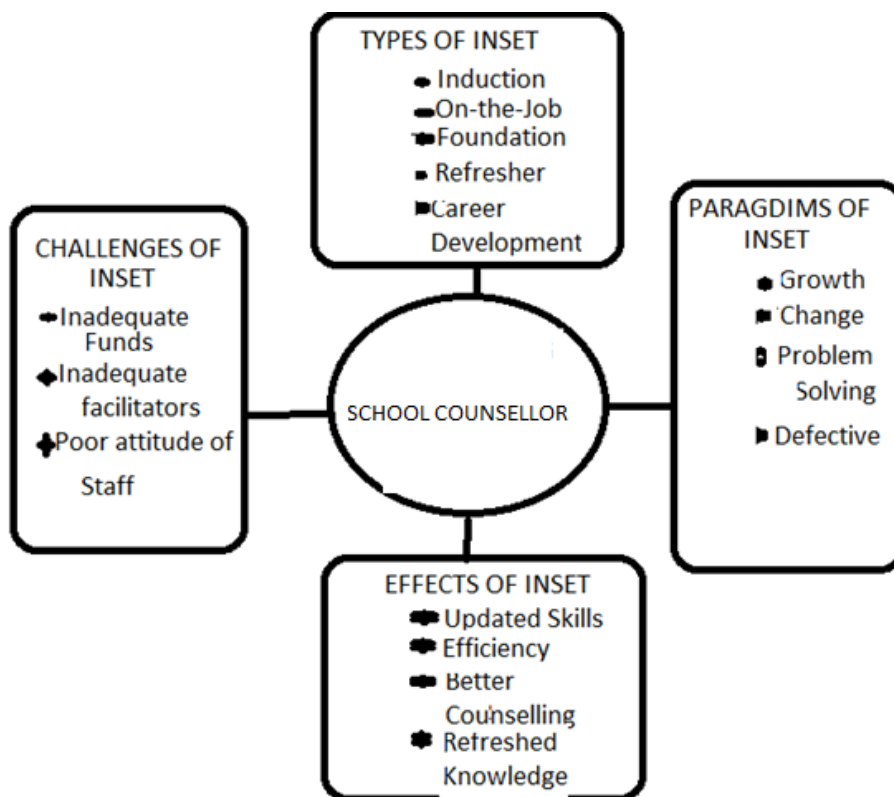
Figure 2.1: Conceptual framework
SOURCE: Author's Concept

As indicated above, school counsellors like any other professionals need to constantly update their skills and knowledge through in-service training. Facilitators could choose the type of in-service training such as induction, which is given at the beginning of the job, on-the- job training which is given while one is already into counselling but need to learn something that he or she might not have learnt during pre-training, foundation training which is needed to ground the counsellors in trending counselling methods, refresher training which is meant to renew what was learnt already and career development which aims at advancing the school

counsellor's counselling career. In-service training is important because it leads to growth in the field of counselling, correct defects that were left during pre-training, change obsolete counselling procedures and enable the school counsellor to tackle unusual counselling problems that may occur. As a matter of fact in-service training rotates along these paradigms of growth, change, problem solving and correcting defects.

As stated by Becher, (1989), various writers view in-service training based on their philosophical background. Eraut, (1993) locates in-service activities as arising from change paradigm and problem solving paradigm. He argues that the change-paradigm is based on the assumption that every educational system should change with the culture, economic and technological change in the society for schools to keep abreast with the changing demands of the time. The author further contrasts the change paradigm with the problem solving paradigm and argues that because education is an inherently difficult and complex process, problems will inevitably arise in individual schools and classrooms which can best be diagnosed by counsellors who are mostly concerned since they know the students and context sufficiently well. He concludes that effective change will only occur in the classroom if counsellors who are concerned are involved through the process of in-service training.

Jackson (1972) also contrasts two in-service training activities –the 'defect approach' and 'the growth approach'. He argues that the defect approach is based upon the assumption that counsellors are deficient in their training, subject matter and educational development, as such in-service activities are directed toward equipping

counsellors with specific skills. Conversely, the growth-paradigm is based on the assumption that counselling is complex and has a lot of multifaceted activities about which there is more to learn and the main source of knowledge about counselling is real experience with clients backed by reflection. The implication of this is that counsellors need constant development in order to keep abreast with changing needs of clients.

Effective in-service training could lead to updated skills, efficiency of counsellors and an improvement in the academic performance of students, psycho-social formation of students and informed career choices. Challenges like, lack of funds, inadequate manpower and apathy on the part of counsellors cannot be ignored

2.4 In-service Training of Counselling Coordinators

In-service training is the bedrock on which every job strives, since it is meant to change the attitude of employees by empowering them to fit in the fast changing technological work environment. In the regard, Avoke (2002) emphasises the need for continuous staff training to keep staff abreast of the current job demands and to enable them acquire the requisite experience. The author explains further that lack of experiences and education on the part of staff are potential factors for compromising the quality of care and service generally to those pupils within their specific setting. However, very little has been done in that regard. Jones, (1993) notes that although American special education teacher educations increasingly are involved in in-service for teacher of the deaf, in other countries, the professional literature offers little information for those planning such activities. Jones further states that "A 25 year ERIC search using the descriptors "in-service education" and "international" turn up

only three journals articles and a handful of ERIC documents. Only one of these addressed school counselling". Avoke, and Yepkle, (2004) concurred that literature on staff training relating to school counselling is scant, citing Upton (1991) survey of literature revealed that staff training is a relatively ignored topic both in general literature and research. In-service staff training as a topic always features in journals but rarely forms the basis of research and constitutes the contents of very few books indeed (Upton cited in Avoke et al 2004: Jones, 1993).

In a survey conducted on school counselling by Maurice (2003), findings revealed that 23 (62%) respondents from JSS/Sec Tech schools said they have attended in-service for school counselling in less than one (1) year. Fourteen (83.3%) confirmed they attended INSET, seminars or workshops for school counsellors in less than one year. However school counselling coordinators interviewed said INSET and workshops were not specifically for school counsellors but for teachers in general.

A baseline study conducted in Ghana revealed that, although in-service activities at the school and district level had increased in the last few years, it does not reflect a change work output, especially in counselling services (GES, 2007). The Ghana Education Service developed a framework for in-service training policy for school counselling with support from Japanese International Cooperation Agency (JICA). The aim is to establish an institutionalised structure for school counsellors' continuous professional development (CPD). From the study, it has been noted that INSET in Ghana is often conducted like a pre-service training programme. Both novice and experienced counsellors are trained with predetermined training contents regardless of their

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different training needs, this sourcebook did not however give a clue as to what constitute effective in-service.

Studies made by Kells, Jamison, Burrello, and Orbaugh (2005) identify six major observations about what constitutes effective in-service education.

A. In-service education should be designed so that programs are integrated into and supported by the organization within which they function. In other words the school should draw up the plans for in-service and then provide the resources to carry out the plan.

B. In-service education programs should be designed to result in collaborative programs. That means that teachers, administrators, supervisors, nonteaching staff, students, etc. should participate.

C. In-service education programs should be grounded in the needs of the participants.

D. In-service education programs should be responsive to changing needs.

E. In-service education programs should be accessible to all potential participants in terms of time and place.

F. In-service education activities should be evaluated over time and be compatible with the underlying philosophy and approach of the district.

2.5 Professional Development Programmes for Counselling Coordinators

The success or failure of school education to a very large extent depends on the quality and abilities of teachers. Therefore in order to improve these, it is imperative to promote systemic policies on the job training to ensure staff development.

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Society demands more of its schools and teachers and school counsellors than ever before. It expects them to provide broader access to high quality teaching, for an increasingly diverse student body, often with specific needs. In a rapidly-changing world, demands on school counsellors are also dynamic. To stay ahead, in-service training as a component of staff development must take place on a regular basis, so that counsellors are "reflective practitioners" in their field of practice (Hargreaves, 2003).

Staff development is a lifelong process which provides a vision for development of professional knowledge and skills among counsellors. It helps school counsellors to learn new roles and strategies that can improve student's achievement. According to the thesaurus of the Educational Resources information centre (ERIC) data base, professional development refers to range of activities "these activities may include individual development, continuing education and in-service education and training as well as curriculum writing, peer collaboration and study group.

Fullan (1991) expands the definition to include "the sum total of formal and informal learning experiences throughout ones career from pre-service teacher education to retirement (p 21).

Nicolas (1998) suggests that since staff development programmes necessitates an investment of time and money, it makes sense to analyse programmes and think the philosophy that guides it. The author further suggests that one way to test programme effectiveness is to ask participants to give you a list of three topics each of their interest and that will provide a baseline with which to measure the past programmes and plan future ones. He also believes a further test to examine the approaches used could be of immersed help by asking yourself questions such as:

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- What was the format of staff development programme during the past years?

- Were there any programmes that counsellors could attend on voluntary basis?

- Were there preparation and follow up activities?

- Was there an evaluation after each programme?

In short, Nicolas is suggesting that in planning staff development programmes, immediate feedback from participants is important and even important are written feedbacks which serve as permanent records of the thoughts of that moment that can be referred to later. To him, a simple standard evaluation that could be helpful should include the following;

- Topic (timeliness/ relevance)

- Presenter (knowledge/ methodology)

- Length (lecture /small groups)

- Pre-program activities/preparation

- Follow-up activities.

At the James H. Boyd Elementary school, Elwood school District, Huntington, New York., Vann, (1991) explained that staff development programme workshops are run simultaneously, which would allow for diversity of interest. For example an afternoon programme might begin with refreshment and an opportunity for the entire staff to socialise. Following this, teachers could then join an interest group of choice. According to Vann the groups are based on needs assessment done earlier and so for instance while one group might explore the concept of cooperative teaching, another

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might explore writing across the curriculum, and a third group explore the use of computer in the classroom. At the end of the programme, a wrap-up session could bring everyone together to share classroom application of materials covered. This model the writer believes would require more initial planning, but the results would be worth the time invested by stating that staff development programmes that provide both variety and choice creates an atmosphere of support and confidence. They cater for professionals of all ages and can pursue topics that will inform, challenge, and enhance our classroom atmosphere.

Taylor, cited in Mccormick & James (1990), argue that professional development and personal development are not distinguishable processes but one and the same thing. For that reason programmes of teachers' education need to recognise and respect individual teachers' responsibility for their own growth. If they fail in this, they are likely to be ineffective and encourage forms of organisation and control that are essentially unprofessional in their character and consequences. He concludes that one of the essential purposes of every kind of organisational provision must be to establish, maintain and enhance the teacher's own commitment to his own education and this applies to counsellors.

The traditional notion of professional development as a one-time affair in one's career (which relates to pre-service education) has undergone considerable changes in the past years to continuous updating and learning with a life-time professional development/learning schema. Professional development is seen as related to professional practice and culture of continuous learning within a learning organisation. Guskey (1999) provides a sound conceptual clarification on professional

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development i.e. "those processes and activities designed to enhance the professional knowledge, skills, and attitudes of educators so that they might, in turn, improve the learning of students. It also involves learning how to redesign educational structures and cultures" (p.16). He also argues that the deficiency approach (i.e. professional development activities to contribute to make up one's deficiencies of knowledge and skills) is itself deficient, and should cover a wider canvas of continuing professional development (CPD) which is intentional, ongoing and systemic, and so as to keep pace with the emerging knowledge base of the profession and its conceptual and craft skills.

Most strategies fail to take these differences into account and consequently fail to be effective for many counsellors. Most approaches still fail to value, and consequently fail to involve, the veteran counsellor and they fail to appreciate the nature of the varying life circumstances of different counsellors as these relate to the counsellor as a person.

Rugg, cited in Lauwerys (1966) on Teacher Training Institutions, claims that whatever the future role of the teacher and of his teacher, men of imagination will be needed in the professions. He goes on to say that it is these men who must help form new climates of opinion, uproot old stereotypes and establish new ones. The latter must be grounded in documented facts appropriate to our time and needs. Lauwerys said "all this implies among others things that our teacher education institutions must rid themselves of their traditional trade school temper and become centres of ideas" (p.66). He continues that it is not too much to hope that in the present world of change and tension, the teachers have a vital role to play. In order to discharge it fully

they need a rich and full education and a status commensurate with their responsibilities and the counsellor is no exception.

Rebone (1995) emphasises the point as follows "As a service-rendering institution, the school will be successful in direct proportion to the QUALITY of its employees (counsellors). What Rebone is saying here is that the quality of a school can be measured by the quality of the teachers. Kelsall et al cited in King (1970) says "any occupation hoping to be accorded the status of a profession by the public must ensure that all practitioners have a high standard of general education and professional preparation and that the unqualified and poorly qualified are progressively eliminated from its ranks. So, professional staff development is very important, if either the individual or the institution is willing to make progress and to be at its best' (p, 227).

Professional development programmes are more likely to achieve significant change in classroom practice if teachers and school counsellors see them as being responsive to their needs. In a research conducted by Zigarmi, Betz, and Jensen, cited in Aichele (1995), the most common forms of in-service training – after-school or one-day regional workshop – were judged to be least useful. According to Aichele, the results correspond with other researches that have established the minimal effect on teacher change of the "one shot" model.

2.6 Rationale for staff /professional development?

Harvey and Knight (1996) contend that the aim of professional development is transformative learning. For Moon (1999), "Transformative learning relates also to the meta-critical state necessary for emancipation and, in this second manner, also suggests the progression of self-development through the three elements of self-

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development i.e. self-awareness, self-improvement, and empowerment and emancipation. Self-improvement/ growth further leads to empowerment and emancipation'(p82) and Habermas (1971) refers to this as the third form of knowledge constitutive interests; Friere (1970) calls this the process of conscientisation; and Mezirow (1990) in his transformative learning talks of perspective transformation in which there is critical self-awareness or critical reflection of their presuppositions Transformative learning is a state where professional development is more reflective and intuitive, and which embraces transformation of professional identity and therefore professional practices. While professional development involves professionals as individuals, it is not clear if professional development leads to personal development, or vice versa. Harvey and Knight (1996) note that professional development is a matter of personal development; for Winter (1995) professional development depends on the development of self-awareness of a person; and Eraut (1994) posits that growth of individual professional behaviour is the result of use of self-knowledge through self-management. Personal development involves self-awareness, self-improvement, and empowerment and emancipation.

 Hargreaves (2003) argues that the school counsellor as a person has been neglected in professional development. Staff development for example either treats all counsellors as if they were the same (or should be the same). They continue that in recent research, it has been revealed that age, stage of career, life experiences, and gender factors are things that make up the total person and affect people's interest in and response to innovation and their motivation to seek improvement.

Professional /staff development takes many forms, but professional development, which will result in meaningful and long-lasting qualitative change in a counsellor's thinking and approaches to education, is an autonomous activity chosen by a school counsellor in search of better ways of knowing and teaching. Professional development activities that are externally mandated or coerced by a power hierarchy are false because they do not result in development as a qualitative change. In addition, externally imposed professional development activities although well intentioned, are doomed to failure, like other passing educational fads on the junk heap of discarded simplistic solutions to complex problems (Aichele&Coxford, 1994).

2.7 Effective Professional Development Experiences

Professional development is a critical ingredient of educational development. Effective professional development experiences are designed to help counsellors build new understandings of counselling and learning through direct experiences with strategies that help students to learn in new ways. Many educators and organisations have endeavored to clarify the characteristics of effective professional development in education (Clarke, 1994; Loucks-Horsley, Stile, &Hewson, 1996; Loucks-Horsley, Hewson, Love, & Stile, 1998; National Staff Development Council, 1994, 1995a, 1995b; NCTM, 1989).

Furthermore, Loucks-Horsley, Hewson, Love, & Stile (1998, p.36) listed the following principles that shape effective staff development experiences:

- ❖ Being driven by a well-defined image of effective classroom learning and teaching;

❖ Providing opportunities for teachers to build their knowledge and skills;

❖ Using or model with teachers the strategies teachers will use with their students;

❖ Building a learning community;

❖ Providing links to other parts of the education system; and

❖ Being continuously assessing themselves and making improvement to ensure positive impact on teacher effectiveness, student learning, leadership and school community.

2.8 Issues that Enhance Professional Development

Jones, Swafford and Thornton (1992) discussed major concerns regarding the need for professional development programmes which actively promote "individually guided" teacher activities, that generate the conditions for significant follow-through and feedback on new teaching practices, which provide opportunities for teacher input and involvement in establishing and developing the professional development programme and support an inquiry approach for addressing teachers' pedagogical problems; and generate a knowledge base for effective teacher decision- making.

Although these concerns are still critical to success, several new issues should be considered when designing professional development programmes. These include: ensuring equity, building professional culture, developing leadership, building capacity for professional learning, scaling up, generating public support, supporting the effective use of standards and frameworks through professional development, finding time for professional development, and evaluating professional development.

It is important for educators to understand that staff/professional development cannot be pre-specified in a standard format; the environment in which a programme is implemented is critical. Designers need to consider contextual factors as they plan programmes. Factors such as students, teachers, the physical environment, policies, resources, organisational culture, organisational structures, along with parents and the community, must be considered when developing new programmes. Staff development should:

- improve teacher morale and motivation,

- lead to an entitlement of professional development according to need,

- be seen by staff as enabling rather than as having been imposed from the top down,

- encourage the development of confident and professional judgement among teachers,

- increase teachers' participation in decision-making and develop in teachers a greater sense of control over their work,

- identify the resources and facilities needed to support teachers and

- be manageable and not introduce bureaucratic burdens.

Anand (1988), remarks that school counsellors' training needs to be continuously identified with a view to making it to play its roles in the qualitative improvement of counselling. It is to be stimulated by pedagogical research and made intellectually (academically) richer and more challenging within the orbit of national secondary and higher education institutions Furthermore, counselling training needs to be extended far beyond pre-service training into a continuous professional renewal and career

development of all counsellors. The proper preparation of counsellors thus requires an additional role for the institutions engaged in the education and training of quality school counsellors.

Education authorities have seemed to agree that increasing standards for pre-service education of school counsellors will not necessarily lessen the need for continued in-service preparation and professional growth. No amount of time spent in college or university will complete the preparation of the counsellor for counselling and guidance tasks. School counsellors, like doctors, ministers, and lawyers, must continue with their education after graduation. Constantly applying new techniques and materials make education in service absolutely necessary. If school counsellors must function effectively, counsellors must be provided with a programme of in-service training which is concerned with doing and not merely with listening (Odeck, 1999).

In-service training is defined as training for employed professionals, Para professionals and other practitioners to acquire new knowledge, better methods, etc, for improving their skills towards more effective, efficient and competent rendering of service in various fields and to diverse groups of people. Further, such training is designed to benefit a specific group of children at a particular school (Hendry and Pettigrew, 1999). Hassel (1999) also defined in-service training as "the process of improving staff skills and competencies needed to produce outstanding educational results for students". As Guskey (2000) states, "One constant finding in the research literature is that notable improvements in school counselling almost never take place

in the absence of professional development. Professional development is key to meeting today's school counselling demands.

According to Aitken (2000), in-service training has a central part to play in developing workers' skills and capabilities. In teaching for instance, the relationship between in-service training and student achievement is evidence showing that effective in-service training can enhance teacher performance and this in turn will bring about improvements in student achievement. For instance Shommo (1995) reports a Sudanese experimental study where home economics teachers were trained to use critical thinking skills so as to introduce problem solving methods into their home economics teaching. The design of the study allowed comparisons to be made between the traditional and new problem solving methods whilst controlling for teacher and topic. The 4 day in-service delivered to 16 teachers of 234 students was deemed a success as judged by teacher's affective evaluation and student scores in tests. The implications appear to be that focused in-service can change teachers' attitudes, modify their classroom behaviour and improve students' learning.

The need for developing our employees is compelling because a sound Training and Development plan has its contributions to increase productivity and quality of work. The development strategy reduces staff turnover and absenteeism and also helps in improving motivation among the employees. In order to stay ahead of our competition, training and development plan must incorporate innovation and reinvention and this is only possible when training encompasses a wide range of learning actions (Sparks, 2002).

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School systems today are charged with addressing ever-increasing demands: reducing the achievement gap, adopting evidence-based practices, meeting adequate yearly progress goals, managing the requirements of second-language and special-needs students, and remaining current on the increasing amount of pedagogical and content area research. Educators and those involved with students like school counsellors must keep abreast of the important advances that are occurring in education. This is where professional development or in-service training comes in. High-quality professional development strategies are essential to schools. The days of teacher staff development sessions consisting of "sit-and-get" workshops and expert-delivered awareness campaigns are long gone. We are now moving toward more effective and more engaging professional development models. Research and experience help us recognise that high-quality on-going professional development that deepens counsellor's content knowledge and counselling skills; provides opportunities for practice, research, and reflection; and includes efforts that are job embedded, sustained, and collaborative will assist in the goal to remain up-to-date (Sparks,2002).Seminal research by Joyce and Showers (1988) concludes that levels of counsellor's performance and strategy use are greatly increased when coaching, study teams, and peer support are provided, this is in line with Wenger and Lave's situational learning theory.

Additionally, professional development is increasingly seen as a systemic process that includes the development of all individuals involved with student achievement from the superintendent to the teaching assistants. The Learning First Alliance's Every Child Reading (2000) maintains that "it is largely ineffective to educate classroom

teachers about early reading instruction unless their administrators, policymakers, specialists, teaching assistants, tutors, counsellors and parents operate with similar concepts and practices."

In summary, in-service enhances both people's capacities to work and their opportunities at work, offering more scope for creativity and satisfaction at work. The future prosperity of any country depends ultimately on the number of persons in employment and how productive they are at work. A rich literature exists on the links between education, skills, productivity and economic growth. Estimates for European countries show that a 1 per cent increase in training days leads to a 3 per cent increase in productivity, and that the share of overall productivity growth attributable to training is around 16 per cent (ILO, 2010). Available evidence firmly establishes that a combination of good education with training that is of good quality and is relevant to the labour market does these:

- empowers people to develop their full capacities and to seize employment and social opportunities

- raises productivity, both of workers and of enterprise

- contributes to boosting future innovation and development

- encourages both domestic and foreign investment, and thus job growth, lowering unemployment and underemployment

- leads to higher wages

- when broadly accessible, expands labour market opportunities and reduces social inequalities.

2.9 Quality of In-service Training

Robust training policies and systems are grounded in the characteristics of each organisation. Nevertheless, a number of common building blocks can be identified. A good skills development system will be able to: anticipate skill needs; engage employers and workers in decisions about training provision, including in specific sectors; maintain the quality and relevance of training; make training accessible to all departments of the organisation; ensure viable and equitable financing mechanisms; and continuously evaluate the economic and social outcomes of training. To keep training relevant, institutional and financial arrangements must build solid bridges between the world of learning and the world of work. Bringing together business and labour, government and training providers, at the local, industry and national levels, is an effective means of securing the relevance of training to the changing needs of enterprises and labour markets (European Commission, 2010). Institutions to sustain the involvement of employers and workers and their representative organizations are critical to keeping training relevant and ensuring that training costs and the gains of productivity improvement are shared equitably. Maintaining a close connection between training policies and employment policies creates an effective bridge between the worlds of learning and of work. Policies to improve skills combined with policies to sustain growth and investment facilitate job search, and support entry and re-entry into the labour market can lead to more and better jobs. Many benefits derive from making training and skills opportunities broadly accessible to all women and men. Special measures can help overcome the difficulties some groups face in accessing skills – for example, people with disabilities, members of minority groups,

those in need of a second chance (ILO, 2010).

Mwita (2000) discussed the relevance and quality of in-service training to both employee and organizational performance. Performance is a major multidimensional construct aimed to achieve results and has a strong link to strategic goals of an organization. Performance increases the effectiveness and efficiency of the organization which is helpful for the achievement of the organizational goals. But the question is how can an employee work more effectively and efficiently to increase the growth and the productivity of an organization? Abbas and Yaqoob (2009) argued that there are many factors which improve the work of the employee such as flexible scheduling, training etc. (Qaisaer 2009) also agrees that quality delivery of in-service training by facilitators is very crucial.

Armstrong (2000) says the design of the training should be according to the needs of the employees. Those organisations which develop a good training design according to the need of the employees as well as to the organisation always get good results. Daily and Dalto (2000) argue that Training design plays a very vital role in the employee as well as organisational performance. A bad training design is nothing but the loss of time and money (Tsaur& Lin, 2004). If and when money becomes available to equip organisations, schools or colleges the problems are not over. Throwing money and equipment at workers, without training, is not a sensible solution. Laridon (1990) reports research in South Africa on teachers working with computer assisted instruction as being problematic. Instructors tend to relapse into dealing with technical issues of how to work the system, rather than content knowledge and skill issues. Students, and teachers on INSET, are reluctant to expose

their ignorance to instructors and therefore instructors need to learn to work systematically around the room to monitor learning. Laridon criticises the on screen material as often insufficient for the task. Some on screen material can be of poor quality, misleading and even wrong. This is due to programmers not being subject specialists. The start-up of any new cohort is exhausting for instructors as they are confronted with maximum ignorance in a short space of time.

Taylor and Davies (2004) say it is good for organizations to give their employees on the job training so that their employees learnt in a practical way. Delivery style is a very important part of Training and Development (Carlos & Braga, 1995). Employees are very conscious about the delivery style (Armstrong, 2000). If someone is not delivering the training in an impressive style and he is not capturing the attention of the audience it means he is wasting the time (Griffin & Neal, 2000). It is very necessary for a trainer to engage the audience during the training session (Seaman & Eves 2006).

Delivery style means so much in the Training and Development process. It is very difficult for an employee to perform well at the job place without any pre-training (Garavan, 1997). Trained employees perform well as compared to untrained employees (Partlow, 1996; Tihanyi, Ellstrand, Daily & Dalton 2000; Boudreau et al, 2001). It is very necessary for any organisation to give its employees training to get overall goals of the organisation in a better way, (Flynn, Schroeder &Sakakibara, 1995; Kaynak, 2003). Training and development increase the overall performance of the organisation, (Shepard &Carlson, 2003). Although it is costly to give training to

the employees but in the long run it give back more than it takes, (Flynn, et al, 1995; Kaynak, 2003).

Every organiation should develop its employees according to the need of that time so that they could compete with their competitors (Carlos & Braga, 1995).

Training is not a luxury but a necessity. It is a kind of investment that keeps an organisation alive. Edwin (1971:197) opines that "no organisation has a choice of whether to train or not; the only choice is that of method. No one is a perfect fit at the time of hiring. Training is necessary to bridge the gap between what they are and what the job demands. In the absence of a systematic and planned training, employees learn their job by trial and error method or by observation. These methods consume more time and energy, thereby increasing the cost of training. Even then, there is no guarantee that the employee will learn the best method of doing the job. In order to have effective training at reduced cost, planned training is a must.

Existing employees also require orientation training to avoid becoming obsolescent; to make use of new technology; to operate new machinery: to adjust with the new environment and to take up new jobs and responsibilities. Training is a continuous process.

Training not only increases productivity through increase in the knowledge and skill of the employees, but also enhances his self-confidence, brings respect to the employee from others and reduces the rate of errors. Taimni (1976: 203) explains the objects of training of cooperative employees. "The purpose of cooperative employees' training and development is to make available professionally competent managerial

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and other personnel with appropriate knowledge and skills and abilities to a cooperative system, so that it can function in an effective manner.

School counselllors need to be trained; this is relevant because training and development programmes will equip them with appropriate knowledge, skills and abilities to handle their clients with great competence.

2.10 Types of In-service Training

According to Malone (1984), in-service training can be broadly classified into five types, which are; induction or orientation training, foundation training, on-the-job training, refresher or maintenance training, and career development training. All these training types are very necessary for the proper development of staff throughout their service life

2.10.1 Induction/ Orientation

This type of in-service is organised to introduce a new entrant into his or her new environment. To 'orientate' is to adjust to new circumstances, surroundings and or facts (Macquarie Dictionary 2000). The term orientation used in the working context, refers to a course situation or environment. In school counselling, the main reasons for orientation are to enhance skills and knowledge in the new graduate, to facilitate the integration of theory and practice and to ease the new graduates' transition from university life to the work setting. Much of the recent literature exploring school counsellor's orientation describes various approaches to learning during this period such as competency-based programs and/or self-directed modules completed over time (Fey and Miltner 2000; Connolly and Hoffart 1998). The language used to describe the orientation period and or programs also differs in the literature; this has the potential to create confusion for the consumer of research. For example some

programs are referred to as internships (Owens et al 2001); other programs are just described as transition stages (Ross and Clifford 2002; Maben and Clark 1998). Research has also focused on the socialisation and support of graduates during this time and emphasises the critical nature of both these concepts (Godinez et al 1999; Boyle et al 1996). What becomes obvious on examination of the literature is the lack of a systematic approach to work orientation. Connelly and Hoffart (1998) report on a variety of criteria used, for example support issues, turnover rates and levels of satisfaction, but highlight the lack of theoretical frameworks available to study school counsellor's orientation. Although site or specialty specific objectives may exist during an orientation period, there are a number of recurrent themes through the literature identified as essential components. These include formal processes for adequate graduate support, some form of educational offerings and consideration of the adjustment required by the graduate; especially in terms of time taken to complete tasks, workload allocation and students helping (Ross and Clifford 2002; Lavoie-Tremblay et al 2002; Boychuck-Duchscher 2001; Fey and Miltner 2000; Olsen et al 2001; Charnley 1999).

In Ghana, fresh school counselors are quite new to the area of counselling. A sound orientation provides the context within which experienced school counsellors can assist freshers with the transition from neophytes to professional school counsellors (Herderson, 2009). Orientation for new entrants provides them with the opportunity to promote the consolidation of existing knowledge, attitudes and skills and the development of necessary competencies for future practice. Orientation also represents an important recruitment and retention strategy. These programs provide

services with the ability to develop strategies that are geared to the local environment (ie. rural versus metropolitan) and specific requirements of the field of counseling.

Evidence from the field of general nursing indicates that the transition from undergraduate school counselling to professional school counselling can be a stressful and difficult time for many graduates, particularly during the first three to six months (Clare et al 2002). Graduates are required to consolidate existing knowledge and skills, develop additional skills and become accustomed to the organisational environment (Heslop et al 2001). Graduates typically require a great deal of support to assist them during the transitional phase (Ross and Clifford 2002); positive experiences and other transition support systems appear to be of particular importance (Clare et al 2002; Boyle et al 1996; Tradewell 1996).

There is a dearth of literature relevant to graduates and specialist counsellors in the area of school counselling; however it is possible counsellors may experience added difficulties during their transitional year (McCabe 2000; Prebble and McDonald 1997). The content of many undergraduate school counselling programs is biased toward the general counselling field (Stevens and Dulhunty 1997). Counselling students are typically exposed to very little in the way of knowledge and skills relevant to on-the field practice.

2.10.2 Foundation Training

Foundation training is the kind of in-service training that aims to ground the new entrant into the basis of what is expected of him or her as an employee. Foundation training aims to augment the gap that is left between pre-work education and needed skills on the job.

Training and skills development is understood in broad terms, covering the full sequence of life stages. Pre-work education or training gives each individual a basis for the development of their potential, laying the foundation for employability. Initial training provides the core work skills, general knowledge, and industry based and professional competencies that facilitate the transition from education into the world of work. Lifelong learning maintains individuals' skills and competencies as work, technology and skill requirements change (ILO, 210).

According to the European Commission (2010), Good-quality foundation training for all is an agreed goal and an essential prerequisite for further for efficiency of labour. Establishing solid bridges between vocational education, training and skills development, and the world of work makes it more likely that workers will learn the "right" skills, namely those required by the evolving demands of labour markets, enterprises and workplaces in different economic sectors and industries. Effective partnerships between governments, employers' and workers' organisations, and training institutions and providers are critical to anchor the world of learning in the world of work. Broad and continued access to training and skills development opens up the opportunities for and benefits of both initial and lifelong learning to all, enabling women and men of all ages, in both urban and rural areas, to fulfil their aspirations (ILO, 2010).

Dedicated policies and measures are required to facilitate access to training and skills development by individuals and groups hindered by various barriers, including poverty and low income, ethnic origin, disability and migrant status. Education and skills policies are more effective when well-coordinated with employment, social

protection, industrial, and investment and trade policies. By using up-do-date information, those working in education and training can assess the match between the skills they are teaching and those in demand in the workplace. When that information is put at the disposal of young people and workers by employment and vocational guidance services, it can help them to make better-informed choices about education and training (EC, 2010). Foundation training is therefore aimed at equipping workers with the requisite skills that they may require to remain on the job.

2.10.3 Introducing a new Career or Development Training

This type of in-service training is designed to upgrade the knowledge, skills, and ability of employees to help them assume greater responsibility in higher positions. The training is arranged departmentally for successful workers, at all levels. Training is a circular process that begins with needs identification and after a number of steps ends with evaluation of the training activity. A change or deficiency in any step of the training process affects the whole system, and therefore it is important for a trainer to have a clear understanding about all phases and steps of the training process. In the broadest view, there are three phases of a training process: planning, implementation, and evaluation (Tailor and Francis, 2014).

Adentwi (2002) surveyed in-service training programmes for teachers in English speaking African countries and found out four main types of in-service training programmes. The first type is in-service training programmes for unqualified teachers. The second type is in-service training programme for upgraders. This was designed to move pupil-teachers who have been given some form of training to

higher grades. A third type was in-service training for new roles. It is intended for already qualified teachers retrained to serve as trainer of trainers or given specialized areas of training in areas of school life. The last type is curriculum related in-service training designed to introduce teachers to innovations taking place in the curriculum of schools or to help implement educational reforms.

Adentwi, (2002) further says that in-service education and training programmes are usually supplementary to the initial training that the teacher has received at college. This according to Adentwi is to keep the teacher abreast with new ideas, new ways of doing things and changes taking place on the educational front.

Albert, (1977) further says that generally speaking, the system – wide in-service programme is for individual information which ranges from general cultural growth to specific how-to-do-it in a job situation. In most successful in-service programmes, it was found that by providing workers what they want brings a security, which will allow a base for these changes

In-service education and training is intended to support and assist the professional development that workers ought to experience throughout their working lives. It includes virtually any experience to which a worker voluntarily or involuntarily may be exposed to since all experiences are good experiences.

Advocating school based in-service education and training, Kankam, (1999) believes that the planning, implementation and evaluation when done at the school level will provide an effective and efficient means for education workers to learn. He comments that, if professional developments were school–focused, then the process of identifying needs would be easier and in-service programs could be more closely

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matched to school needs and barriers to change would disappear as education workers would be dynamic. He further states that school-based in-service training encourages commitment on the part of education workers. School-based in-service will link activities directly to teacher's or counselor's needs as well as enhance pupils learning outcomes. He concludes that school-focused in-service training will lead to staff development activities in schools which will make teachers and all those involve with students to adopt positive attitude to the teaching or counseling profession as they will now have the opportunity to initiate their own activities to suit school situations, thereby rending in-service training job-oriented.

Hayden and Thompson, (2004) concurred with Kankam's view on the choice of school based in-service education and training explaining that from the cost point of view, it is efficient for the trainer or facilitator to be brought to the school. The programme is then available to all the staff and may be held at a time convenient to them. This allows for the content of the course to be in context by both the resource person and the teacher.

2.10.4 On-the-Job Training

This is a regularly scheduled training. It may be once in two weeks, monthly or annually. It is a type of training provided by the superior officer or the subject-matter specialists to the subordinate staff. This training is generally technology oriented and may include formal presentations, informal discussion, and opportunities to try out new skills and knowledge in the field. The superior officer, administrator, or subject-matter specialist of each department must play a role in providing on-the-job training to the staff while conducting day-to-day normal activities.

2.10.5 Maintenance or Refresher Training

This training is offered to update and maintain the specialised subject-matter knowledge of the teacher. Refresher training keeps the specialists, administrators, subject-matter officers, extension supervisors, and frontline workers updated and enables them to add to the knowledge and skills they have already. Maintenance or refresher training usually deals with new information and new methods, as well as review of older materials. This type of training is needed both to keep employees at the peak of their production and to prevent them from getting into a rut (Van Dersal, 1962).

As indicated in figure 2.1, school counsellors are expected to receive both pre-service and post-service training adequately to enable them function effectively as school counsellors or counselling coordinators.

2.10.6 Pre-Service Training of School Coordinators

Pre-service training of school counsellors is focused on the three broad areas of academic, career and personal/social development. Counselling coordinators are expected to receive adequate training so that they can be able to function effectively on their jobs.

According to the CSBE (2008) pre-service training needs to equip school counsellors to be proficient in more than the "traditional three C's": counselling, coordination of services and consultation. Today, skills in collaboration and teaming, case manage-ment, leadership, advocacy, managing resources, assessment and use of data, and programme design and evaluation are considered the essential elements of professional development and the transformed school counsellor. Today's school

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counsellor focuses on instilling resiliency, coping skills and actualising the student's potential for growth. The shift in thinking and practice requires embracing a new vision of school counselling with a strong emphasis on leadership, advocacy and support for high levels of student achievement (CSBE, 2008).

School coordinators are therefore expected to receive training in the areas of academic development where they would aspire students to acquire skills, attitudes and knowledge that contribute to effective learning in school; employing strategies to achieve success in school; and understanding the relationship of academics to the world of work, and to life at home and in the community (Kozlowski & Huss, 2013). Coordinators are also expected to guide students in career development where they provide the foundation for the acquisition of skills, attitudes and knowledge that enable students to make a successful transition from school to the world of work and from job to job across the life span. Career development goals and competencies ensure that students develop career goals as a result of their participation in a comprehensive plan of career awareness, exploration and preparation activities (CSBE, 2008). Finally, coordinators are expected to provide the foundation for personal and social growth as students' progress through school and into adulthood. Personal/social development contributes to academic and career success by helping students understand and respect themselves and others, acquire effective interpersonal skills, understand safety and survival skills and develop into contributing members of society. This is the context within which my work is situated. The study hopes to look at the Ghanaian training system for counselling coordinators and compare it with standardised practice across the world (Harris, 2009).

2.11 Internship and Practicum

When a school counsellor comes out of school, he or she needs to be given the chance to practicalised whatever is learnt on the field of work. This is referred to as practicum. In Ghana, this is done in form of national service, but the delicate work of school counsellors needs better attention than what is being done during the national Service. Guidance and Counselling training goes beyond the course content that is taught in the class rooms, educators are structuring the professional identity development of counsellors in training through guided learning experiences (Brott, 2006). School counsellors in training become familiar with methods to implement comprehensive school counselling programmes (Luke & Bernard, 2006). Two ways trainees traditionally become familiar with implementing counselling programmes are in practicum and internship experiences. School Counselling Trainees are allowed to engage in a service learning project with a practicing school counsellor. Together the trainees and the practicing school counsellor would review the school's data including students' reports, school goals, and identified needs. Trainees could also conduct school-wide needs assessments to identify critical data that exposes institutional and environmental barriers that impeded student academic achievement (Brott, 2006). Trainees would then create a counselling program plan to address these barriers. Through this real world experience, trainees would gain a better understanding of how the counselling programme can address academic concerns (Kozlowski & Huss, 2010). Additional benefits of service learning projects included the strengthening of relationships between universities and schools, as well as more fully integrating theory into practice (Mitchell, 2007). However, Kazlowski and Huss

(2012) note that what is problematic about practicum and internship experiences for school counsellor trainees is that counsellor educators typically attribute more importance to concepts that fit within traditional training models, such as individual and group counselling, than they do to concepts outside the traditional counsellor training framework. Specifically, educators perceived aspects such as working toward school-wide change as ancillary (Janson et al, 2006). In addition counsellor educators reportedly viewed the school-wide role of the school counselor as the least important priority in the training programme when compared to the more traditional roles and skills of the community counselor, such as individual and group counseling skills (Kozlowski& Huss, 2012).

2.11.1 Post-service training or in-service training

This the period where a school counsellor is allowed to learn on the job. This could be done through workshop and seminars. This shall be discussed in details on subsequent pages.

2.12 What is Counselling?

Counselling has been defined in several ways by different authors. In 1976, Sherzter and Stone (1976 as cited in Essuman, 2003) defined it as "a process of helping an individual to understand himself and his world''. Denga (1983 cited in Oppong, 2014) defined counselling as "a cluster of formalised educational service aimed at assisting individual children to attain the fullest development and self -actualisation of their potentials. Pecku (1991) also described guidance as being a set of service or a programme aimed at helping people to have self, awareness, adjust to life situations, make useful decisions and be able to solve their problems and in this way develop.

Apart from Sherzter and Stone's definition which is all encompassing and not necessarily formalised, the other two definitions make guidance formalised and bring out its professional status. The difference between the other two and that of Denga is that, Denga places guidance in the educational system while the others do not necessarily place guidance in the school system. According to Ipaye (1983) guidance is a generic term that covers all the means whereby an institution identifies and responds to the individual needs of people (students) no matter the nature of the need and its source and help the individual to develop his maximum potential.

A single definition of counselling is difficult but in 2010, 29 counselling associations including the American Counselling Association (ACA) and all but two of its 19 divisions, along with the American Association of State Counselling Boards (AASCB), the Council for the Accreditation of Counselling and Related Educational Programs (CACREP), the National Board for Certified Counsellors (NBCC), the Council of Rehabilitation Education (CORE), the Commission of Rehabilitation Counsellor Certification (CRCC), and the Chi Sigma Iota (counselling honour society international) accepted a consensus definition of counselling (Kozlowski & Huss, 2013). They collectively define counselling as "a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals" (Kozlowski & Huss, 2013). This definition contains a number of implicit and explicit points that are important for counsellors as well as consumers to realise; counselling deals with wellness, personal growth, career, education, and empowerment concerns. In other words, counsellors work in areas that involve an overabundance of issues including those that are personal and

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those that are interpersonal. These areas include concerns related to finding meaning, adjustment, and fulfilment in mental and physical health, and the achievement of goals in such settings as work and school. Counsellors are concerned with social justice and advocate for the oppressed and powerless as a part of the process. Counselling is conducted with persons individually, in groups, and in families (Herderson, 2009). Clients seen by counsellors live and work in a wide variety of settings. Their problems may require short-term or long-term interventions that focus on just one person or with multiple individuals who are related or not related to each other (Harris, 2009). Counselling is diverse and multicultural. Counsellors see clients with varied cultural backgrounds. Those from minority and majority cultures are helped in a variety of ways depending on their needs, which may include addressing larger societal issues, such as discrimination or prejudice. Counselling is a dynamic process. Counsellors not only focus on their clients' goals, they help clients accomplish them. This dynamic process comes through using a variety of theories and methods. Thus, counselling involves making choices as well as changes (Herderson. 2009).

Counselling as a profession grew out of the progressive guidance movement of the early 1900s. Its emphasis was on prevention and purposefulness on helping individuals of all ages and stages avoid making bad choices in life while finding meaning, direction, and fulfilment in what they did (Hassan, 2011). Today professional counselling encompasses within its practice clinicians who still focus on the avoidance of problems and the promotion of growth, but the profession is much more than that (Hassane, 2011). The focus on wellness, development, mindfulness,

meaningfulness, and remediation of mental disorders is the hallmark of counselling for individuals, groups, couples, and families across the life span. To understand what counselling is now, it is important first to understand the history of the profession and how counselling is similar to and different from concepts such as guidance and psychotherapy (Akos, 2012).

2.12.1 Guidance

Guidance focuses on helping people make important choices that affect their lives, such as choosing a preferred lifestyle. Although the decision-making aspect of guidance has long played an important role in the counselling process, the concept itself, as a word in counselling, "has gone the way of 'consumption' in medicine" (Tyler, 1986 cited in Hassan, 2011). It has more historical significance than present-day usage. Nevertheless, it sometimes distinguishes a way of helping that differs from the more encompassing word "counselling." One distinction between guidance and counselling is that guidance centres on helping individuals choose what they value most, whereas counselling helps them make changes (Harris, 2009). Much of the early work in guidance occurred in schools and career centres where an adult would help a student make decisions, such as deciding on a course of study or a vocation. That relationship was between unequals and was beneficial in helping the less experienced person find direction in life. Similarly, children have long received "guidance" from parents, religious leaders, and coaches (ASCA, 2010). In the process they have gained an understanding of themselves and their world. This type of guidance will never end. No matter what the age or stage of life, a person often needs help in making choices. But guidance is only one part of the overall services provided by professional counselling (Allen, 2001).

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2.12.2 Psychotherapy

Psychotherapy, traditionally, has focused on serious problems associated with psychi, internal, and personal issues and conflicts. It has dealt with the "recovery of adequacy" (Casey, 1996). As such, psychotherapy, especially analytically based therapy, has emphasized (a) the past more than the present, (b) insight more than change, (c) the detachment of the therapist, and (d) the therapist's role as an expert (Herderson, 2009). In addition, psychotherapy has historically involved a long-term relationship that concentrated on reconstructive change as opposed to a more short-term relationship. Psychotherapy has also been more of a process associated with inpatient settings; some of which are residential, such as mental hospitals, as opposed to outpatient settings some of which are non-residential, such as community agencies (CACPREP, 2012). However, in more modern times, the distinction between psychotherapy and counselling has blurred, and professionals who provide clinical services often determine whether clients receive counselling or psychotherapy. Some counselling theories are commonly referred to as therapies as well and can be used in multiple settings. Therefore, the similarities in the counselling and psychotherapy processes often overlap (Herderson, 2009).

2.12.3 Origin of Counselling

Counselling developed in the late 1890s and early 1900s, and was interdisciplinary from its inception. "Some of the functions of counsellors were and are shared by persons in other professions (Herr &Fabian, 1993 cited in Hassan, 2011). Before the 1900s, most counselling was in the form of advice or information. In the United States, counselling developed out of a humanitarian concern to improve the lives of those adversely affected by the Industrial Revolution of the mid- to late 1800s

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(Schofield, 2013). The social welfare reform movement (now known as social justice), the spread of public education, and various changes in population makeup like the enormous influx of immigrants also influenced the growth of the developing profession (Cook & Kaffenberger, 2003). Overall, "counselling emerged during a socially turbulent period that overlapped the ending of one century and the beginning of another, a period marked by great change that caused a major shift in the way individuals viewed themselves and others" (Ginter, 2002). Most of the pioneers in counselling identified themselves as teachers and social reformers/ advocates. They focused on teaching children and young adults about themselves, others, and the world of work (Herderson, 2009). Initially, these helpers were involved primarily in child welfare, educational/ vocational guidance, and legal reform. Their work was built on specific information and lessons, such as moral instruction on being good and doing right, as well as a concentrated effort to deal with intra- and interpersonal relations (Nugent & Jones, 2009). They saw needs in American society and took steps to fulfil them.

In Africa, The development of guidance and counselling can be viewed from two broad perspectives, that is the informal (traditional) guidance and formal or organised and scientific guidance. Long before the advent of formal organised and scientific guidance in our schools, traditional counsellors functioned basically as advisers. While some functioned as sages who advised on various aspects of social life such as work, marriage, moral and other societal conducts and sanctions, others operated through such media as forces of nature, poetry, music, dance, traditional medicine, religious beliefs and psychological checks (Taylor & Buku, 2006,).

2.12.4 Who is a School Counselling Coordinator?

By definition, a counselling coordinator is someone who specialises in counselling and has been sent to a school to offer counselling services to students to help them in their developmental processes both academic and social (GES, 2009). According to Oppong (2014) a school counselling coordinator is one who co-ordinates and provide appropriate counselling interventions, welfare and pastoral support to any student in need, including crisis, within the school setting to help them resolve issues, develop coping strategies and realise their potential during their time in school. He promotes and markets the service effectively, focusing on the student experience reflected in the "settle, stay, succeed" model of SAS (Herderson, 2009). He provides expert advice, referrals, problem-solving and support for staff throughout the school in their pastoral and tutorial roles including in crisis situations.

2.13 Roles of a School Counselling Coordinator

Recently, there has been a constant increase in the number of roles expected of school counsellors. School counsellors are expected to fulfil various roles that include counselling, consultation, the serving of pupils with special needs and not least roles of an administrative character (Rantissi, 2002). In 1999, the American School Counsellor Association listed the various expected roles of the school counsellor in order to assist them articulate a position on issues that relate directly to their field, their allies, and advocates (Herderson, 2009) The Association listed tens of different roles expected from the school counsellors that included: academic/career tracking, acquired immune deficiency syndrome, attention deficit disorder, character education,

child abuse, discipline, dropout, students-at-Risk, family/parenting education, military recruitment, special needs of students; and many other roles (Herderson, 2009).

2.13.1 Prevention of Crises

A crisis is any situation an individual finds himself or herself in that requires external assistance to be able to deal with. Some studies focused their attention to specific roles or areas of interest to enable a more in-depth work of the school counsellor. Allen and Anderson (2000) noted the importance of the school counsellors' work in the field of prevention of crises. This specific role could be categorized under the heading of counselling or the teaching of skills to cope better in new or unstable situations. According to Allen et al., such skills might include (1) an understanding of what constitutes a crisis event, (2) an awareness of feelings, thoughts, or unfinished issues that can be reactivated by a crisis; (3) changes in feelings and thoughts that occur over time; and (4) coping strategies and behaviours useful in a time of crisis.

2.13.2. Supporting the Students

According to (Akos, 2009) counsellors have a primary obligation to the students, who are to be treated with dignity and respect as unique individuals. They are to provide counselling to students in a brief context and support students and families/guardians in obtaining outside services if the student needs long-term clinical counselling (ASCA, 2010). School counsellors are however not to diagnose but remain acutely aware of how a student's diagnosis can potentially affect the student's academic success (Kozloski& Huss, 2013). School counsellors should acknowledge the vital role of parents/guardians and families and should be concerned with students' academic, career and social/ emotional needs and encourage each student's maximum development (Brown & Trusty, 2005). In trying to support the students, a school

counsellor should not take undue advantage of any student, counsellors should respect students' and families' values, beliefs, sexual orientation, gender identification/expression and cultural background and exercise great care to avoid imposing personal beliefs or values rooted in one's religion, culture or ethnicity (ASCA, 2010). They should be knowledgeable of laws, regulations and policies affecting students and families and strive to protect and inform students and families regarding their rights, provide effective, responsive interventions to address student needs, consider the involvement of support networks and educational teams needed to best serve students, maintain appropriate boundaries and should be aware that any sexual or romantic relationship with students whether legal or illegal in the state of practice is considered a grievous breach of ethics and is prohibited regardless of a student's age (ASCA, 2010).

2.13.3 Identifying and working with Pupils with Special Needs

The review of the literature also indicates the important role of the school counsellor to work with the group of pupils who have special needs. Example see (Allen, 2000). This is a diverse heterogeneous group that could include pupils who have learning difficulties, learning disabilities, mental retardation, socially deprived, pupils at risk, gifted pupils, pupils with physical limitations etc. Parents of such pupils studying in the school should receive the special attention of the school counsellors who should work directly with the teachers on the one hand to enable them become efficient teachers to this group work with the pupils themselves in order to let them become better educational consumers, and work with the parents to help them to cope better with their children's' special needs. Some studies found that the role of the school counsellor with this specific group of students could operate best when the school

counsellors activate a social skills training program (Omizo and Omizo, 1988a; Ciechalski and Schmidt, 1995 as cited in Rantissi, 2002)), especially with children who were having behavioural problems (Verduyn, Lord, and Forrest, 2005).

2.13.4. Confidentiality

School counsellors are expected to stick to ethical standards and legal mandates regarding confidentiality and the appropriate rationale and procedures for disclosure of student data and information to school staff (Verduyn 2005). They are supposed to inform students of the purposes, goals, techniques and rules of procedure under which they may receive counselling. Disclosure includes informed consent and clarification of the limits of confidentiality (ASCA, 2010). Informed consent requires competence, voluntariness and knowledge on the part of students to understand the limits of confidentiality and, therefore, can be difficult to obtain from students of certain developmental levels, English-language learners and special-needs populations (Akos, 2009). When needed, school counsellors can counselling decisions on students' behalf that promote students' welfare. The counsellor is expected to explain the limits of confidentiality in developmentally appropriate terms through multiple methods such as student handbooks, school orientation, school counselling brochures, classroom curriculum and/or verbal notification to individual students (ASCA, 2010). Information obtained from students are expected to be kept confidential unless legal requirements demand that confidential information be revealed or a breach is required to prevent serious and foreseeable harm to the student (Brown & Trust, 2005). Serious and foreseeable harm is different for each minor in schools and is determined by students' developmental and chronological age, the setting, parental rights and the

nature of the harm. School counsellors are expected to consult with appropriate professionals when in doubt as to the validity of an exception (ASCA, 2010).

2.13.5 Consultation Services to School Staff

Another role that has received special attention in the literature concerns the expectation of the school counsellor to offer consultation services to the school staff, primarily the teachers. Clark (2005) discussed the importance of the school counsellors' relationship with the teachers, with whom there is constant connection. According to Clark, a school counsellor is able to provide support and understanding when teachers contend with uncertain conditions. In the process of consultation between school counsellors and teachers, the latter may be encouraged to attempt to use different teaching strategies to handle successfully different learning situations and events. Mustaine et al. (1993 cited in Herderson, 2009) regard the consultation process between the school counsellor and the teaching staff as important indicating that school counsellors can help (in an indirect manner) the students to maximize their learning potential by working with teachers in finding teaching approaches that will create a learning-style match.

2.13.6 Affective Education

The expected roles of the school counsellors in the field of affective education have also received special attention in the last three decades. The school counsellors are expected to execute a comprehensive guidance and personal-social program that will enable the students to develop both cognitively, and personally and socially. The school counsellors have a big variety of programs they could activate in their schools and it is usually done with the consultation with the administration and class teachers. Rantissi (2002) notes that in considering the needs of the particular students it is

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important to offer a comprehensive personal-social program that will enable every students to have beside the chance to develop cognitively, but also affectively, socially, morally and personally.

2.13.7 Evaluation

In recent years there is a growing recognition of the need of the school counsellor to work on a system level primarily in the offering of services that support the work of the school as a whole (Gysbers and Henderson, 1994). Calls are being made for the school counsellor to fulfil roles related to the conducting of research studies on the students characteristics along with the conducting of evaluation procedures on the various educational programmes executed in the school (Akos& Scarborough, 2004).

A school counsellor is expected to use only valid and reliable tests and assessments with concern for bias and cultural sensitivity while adhering to all professional standards when selecting, administering and interpreting assessment measures and only utilise assessment measures that are within the scope of practice for school counsellors and for which they are licensed, certified and competent (ASCA, 2010). In carrying out the assessment, the school counsellor is expected to consider the student's developmental age, language skills and level of competence when determining the appropriateness of an assessment, use multiple data points when possible to provide students and families with accurate, objective and concise information to promote students' well-being, provide interpretation of the nature, purposes, results and potential impact of assessment/evaluation measures in language the students and parents/guardians can understand, monitor the use of assessment results and interpretations and take reasonable steps to prevent others from misusing

the information and use caution when utilising assessment techniques, making evaluations and interpreting the performance of populations not represented in the norm group on which an instrument is standardized (Brown & Trust, 2005). The counsellor is also expected to conduct school counselling program evaluations to determine the effectiveness of activities supporting students' academic, career and social/emotional development through accountability measures, especially examining efforts to close information, opportunity and attainment gaps (Akos& Scarborough 2004).

2.13.8 Collaboration with the School Staff and Stakeholders

A school counsellor is expected to collaborate with administration, teachers, staff and decision makers around school-improvement goals, provide students with a comprehensive school counselling programme that ensures equitable academic, career and social/ emotional development opportunities for all students (Foster, Young &Hemman, 2005). Collaborating with all relevant stakeholders, including students, educators and parents/guardians when student assistance is needed, including the identification of early warning signs of student distress is key to the success of the counselling process (ASCA, 2010). School counsellors are supposed to encourage parents to interview outside professionals to make a personal decision regarding the best source of assistance for their student and develop a plan for the transitioning of primary counselling services with minimal interruption of services (Foster,Young& Herman 2005).

Students retain the right for the referred services to be done in coordination with the school counselor or to discontinue counselling services with the school counsellor

while maintaining an appropriate relationship that may include providing other school support services (Akos & Scarborough 2004). It is unprofessional; to refer students based solely on the school counsellor's personal beliefs or values rooted in one's religion, culture, ethnicity or personal worldview. School counsellors should maintain the highest respect for student diversity (ASCA, 2010). School counsellors should pursue additional training and supervision in areas where they are at risk of imposing their values on students, especially when the school counsellors' values are discriminatory in nature (Akos, & Scarborough 2004). School counsellors should not impose their values on students and/or families when making referrals to outside resources for student and/or family support. Above all, a school counsellor is expected to establish a collaborative relationship with all the staff members to best serve students (Kozlowski & Huss, 2010).

The above review of the different and various roles expected of the school counsellor working in one particular setting seem enormous and require specialised training. In many cases, particularly in developing countries like Ghana, the training is insufficient. A visit to many schools in Ghana would reveal that there are no counselling coordinators or those who serve as counselling coordinators received no special training or had inadequate training.

2.14 Training of School Counsellors around the World

Counselling and Guidance training takes different formats, depending on the requirements needs, how people perceived counselling and guidance services and where and for what purpose the countries need school counsellors. Standardize training of school counsellors requires, a common training curriculum, an established

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code of ethics, the development of national and regional associations, licensure, and state recognition (Spurgeon, 2012). The Council for the Accreditation of Counselling and Related Educational Programs (CACREP) has established a set of standards designed to articulate a professional counsellor identity and to provide programmes with a set of basic core competencies necessary for competent practice as a professional school counsellor (Spurgeon, 2012).

There are eight common core areas CACREP believes to be relevant for professional school counsellors. These areas are based on research that has established their importance in helping students to live optimally within their environment. These areas include (a)Professional Orientation and Ethical Practice, (b) Social and Cultural Diversity, (c) Human Growth and Development, (d) Career Development, (e) Helping Relationships, (f) Group Work, (g) Assessment, and (h) Research and Program Evaluation (CACREP; 2010). Many countries tailor their counselling training to meet these standards.

In America for instance, the American School Counselling Association (ASCA) officially introduced the data driven and competency-based school counselling program model, placing the counselling program in a position to effectively complement academic rigor with affective development (Studer, 2006). The school counselling program is designed to complement the school's educational goals by addressing students' personal/social, career and academic needs.

In Australia, school Counsellor training programs were established within Australian universities from the 1980s onward. Initially, they were embedded within professional education programs such as education, psychology, or social work but

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these have become independent academic disciplines. Counsellor training programs in universities are taught mostly at the postgraduate level. Thirty-seven higher education bodies that provided counselling education courses existed in Australia in 2011, with a total of 143 courses. Australian counsellors focus on alcohol and other drug counselling, community counselling, school counselling, family and marriage counselling and rehabilitation counselling (Schofield, 2013).

In Canada, counselling and guidance services in schools are mostly being exercised by the teachers in collaboration with a school counselling coordinator. The coordinator must be licensed by a professional body which is recognised by the state. Canada has counselling programmes only at the post-graduate levels (Robertson & Paterson, 1983). Venezuela has a master's program that train counsellors in the field of family and marriage counselling; certification for school counsellors in Venezuela is still in process (Montilla& Smith, 2009). In all these countries, the training of a school counsellor is tailored towards the standards provided by CACPREP. School counsellors are therefore exposed to the following:

2.14.1 Leadership skills

Implementing a school counselling program requires school counsellors to develop a leadership mind-set (Dahir& Stone, 2012). School counselling trainee is expected to work with teachers, parents, stake holders and a diverse student population after graduation (Uehara, 2005). To accomplish these tasks, school counsellors are to be leaders, advocates, collaborators, consultants, and of course counsellors (ASCA, 2012). Their responsibilities range from conducting counselling core curriculum lessons to academic planning; from program management and group counselling to college readiness; and from parent education to individual counselling. School

counsellors need to be trained to implement a counselling program while still meeting the needs of individual students (ASCA, 2010).

To assist trainees in developing leadership skills, a clear understanding of distributed leadership (Clark, 2009) as well as participatory leadership is taught (Dollarhide&Saginak, 2012) to school counselling trainees in the United States. Students are given a list of leadership characteristics compiled from a variety of sources (Dahir& Stone, 2012). After reviewing the list, students are asked to identify characteristics they feel they possess. They are then asked to identify leadership characteristics others believe they possess. Finally, they are asked to identify three leadership skills they would like to develop further. The class is then divided into groups of three and asked to share a situation where they demonstrated leadership skill. The group then brainstorms ways trainees can further develop leadership skills (Janson. Stone, and Clark, 2012).

2.14.2 Computer Skills
Counselling Students are also trained in ICT. School counsellor trainees are required to demonstrate appropriate selection and use of technology and software applications to enhance students' academic, career and social/emotional development (Janson, Stone & Clark, 2012). Attention is given to the ethical and legal considerations of technological applications, including confidentiality concerns, security issues, potential limitations and benefits and communication practices in electronic media (CACREP, 2016). Being aware of the fact that electronic information can be compromised, trainees are cautioned to take appropriate and reasonable measures for maintaining confidentiality of student information and educational records stored or

transmitted through the use of computers, social media, facsimile machines, telephones, voicemail, answering machines and other electronic technology (ASCA, 2010). They are trained to promote the safe and responsible use of technology in collaboration with educators and families. They are equipped to clarify the limitations of various appropriate technological applications and established and approved means of communication with students, maintaining appropriate boundaries. School counsellors help educate students about appropriate communication and boundaries advocate for equal access to technology for all students (Janson Stone, & Clark, 2012).

2.14.4 Professionals Skills

School counselling trainees are trained to be professionals. They are made to understand how they would benefit from understanding how their skills and role on campus differ from those of other stakeholders (Brott, 2006). These distinctions are addressed in several ways. One way is to discuss the differences between teachers' skills as lay helpers and their skills as school counsellors (Kozlowski&Husss, 2012). This can be accomplished by discussing the differences between the skills of a lay helper and the skills of a school counsellor as defined in Skovholt and Ronnestad's (1992 cited by Brott, 2006).

Skovholt and Ronnestad (1992 cited in Brott, 2006) acknowledged various helping relationships outside the counselling profession. Friends, parents, and teachers are all considered lay helpers who lack the professional training, theory, and ethical standards of counsellors, yet engage in helping relationships. The lay helper is guided

by personal solutions and common sense, projections of their own solutions, and over-involvement. As a result of feeling a strong identification with the problem, they tend to give specific advice. Kozlowski & Huss (2013) added that the lay helper is prone to boundary problems and prone to expressing sympathy as opposed to empathy. What sets the professional counsellor apart from the lay helper is the understanding of theories of personality and change, boundaries, ethics, and diversity (Janson, Stone & Clark, 2012).

2.14.5 Managerial Skills

School counsellor trainees are equipped to manage Large Scale Referrals. They are trained to look at all referrals collectively. This collective consideration of all referrals can identify issues that are prolific enough to warrant addressing them in groups, school wide programmes, classroom interventions, mentoring programmes, and so forth (Allen, 2001). This collective view also identifies areas where the school counselling program would be needed to manage numerous individual needs. This collective view also conceptualizes the counselling program within the school system (Mitchel, 2007). For example, when school counsellors have numerous referrals for conflict resolution, bullying issues, or organisational skills, this may indicate need for an intervention through a counselling programme. The school counsellor can then turns to the counselling programme model and establish systemic interventions. While school counsellors should be trained to know when a larger school issue requires a move to programmatic interventions, they should also know that programmatic intervention is often a leadership role, not a responsibility to be taken on alone. The school counselling program as defined by ASCA (2012) is not designed to be something that school counsellors create and implement as a solo

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endeavour. It requires teamwork and tying the program to the school's overall academic objectives. Dahir and Stone (2003) offered detailed suggestions about connecting the counselling programme to the overarching school system. While in the case of identifying school need based on referral clusters is not necessarily data driven by critical data, the concept of connecting the school counselling programme to the school system is the same concept as implementing critical data driven programmes. Such school counselling programme initiatives could also be written into a school's annual reports.

2.14.6 Professional Involvement

The American School Counsellors Association is a professional body that licenses all school counsellors (ASCA, 2010). School counsellor trainees are firmly integrated into this professional organization while they are still in training (Mitchel, 2007). This facilitates the healthy professional development of school counsellors. In addition, it mitigates the isolation of school counsellors and helps compensate for the lack of supervision of their counselling after graduation (Kozlowski, 2010). By this integration, trainees also become familiar with both ACA's and ASCA's resources, especially those online, as well as relevant blogs, Twitter and Facebook offerings. Through these they do listen to ASCAWAY podcasts or join the ASCA scene as part of a course (Kozlowski & Huss, 2013). In addition, trainees are required to use these resources to address questions in class. For example, in the class discussion about how to address school-wide needs, students could post a question on ASCA SCENE or search professional sites for resources and ideas.

2.15 Training of Counselling Coordinators in Ghana

Initially, counselling was offered as counselling and educational psychology courses in the Colleges of Education which were responsible for the training of professional teachers. Early providers of teacher education: the Basel Seminary (now Presbyterian College of Education) and the Accra Teacher Training College (now Accra College of Education) were established in 1898 and 1909 by the Basel Mission and the government of Ghana respectively (Graham, 1971 as cited in Essuman, 2006). The majority of professionals whose professions involved the application of counselling knowledge were not always trained in counselling specifically. Their training may be in such fields as education, medicine, and human services (Danquah, 1987 cited in Essuman, 2006). Thus, counselling related professions existed in Ghana, although not formally recognised.

Initially, Guidance and Counselling in Ghana took the form of advice giving. In this way, formal training was not required. Counselling was a voluntary and non-formalised service that took place in the schools administered by heads of institutions, house masters and housemistresses, teachers, chaplains, and school prefects. In the community, parents, guardians and family elders guided their children, wards and relatives. In the churches, pastors and Sunday school teachers were significant guidance personnel (oppong, 2014).

According to Dankwa (1981 cited in Essuman, 2006), guidance during this era was voluntary and was administered in the school system (second cycle educational institutions) especially in the boarding schools. Such voluntary services were in the form of; providing place and opportunities for the youth to socialise and recreate,

consulting and advising the youth with their financial problems and issues, organising orientation programmes for new pupils or students, assisting the youth to solve their personal problems and guiding the youth through Sunday school lessons and discussion to develop morally and spiritually.

The first formalised guidance in Ghana was in 1951 when the Ministry of Labour, Social Welfare and Education came together to establish a youth Employment Department due to the outcry of Ghanaians for meaningful education which reflects the manpower needs of the country for their children. The Youth Employment Department was mainly to cater for the unemployed middle school leavers less than twenty years of age, with the intention of placing them in suitable jobs after going through vocational guidance. By 1961, about thirty such youth employment centres had been established in the country (Ackumey, cited in Taylor &Buku, 2006).

In the late 1960s serious work in establishing guidance and counselling in schools began, when the Curriculum Research Development Unit (CRDU) was instituted to cater for programmes in school welfare services, education for the handicapped and guidance and counselling. In this direction, in 1971 the cumulative record cards were launched in elementary schools in some districts of five (5) regions in the country namely, Eastern, Volta Western, Greater Accra and Central. These cards were also introduced to students in Teacher Training Colleges where teacher trainees were taught how to use them (Dankwa, cited in Taylor &Buku, 2006).

During the 1960s and the 1970s, a number of individuals and institutions in Ghana contributed greatly towards the establishment of guidance and counselling in the country. According to Essuman (1999), Dankwa (1981) contributed by; agitating

seriously for the establishment of guidance and counselling in second cycle institutions in the country, initiating the suggestion that guidance and counselling courses or programmes be mounted at the University of Cape Coast. drawing up programmes for vocational courses and "term – time attachments" for secondary school teachers at the University of Cape Coast, participating in the training of selected teachers to act as guidance and counselling co-ordinator (teacher counsellor) in their schools at the Institute of Educational Planning and Administration in University of Cape Coast and helping to mount the graduate programme in guidance and counselling and to introduce counselling courses in the undergraduate education programme.

In 1976 a great stride in the establishment of guidance and counselling occurred. The Ghana government came out with a policy through a directive issued by the Ghana Education service (GES) for the establishment of guidance and counselling programmes in the nation's second cycle institutions (Secondary, Technical, Commercial, Vocational and Teacher Training Colleges). The same directive also made the University of Cape Coast responsible for the training of guidance personnel to serve in the second cycle institutions as guidance co-ordinators. That result was that in 1981, about 200 guidance co-ordinators were trained and were working in second cycle schools or in regional and district offices of the Ghana Education Service (Taylor &Buku, 2006).

Currently, the University of Ghana, Legon, offers counselling and guidance courses and the University of Cape Coast also offers a Bachelor of Education program with a major in counselling and guidance. Graduates from these programs become guidance

coordinators. The University of Cape Coast also offers a Master of Philosophy (Counselling) program. The University of Education, Winneba, trains guidance coordinators at the bachelor's level. Furthermore, the counselling and guidance Unit of the Ghana Education Service (GES) trains guidance coordinators through seminars and workshops. These programs have been very helpful in the training of guidance coordinators to meet the needs of the increasing number of students. (Hassane, 2011).The question is how are they trained?

2.15.1 A Comparison between the Training of School Counsellors in Ghana and Other Countries

According to Oppong (2014) Ghanaian counselling coordinators receive no specialised training. They are trained as any other students offering any course at the university. While other countries like the United States, Canada and Australia train their school counsellor to meet the standards of CACPREP by introducing them to courses like statistics, psychological tests, and psychopathology, developmental psychology, school counselling, professional counselling, secondary education counselling, counselling theories, counselling techniques, interview techniques, counselling in primary education, children, and adolescents with advice, research methods, ethics, psychology of learning, group counselling, couple and family counselling, sexual counselling, Ghana stands shy of these. Skeletal courses in counselling are taught for two years and then candidates are graduated and posted to schools as counselling coordinators (Oppong, 2014).Besides the skeletal content so taught are designed the same way as those in the western countries without any consideration for local content. There is a lack of fit between the western theories and

the Ghanaian socio-cultural milieu. Acknowledging this misfit, Oppong (2014) suggested that a systematic inquiry should be carried out into what practices and techniques best fit our cultural context using a mixed methods design combining both qualitative and quantitative methods could be useful. Results of such research should be incorporated into the counselling curriculum to enable knowledge transfer to future school counselling coordinators.

Again while in countries like America, Australia and Canada, school counselling trainees are exposed to the field of counselling through practicals and internship, in Ghana, counselling trainees remain in the classroom until they are graduated and then posted to the districts to start work without any prior experience. School counsellors are mostly expected to be experienced and fully trained professionals; however, there are cases of inexperienced persons who are in charge of guidance and counselling in the schools. Several scholars such as Ormrod (2003), Heward, (2003), Wadsworth, Milson and Cocco (2004) opined that guidance counsellors are to be professionals trained in psychological perspective who can typically render numerous tangible services to parents, students and teachers of all students. The school counsellor thus, is an important team player or part of the educational leadership team that provide valuable assistance to students (Gysbers and Keyson, 2007).

Historically school counsellors provide guidance and counselling on issues including academic, vocational and/or career counselling to students in a school counselling programme (ASCA, 2010). Career counsellors on the other hand do offer a wide range of career related programmes to students which are aimed at assisting students to plan their career, make informed decision and choose a career which will land him

or her into the right vocation so as to make students enjoy their work (Zunker, 2002; Collins, 2007). in view of this, students receive comprehensive career counselling programmes (interventions) that require career and life plans through all level of schools and beyond, as well as school-to-work programmes which focus on preparing students for work through experienced internship activities in communities and organizations (Zunker, 2002). Thus, it is important to provide career intervention activities in school with the aim to support students with information and guidance with regards to personal, academic and career option (Rosenbaum & Person, 2003), as well as to guide and prepare students for multiple roles within broad industry sectors from the transition from secondary

Finally, unlike in other countries where school counsellors have a professional body with a well spelt out code of ethics and stipulated punishments for breaches by members, in Ghana there is none. The Americans have the American School Counsellor's Assoctiation (ASCAS) which spells out the behaviours of members and even send supervisors to monitor the work of members (Koalowski and Huss, 2010). Auxier, Hughes and Kline (2003) argued that counsellors-in-training needed to establish a professional identity before they could begin to develop a professional counsellor identity. The first principle in the 20/20 Vision for the future of counselling involves the development of a professional identity for professional counsellors (American Counselling Association, 2009). Hansen (2010) stated that the move towards professionalism has yielded good results for the counselling profession and has helped to establish the unique nature and scope of practice for the counselling profession. Researchers have emphasised the importance of a professional identity

and have demonstrated the necessary component parts the profession must adhere to (Cashwell, Kleist, &Schofeld, 2010).

2.15.2 Effectiveness of Counselling in Schools

As discussed previously, School counsellors are tasked to provide counselling programmes in three critical areas: academic, personal/social, and career. Their services and programmes help students resolve emotional, social or behavioural problems and help them develop a clearer focus or sense of direction. Effective counselling programmes are important to the school climate and a crucial element in improving student achievement. School counsellors, like all educational professionals, are increasingly being required to demonstrate evidence of effective practice. The review of literature reveals that counselling has had the following effects on students:

2.15.3 Academic Achievement

Based on research, the Ghana Mental Health Association (2013) has concluded that mental health and psychological services were essential for many students to achieve academically, and recommended that such services be considered mainstream, and not optional. This corroborates the findings of the Institute of Medicine (2001 cited by ASCA, 2010). Sink. C. A. and Stroh, H.R. (2003) also observed that elementary guidance activities have a positive influence on elementary students' academic achievement. Baker and Gerler (2001) found that Counselling decreases classroom disturbances. Counselling services support teachers in the classroom and enable teachers to provide quality instruction designed to assist students in achieving high standards. Students in schools that provide counselling services indicated that their

classes were less likely to be interrupted by other students, and that their peers behaved better in school.

A study of Missouri high schools by Sink and Stroh, (2003) shows that schools with more fully implemented model guidance programmes had students who were more likely to report that (a) they had earned higher grades,(b) their education was better preparing them for the future,(c) their school made more career and college information available to them, and (d) their school had a more positive climate (greater feelings of belonging and safety at school, classes less likely to be interrupted, peers behaving better).After removing the variables of school enrolment size, socioeconomic status, and percentage of minority students in attendance, positive program effects were identifiable. Results highlight the important roles school counsellors play in promoting the central educational goals of their schools and support a comprehensive guidance program focus for university counselling faculty who train school counsellors

Oppong (2014) however observed that in Ghana, such achievements are minimal because of the ratio of students to a counselling coordinator. Sometimes you find only one counselling coordinator in a whole district. This makes counselling ineffective as the workload far outweighs the coordinator. According to the U.S.Department of Education, the current U.S average student/counselor ratio is 488:1.(2) According to the Australian School Health Association, the maximum recommended student/counselor ratio is 250:1 (ASCA, 2010). But in Ghana, we could have a ratio of 10 000:1, this is way off the recommended ratio for effective counselling.

2.15.4 Psycho-Social Formation

School counsellors, due to their training, experience and accessibility are considered to be the best equipped school based professionals to develop and implement both prevention and intervention programs for youth at risk (ASCA, 2010).School counsellors have proven effective in preventing students from committing suicide. The most effective prevention programs start with younger students and portray suicide as a mental health problem, not a dramatic way of ending a life (Kozlowski and Huss, 2013).Health and mental health care services can play an important role in violence prevention at all levels; primary, secondary and tertiary, including preventing problem behaviours from developing; identifying and serving specific, at-risk populations; and reducing the harmful effects of violence on victims and witnesses. Children who are experiencing family problems report being helped by school counsellors (Heyward, 2009).It is essential that counsellors involve the parents of troubled students in the counselling process.

School counselling programmes have significant influence on discipline problems. Baker and Gerler (2001) reported that students who participated in a school counselling programme had significantly less inappropriate behaviours and more positive attitudes toward school than those students who did not participate in the programme. Another study by Cheek, J.R Bradley, L.J Reynolds, and Coy D. (2002) reported that group counselling provided by school counsellors significantly decreased participants' aggressive and hostile behaviours. Students who had had access to counselling programmes were reported to have being more positive and having greater feelings of belonging and safety in their schools.

2.15.5 Career Development

School counsellors are very effective in assisting children in the area of career development. Counsellors are effective in assisting high school students with college choices (Schlossberg, S.M Morris, J.D., and Lieberman, M.G. 2001). The primary goal of career guidance and counselling is to make it possible for an individual to see and explore his or her unlimited endowed options. it is an undeniable fact that the major service areas of guidance and counselling are, educational guidance and counselling which assists students in their choices of career, vocational guidance and counselling which assists the individual to choose and prepare for an occupation that is compatible with his interests and aptitudes, and personal and social guidance and counselling which assists the individual to behave appropriately in relation to other members of the society (Odeck 1999 ; Ipaye, 1995). Supporting literature on career development provide insight to the fact that career counselling is being challenged to meet the needs of a society that is experiencing vast changes in the work place that is rapidly becoming more diverse (Zunker, 2002). The changes in counselling needs have occurred because there is the need for quality work performance which is so pervasive in the lives of individuals since it influences all our life roles. This has expanded the role and scope of the career counsellor to include more than just helping someone find a job. Even though, finding an optimal career is of outmost importance, career counselling now provides a broad spectrum of concerns such as mental health issues that restrict career, changes in the work place and matching the needs of workers in a competitive global economy.

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CHAPTER THREE

3.0 METHODOLOGY

3.1 Introduction

This section discussed how the data was collected, analysed and presented to answer the research questions. According to Bell (1996), methodology is a portion in research where a vivid description is given as to how the problem was examined and why certain methods and techniques were used. Anderson (1995) indicated that methodology as part research reports what was done and the specific approaches used.

Research methodology is an important component of any study and provides the framework upon which the whole process is suspended (Brown, 1996). A sound methodology is, thus, vital to effectively and efficiently produce accurate and precise data to achieve the research goals and objectives. This section covers research design, population, sample size and sampling procedure, as well as the methods and techniques for data collection and analysis.

3.2 The Area of Study

3.2.1 Location and Size of Area of Study

Sagnarigu, the district capital of the Sagnarigu District Assembly in the Northern Region of Ghana is the field of this study.

It shares boundaries with Savelugu- Nanton Municipal to the North, Tamale Metropolitan to the South and East, Tolon to the West and Kumbungu to the North-West. The District has an estimated land size of 114.29km^2 and lies between latitudes 9º16 and 9º 34 North and longitudes 0º 36 and 0º 57 West.(See 2014 Composite Budget,Sagnarigu District Assembly).

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According to the 2010 Population and Housing Census, the Sagnarigu District has an estimated population of148, 099. Males constitute 50.6 percent (74,886) and females represent 49.4 percent (73,213) with Dagombas as the largest ethnic group who are predominantly Muslims (See 2010 Population and Housing Census). There are 23,447 households in the district with an average household size of 6.3 people.

There are other smaller ethnic groups scattered in the District. They include Nanumba, Gonja, Mamprusi, Bimoba, Dagaaba, Wala, Frafra, Akan, Ewe and other northern ethnic groups. The citizens are mainly into farming (crop and animal).

The District hosts four government assisted schools namely; Tamale Senior High School, Northern School of Business Senior High School, Islamic Science Senior High School and Kalpohin Senior High School, one Polytechnic and two colleges of education; Tamale College of Education and Bagabaga College of Education. The District also has Tamale school of Hygiene, Community Health Nursing School, Workers College and Tamale campus of University for Development Studies. There are other private educational institutions as well within the district.

Sagnarigu District is regarded as the epitome and hub of Education in the Northern Region as a whole. It host one of the most popular and most prominent SHS as well as colleges of education in the region especially the tertiary institutions. The Regional Education office is also found in this District. The District is the cradle of education in the Region and it has very important personalities in the region and country as a whole.

3.3 Research Design

A mixed method design was used in the study. The study sampled opinions of school counsellors and headmasters regarding the provision of in-service training for school counsellors. Essentially, the study was a descriptive survey. A descriptive survey involves collecting data in order to test hypothesis or to answer questions concerning current status of the subject of study (Gay, 1999). Fraenkel and Wallen (1993) also note that a descriptive survey provides information on the current status of the phenomena, and determines the nature of the situation as it exists at the time of the study. These authors further point out that descriptive survey has the advantages of procuring good amount of responses from a wide range of people, and giving a clear meaning of events and seeking to explain peoples' perception and behaviours on the basis of data gathered at the point in time among other things. Finally they agree that descriptive surveys allow follow up questions which make room for items that are not clearly explained. It is a non- experimental research. A descriptive survey simply describes and provides an understanding of a phenomena usually with simple descriptive statistics and is particularly valuable when an area of study is fairly new (Macmillan, 1996).

The choice of descriptive survey design has a number of advantages. The data collected enabled the study to discuss the views of the respondents as it is related to the topic under survey. Again, this approach enabled the study to make some diagnosis of the problem as they were and to make some prognosis with the view of coming out with possible suggestions and recommendations for the challenges associated with in-service training in Ghana.

3.3.1 Gaining access

Letters were sent to the two key informants to introduce and ask for permission. The mission, dates, time and venues for the interview were agreed upon. Each respondent was also given an interview guide covering areas of interest for their study. According to Creswell, (2005), gaining access involves obtaining permission to sites and individual and negotiating approval with these individuals at a site which can facilitate the collection of qualitative data.

For the questionnaire, the researcher visited each of the selected Senior High Schools within the district. School counsellors and head teachers were met and issues concerning the study were explained.

3.4 Population/Sampling

3.4.1 Population

Research population is defined as "group of individuals that have one or more characteristics in common that are of interest to the researcher". It is seen as "a group of people who are the focus of a research study and to which the results would apply" (Cardwell 1999:179). The population is therefore the group the researcher makes his deductions.

The population for the study was all guidance and counselling coordinators in the Sagnarigu District Directorate of Education, District coordinators, Supervisors at the District and the Regional levels of the GES.

First, a list of both public and private Senior High Schools within the district was collected from the District GES office. Four public schools and three private schools were selected. These were Tamale Senior High School (TAMASCO), Kalpohin Senior High School (KALISCO), Northern Business School NOBISCO, Islamic

Senior High School, ISODEC, MAKISS and BCI. Because the number of School Counsellors in these schools was relatively small the Headmasters of the said schools were also added. Apart from this group, the Regional guidance and counselling coordinator and the Sagnarigu District coordinator respectively were also included in the population. The population then came up to sixteen persons, seven school counsellors, seven Headmasters and two counselling coordinators.

3.4.2. Determination of Sample Size

Creswell (2009) recommends the use of a procedure to arrive at sample size. However, in this study, the target population which was all school counsellors and headmasters within the district were involved in the study. Both public and private Senior High Schools in the district rendered counselling services, hence, were involved in the study. A total of seven schools were included of which four (4) were public and three (3) private. From each of these schools, the school counsellor and his or her headmaster was selected, and then the Regional and District Counselling coordinator were added, bringing the total sample size to sixteen (16).

3.5 Sample and Sampling Techniques

Sampling is the selection of a unit number of study from a given population. This is when the whole population is so large to carry out a population studies (Varkevisser, Corlien, Idrapathmana and Browlee (2003). This study used the entire target population.

3.6 Purposive Sampling

This is when a sample is selected to suit the purpose of the study by the researcher. Purposive sampling was used to select two key informants from the entire population, the Regional and District Counselling Coordinators were selected as key informants

even though they were part of the sampled respondents. In their case, they were administered with questionnaire and subsequently interviewed because they were believed to have in-depth knowledge about the subject matter and the information they provided was very important in the research process.

3.7 Data Sources

My primary data was gathered through survey and interviews using questionnaires and interview guides. Secondary data was gotten from training manuals and reports, textbooks, articles and journals that discussed in-service training for counselling coordinators and in-service training for workers generally.

3.8 Research Instruments

3.8.1 Questionnaire

Questionnaires and interview guides were used to collect data for the study. Questionnaire items were in six sections. Section A consisted of four items that sought to gather information concerning respondents' background. Section B had five items seeking to gather data on the availability of in-service programmes for school counsellors. Section C was made up of six items that sought to find out the type of in-service programmes provided for school counsellors. Section D which was to find out the effects of in-service activities on school counsellors had seven items. Section E. had seven items constructed to determine difficulties in organising in-service programmes. The last part (section F) of the questionnaire was to sample the views of respondents on how in-service should be organised, and these consisted of seventeen items. The questionnaire was both coded and open ended.

3.8.2 Interview

Interview guide was also designed to engage the key informants in some sort of dialogue so that they would be able to express themselves beyond Yes or No responses. The interviews were used as a means of triangulation. Schedules for the interview were devised comprising semi-structured items. This approach allowed interesting responses to be followed up immediately. According to Lynas, (2001), in semi-structured interview, only broad areas are identified and questions asked on them. Further, Lynas contends that the researcher has the option to probe further and the act of probing ensures that issues that are misunderstood are cleared up and rapport is achieved and cooperation encourage. The semi-structured interview were conducted with four respondents, each one lasted for about twenty to thirty minutes and was recorded using a Philips Dynamax2 hi-fi recorder.

In general, the two instruments (interviews and questionnaire used were considered appropriate for the study because descriptive survey lends itself to questionnaire and interviews. Borg, Gall, and Gall, (1993) agree that survey research typically employs the questionnaire and interview to determine the opinion, attitude, preferences and perception of persons of interest to the study. Since the researcher was interested in assessing perceptions and preferences of school counsellors and headmasters concerning in-service training, it was appropriate to use questionnaire and interviews to determine opinions and attitude consistent with the comments of Borg et al stated above.

3.9 Data collection procedure

Interviews were conducted on one-on-one basis for the Regional and District Counselling Coordinator. Interviews were recorded using a Philips Dynamax2 hi-fi recorder. Each session lasted about twenty (20) to thirty (30) minutes.

Before interviewing them, their consent was sought and the purpose of the research explained to them. Permission was also sought regarding the use of a recorder to record the interviews. In all cases the respondents agreed. The main procedure was through the use of tape recorder. Fetterman (1998) cited in (Avoke, 2003), stated that tape recorders allow the researcher to engage in lengthy informal and semi structured interview. And can also effectively capture long verbatim quotations essential to the fieldwork, whiles maintaining a natural conversational flow. Finally, confidentiality was assured throughout the interview.

Robson (2002) cautioned that some respondents do not treat questionnaire seriously. To ensure that this does not happen, copies of questionnaire were administered and retrieved personally by the researcher. A period of one week was allowed for respondents to answer the questionnaire. Sixteen copies of questionnaires were administered and all were retrieved, ensuring a response rate of 100%.

3.10 Period of data collection

Data collection was done within three weeks; this was between 24th April, 2018 and 10th May, 2018 for admonition and collection of questionnaires and 12th to 17th May for the interviews

3.11 Data analysis plan

Based on the questions raised, a multiple methodology approach was adopted in the analysis of data collected. Descriptive statistics was employed to answer research questions. Reponses to questionnaire were categorised according to how they related to the research questions. Interviews were transcribed and analysed based on emerging themes. In addition, verbatim expressions of respondents were coded as A1 (regional counsellor as key informant) and A2 (district counsellor as key informant) and coded data was used where applicable.

Counsellors and headmasters responded to the questionnaires while key informants were interviewed. A Likert scale was used. Five options were available for respondents under each item. Respondents were expected to express how they feel about a particular statement. They could agree, strongly agree, disagree, strongly disagree or remain neutral. In the analysis however, agree and strongly agree were merged under agree and disagree and strongly disagree were also merged under disagree. This means that in the analysis the researcher reduced the number of options to agree, neutral and disagree. This was done for the analysis of research questions 1 and 3. For research questions 2 and 4, the Statistical Product and Service Solution (SPSS), version 21.0 was used to analyse quantitative data. Responses from respondents were coded into SPSS and the data was double checked for errors. Bivariate analysis was done to find the association between socio-demographic characteristics of respondents, knowledge, attitudes and behaviours of school counsellors in relation to the in-service training programs organised. Ms Excel was used to construct charts.

3.11.1 Pilot Study

The pilot testing of the instrument was conducted at Success Senior High School. The purpose of pilot testing was to discover possible weakness, inadequacies, ambiguities and problem in the instrument. The respondents used for pilot testing of the instrument and the sample were considered appropriate because they have the same characteristics with target respondents (respondents were form masters instead of counsellors).

Twelve (12) respondents were involved in the pilot study and a twenty-four item questionnaire was personally administered and retrieved by the researcher.

To determine the validity of the items, the questionnaire was given to experts in in-service training and professional development. Their assertion of its appropriateness guided me in the review of the items. Best and Khan (1993) contends that content validity is normally assessed by experts who judge its adequacy.

Creswell (1994), states that researchers have no single stance or consensus on addressing traditional topics such as validity and reliability. As a result, another strategy the researcher used to ensure validity of the instrument was the performance of pilot test. According to Wilson and MacLean (1994), piloting is able to help in establishing the reliability, validity and practicability of the questionnaire because it helps to check the clarity of the questions, give feedback on validity of test items and also makes sure that the data required will answer the research questions. The pilot test results was subjected to a reliability test using test-retest reliability formula which returned a reliability co-efficient (r) computed at .7864

The researcher as part of the pilot-testing, asked the respondents to comment and recommend suggestions to improve the instrument. Some very useful and valuable suggestions emerged from the pre-testing. These views were collated and studied closely and helped the researcher to remove ambiguous statement, particularly in the items on the questionnaire. Some statements were completely deleted either because of similarity or non-relevance.

Recorded interviews were played back for approval and correction, this was later transcribed and copies given to respondents for further checking and approval. All the necessary corrections and changes were effected to ensure credibility, trustworthiness and clarity.

3.12 Ethical Considerations

Approval of the study was sought from Ethical Review Committee of Faculty of Education of the University for Development Studies. During data collection, Permission was sought from stakeholders of GES and schools. An introductory letter from the University was sent to the GES and the schools. Confidentiality was assured. Respondents were informed before any interviews that they could withdraw from the study at any time without consequences. Respondents were also briefed on the benefits of the study which included contributing to existing knowledge on the topic as well as increasing awareness on the programme. Participation was voluntary and only people who consented were   interviewed.

CHAPTER FOUR

4.0 PRESENTATION AND DISCUSSION OF DATA

4.1 Introduction

This chapter delves into the detail collation, analysis and presentation of both primary and secondary data collected from secondary and primary sources. The primary sources were obtained through interview and use of questionnaires with key stakeholders including the Northern Regional Education Human Resource, the District Counselling coordinator and all the heads and counsellors of second cycle schools within Sagnarigu District. The secondary data was obtained from GES, District assembly, articles, newspapers and journals and electronic books.

4.2 Bio Data of Respondents

Table 4.1 Bio data of respondents

S/N	Variables	Frequency	Percentage
1	Gender	F	%
	Male	9	62.4
	Female	7	37.6
	Total	16	100
2	Highest Academic/Professional Qualification		
	First Degree	10	66.7
	Masters	6	33.3
	Total	16	100
3	Ranks in GES		
	Deputy Director	8	50
	Assistant Director	3	20
	Principal Superintendent	5	30
	Total	16	100
4	Number of years of School Counselling/Headship		
	1 – 5	5	30
	6 – 10	2	13.3
	11 -15	1	6.7
	16 – 20	5	30
	20 and above	3	20
	Total	16	100

SOURCE: Author's Concept

4.5 Years of Experience

Most of the respondents were highly experienced with some serving with GES for up to twenty years and above. Five (5) persons, representing 30% of the total respondents have worked with GES for about five years. Another Five (5) persons, representing 30% of the total respondents have worked with GES for over 16 years. 3 persons, representing 20% of the total respondents have worked with GES for about twenty years and above. Two persons worked with GES for about 6-10 years. Only one person worked with GES for about 11-15 years.

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Research Question 1: To what extent do School Counsellors have access to in-service training?

Table 4.2: The extent to which School Counsellors have access to in-service Training

Statement	Agreed f (%)	Neutral f (%)	Disagreed f (%)	Total f (%)
1. INSET/workshops for school counsellors are organized regularly in my district (N = 16)	1 (6.3%)	5 (31.6%)	10 (62.5%)	16 (100%)
2. INSET/workshops for school Counsellors are organised regularly in my region (N =16)	1 (6.3%)	5 (31.6%)	10 (62.5%)	16 (100%)
3. I had the opportunity to attend these in-service training (N=16)	7 (43.7%)	1 (6.3%)	8 (50.7%)	16 (100%)
4. I have had the opportunity to attend in-service training/workshops at least once in a year (N = 16)	7 (43.7%)	5 (31.6%)	6 (37.5%)	16 (100%)
5. My school policy encourages the attendance of in-service/workshop (N = 16)	15 (93.8%)	0 (00)	1 (6.2)	16 (100%)

SOURCE: Author's Concept

Results in Table 4.2 shows respondents' responses regarding the extent to which school counsellors have access to in-service education and training. The first five items on the questionnaire in respond to research question one. From the table 4.2 above, item number one was to find out how regular in-service activities were organised at the school level. When the researcher made the statement that "INSET/workshops for school counsellors are organised regularly in my district", one (1) person, representing 6.5% of the total respondents agreed with the statement, Five (5) persons, representing 31.6% of the total respondents remained neutral while 10 persons, representing 62.7% of the total respondents disagreed with the statement. Taking the percentages into consideration, it shows that in-service training is hardly accessible to school counsellors at the district levels. The researcher observed that most of those who remained neutral were those who have 1-5 years of experience

with GES and were mostly Principal Superintendents. This may explain why they were unable to give a decisive response about the accessibility of in-service training to school counsellors.

The researcher wanted to go beyond the district level to find out if there were any in-service training at the regional level for school counsellors, when the researcher made this statement "INSET/workshops for school Counsellors are organised regularly in my region" only one person, representing 6.5% of the total respondent agreed with the statement. Five (5) persons, representing 31.6% of the total respondents remained neutral while 10 persons, representing 62.7% of the total respondents disagreed with the statement. This implies that even at the regional levels, in-service training for counselling coordinators was not regular. In the third item shown in table 4.2 above, the researcher made this statement ". I had the opportunity to attend these in-service training", seven (7) persons, representing 43.7%% of the total respondents agreed to the statement while eight (8) persons, that is 50.7% disagreed with the statement and five persons remained neutral. The researcher wanted to know if school counsellors have attended an in-service for once at least in a year. The researcher made the following statement "I have had the opportunity to attend in-service training/workshops at least once in a year" to this statement, Seven (7) persons representing 43.7% of the total respondents agreed to it. 6 persons, representing 37.5% of the total respondents disagreed with it while 5 persons, representing 31.6% of the total remained neutral. As illustrated in table 4.2 item 5, almost all respondents, 15, representing 93.8% of the total respondents agreed that their schools encourage the attendance of in-service by school counsellors. Only one person disagreed.

From the analysis, it is indicative that in-service training programmes are not available to school counsellors. Absence of these activities will mean school counsellors will not have the opportunity to equip themselves with new skills required for coping with emerging trends and demands of counselling as advocated in the in-service theory of change. The change theory as mentioned earlier is predicated on the fact that society is dynamic, knowledge is expanding and so are methods and approaches changing. In-service as viewed by the theory is critical to and for coping with emerging trends in the teaching profession.

The results from the interviews conducted with the key informants were not different from those obtained by questionnaire from the respondents. From interview results, access to in-service education and training are highly irregular and inaccessible to school counsellors. School counsellors therefore, had had to contend with their day-to-day counselling challenges with only the initial training they have had; a situation that does not ensure efficiency. Anderson (1999) argues that: 'even the best of pre-service counselling training cannot equip one for lifelong standing. Whether one thinks in terms of simply maintaining existing programmes or introducing new ones, it is inconceivable to assume that our initial preparation, whatever it may have been, was adequate. Continuous growth and development have always been talked about in the past as necessary for school counsellors. But in the light of an expanded knowledge base and continuing nature of changes that is occurring in society, the need for continuous professional growth among school counsellors takes on a critical new importance'(p224)

From the interviews result; both key informants agreed that in-service education and training were irregular. One of the key informants (A1) puts it this way

"My sister, there is nothing like in-service training nowadays.

What we used to have as in-service training is dead and gone.

These days you hardly hear about in-service training for

school counsellors. I know it is my responsibility

to organise in-service training for school counsellors at

the regional levels but the funds to do that has not been

released from the appropriate quarters. I cannot also use my

personal moneys for that purpose, it will not even be

adequate. Ghana Education service relaxed about

in-service training for its workers. It is now these development

agencies that are trying to do something but it is irregular and

comes once in a while. So in terms of in-service training for

school counsellors, we are behind".(A1)

It was revealing that some of the counsellors have stayed on their job for over seven years without having attended any form of in-service training. When I asked one of the key informants (A2) to know if the counsellors who are under his direct supervision have had any form of in-service training, his response was as quoted verbatim below; *"As for in-service training for counsellors, we have*

never had that for over seven years. The last time

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we had one was when an NGO in Tamale organised an

in-service training for counsellors and invited all the district

coordinators for a three day workshop. By then most of

the school counsellors we have now had not even come.

So since they came, we have not had any form of in-service

training for them".(A2)

The findings of the study indicated that school counsellors did not attend in-service training activities. Consequently, some are unlikely to be abreast with innovative counselling strategies of counselling students effectively. Change theory states that society is dynamic, knowledge and approaches are changing. Every educational system should change with the culture, economic and technology to keep abreast with the changing demands of the time. Effective change will only occur in the counselling office if counsellors are involved through the process of in-service training. In-service training as viewed by this approach is designed to equip counsellors with new skills required for coping with emerging trends and demands of counselling.

The unavailability of in-service programmes to school counsellors as indicated by the findings of this study corroborated the one conducted in Ashanti Region by Badu (2012), where it was revealed that counsellors had not had the opportunity to attend any form of in-service training for the past five years. The study was conducted on school counsellors in Ashanti Region.

The irregular nature of in-service training for counsellors as the findings indicated does not conform to the views of "Fullan, and Hargreaves, (1992). They were of the view that Society now demands more from its schools and teachers in the area of

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exposure and technology. Society expects counsellors to provide broader access to high quality counselling for an increasingly diverse student body, often with specific needs in a rapidly-changing world. They noted that for counsellors to stay ahead, in-service training must take place on a regular basis, so that counsellors are "reflective practitioners" in their fields.

In the same vein, Feldman in Mathieu (1966) also recommends that continuous training programmes are important for keeping the counsellor abreast with rapidly developing technologies and methodologies advances in the field. He suggests that it should be available to all counsellors on regular terms, at hours and location accessible to all.

Research Question 2: What types of in-service programmes are provided for school counsellors in Sagnarigu District?

Table 4.3: Types of in-service programmes provided for school Counsellors

Statement	Agree , f (%)	Neutral f, (%)	Disagree, f, (%)	Total (%)
6. INSET/workshops I attended covered current practice of counselling	4 (25%)	5 (31.2%)	7 (43.8%)	16 (100%)
7. INSET/ workshops I attended covered some counselling cases I had difficulties with. (	4 (25%)	5 (31.2%)	7 (43.8%)	16 (100%)
8. INSET/workshops I attended covered the use of modern technology in counselling	3 (20%)	5 (30%)	8 (50%)	16 (100%)
9. INSET/workshops I attended covered new methodology in counselling	2 (12.5%)	5 (30%)	9 (52.5%)	16 (100%)
10. INSET/workshops I attended covered modern strategies of counselling	2 (12.5%)	4 (25%)	10 (62.5%)	16 (100%)

SOURCE: Author's Concept

Some of the key areas identified by the researcher as areas that school counsellors needed to be upgraded on were current practices in school guidance and counselling, unusual counselling cases especially those that had to do with superstitious beliefs like witchcraft, sorcery and evil spirit possessions, the use of modern technology in counselling and emerging methods of counselling. Items 10, 11, 12, 13, 14 and 15 on the questionnaire were designed to cover this.

From Table 4.3 above, Item number six indicates that seven (7) persons, representing (43.8%) of the respondents disagreed while four (4) which is (25%) of the respondent agreed that the few workshops they attended covered current practice of counselling. The implication is that the workshops the counsellors attended did not cover current practice of school counselling.

Item number seven (7) showed that seven (7) persons, representing (43.8%) of the respondents disagreed while fifteen (4) which is (25%) of the respondents agreed that the in-service training they attended covered some difficult cases they have had to handle during counselling. The implication is that the in-service training counsellors attended did not cover some cases counsellors had difficulty dealing with.

Item number eight (8) indicated that eight (8) persons, representing (50%) of the respondents disagreed while fourteen (3) which is (20%) of the respondents agreed with the statement that the workshop they attended covered the use of modern technology in counselling. This implies that the use of modern technology in counselling was not covered in the in-service programmes they had attended.

Item number nine (9) shows that nine (9) persons, representing 52.5% of total respondents, disagreed with the statement while two (2) persons which is (12.5%) of

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the respondents agreed with the statement that workshop they attended covered new methodologies in counselling. The findings here is that in-service training programmes counsellors attended did not cover new methodologies of school counselling. Item number 10 under research question two (2) indicates that ten (10) persons, representing (62.8%) of the respondents disagreed while two which is (12.5%) of the respondents agreed that the workshop they attended covered the use of new and improved strategies in school counselling. On the whole, in-service education and training did not address the needs of school counsellors.

The findings from the interview conducted were not very different from those obtained from the respondents. Both key informants admitted that they did not notice the impact of the in-service training some school counsellors attended on their output. Informant (A1) puts it this way.

> "I *doubt if they were taught anything new when they*
> *come they do things the same way as they have*
> *been doing, No change, no improvement.*
> *Just the same old things"*. (A1)

And from the comments of A2, the researcher discovered that in-service training of school counsellors was largely centralised and that was accounting in part for the lack of opportunities for school counsellors, since many at the policy level were not aware of the support required for school counsellors. He said,

> *"There are difficulties in organising*
> *in-service training, due to the bureaucracy*

involved in getting one organised and so

we cannot design activities to suit individual

counsellors since everything has been centralised".(A2)

Findings of the study indicated that in-service training programmes did not cover identified important areas like current practices in school counselling, how to handle difficult counselling cases, the use of modern technology in counselling among others. These are very important if counselling is to be effect and have positive impact on students. When in-service training programmes do not cover present needs, then it means that counsellors are not exposed to innovative counselling strategies. This obviously is not in congruent with the theory of change which states that school counsellors should be given regular training to enable them face changing demands of school and society. Similarly, Wenger (2000) argued that the changing conceptualisation of school counselling has highlighted a need to look seriously at the pattern of training which currently exist and the way in which we attempt to deliver training.

The revealed situation contradicts the provisions of Ministry of Education as stated in the policies and strategic plan for education; non-residential courses are usually organised for School counsellors, teachers, college tutors and field officers by specially trained specialists at the regional or district offices (MOE, 2000).

Research Question 3: How has in-service training programmes affected School Counsellors in meeting the needs of Students?

Table 4.4: Effects of in-service training programmes on School Counsellors

Statement	Agree, f (%)	Neutral f, (%)	Disagree, f, (%)	Total (%)
12. I have benefited from INSET/ workshops (N =16)	4 (25%)	1 (6.3%)	11 (68.7%)	16 (100%)
13. I have applied ideas/methods gained at workshop in my Counselling (N = 16)	5 (31.5%)	3 (20%)	10 (62.5%)	16 (100%)
14. I still have difficulties in Counselling some cases in spite of in-service training (N = 16)	11 (68.7%)	1 (6.3%)	4 (25%)	16 (100%)

SOURCE: Author's Concept

The researcher wanted to find out if the little in-service training that the counsellors have attended has had any impact on them in their work. The researcher concentrated questions on the benefits of the INSET, how the counsellors have applied what they were taught at INSET and whether or not such trainings have helped them to overcome some difficulties that arise in the course of discharging their duties. Items 15, 18, and 21 were designed to answer this question.

As indicated in table 4.4 above, in item 12, four (4) persons representing 25% of the total respondents agreed that they have benefited from the INSET training they had attended while eleven (11) persons, representing 68.7% of the total respondents disagreed with the statement that they had benefitted from the workshop they have attended. This implies that INSET trainings were not beneficial to the respondents.

In item 13, five (5) persons, representing 31.5% of the total respondents agreed that they have applied the ideas and methods they gained at the INSET they attended while ten (10) persons, representing 62.5% of the total respondents disagreed with the statement citing the lack of facilities, time and proper understanding of what was

taught as the main reasons behind their failure to apply the ideas or methods that were taught to them during the INSET. The implication being that most of the counsellors are unable to apply what they were taught at the workshops or INSET that are organised

In item 14 on the table above, eleven persons, representing 68.7% of the total population agreed with the statement that they still have difficulties in handling some cases even after haven attended the INSET that was organised while four persons, representing 25% of the total respondents disagreed with the statement that they still have difficulties in handling certain counselling issues. The implication here is that many of the counsellors still have difficulties in handling certain counselling issues even after attending some INSET.

The findings therefore revealed that INSETs do not actually have any positive impact on the counsellors. This is partly because the organisation of in-service training is highly centralised. The District counselling coordinator confirms this when he says

There are difficulties in organizing

in-service training, due to the bureaucracy

involved in getting one organised and so

we cannot design activities to suit individual

counsellors since everything has been centralized"(A2)

This means that counsellors are never involved in the process of organising these trainings so their views, needs and expectations are never taken into consideration. This contradicts the views of Sparks (2002) when he says a good skills development system will be able to: anticipate skill needs; engage employers and workers in

decisions about training provision, including in specific sectors; maintain the quality and relevance of training; make training accessible to all departments of the organisation; ensure viable and equitable financing mechanisms; and continuously evaluate the economic and social outcomes of training. Such has often been the case with externally designed in-service training activities as indicated in the findings of an evaluation of in-service training activities done by the (MOE: 2000) after the evaluation of centrally designed in-service programmes concluded that these are not effective as they are externally designed without the involvement of teachers and more seriously presented in a didactic manner which does not help teachers to deal with actual classroom situations. Even though their findings were on teachers, it is applicable here because it is the same way in-service training for counsellors are organised in Ghana. Similarly when schools in India were asked to indicate how in-service can be effective (Educational Review Report: 2002).), many schools said that the most effective forms of training were internally rather than externally provided. These schools felt that the greatest benefits were where training needs were identified by counsellors themselves and a large number of counsellors were involved in the same training activities.

The interview with some of the key informants indicated that there was no system of assessment and evaluation. In-service trainings are simply organised impulsively and without prior needs assessments. After which there is no follow up to evaluate to see if the training has had any impact on the counsellors to whom the training was given. One of the key informants put it this way;

Certainly there are lapses. In-service trainings

for school counsellors are rarely organised

and when they are to be organised they are

hurriedly organised. We have no team to carry

out prior needs assessment so that the content

of the trainings will be streamline to meet the needs

of school coumsellors. Even after the trainings, there is

no team in place to follow up and see if the trainings

given had had any impact on the work delivery of the

counsellors. I will admit some basic problems

exist regarding the absence of needs assessment which

is very important in the organization of in-service training.

There were also other issues with the non-involvement

of school counsellors in the planning of in-service training

programmes. These are partly due to inadequate resources

and also negligence on the part of those concerned (A2)

From the findings, as indicated in table 4.4 above, item 13 shows that 5 persons agreed that they have benefited from the workshop but of these, only one person admitted that she had applied what she has learnt in the training to some counselling situations. This is a clear indication that content of training did not addressed the needs of the counsellors. The issue of not using knowledge and ideas gained from the workshops as indicated by the findings is consistent with the findings of Alimatu

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(2007), she indicated in studies conducted on teachers who were involved in a workshop, that as little as five percent of the participants in a structured teacher in-service activity incorporates or transfers knowledge gained from an in-service workshop or activity to their repertoire. Even with proper feedback, only 50% will try it on. Even though her work was restricted to in-service training for special education teachers, the researcher's findings corroborate those of the author when she found out that respondents did not benefit from workshop and so workshops did not positively affect them on how to educate deaf pupils.

Research Question 4: What problems militate against effective and regular In-service Training for School Counsellors in Sagnarigu District?
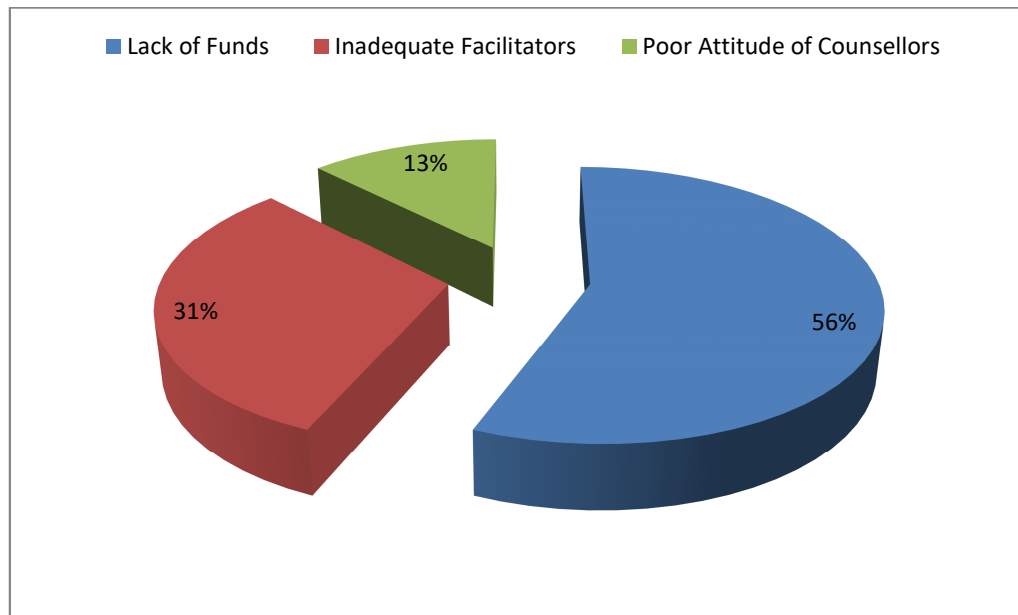
Figure 4.1: Factors Affecting In-service Training for School Counsellors
SOURCE: Author's Concept

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The researcher wanted to know which problems militate against the organisation of effective in-service training for school counsellors in the Sagnarigu district. Items 22-26 on the questionnaire were designed to cover answer this question. The various responses of the respondents were shown in table 4.1 above.

From Figure 4.1 above, nine (9) persons, representing 56.3% of the total respondents mentioned that the unavailability of funds was the major problem affecting the organisation of in-service training in Sagnarifu district. All nine respondents who mentioned this were deputy directors and part of the administration of GES in Sagnarigu District. This means they were abreast with the issues of finance and budgetting within the GES. From the interviews, the issue of in-service training activities not being regular because of funds was highlighted by all key informants. Findings revealed that resources were either not available or not sufficient. Lack of funds has been a major problem when it comes to organizing in-service training. Key informant A2 highlights the problem this way

> *'There are many challenges militating against the*
>
> *organisation and execution of in-service training*
>
> *for counsellors and education workers in general*
>
> *but the major one is finance. Though there are*
>
> *some other difficulties, the major one is funding,*
>
> *the issue of in-service training not being*
>
> *organized is because these workshops are*
>
> *supported with funds from Ghana Education*
>
> *Service, (a1) but the approval is based on*

availability of funds which is highly

irregular"(A1).

The comment underscores the fact that funding was one major difficulty militating against the organisations of in-service. Owning to the lack of funds, workshops were infrequently organized. In   a similar study in Philipines by Kanuka, H. and Anderson, T. (1999), lack of funds was also identified as a major factor hindering the organization of in service training. Even though the study was conducted on teachers, the comparism is relevant because it sought to find out problems militating against the organisations of in-service training.

Ndlouna (2015) Also says that, in order to equip school counselling centres with physical facilities and working materials essential for delivery of counselling services, school authorities should augment funds for assistance in provision of facilities and materials from non-governmental bodies, philanthropists and private agencies. Since the government is the major source of finance to schools in many countries, it is advised to increase its fund allocations to the schools to enable them provide suggested guidance services. The government should equally set up a monitoring team, tasked with function of carrying out routine checks on expenditure pattern of the school of which, counselling is one. Following the death of qualified personnel to work in the counselling centres, and shortage of fund to employ more hands Ndlouma (2015) recommends a teamwork approach to counselling where special education teachers, counsellors, nurses, psychologists and specialists in various areas would exchange information and understanding about the student,

which result from their special professional knowledge, skill, points of view and competencies.

The issue of lack of funds has led to the absence of in-service education for counsellors this will lead to a situation where school counsellors will not be exposed to current practices or changes regarding methodology for effective counselling sessions with students will therefore not change to match global trends. This certainly does not agree with the in-service theory of change that states that every educational system should change with the culture, economic and technology to keep abreast with the changing demands of the time. Findings have indicated that funding had been a major hindrance to organising in-service training for school counsellors.

Research question 5: Which types of in-service activities are needed for School Counsellors?
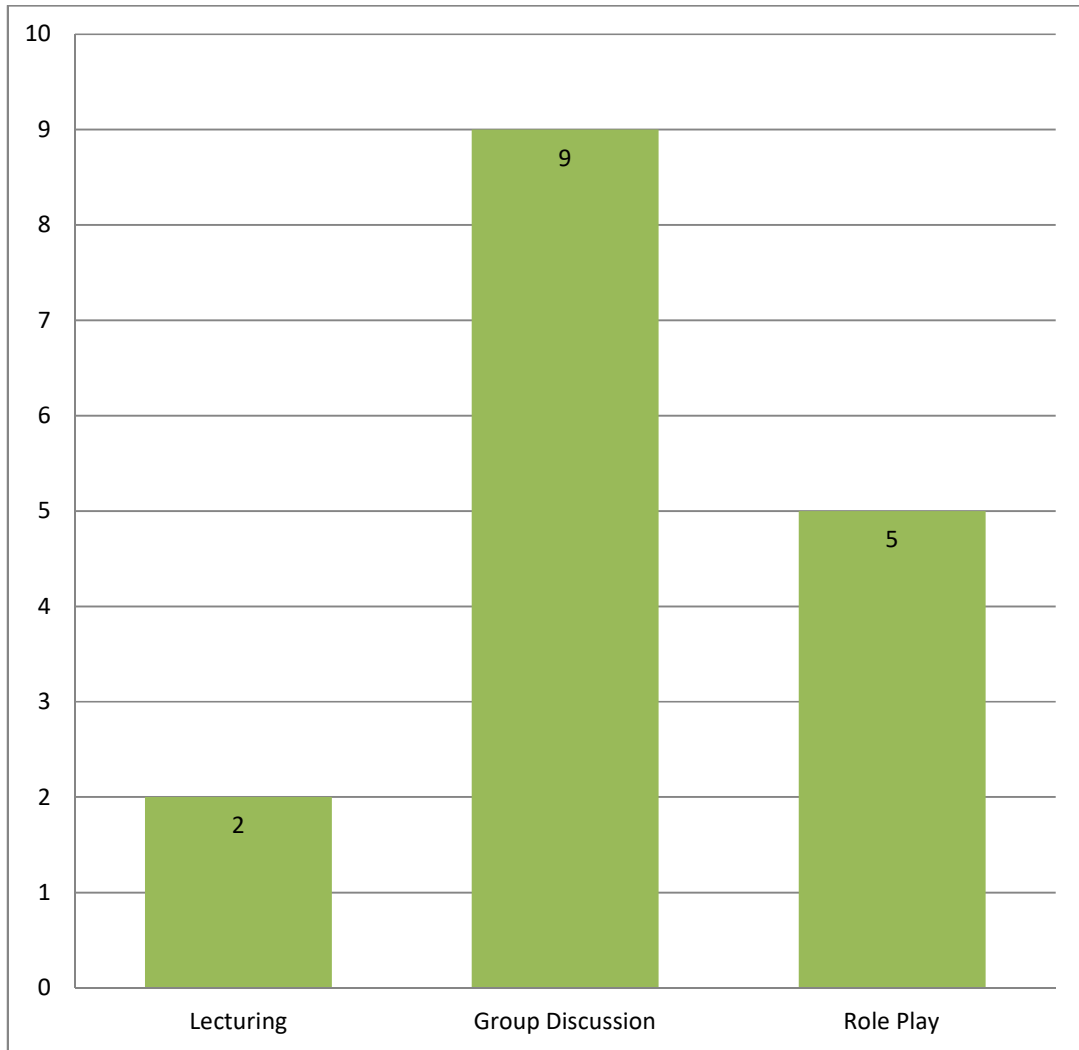
Figure 4.2: types of in-service activities needed for School Counsellors
Source: Author's concept

Results from figure 4.2 above indicate the type of in-service activities needed by

school counsellors in Sagnarigu District. Nine (9) persons, representing 56.8%% of

the respondents mentioned that in-service training should be in form of group

discussion where counsellors would share ideas with one another and the facilitator

would facilitate the discussions by visiting one group at time to help explain issues

that may be difficult for group members. All the nine respondents who suggested that

in-service training should be in form of group discussion were aged below 35. This is indicative of the fact that youth love to learn by doing rather than being passive learners. Five (5) respondents mentioned that INSET for school counsellors should be in form of role plays where practical methods needed in counselling students with special counselling needs would be demonstrated. This implies that counsellors in Sagnarigu district need in-service activities to involved special counselling for students with special counselling needs. Oluka and Okorie (2014) say that Counselling is viewed as a personalized, intimate interview or dialogue between a person experiencing some emotional, social, educational, physical, and vocational problems and a professional counsellor. Counselling is designed to remove the emotional, psychological and personal social roadblocks placed in the way of an individual by the multidimensional problems of the day to day life. The involvement of counselling with special population therefore is to improve and possibly remedy the challenges, facing people with special needs. The educational challenges facing this category of people are quite obvious and they need new strategies in resolving through counselling. This is because according to Ipaye (1981), the individual learns new ways of interacting, new ways of obtaining information, new ways of making decisions, and new ways of responding to the environment and new ways of interacting. The task of counselling therefore as seen by Denga (2009),is to give the individual the opportunity to define, explore, discover and adopt ways of living a more satisfying and resourceful life within the social, educational and vocational groupings within which he or she is identified or finds himself or herself. The challenges of life has made some people feeling as not existing well, but through

education as a tool for moral, social, economic, political and technological development, has affected some changes in human lives and the society as well (Nweze and Okolie, 2014). Human communities have used education to improve their standard of living, develop new methods and skills of production, so there is the need of counselling practices for special need populations thus the need to train school counsellors to provide special counselling to students with special needs. Two (2) persons who were both Deputy Directors and were aged above 50 years insisted that in-service training should be lecture based. Their disagreement with the more youthful respondents over the type of in-service training activities is not completely unusual; elderly persons in our societies tend to be more conservative and less active than the youths.

The interview with the key informants revealed that school counsellors are not given what they need during in-service trainings. The comment from A2 confirms this

" In-service training for counsellors is not regular I admit.

Mostly we bring facilitators from Accra or one of the

Ghanaian Universities. They teach them for two or

three days and that's all. It is usually done in a hall

with the audience seated and the facilitator standing

where all the participants can see him.

Due to time and other resources we are yet to

Introduce them to the use of ICT in counselling"(A1)

This means the designing and execution of in-service training for school counsellors is often poor and activities that should improve the counsellor's efficiency in school are often left out. Armstrong (2000) says the design of INSET training should be according to the needs of the employees. Those organizations which develop a good training design according to the need of the employees as well as to the organization always get good results. Daily and Dalto (2000) argue that Training design plays a very vital role in the employee as well as organizational performance. A bad training design is nothing but the loss of time and money (Tsaur and Lin, 2004). If and when money becomes available to equip organisations, schools or colleges the problems are not over. Throwing money and equipment at workers, without training, is not a sensible solution. Laridon (1990) reports that research in South Africa on teachers working with computer assisted instruction as being problematic. Instructors tend to relapse into dealing with technical issues of how to work the system, rather than content knowledge and skill issues. Students, and counsellors on INSET, are reluctant to expose their ignorance to instructors and therefore instructors need to involve them in the seminar by creating activities that would make them participate fully in the training..

Organisation of in-service training

Some other Items were designed to find out the levels of organisation, modes of presentation, number of days and participants respondents considered appropriate when planning and organising in-service training activities for school counsellors. As to how in-service training should be organised to benefit school counsellors, the findings revealed that respondents will prefer programmes organised at the district

level to the regional levels. Interview results established that some form of in-service goes on within the district. All four officers interviewed indicated that some form of district based in-service training had been going on in Sagnarigu district at least once in a year. However, it was established that most often than not the all forms of in-service going on within the district adopt the lecture method of delivery which participants find it boring. From the analysis results, the most popular lecture method of presenting workshops was the least preferred, with majority of the respondents opting for other forms of presentation. Respondents believed working in groups or video demonstrations will better aid understanding.

While the choice of duration for in-service training for school counsellors in Ghana is mostly three days, Maltuza (2008) says School counsellors in South Africa choose one week long in-service outside school premises but not indicate whether termly or yearly. In response to research question five, findings showed that the type of in-service activities needed by school counsellors included; methods of counselling special students, use of technology in counselling, counselling participation during in-service training and new ways of handling unusual counselling cases. Findings also established that teachers will prefer longer days school based demonstration workshops. The findings of the study reveal that in-service training for school counsellors does not conform to change theory of in-service training which underpins the study. The first finding indicates that school counsellors do not have adequate access to in-service training. The defective paradigm of the change theory explains that in-service training is needed by every professional in order to augment what was learned during the initial training which is mostly done in the academia. The second

finding indicates that school counsellors are not given the type of training that could have positive effects on them. The third finding makes it clearer when it revealed that in-service trainings do not have much effect on school counsellors. This also contradicts the theory of change because the change paradigm of the theory posits that in-service training should bring about positive change in methods, strategy and techniques of counselling. We live in a changing world so methods and strategies of counsellors should be adaptive to current needs.

UNIVERSITY FOR DEVELOPMENT STUDIES

CHAPTER FIVE

5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter gives an overview of the research problem, methodology and summary of key findings interpreted with reference to literature and its implication as against contemporary counselling practice in schools. Conclusions drawn are listed and a number of suggestions made.

5.2 Summary

The study was an assessment of in-service training for school counsellors in Sagnarigu District. A survey design was used in the study. A population of sixteen people was involved. Due to the small size of the population, the whole population was used. The population was made up of school counsellors and Head Masters who were always members of the counselling team. Two key informants were purposively selected due to their vast knowledge in the subject matter. Interviews and questionnaire were the instruments for collecting data. School counsellors and Head Masters responded to the questionnaires while key informants were interviewed. The researcher personally administered and conducted questionnaire and interviews

The study revealed that school counsellors did not have access to in-service education and training programmes. However, they were a few centrally organised in-service programmes by the District office. Counsellors were rarely invited and when they were invited they did not benefit because course content did not address their needs.

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It was also revealed that school counsellors were not given adequate in-service training on current methods of counselling and the use of technology in counselling. Respondents indicated that they still had challenges handling unusual counselling cases and wanted in-service training activities to cover current practices in counselling and the use of technology in counselling.

Resources were identified as a major hindrance to the organisation of in-service training programmes.

It was further revealed that school counsellors in sagnarigu District preferred in-service training to be activity based rather than the usual lecture methods.

5.3   Conclusion

Based on the findings, the following conclusions were arrived at:

School counsellors did not have access to in-service education and training. In-service training programmes were needed to generally increase their knowledge and skills in identifying counselling needs of the students. The few in-service training programmes that were organised by the district office did not have much impact on school counsellors as they were not introduce to new methods and techniques of counselling. It showed up that knowledge and skills gained were not being applied in counselling because it was not useful. School counsellors still had difficulty in counselling students especially students who had special counselling needs.

Lack of funds was another major factor inhibiting the regular organisation of in-service training programmes. This factor was also identified by the training, evaluation and monitoring division of the District educational office. Lack of funds

and logistics pose a great threat to the effective and efficient organisation of these training courses. This state of affairs was attributed to insufficient budgetary allocation for organising in-service training programmes.

5.3 Recommendations

The following recommendations are made to make the organisation of in-service education and training more effective and to bring about maximum benefit to school counsellors in Ghana. The factors militating against the effective organisation of in-service training educational programmes and their undercurrent effect on staff development in second cycle schools in Ghana as out lined and discussed are basically financial and organisational.

1. The Ghana Education Service should make Staff development as an on-going process. Staff development should not be left to chance more time and resources should be devoted to staff development through long term financial planning.

2. The district directorate in collaboration with the regional directorate should collaborate with the NGOs within the district who are interested in matters of in-service training for school counsellors in order to raise resources for in-service training outside the budgetary allocation by GES.

3. The District Assembly should increase the budgetary allocation for staff development and training of school counsellors. Counselling coordinators should be involved in the designing and implementation of in-service

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programmes to ensure counsellors benefit from the type of activities designed so that they can always be abreast with changing trends

4. The District Counselling Coordinator should do needs assessment within the district and invest part of the five percent allocation of the District Assembly Common Fund to development programmes.

5. All providers of in-service training (including schools) are required to define in their strategic and annual plans the expected outcomes of the training to be provided and to identify the criteria they will use to evaluate the extent to which these outcomes have been met.

6. The Ghana Education Service should provide research funds so that counsellors can access such funds and carry out school specific research on counselling needs within the school so as to make counselling more purposeful.

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Appendix I Questionaire

QUESTIONNAIRE FOR SCHOOL COUNSELLORS AND HEADMASTERS

Topic: Impacts of in-service Training for School Counsellors

Dear Sir/Madam

My name is Namao Juliet Issah, a final year M. Phil student of the Department of Education, University for Development Studies (UDS) Tamale Campus. I am carrying out a research on 'Assessing the Impacts of In-service Training on School Counsellors'

Objectives:

1. To assess the extent to which school counsellors have access to in-service training

2. To examine the types of in-service programmes that are provided for school counsellors

3. To determine how in-service training programmes have affected school counsellors in meeting the needs of students

4. To find out the problems that militates against effective and regular staff development for school counsellors in Ghana

To determine which types of in-service activities are needed for school counseling coordinators I will be recording the session because I do not want to miss any of your comments. Although I will be taking some notes during the session, I cannot possibly write fast enough to get it all down. Because we are on tape, please be sure to speak up so that we do not miss your comments. All responses will be kept confidential. This means that your interview responses will only be shared with research team members like my supervisor and external supervisor and we will ensure that any information we include in our report does not identify you as the respondent.

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Remember, you are not obliged to talk about anything you do not want to talk about and you may discontinue the interview at any time if you feel uncomfortable with it. Thank you for accepting to participate in this research.

Instructions

Where (   ) are provided put a check X in the appropriate parenthesis and for the others, tick appropriately.

A.   Background information

Gender

a. (   ) Female   b. (   ) Male

   Age

a.   (   ) 20-30 years   b. (   ) 31-40 years

c.   (   ) 41-50 years   d (   ) 51-60 years

Highest academic/professional qualification

a   (   ) Degree   b   (   ) Diploma

c   (   ) Certificate 'A'   d   (   ) Certificate 'B'

e   (   ) Other (Specify)…………………………………………………

Ranks in the Ghana Education Service

a.   (   ) Assistant Director   b. (   ) principal superintendent

c.   (   ) senior superintendent   d. (   ) superintendent

e.   others specify …………………………………………………..

Indicate the number of years of school counselling/Headship

a.   (   ) 1-5 years   b.   (   ) 6-10 years

c.   (   ) 11-15 years   d.   (   ) 16-20 years

B. Access to In-service Training by School Counsellors

1. INSET/workshops for school counsellors in the district are organised regularly.

  a. Strongly agree   b. Agree   c. Disagree   d. Strongly disagree

2. I have had the opportunity to attend these in-service training/workshop(s)

    a. strongly agree   b. Agree   c. Disagree   d. Strongly disagree

3. My school policy encourages the attendance of in-service training/workshops

    a. strongly agree   b .Agree   d. Disagree   d. Strongly disagree

4. Who organises in service training/workshop in your district.

    a. (   ) District coordinator   b. (   ) headmaster/headmistress

    c. (   ) District HR   d. (   ) Regional HR   e. (   ) other specify

5. How long would you like INSET to last?

    a. 1 day   b. 2 day c. 3 days   d. 4 days   e. 5 days

6. How often should inset be organised?

    a. Monthly   b. Termly   c. Twice a year   d. Yearly

7. How many participants per workshop do you suggest?

    a. 5-10   b. 11-20   c. 21-30   d. 31-40 e. Over 40

8. If there were any difficulties encountered during INSET training, the nature of difficulty encountered was with

    a. INSET content/relevance   b. level of organization

    c. organizers/resource personnel   d. INSET duration/number of time

    e. participants

9. How many times have you had the opportunity to attend in-service training/workshops for the last three years?

    a. Once b. Twice c. Three times   d. more than three times

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C. Types of Programs provided at the Training\

10. The in-service training/workshops I attended covered current practise of school counselling.

    a. Strongly agree   b. Agree   c. Disagree   d. Strongly disagree

11. The INSET I attended covered modern methods of counselling

    a. Strongly agree   b. Agree   c. Disagree   d. Strongly disagree

12. The INSET I attended covered some of the counselling cases I had difficulties dealing with

    a. Strongly agree   b. Agree c. Disagree   d. Strongly disagree

13. The INSET I attended introduced new methodology I am not aware of.

    a. Strongly agree b. Agree   c. strongly disagree d. disagree

14. The INSET I attended covered use of technology

    a. Strongly agree   b. Agree   c. Disagree   d. Strongly disagree

D. Effects of the Training on School counsellors

15. I have benefited from INSET/workshops I have attended.

    a. Strongly agree b. Agree c. disagree   d. strongly Disagree e. neutral

16. I have applied ideas/methods I gained at workshop in school counselling.

    a. Strongly agree   b. Agree d. Disagree e. Strongly disagree

17. The methods/ideas I applied were more successful than the previous ones I used before attending in-service training/workshop.

    a. Strongly agree   b. Agree c. Disagree d. Strongly disagree

18. I have NOT applied any idea/methods I gained at INSET in my counselling because of lack of time
    a. Strongly agree   b. Agree   c. Disagree   d. Strongly disagree

19. I have NOT applied any idea/methods I gained at INSET in my counselling because I thought the ideas/methods were not practical
    a Strongly agree   b Agree c. Disagree   d. Strongly disagree

20. I have NOT applied any idea/methods I gained at INSET in my counselling because lack of materials
    a. Strongly agree   b. Agree   c. Disagree   d. Strongly disagree

21. I have NOT applied any idea/methods I gained at INSET in my counselling because I didn't understand what was thought
    a. Strongly agree   b. Agree c. Disagree   d. Strongly disagree

E: Problems Militating against Regular In-service Training for School Counsellors

22. I encounter difficulties while attending in-service training/workshop?
    a. Strongly agree   b. Agree c. Disagree   d. Strongly disagree

23. I was given resource material at the workshops
    a. Strongly agree   b. Agree c. Disagree   d. strongly disagree

24. The resource materials were sufficient?
    a. Strongly agree   b. Agree   c. Disagree   d. Strongly disagree

25. The resource materials were relevant?
    a. Strongly agree   b. Agree   c. Disagree   d. Strongly disagree

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26. The resource persons at the in service training workshops were very competent

    a. Strongly agree   b. Agree c. Disagree d. Strongly disagree

27. I still have difficulties in counselling in spite of the in-service training

    a. Strongly agree   b. Agree   c. Disagree d. Strongly disagree

28. INSET should cover counselling methodology

    a. Strongly agree   b. Agree   c. Disagree d. Strongly disagree

29. INSET should cover use of technology

    a. Strongly agree   b. Agree   c. Disagree d. Strongly disagree

30. I would like in-service/workshops to be organised at the district levels level.

    a. Strongly agree   b. Agree   c. Disagree d. Strongly disagree

31. I would like in-service/workshops to be organised at the regional level

    a. Strongly agree   b. Agree   c. Disagree d. Strongly disagree

32. I would like the mode of in-service training to be the lecture type

    a. Strongly agree.   b. Agree   c. Disagree d. Strongly disagree

E. Types of In-service activities needed by School Counsellors

33. I would like the mode of in-service training to be the video type

    a. Strongly agree.   b. agree   c. Disagree d. strongly disagree

34. I would like the mode of in-service training to be the role play type

    a. Strongly agree   b. agree c. Disagree d. Strongly disagree

35. I would like the mode of in-service training to be the group work type

    a. Strongly agree   b. Agree c. Disagree d. Strongly disagree

Appendix II: Interview Guide for Key Informants

Dear Sir/Madam

My name is Namao Juliet Issah, a final year M.Phil student of the Department of Education, University for Development Studies (UDS) Tamale Campus. I am carrying out a research on Assessing the Impacts of In-service Training on School Counsellors.

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4. To find out the problems that militates against effective and regular staff development for school counsellors in Ghana

5. To determine which types of in-service activities are needed for school counseling coordinators.

I will be recording the session because I do not want to miss any of your comments. Although I will be taking some notes during the session, I cannot possibly write fast enough to get it all down. Because we are on tape, please be sure to speak up so that we do not miss your comments. All responses will be kept confidential. This means that your interview responses will only be shared with research team members like my supervisor and external supervisor and we will ensure that any information we include in our report does not identify you as the respondent. Remember, you are not

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obliged to talk about anything you do not want to talk about and you may discontinue the interview at any time if you feel uncomfortable with it. Thank you for accepting to participate in this research

Do School Counsellors within your district get to attend any form of in-service training?

May I know how often do school Counsellors in your school have access to in-service training?

How is it organised?

A. Who are the Facilitors

B. Do you have a way of assessing the programmes?

C. What types of programmes are been offered

D. How is it done?

E. What format does it take?

F. What types of in-service activities are been done

G. Do they meet the needs of the counsellors?

H. Do you have a way of evaluating them?

I. Have you notice any change in the performance of the school counsellors that can be directly attributed to the in-service training provided?