

## **CHAPTER IV**

### **DATA ANALYSIS AND INTERPRETATION**

#### **4.1 Introduction**

Data analysis is a process of systematically collecting, cleaning, transforming describing and interplaying the data. Whether the data is qualitative or quantitative, the analysis defines and summarises the information, creates connections between variables, assesses differences between variables, compares variables, and foresees the conclusion. "Analysis" relates to the computation of measurements and identifying patterns in the interactions between data sets. Statistical approaches are essential in gathering, organising, analysing, and interpreting data.

This chapter presents the analysis and interpretation of data collected using (i) questionnaire, (ii) observation schedule, and (iii) perception scales from the teaching staff, students and counsellors on the functioning of guidance and counselling centres in public universities of Ghana. The data analysis was done using frequency and percentage. The data collected from the respondents were used to answer the study's research objectives.

#### **4.2 Data Analysis and Interpretation Objective-Wise**

The analysis of data and interpretation have been done objective-wise. The present study focuses on the "Functioning of Guidance and Counselling Centres in Public Universities of Ghana." The objectives are related to the available resources of the guidance and counselling centres which included human, financial and physical infrastructure resources, the functioning of guidance and counselling centres, the problems facing guidance and counselling centres in public universities of Ghana, and perception of the teaching staff and students towards the functioning of guidance and counselling centres.

### 4.3 Demographics of Respondents

**Table 4.3.1: Demographic of Counsellors**

Gender	N=42	
	Frequency	Percentage
Male	23	54.8%
Female	19	45.2%
Age	Frequency	Percentage
30-39 years	8	19.1%
40-49 years	20	47.6%
Above 50 years	14	33.3%

From table 4.3.1, it can be observed that 54.8% of the counsellors were males, while 45.2% were females.

47.6% of counsellors were 40- 49 years old, 33.3% fell within the ages of above 50 years, and 19.1 % were aged between 30-39 years.

**Table 4.3.2: Demographics of Teaching Staff**

Gender	N=106	
	Frequency	Percentage
Male	60	56.6%
Female	46	43.4%
Age	Frequency	Percentage
20-29 years	17	16.0%
30-39 years	50	47.2%
Above 40 years	39	36.8%

Table 4.3.2 revealed that 56.6% of the teaching staff who visited the guidance and counselling centres were males, while 43.4% were female.

47.2% of them were between 30- 39 years, 36.8% were above 40 years, and 16.0 % were aged between 20-29 years.

**Table 4.3.3: Demographics of Students**

Gender	N=523	
	Frequency	Percentage
Male	264	50.5%
Female	259	49.5%
Age	Frequency	Percentage
15-20 years	102	19.5%
21-25 years	126	24.1%
26-30 years	99	18.9%
30-35 years	113	21.6%
Above 36 years	83	15.9%

Table 4.3.3 shows that 50.6% of the students who visited the guidance and counselling centres were males, while 49.4% were females.

24.1% of them were 21- 25 years old, 21.6% fell between 30 - 35 years old, 19.5 % were aged between 15-20 years, 18.9% were between the ages of 26-30, and 15.9% were above 36 years old.

#### **4.4 Data Analysis of Objective 1**

"To examine the resources of guidance and counselling centres in public universities of Ghana in terms of:

- (i) Human resources
- (ii) Financial resources
- (iii) Physical infrastructure resources

**(i) Human Resources**

**Table 4.4.1 Academic Qualification of Counsellors**

Qualification	N=42	
	Frequency	Percentage
Ph.D.	24	57.1%
Masters	18	42.9%

It can be seen from table 4.4.1 that 57.1% of the counsellors had Ph.D. degrees as their academic qualification and 42.9% had Master degrees. Most of the counsellors had Ph.D. degrees as their academic qualification in guidance and counselling.

**Table 4.4.2: Professional Qualification of Counsellors**

Qualification	N=42	
	Frequency	Percentage
Masters	18	42.9%
Ph.D.	24	57.1%
Bachelor	0	0.0%

Table 4.4.2 shows that 57.1% of the counsellors had Ph.D. degrees, 42.9% had master degrees and none of them had a Bachelor degree as a professional qualification in guidance and counselling. The majority of the counsellors, had Ph.D. degrees as their professional qualification in guidance and counselling.

**Table 4.4.3: Work Experience of Counsellors**

Responses	N=42	
	Frequency	Percentage
1-5 years	18	42.9%
6-10 years	19	45.2%
11-15 years	4	9.5%
Over 15 years	1	2.4%

Table 4.4.3 reveals that 45.2% of the counsellors had between 6-10 years of working experience, 42.9% had between 1-5 years, 9.5% had between 11-15 years, and 2.4% had above 15 years. Less than half, which was followed by counsellors, who had between 1-5 years of working experience.

**Table 4.4.4: Field of Specialisation**

Responses	N=42	
	Frequency	Percentage
School and careers	38	90.5%
Substance abuse disorders	6	14.3%
Mental health	5	11.9%
Marriage	3	7.1%
Rehabilitation	0	0.0%

It can be observed from table 4.4.4 that 90.5% of the counsellors have specialised in school and careers, 14.3% in substance abuse disorders, 11.9% in mental health, 7.1% in marriage, and none in rehabilitation. Most of the counsellors have specialised in school and careers.

**Table 4.4.5: Number of Lecturer Counsellors**

Responses	N=42	
	Frequency	Percentage
No	5	11.9%
Yes	37	88.1%

Table 4.4.5 reveals that 88.1% of the counsellors are lecturer counsellors, and 11.9% are not lecturer counsellors. The majority of the counsellors are lecturer counsellors.

**Table 4.4.6: Availability of Counsellors at University Centres**

Names of Universities	N=42	
	Frequency	Percentage
KNUST	8	19.0%
UG	10	23.8%
UCC	15	35.7%
UDS	3	7.1%
UEW	6	14.3%

Table 4.4.6 shows that 35.7% of the counsellors were available at university of Cape Coast (UCC), 23.8% at University of Ghana (UG), 19.0% at Kwame Nkrumah University of Science and Technology (KNUST), 14.3% at University of Education, Winneba (UEW) and 7.1% at University for Development Studies (UDS).

#### **(ii) Financial Resources**

**Table 4.4.7: Sources of Funding in Counselling Centres**

Responses	N=42	
	Frequency	Percentage
The university administration	42	100.0%
Government of Ghana	7	16.7%
Non-Governmental organizations	6	14.3%

It can be observed from table 4.4.7 that 100% of the counsellors received their centres funding from the university administration, 16.7% received from the Government of Ghana, and 14.3% received from Non-Governmental Organisations. All the counsellors received their centres funding from the university administration.

**Table 4.4.8: University Budgetary Provisions Allocated to the Centres**

Responses	N=42	
	Frequency	Percentage
1-5%	42	100.0%
6-10%	0	0.0%
11-15%	0	0.0%
16-20%	0	0.0%
Above 21%	0	0.0%

Table 4.4.8 reveals that 100.0% of all the counsellors responded that 1-5% of the university budgetary provisions are allocated to the centres.

**Table 4.4.9 Adequacy of Budgetary Allocation for Organising Guidance and Counselling Services**

Responses	N=42	
	Frequency	Percentage
No	34	81.0%
Yes	8	19.0%

It can be observed that 81.0% of the counsellors responded that the budgetary allocation given to the centres to organise guidance and counselling services was not adequate, and 19.0% responded it was adequate (table 4.4.9). Most of the counsellors stated that the budgetary allocation given to the centres to organise guidance and counselling services was not adequate.

**Table 4.4.10: Frequency of funding for physical infrastructure**

Responses	N=42	
	Frequency	Percentage
Once a year	23	54.8%
Twice a year	16	38.1%
Thrice a year	3	7.1%

Table 4.4.10 reveals that 54.8% of the counsellors responded that the university administration provided funding to the counselling centres for physical infrastructure once a year, 38.1% twice a year, and 7.1% thrice a year. More than half of the counsellors responded that the university administration provided funding to the counselling centres for physical infrastructure once a year.

### (iii) Physical Infrastructure Resources

**Table 4.4.11: Room**

S/N	Infrastructure	Availability		Quantity	Adequacy			Remarks
		Yes	No		Less	Adequate	More	
1	Separate room(s) for testing		No	Nil	Yes	No	No	Insufficient
2	Separate room(s) for interview		No	Nil	Yes	No	No	Insufficient
3	Office for counsellor(s)	Yes		24	Yes	No	No	Insufficient
4	Stores for storage	Yes		10	No	Yes	No	Sufficient
5	Any other	-	-	-	-	-	-	-

Table 4.4.11 shows no separate room(s) for testing and interviews in the guidance and counselling centres, but there were 24 counsellors' offices. It was insufficient. 10 stores for storage in the centres were found. It was sufficient.

**Table 4.4.12: Furniture**

S/N	Infrastructures	Availability		Quantity	Adequacy			Remarks
		Yes	No		Less	Adequate	More	
6	Tables	Yes		35	Yes	No	No	Sufficient
7	Chairs	Yes		60	No	Yes	No	Sufficient
8	Cabinets	Yes		22	No	Yes	No	Sufficient
9	Cupboards	Yes		20	No	Yes	No	Sufficient
10	Writing board	Yes		11	No	Yes	No	Sufficient
11	Notice board	Yes		8	No	Yes	No	Sufficient
12	Any other	-	-	-	-	-	-	-

It can be seen from table 4.4.12 that the guidance and counselling centres had 35 tables, 60 chairs, 22 cabinets, 20 cupboards, 11 writing boards and 8 notice boards. It was sufficient for the centres.

**Table 4.4.13: ICT Equipment**

S/N	Facilities	Availability		Quantity	Adequacy			Remarks
		Yes	No		Less	Adequate	More	
13	Printer	Yes		19	Yes	No	No	Insufficient
14	Scanner	Yes		12	Yes	No	No	Insufficient
15	Computer	Yes		32	Yes	No	No	Insufficient
16	Telephone	Yes		12	Yes	No	No	Insufficient
17	Films	Yes		53	Yes	No	No	Sufficient
18	Internet	Yes		-	Yes	No	No	Inconsistently active
19	Any other equipment	-	-	-	-	-	-	-

It can be observed from table 4.4.13 that the guidance and counselling centres had 19 printers, 12 scanners, 32 computers and 12 telephones. It was insufficient for the centres. 53 films were seen at the centres, which was sufficient. It was also observed that internet connectivity in the guidance and counselling centres was inconsistently active.

**Table 4.4.14: Document/ Materials**

S/N	Materials	Availability		Quantity	Adequacy			Remarks
		Yes	No		Less	Adequate	More	
20	Daily Newspapers	Yes		116	No	Yes	No	Sufficient
21	Employment News	Yes		35	No	Yes	No	Sufficient
22	Magazines	Yes		28	No	Yes	No	Sufficient
23	Journals	Yes		45	No	Yes	No	Sufficient
24	Monographs	Yes		28	No	Yes	No	Sufficient
25	Career information manuals	Yes		15	No	Yes	No	Sufficient
26	Records/ file	Yes		68	No	Yes	No	Sufficient

27	Charts	Yes		89	No	Yes	No	Sufficient
28	Posters	Yes		108	No	Yes	No	Sufficient

It can be observed from table 4.4.14 that the guidance and counselling centres had 116 daily newspapers, 35 employment news, 28 magazines, 45 journals, 28 monographs, 15 career information manuals, 68 records/files, 89 charts, and 108 posters. It was sufficient.

#### 4.5 Data Analysis of Objective 2

"To examine the functioning of guidance and counselling centres in public universities of Ghana."

#### Vocational Guidance and Counselling

**Table 4.5.1: Areas of Vocational Guidance and Counselling**

Responses	N=42	
	Frequency	Percentage
Career choice	41	97.6%
Student self-employment	40	95.2%
Developing career skills	42	100.0%
Career assessment	39	92.9%

Table 4.5.1 reveals that 100.0% of the counsellors stated that vocational guidance and counselling was provided for developing career skills. 97.6% responded that vocational guidance and counselling was provided on career choices. 95.2% responded that vocational guidance and counselling on student self-employment was provided. 92.9% responded that vocational guidance and counselling was provided on career assessment for their students. All the counsellors provided vocational guidance and counselling on developing career skills to their students. Most of them also provided vocational guidance and counselling on career choices, student self-employment and career assessment to their students.

**Table 4.5.2: Assistance Given to Students in Vocational Guidance and Counselling**

Responses	N=42	
	Frequency	Percentage

Assistance in occupational choices	41	97.6%
Assistance with the latest and appropriate job information for students	42	100.0%
Assist students with the needed skills for applying for employment	41	97.6%

From table 4.5.2, it can be observed that 100.0% of the counsellors assisted their students with the latest and appropriate job information on vocational guidance and counselling. 97.6% responded that they assisted their students in occupational choices on vocational guidance and counselling. 97.6% assisted their students with the needed skills in applying for employment during vocational guidance and counselling. All the counsellors assisted their students with the latest and appropriate job information on vocational guidance and counselling. Most of the counsellors also assisted their students in occupational choices and the needed skills for applying for employment during vocational guidance and counselling.

**Table 4.5.3: Organisation of Vocational Orientation for Students**

Responses	N=42	
	Frequency	Percentage
Organise students for knowledge in a specific career	40	95.2%
Organise entrepreneurial seminars for students	39	92.9%
Organise students for information on career choices	42	100.0%

Table 4.5.3 shows that 100.0% of the counsellors organised vocational orientation for students to get information on how to make career choices, 95.2% on how to get knowledge in a specific career, and 92.9% on entrepreneurial seminars. All of the counsellors organised vocational orientation for students to get information on how to make career choices. Most of them also organised students with knowledge in a specific career and organised entrepreneurial seminars for students.

**Table 4.5.4: Frequency of Organisation of Vocational Seminars for Students**

Responses	N=42	
	Frequency	Percentage
Once a year	18	42.9%

Twice a year	20	47.6%
Thrice a year	4	9.5%

Table 4.5.4 shows that 47.6% of the counsellors organised vocational seminars for students twice a year, 42.9% once a year, and 9.5% thrice a year. Less than half of the counsellors organised vocational seminars for students twice a year.

### **Educational Guidance and Counselling**

**Table 4.5.5: Areas of Educational Guidance and Counselling**

<b>Responses</b>	<b>N=42</b>	
	<b>Frequency</b>	<b>Percentage</b>
Choice of educational programmes	41	97.6%
Information on the availability of scholarships, stipends, loans, etc	42	100.0%
Developing good study habits	41	97.6%

From table 4.5.5, it can be observed that 100.0% of the counsellors provided educational guidance and counselling on how to get information on the availability of scholarships, stipends, loans, etc. 97.6% provided educational guidance and counselling on how to make choice of educational programmes. 97.6% provided educational guidance and counselling on how to develop good study habits. All the counsellors provided educational guidance and counselling on how to get information on the availability of scholarships, stipends, loans, etc. Most of the counsellors also provided educational guidance and counselling on choices of educational programmes and developing good study habits.

**Table 4.5.6: Assistance Given to Students in Educational Guidance and Counselling**

<b>Responses</b>	<b>N=42</b>	
	<b>Frequency</b>	<b>Percentage</b>
Assist students in getting information on further education	41	97.6%
Assist students with the prescribed curriculum	42	100.0%

Assist students in developing knowledge and skills necessary for further studies	41	97.6%
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It can be seen from table 4.5.6 that 100.0% of the counsellors, assisted their students with the prescribed curriculum during educational guidance and counselling session, 97.6% assisted their students in getting information on further education during educational guidance and counselling session. 97.6% assisted in developing knowledge and skills necessary for further studies during educational guidance and counselling session. All the counsellors assisted their students with the prescribed curriculum on educational guidance and counselling. Most of them also assisted their students in getting information on further education and developing knowledge and skills necessary for further studies on educational guidance and counselling.

**Table 4.5.7: Organisation of Educational Guidance and Counselling Programmes**

Responses	N=42	
	Frequency	Percentage
Yes	42	100.0%
No	0	0.0%

Table 4.5.7 shows that 100.0% of the counsellors organised educational guidance and counselling programmes each year.

**Table 4.5.8: Frequency of Educational Seminars for Students**

Responses	N=42	
	Frequency	Percentage
Once a year	16	38.1%
Twice a year	20	47.6%
Thrice a year	6	14.3%

It can be observed from table 4.5.8 that 47.6% of the counsellors organised educational seminars for students twice a year, 38.1% once a year, and 14.3% thrice a year. Less than half of the counsellors organised educational seminars for students twice a year.

## Social/ Personal Guidance and Counselling

**Table 4.5.9: Areas of Social/Personal Guidance and Counselling**

Responses	N=42	
	Frequency	Percentage
Assertiveness	37	88.1%
Personality development	40	95.2%
Safety issues	39	92.9%
Interpersonal skills	36	85.7%

Table 4.5.9 shows that 95.2% of the counsellors provided social/personal guidance and counselling on personality development to their teaching staff and students, 92.9% provided social/personal guidance and counselling on safety issues. 88.1% provided social/personal guidance and counselling on assertiveness. 85.7% provided social/personal guidance and counselling on interpersonal skills. The majority of the counsellors provided social/personal guidance and counselling on personality development to their teaching staff and students. Most of the counsellors also provided social/personal guidance and counselling on safety issues, assertiveness and interpersonal skills.

**Table 4.5.10: Assistance Given on Social/Personal Guidance and Counselling**

Responses	N=42	
	Frequency	Percentage
Assistance to teaching staff and students with different types of emotional problems	38	90.5%
Assistance to teaching staff and students in carrying out character-building activities	40	95.2%
Assists teaching staff and students recognising their strengths and weakness	42	100.0%

It can be observed from table 4.5.10 that 100% of the counsellors, assisted their teaching staff and students in recognising their strengths and weaknesses during social/personal guidance and counselling session. 95.2% assisted in carrying out character-building activities during social/personal guidance and counselling session. 90.5% assisted in different types of

emotional problems during social/personal guidance and counselling. All the counsellors assisted their teaching staff and students in recognising their strengths and weaknesses during social/personal guidance and counselling. Most of them also assisted their teaching staff and students in carrying out character-building activities and different types of emotional problems during social/personal guidance and counselling session.

**Table 4.5.11: Organisation of Social/Personal Orientation**

Responses	N=42	
	Frequency	Percentage
Successful adjustment to the environment	38	90.5%
Solution to their emotional problems	36	85.7%
Effective use of teaching staff and students leisure time	40	95.2%
Cooperation with friends of the opposite sex effectively	42	100.0%

Table 4.5.11 shows that 100% of the counsellors provided social/personal orientation on cooperation with friends of the opposite sex effectively, 95.2% provided social/personal orientation on effective use of teaching staff and students leisure time, 90.5% provided social/personal orientation on successful adjustment to the environment, and 85.7% provided social/personal orientation on solutions to their emotional problems for their teaching staff and students. All the counsellors provided social/personal orientation on cooperation with friends of the opposite sex effectively to their teaching staff and students. Most of them provided social/personal orientation on effective use of teaching staff and students leisure time, successful adjustment to the environment and solution to their emotional problems.

**Table 4.5.12: Frequency of Social/Personal Seminars**

Responses	N=42	
	Frequency	Percentage
Once a year	13	30.9%
Twice a year	28	66.7%
Thrice a year	1	2.4%

From table 4.5.12, it can be observed that 66.7% of the counsellors organised social/personal seminars twice a year for teaching staff and students, 30.9% once a year, and 2.4% thrice a

year. Most of the counsellors organised social/personal seminars twice a year for teaching staff and students.

### Use of Time in Guidance and Counselling Centres

**Table 4.5.13: Working Hours of the Centres**

Opening Time for the Centres			Closing Time for the centres		
Time	N=42		Time	N=42	
	Frequency	Percentage		Frequency	Percentage
7:00 am	0	0.0%	1:00 pm	0	0.0%
8:00 am	42	100.0%	2:00 pm	0	0.0%
9:00 am	0	0.0%	3:00 pm	0	0.0%
10:00 am	0	0.0%	4:00 pm	0	0.0%
11:00 am	0	0.0%	5:00 pm	42	100.0%

Table 4.5.13 shows that 100.0% of the counsellors responded that the centres open at 8:00 am and close at 5:00 pm.

**Table 4.5.14: Reporting and Leaving Time for the Counsellors**

Reporting Time for the Counsellors			Leaving Time for the Counsellors		
Time	N=42		Time	N=42	
	Frequency	Percentage		Frequency	Percentage
7:00 am	0	0.0%	1:00 pm	0	0.0%
8:00 am	42	100.0%	2:00 pm	0	0.0%
9:00 am	0	0.0%	3:00 pm	0	0.0%
10:00 am	0	0.0%	4:00 pm	0	0.0%
11:00 am	0	0.0%	5:00 pm	42	100.0%

Table 4.5.14 reveals that 100.0% of the counsellors report for work at 8:00 am and leave the counselling centre at 5:00 pm.

**Table 4.5.15: Weekly Working Days of the Counselling Centre**

Days	N=42	
	Frequency	Percentage
1 day	0	0.0%
2 days	0	0.0%
3 days	0	0.0%
4 days	0	0.0%
5 days	42	100.0%

Table 4.5.15 reveals that 100.0% of the counsellors responded that the counselling centres operate 5 days a week.

**Table 4.5.16: Average Time Counsellors Spend in a Counselling Session**

Time	N=42	
	Frequency	Percentage
30 minutes	11	26.2%
45 minutes	25	59.5%
1hr	6	14.3%
1hr 30 minutes	0	0.0%

Table 4.5.16 shows that 59.5% of the counsellors spent 45 minutes with a teaching staff and a student in a counselling session, 26.2% spent 30 minutes, 14.3% spent 1hr, and none spent 1hr 30 minutes. The majority of the counsellors spent 45 minutes with a teaching staff and a student in a counselling session.

### **Counselling Tools and Techniques**

**Table 4.5.17: Medium of Communication during Counselling Process**

Responses	N=42	
	Frequency	Percentage
Verbal communication	35	83.3%

Non-Verbal communication	35	83.3%
Video playbacks	5	11.9%

83.3% of the counsellors used verbal communication as a medium of communication during the counselling process, 83.3% used non-verbal communication, and 11.9% used video playbacks (table 4.5.17). The majority of the counsellors used verbal and non-verbal communication as a medium of communication during the counselling process.

**Table 4.5.18: Tools and Techniques Used to Collect Data**

Tools Used to Collect Data			Techniques Used to Collect Data		
Responses	N=42		Responses	N=42	
	Frequency	Percentage		Frequency	Percentage
Achievement tests	35	83.3%	Interview	40	95.2%
Aptitude test	30	71.4%			
Diagnostic tests	30	71.4%	Observation	39	92.9%
Intelligence tests	30	71.4%	Sociometry	38	90.5%
Personality tests	38	90.5%			

Table 4.5.18 shows that 90.5% of the counsellors used personality test to collect data of their teaching staff and students, 83.3% used achievement tests, 71.4% used aptitude tests, 71.4% used diagnostic tests, and 71.4% used intelligence tests.

95.2% used interviews techniques to collect data on their teaching staff and students, 92.9% used observation techniques, and 90.5% used Sociometry techniques. Majority of the counsellors used personality tests to collect data of their teaching staff and students and used interviews techniques to collect data on their teaching staff and students. Most of the counsellors also used achievement tests, aptitude test, diagnostic tests and intelligence tests to collect data of their teaching staff and students and used observation techniques and observation techniques to collect data on their teaching staff and students.

**Table 4.5.19: Psychological Theories on which Counselling is Based**

Responses	N=42	
	Frequency	Percentage
Behavioural theory	36	85.7%
Cognitive theory	39	92.9%
Humanistic theory	34	81.0%
Psychoanalytic theory	38	90.4%
Rational emotive behavioural theory	39	92.9%

Table 4.5.19 reveals that 92.9% used cognitive theory, 92.9% used rational emotive behavioural theory, 90.4% used psychoanalytic theory, 85.7% used behavioural theory, and 81.0% of the counsellors used humanistic counselling theory. The majority of the counsellors used cognitive and rational emotive behavioural theory. Most of the counsellors also used psychoanalytic theory, behavioural theory and humanistic theory.

**Table 4.5.20: Techniques Used in Counselling**

Responses	N=42	
	Frequency	Percentage
Direct counselling	42	100.0%
Eclectic counselling	41	97.6%
Non-direct counselling	41	97.6%

Table 4.5.20 shows that 100.0% of the counsellors used direct counselling techniques during the counselling process, 97.6% used eclectic counselling, and 97.6% used non-direct counselling. All the counsellors used direct counselling techniques during the counselling process. Most of the counsellors also used eclectic counselling and Non-direct counselling.

### Services Provided by the Counsellor

**Table 4.5.21: Information Provided About Guidance and Counselling Centres**

Responses	N=42	
	Frequency	Percentage

During orientation programmes for fresh students at the university	41	97.6%
During University gatherings	39	92.9%
At the university student facilitation centre	19	45.2%

From table 4.5.21, it can be observed that 97.6% of the counsellors informed their teaching staff and students of the university's guidance and counselling centre during orientation programmes for fresh students, 92.9% informed during university gatherings, and 45.2% informed at the university student facilitation centre. Majority of the counsellors informed their teaching staff and students of the university's guidance and counselling centre during orientation programmes for fresh students. Most of the counsellors also informed their teaching staff and students of the university's guidance and counselling centre during university gatherings.

**Table 4.5.22: Place of Meeting for Counselling Sessions**

Responses	N=42	
	Frequency	Percentage
Guidance and counselling centre	42	100.0%
Staff common room	0	0.0%
Classroom	0	0.0%

In response to the place where counsellors meet their teaching staff and students for counselling sessions, 100.0% of the counsellors meet their teaching staff and students at the guidance and counselling centre of the university (table 4.5.22).

**Table 4.5.23: Guidance Services Provided**

Responses	N=42	
	Frequency	Percentage
Information service	42	100.0%
Evaluation service	42	100.0%
Orientation service	42	100.0%
Follow-up service	42	100.0%

From table 4.5.23, it can be observed that 100.0% of the counsellors provided information services, evaluation services, orientation services, and follow-up services to their teaching staff and students.

**Table 4.5.24: Provision of Follow-up Services**

Responses	N=42	
	Frequency	Percentage
Online	41	97.6%
Face-to-face interview	41	97.6%
Discussion	38	90.5%

Table 4.5.24 shows that 97.6% of the counsellors provided online follow-up services to their teaching staff and students, 97.6% provided face-to-face interview follow-up services, and 90.5% provided discussion follow-up services. The majority of the counsellors provided online follow-up services and face-to-face interview follow-up services to their teaching staff and students. Most of them also provided discussion follow-up services to their teaching staff and students.

**Table 4.5.25: Services Provided by a Counsellor**

Responses	N=42	
	Frequency	Percentage
Advocate to create awareness of the guidance and counselling centre	42	100.0%
As a resource person for the community	42	100.0%
As a liaison between the university and the community	42	100.0%
As a counsellor for clients	42	100.0%

100.0% of the counsellors act as advocates creating awareness of the guidance and counselling centre, act as a resource person for the community, act as a liaison between the university and the community, and as a counsellor for their teaching staff and students (table 4.5.25).

## Online Counselling

**Table 4.5.26: Online Counselling Conducted by Counsellors**

Responses	N=42	
	Frequency	Percentage
Yes	19	45.2%
No	23	54.8%

Table 4.5.26 reveals that 54.8% of the counsellors did not conduct online counselling for their teaching staff and students and 45.2% of the counsellors conducted online counselling for their teaching staff and students. Majority of the counsellors did not conduct online counselling for their teaching staff and students.

**Table 4.5.27: Preferred Mode for Counselling**

Responses	N=42	
	Frequency	Percentage
Online Counselling	10	23.8%
Face-to-face counselling	32	76.2%

It can be seen from table 4.5.27 that 76.2% of the counsellors preferred face-to-face counselling, and 23.8% preferred online counselling. Majority of the counsellors preferred face-to-face counselling.

**Table 4.5.28: Reliability of Internet Facilities for Online Counselling**

Responses	N=42	
	Frequency	Percentage
No	37	88.1%
Yes	5	11.9%

In responses to the reliability of internet facilities for online counselling, it can be observed from table 4.5.28 that 88.1% of the counsellors stated that the centres do not have reliable internet facilities for online counselling, and 11.9% stated that the centres have reliable internet

facilities for online counselling. The majority of the counsellors stated that the centres do not have reliable internet facilities for online counselling.

**Table 4.5.29: Devices Used for Online Counselling**

Responses	N=42	
	Frequency	Percentage
Desktop computer	8	19.0%
Laptop	5	11.9%
Tablet	7	16.7%
Smartphone	23	54.7%
None of above	19	45.2%

Table 4.5.29 reveals that 45.2% 54.7% of the counsellors used smartphones for online counselling, 54.7% do not used any of the devices for online counselling, 19.0% used desktop computers, 16.7% used tablets, and 11.9% used laptop. Majority of the counsellors used smartphones for online counselling. Less than half of the counsellors also do not used any of the devices for online counselling. Meaning they do not conduct online counselling for their teaching staff and students.

**Table 4.5.30: Online Counselling Benefits**

Responses	N=42	
	Frequency	Percentage
Yes	23	54.8%
No	19	45.2%

Table 4.5.30 shows that 54.8% of the counsellors responded that their teaching staff and students benefited from their online counselling, 45.2% responded that their teaching staff and students do not benefited from their online counselling. Majority of the counsellors responded that their teaching staff and students benefited from their online counselling.

### **Keeping Records of Counselling Sessions**

**Table 4.5.31: Maintenance of Records after Counselling**

Responses	N=42
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	Frequency	Percentage
Yes	42	100%
No	0	0%

Table 4.5.31 reveals that 100.0% of the counsellors keep their teaching staff and students records after counselling.

**Table 4.5.32: Storage of Records**

Responses	N=42	
	Frequency	Percentage
Counsellor office	42	100.0%
Staff common room	0	0.0%
Storeroom	0	0.0%

From table 4.5.32, it can be observed that 100.0% of the counsellors keep their teaching staff and students records in the counsellor's office.

**Table 4.5.33: Note Keeping**

Responses	N=42	
	Frequency	Percentage
Session notes	0	0.0%
Progress notes	0	0.0%
Session notes; progress notes	42	100.0%

Table 4.5.33 shows that 100.0% of the counsellors keep session and progress notes.

**Table 4.5.34: Checking of Counselling Records**

Responses	N=42	
	Frequency	Percentage
No	8	19.0%
Yes	34	81.0%

It can be observed from table 4.5.34 that 81.0% of the counsellors responded that the university authorities checked their counselling records, and 19.0% responded that the university authorities did not check their counselling records. The majority of the counsellors responded that the university authorities checked their counselling records.

### Recordings of Counselling Sessions

**Table 4.5.35: Recording of Teaching Staff and Students during Counselling Sessions**

Responses	N=42	
	Frequency	Percentage
No	8	19.0%
Sometimes	34	81.0%
Always	0	0.0%

Table 4.5.35 shows that 81.0% sometimes record, 19.0% do not record, and none of the counsellors record their teaching staff and students during counselling sessions. Most of the counsellors sometimes record their teaching staff and students during counselling sessions.

**Table 4.5.36: Devices Used for Recording Teaching Staff and Students**

Responses	N=42	
	Frequency	Percentage
Desktop computer	7	16.7%
Laptop	21	50.0%
Tablet	3	7.1%
Smartphone	27	64.3%
None of the above	6	14.3%

From table 4.5.36, it can be observed that 64.3% used smartphones, 50.0% used laptops, 16.7% used desktop computers, 14.3% used none of the above devices, and 7.1% of the counsellors used tablet to record their teaching staff and students. Most of the counsellors used smartphones to record their teaching staff and students. Half of the counsellors also used laptops to record their teaching staff and students.

**Table 4.5.37: Recordings Used in the Centres**

Responses	N=42	
	Frequency	Percentage
Audio recording	26	61.9%
Visual recording	6	14.3%
Audio-visual recording	2	4.8%
None of the above	8	19.0%

Table 4.5.37 shows that 61.9% of the counsellors used audio recording, 19.0% do not use any recording, 14.3% used visual recording, and 4.8% used audio-visual recording. Most of the counsellors used audio recording.

#### **4.6 Data Analysis for Objective 3**

"To find out the problems facing guidance and counselling centres in public universities of Ghana."

##### **Human Resources**

100.0% of the counsellors stated that the centres have inadequate number of counsellors, 61.9% stated heavy workload problems as lecturer counsellors, and 33.3% stated inadequate number of counsellors and heavy workload problems as lecturer counsellors. All the counsellors stated that the centres have inadequate number of counsellors. Most of them also stated heavy workload problems as lecturer counsellors.

##### **Financial Resources**

100.0% of the counsellors stated that the centres face inadequate funding for the campus and community outreach programmes. 95.2% stated inadequate funding to organise seminars and programmes, and 24.6% stated inadequate funding for adequate logistics. All the counsellors stated that the centres face inadequate funding for the campus and community outreach programmes. Most of the counsellors also stated inadequate funding to organise seminars and programmes.

## Physical Infrastructure Resources

100.0% of the counsellors responded that the centres were facing inadequate offices for counsellors, 76.2% responded inadequate tables and chairs. 19.0% responded that they did not have separate rooms for testing and interviews, and 21.4% responded that there were inadequate computers, printers, and scanners problems. All the counsellors responded that the centres were facing inadequate offices for counsellors. Most of them also responded that the centres were facing inadequate tables and chairs.

## Online Counselling

100.0% of the counsellors responded that the centres have inactive networks.

## 4.7 Data Analysis for Objective 4

### 4.7.1 Perception of the Teaching Staff

"To measure the perception of the teaching staff towards the functioning of guidance and counselling centres."

**Table 4.6.1.1: Details of Counsellors**

Statement	N=106					II	AII
	SA	A	UD	DA	SD		
The centre does not have qualified counsellors	0 (0.0%)	2 (1.9%)	4 (3.8%)	64 (60.4%)	36 (33.9%)	4.26	3.60
The centre has experienced counsellors	56 (52.8%)	44 (41.5%)	4 (3.8%)	2 (1.9%)	0 (0.0%)	4.45	
The centre has a sufficient number of counsellors	0 (0.0%)	8 (7.5%)	2 (1.9%)	84 (79.3%)	12 (11.3%)	2.09	

**Strongly Agree, A = Agree, UD = Undecided, DA = Disagree, SD = Strongly Disagree**

Table 4.6.1.1 reveals that 60.4% of teaching staff disagreed, 33.9% strongly disagreed, 3.8% were undecided, 1.9% agreed, and none strongly agreed that the centres do not have qualified counsellors. The intensity index of 4.26 indicated their favourable perception.

52.8% of teaching staff strongly agreed, 41.5% agreed, 3.8% were undecided, 1.9% disagreed, and none strongly disagreed that the centres have experienced counsellors. The intensity index of 4.45 indicated their perception was favourable.

79.3% of teaching staff disagreed, 11.3% strongly disagreed, 7.5% agreed, 1.9% were undecided, and none strongly agreed that the centres had sufficient number of counsellors. The intensity index of 2.09 indicated their perception was unfavourable.

The average intensity index of 3.60 indicated that the teaching staff perception was a favourable towards details of counsellors.

**Table 4.6.1.2: Use of Time in Guidance and Counselling Centres**

Statement	N=106					II	AII
	SA	A	UD	DA	SD		
Counsellors are always regular at work	70 (66.0%)	32 (30.2%)	2 (1.9%)	2 (1.9%)	0 (0.0%)	4.60	4.41
Counsellors do not give adequate time to the teaching staff during counselling sessions	0 (0.0%)	4 (3.8%)	8 (7.5%)	66 (62.3%)	28 (26.4%)	4.11	
Counsellors do not give adequate time to the teaching staff during guidance sessions	0 (0.0%)	4 (3.8%)	4 (3.8%)	28 (26.4%)	70 (66.0%)	4.54	

**SA = Strongly Agree, A = Agree, UD = Undecided, DA = Disagree, SD = Strongly Disagree**

From table 4.6.1.2, it can be observed that 66.0% of teaching staff strongly agreed, 30.2% agreed, 1.9% disagreed, 1.9% were undecided, and none strongly disagreed that counsellors are always regular at work. The intensity index of 4.60 responded to their perception as favourable.

62.3% of teaching staff disagreed, 26.4% strongly disagreed, 7.5% were undecided, 3.8% agreed, and none strongly agreed that counsellors do not give adequate time to the teaching staff during counselling sessions. The intensity index of 4.11 indicated their favourable perception.

66.0% of teaching staff strongly disagreed, 26.4% disagreed, 3.8% were undecided, 3.8% agreed, and none strongly agreed that counsellors do not give adequate time to the teaching staff during guidance sessions. The intensity index of 4.54 indicated their perception was favourable.

The average intensity index of 4.41 indicated that teaching staff perception was a favourable towards the use of time in guidance and counselling centres.

**Table 4.6.1.3: Services Provided by the Counsellor**

Statement	N=106					II	AII
	SA	A	UD	DA	SD		
Counsellors refer teaching staff whose issues are beyond them	26 (24.5%)	78 (73.6%)	0 (0.0%)	2 (1.9%)	0 (0.0%)	4.20	4.26
Counsellors use appropriate counselling techniques	18 (17.0%)	84 (79.2%)	2 (1.9%)	2 (1.9%)	0 (0.0%)	4.11	
Counsellors lack confidentiality	0 (0.0%)	6 (5.7%)	4 (3.8%)	42 (39.6%)	54 (50.9%)	4.35	
Counsellors do not liaison between the university and the community	0 (0.0%)	6 (5.7%)	6 (5.7%)	70 (66.0%)	24 (22.6%)	4.05	
Counsellors use the latest psychological tests	92 (86.7%)	6 (5.7%)	4 (3.8%)	4 (3.8%)	0 (0.0%)	4.75	
Counsellors have poor relationship with teaching staff	0 (0.0%)	8 (7.5%)	4 (3.8%)	70 (66.0%)	24 (22.7%)	4.03	
Effective counselling is provided to teaching staff	50 (47.1%)	48 (45.3%)	2 (1.9%)	6 (5.7%)	0 (0.0%)	4.33	

**SA = Strongly Agree, A = Agree, UD = Undecided, DA = Disagree, SD = Strongly Disagree**

Table 4.6.1.3 shows that 73.6% of teaching staff agreed, 24.5% strongly agreed, 1.9% disagreed, none strongly disagreed and none was undecided with the statement that counsellors

referred teaching staff whose issues are beyond them. The intensity index of 4.20 indicated their perception was favourable.

79.2% of teaching staff agreed, 17.0% strongly agreed, 1.9% were undecided, 1.9% disagreed, and none strongly disagreed with the statement that counsellors used appropriate counselling techniques. The intensity index of 4.11 indicated their perception was favourable.

50.9% of teaching staff strongly disagreed, 39.6% disagreed, 5.7% agreed, 3.8% were undecided and none strongly agreed with the statement that counsellors lack confidentiality. The intensity index of 4.35 indicated their perception was favourable.

66.0% of teaching staff disagreed, 22.6% strongly disagreed, 5.7% agreed, 5.7% were undecided, and none strongly agreed that the counsellors do not liaison between the university and the community. The intensity index 4.05 indicated their favourable perception.

86.7% of teaching staff strongly agreed, 5.7% agreed, 3.8% disagreed, 3.8% were undecided, and none strongly disagreed with the statement that counsellors used the latest psychological tests. The intensity index of 4.75 indicated their perception was favourable.

66.0% of teaching staff disagreed, 22.6% strongly disagreed, 7.5% agreed, 3.8% were undecided and none strongly agreed with the statement that counsellors have a poor relationship with the teaching staff. The intensity index of 4.03 indicated their favourable perception.

47.1% of teaching staff strongly agreed, 45.3% agreed, 5.7% disagreed, 1.9% were undecided, and none strongly disagreed that effective counselling was provided to teaching staff. The intensity index of 4.33 indicated their perception was favourable.

The average intensity index of 4.26 indicated that teaching staff perception was a favourable towards the services provided by a counsellor.

**Table 4.6.1.4: Online Counselling**

Statement	N=106					II	AII
	SA	A	UD	DA	SD		
The centre conducts effective online counselling for teaching staff	4 (3.8%)	24 (22.6%)	4 (3.8%)	60 (56.6%)	14 (13.2%)	2.47	

The centre has enough resources for online counselling	0 (0.0%)	8 (7.5%)	6 (5.7%)	70 (66.0%)	22 (20.8%)	2.0	2.93
Beneficial online counselling is provided to teaching staff	38 (35.8%)	64 (60.4%)	2 (1.9%)	2 (1.9%)	0 (0.0%)	4.33	

**SA = Strongly Agree, A = Agree, UD = Undecided, DA = Disagree, SD = Strongly Disagree**

It can be observed from table 4.6.1.4 that 56.6% of teaching staff disagreed, 22.6% agreed, 13.2% strongly disagreed, 3.8% strongly agreed, and 3.8% of them were undecided that the centre conducts effective online. The intensity index of 2.47 indicated their perception was unfavourable.

66.0% of teaching staff disagreed, 20.8% strongly disagreed, 7.5% agreed, 5.7% were undecided and none strongly agreed with the statement that the centres had enough resources for online counselling. The intensity index of 2.0 indicated their unfavourable perception.

60.4% of teaching staff agreed, 35.8% strongly agreed, 1.9% disagreed, 1.9% were undecided and none strongly disagreed that beneficial online counselling was provided to teaching staff. The intensity index of 4.33 indicated their perception was favourable.

The average intensity index of 2.93 indicated that teaching staff perception was neither a favourable nor an unfavourable, it was undecided towards online counselling.

**Table 4.6.1.5: Keeping Records of Counselling Sessions**

Statement	N=106					II	AII
	SA	A	UD	DA	SD		
The centre follows appropriate ethics in record keeping	66 (62.2%)	36 (34.0%)	2 (1.9%)	2 (1.9%)	0 (0.0%)	4.56	4.53
The centre keeps updated records of teaching staff	62 (58.5%)	38 (35.8%)	4 (3.8%)	2 (1.9%)	0 (0.0%)	4.50	

**SA = Strongly Agree, A = Agree, UD = Undecided, DA = Disagree, SD = Strongly Disagree**

Table 4.6.1.5 reveals that 62.2% of teaching staff responded that they strongly agreed, 34.0% agreed, 1.9% disagreed, 1.9% were undecided, and none strongly disagreed with the statement

that the centres follow appropriate ethics in record keeping. The intensity index of 4.56 indicated their perception was favourable.

58.5% of teaching staff strongly agreed, 35.8% agreed, 1.9% were undecided, 1.9% disagreed, and none strongly disagreed with the statement that the centres keep updated records of teaching staff. The intensity index of 4.50 indicated their perception was favourable.

The average intensity index of 4.53 indicated that teaching staff perception was a favourable towards keeping record.

**Table 4.6.1.6: Social / Personal Guidance and Counselling**

Statement	N=106					II	AII
	SA	A	UD	DA	SD		
The centre conducts social/personal counselling for teaching staff frequently	50 (47.2%)	54 (50.9%)	0 (0.0%)	2 (1.9%)	0 (0.0%)	4.43	4.34
The centre conducts social/personal guidance for teaching staff frequently	36 (34.0%)	68 (64.1%)	0 (0.0%)	2 (1.9%)	0 (0.0%)	4.30	
The centre always assists teaching staff with social/personal problems	36 (34.0%)	64 (60.3%)	2 (1.9%)	4 (3.8%)	0 (0.0%)	4.24	
The centre organises relevant orientation programmes on social issues for teaching staff	48 (45.3%)	52 (49.0%)	6 (5.7%)	0 (0.0%)	0 (0.0%)	4.39	

**SA = Strongly Agree, A = Agree, UD = Undecided, DA = Disagree, SD = Strongly Disagree**

Table 4.6.1.6 shows that 50.9% of teaching staff agreed, 47.2% strongly agreed, 1.9% disagreed, none strongly disagreed, and none was undecided that the centres frequently conducted social/personal guidance for teaching staff. The intensity index of 4.43 indicated their perception was favourable.

64.1% of teaching staff agreed, 34.0% strongly agreed, 1.9% disagreed, none was undecided, and none strongly disagreed that the centres frequently conducted social/personal guidance for teaching staff. The intensity index of 4.30 indicated their perception was favourable.

60.3% of teaching staff agreed, 34.0% strongly agreed, 3.8% disagreed, 1.9% were undecided and none strongly disagreed that the centres always assisted teaching staff with social/personal problems. The intensity index of 4.24 indicated their perception was favourable.

49.0% of the teaching staff agreed, 45.3% strongly agreed, 5.7% were undecided, none disagreed, and none strongly disagreed that the centres organised relevant orientation programmes on social issues for teaching staff. The intensity index of 4.39 indicated their perception was favourable.

The average intensity index of 4.34 indicated that teaching staff perception was a favourable towards social/personal guidance and counselling.

#### 4.7.2 Perception of the Students

"To measure the perception of the students towards the functioning of guidance and counselling centres."

**Table 4.6.2.1: Details of Counsellors**

Statement	N=523					II	AII
	SA	A	UD	DA	SD		
The centre does not have qualified counsellors	0 (0.0%)	0 (0.0%)	16 (3.0%)	334 (63.9%)	173 (33.1%)	4.30	3.53
The centre has experienced counsellors	316 (60.5%)	191 (36.5%)	8 (1.5%)	8 (1.5%)	0 (0.0%)	4.55	
The centre has sufficient number of counsellors	0 (0.0%)	8 (1.5%)	16 (3.1%)	344 (65.8%)	155 (29.6%)	1.76	

**Strongly Agree, A = Agree, UD = Undecided, DA = Disagree, SD = Strongly Disagree**

Table 4.6.2.1 reveals that 63.9% of students disagreed, 33.1% strongly disagreed, 3.0% were undecided, none agreed, and none strongly agreed that the centres do not have qualified counsellors. The intensity index of 4.30 indicated their favourable perception.

60.5% of students strongly agreed, 36.5% agreed, 1.5% disagreed, 1.5% were undecided and none strongly disagreed that the centres had experienced counsellors. The intensity index of 4.55 indicated their perception was favourable.

65.8% of students disagreed, 29.6% strongly disagreed, 3.1% were undecided, 1.5% agreed, and none strongly agreed that the centres had sufficient number of counsellors. The intensity index of 1.76 indicated their perception was unfavourable.

The average intensity index of 3.53 indicated that students perception was a favourable towards details of counsellors.

**Table 4.6.2.2: Use of Time in Guidance and Counselling Centres**

Statement	N=523					II	AII
	SA	A	UD	DA	SD		
Counsellors are always regular at work	323 (61.8%)	192 (36.7%)	0 (0.0%)	8 (1.5%)	0 (0.0%)	4.58	4.26
Counsellors do not give adequate time to the students during counselling sessions	0 (0.0%)	9 (1.7%)	25 (4.8%)	333 (63.7%)	156 (29.8%)	4.21	
Counsellors do not give adequate time to the students during guidance sessions	25 (4.8%)	119 (22.8%)	9 (1.7%)	40 (7.6%)	330 (63.1%)	4.01	

**Strongly Agree, A = Agree, UD = Undecided, DA = Disagree, SD = Strongly Disagree**

From table 4.6.2.2, it can be observed that 61.8% of students strongly agreed, 36.7% agreed, 1.5% disagreed, none was undecided and none strongly disagreed that counsellors are always regular at work. The intensity index of 4.58 responded to their perception as favourable.

63.7% of students disagreed, 29.8% strongly disagreed, 4.8% were undecided, 1.7% agreed, and none strongly agreed with the statement that counsellors do not give adequate time to the students during counselling sessions. The intensity index of 4.21 indicated their perception was favourable.

63.1% of students strongly disagreed, 22.8% agreed, 7.6% disagreed, 4.8% strongly agreed and 1.7% were undecided that counsellors do not give adequate time to the students during guidance sessions. The intensity index of 4.01 indicated their perception was favourable.

The average intensity index of 4.26 indicated that students perception was a favourable towards the use of time in guidance and counselling centres.

**Table 4.6.2.3: Services Provided by the Counsellor**

Statement	N=523					II	AII
	SA	A	UD	DA	SD		
Counsellors refer students whose issues are beyond them	203 (38.8%)	303 (58.0%)	0 (0.0%)	17 (3.2%)	0 (0.0%)	4.32	4.36
Counsellors use appropriate counselling techniques	105 (20.1%)	401 (76.7%)	0 (0.0%)	17 (3.2%)	0 (0.0%)	4.13	
Counsellors lack confidentiality	0 (0.0%)	9 (1.7%)	9 (1.7%)	262 (50.1%)	243 (46.5%)	4.41	
Counsellors do not liaison between the university and the community	0 (0.0%)	9 (1.7%)	24 (4.6%)	154 (29.5%)	336 (64.2%)	4.56	
Counsellors use the latest psychological tests	245 (46.8%)	240 (45.9%)	12 (2.3%)	26 (5.0%)	0 (0.0%)	4.42	
Counsellors have a poor relationship with students	0 (0.0%)	9 (1.7%)	16 (3.1%)	306 (58.5%)	192 (36.7%)	4.30	
Effective counselling is provided to students	269 (51.4%)	237 (45.3%)	0 (0.0%)	17 (3.3%)	0 (0.0%)	4.44	

**SA = Strongly Agree, A = Agree, UD = Undecided, DA = Disagree, SD = Strongly Disagree**

Table 4.6.2.3 reveals that 58.0% of students agreed, 38.8% strongly agreed, 3.2% disagreed, none strongly disagreed, and none was undecided with the statement that counsellors referred students whose issues were beyond them. The intensity index of 4.32 indicated their perception was favourable.

76.7% of students agreed, 20.1% strongly agreed, 3.2% disagreed, none was undecided, and none strongly disagreed with the statement that counsellors used appropriate counselling techniques. The intensity index of 4.13 indicated their perception was favourable.

51.1% of students disagreed, 46.5% strongly disagreed, 1.7% agreed, 1.7% were undecided and none strongly agreed about the statement that counsellors lack confidentiality. The intensity index of 4.41 indicated their perception was favourable.

64.2% of students strongly disagreed, 29.5% disagreed, 4.6% were undecided, 1.7% agreed, and none strongly agreed that the counsellors do not liaison between the university and the community. The intensity index of 4.56 indicated their favourable perception.

46.8% of students strongly agreed, 45.9% agreed, 5.0% disagreed, 2.3% were undecided, and none strongly disagreed with the statement that counsellors used the latest psychological tests. The intensity index of 4.42 indicated their perception was favourable.

58.5% of students disagreed, 36.7% strongly disagreed, 3.1% were undecided, 1.7% agreed, and none strongly agreed with the statement that counsellors have a poor relationship with the students. The intensity index 4.30 indicated their favourable perception.

51.4% of students strongly agreed, 45.3% agreed, 3.3% disagreed, none was undecided and none strongly disagreed that effective counselling was provided to students. The intensity index of 4.44 indicated their perception was favourable.

The average intensity index of 4.36 indicated that students perception was a favourable towards the services provided by a counsellor.

**Table 4.6.2.4: Online Counselling**

Statement	N=523					II	AII
	SA	A	UD	DA	SD		
The centre conducts effective online counselling for students	24 (4.6%)	25 (4.9%)	8 (1.5%)	367 (70.1%)	99 (18.9%)	2.05	2.73
The centre has enough resources for online counselling	8 (1.5%)	17 (3.3%)	17 (3.3%)	309 (59.0%)	172 (32.9%)	1.81	
Beneficial online counselling is provided to students	229 (43.8%)	253 (48.3%)	24 (4.6%)	17 (3.3%)	0 (0.0%)	4.34	

SA = Strongly Agree, A = Agree, UD = Undecided, DA = Disagree, SD = Strongly Disagree

Table 4.6.2.4 shows that 70.1% of students disagreed, 18.9% strongly disagreed, 4.9% agreed, 4.6% strongly agreed and 4.6% were undecided with the statement that the centres conducted effective online counselling for students. The intensity index of 2.05 indicated their perception was unfavourable.

59.0% of students disagreed, 32.9% strongly disagreed, 3.3% agreed, 3.3% were undecided and 1.5% strongly agreed about the statement that the centres had enough resources for online counselling. The intensity index of 1.81 indicated their unfavourable perception.

48.3% of students agreed, 43.8% strongly agreed, 4.6% were undecided, 3.3% disagreed, and none strongly disagreed that beneficial online counselling was provided to students. The intensity index of 4.34 indicated their perception was favourable.

The average intensity index of 2.73 indicated that students perception was neither a favourable nor an unfavourable, it was undecided towards online counselling.

**Table 4.6.2.5: Keeping Records of Counselling Sessions**

Statement	N=523					II	AII
	SA	A	UD	DA	SD		
The centre follows appropriate ethics in keeping record	205 (39.2%)	293 (56.0%)	17 (3.3%)	8 (1.5%)	0 (0.0%)	4.32	4.29
The centre keeps updated records of students	212 (40.5%)	254 (48.6%)	40 (7.6%)	17 (3.3%)	0 (0.0%)	4.26	

**SA = Strongly Agree, A = Agree, UD = Undecided, DA = Disagree, SD = Strongly Disagree**

Table 4.7.2.5 reveals that 56.0% of students agreed, 39.2% strongly agreed, 3.3% were undecided, 1.5% disagreed, and none strongly disagreed with the statement that the centres follow appropriate ethics in keeping record. The intensity index of 4.32 indicated their perception was favourable.

48.6% of students agreed, 40.5% strongly agreed, 7.6% were undecided, 3.3% disagreed, and none strongly disagreed with the statement that the centres keep updated records of students. The intensity index of 4.26 indicated their perception was favourable.

The average intensity index of 4.29 indicated that students perception was a favourable towards keeping record.

**Table 4.6.2.6: Social / Personal Guidance and Counselling**

Statement	N=523					II	AII
	SA	A	UD	DA	SD		
The centre conducts social/personal counselling for students frequently	340 (65.0%)	158 (30.2%)	8 (1.5%)	17 (3.3%)	0 (0.0%)	4.53	4.46
The centre conducts social/personal guidance for students frequently	244 (46.6%)	237 (45.3%)	25 (4.8%)	17 (3.3%)	0 (0.0%)	4.56	
The centre always assists students with social/personal problems	184 (35.2%)	298 (57.0%)	16 (3.0%)	25 (4.8%)	0 (0.0%)	4.15	
The centre organises relevant orientation programmes on social issues for students	348 (66.5%)	150 (28.7%)	17 (3.3%)	8 (1.5%)	0 (0.0%)	4.60	

**SA = Strongly Agree, A = Agree, UD = Undecided, DA = Disagree, SD = Strongly Disagree**

Table 4.6.2.6 reveals that 65.0% of students strongly agreed, 30.2% agreed, 3.3% disagreed, 1.5% were undecided, and none strongly disagreed that the centres frequently conducted social/personal counselling for students. The intensity index of 4.53 indicated their perception was favourable.

46.6% of students strongly agreed, 45.3% agreed, 4.8% were undecided, 3.3% disagreed, and none strongly disagreed that the centres frequently conducted social/personal guidance for students. The intensity index of 4.56 indicated their perception was favourable.

57.0% of students agreed, 35.2% strongly agreed, 4.8% disagreed, 3.0% were undecided, and none strongly disagreed that the centres always assisted students with social/personal problems. The intensity index of 4.15 indicated their perception was favourable.

66.5% of the students strongly agreed, 28.7% agreed, 3.3% were undecided, 1.5% disagreed, and none strongly disagreed that the centres organised relevant orientation programmes on social issues for students. The intensity index of 4.60 indicated their perception was favourable.

The average intensity index of 4.46 indicated that students perception was a favourable towards social/personal guidance and counselling.

**Table 4.6.2.7: Vocational Guidance and Counselling**

Statement	N=523					II	AII
	SA	A	UD	DA	SD		
The centre conducts vocational counselling services for students frequently	210 (40.2%)	275 (52.6%)	5 (0.9%)	23 (4.4%)	10 (1.9%)	4.24	4.24
The centre conducts vocational guidance services for students frequently	203 (38.8%)	278 (53.2%)	18 (3.4%)	22 (4.2%)	2 (0.4%)	4.25	
The centre assists students with relevant job information	255 (48.8%)	207 (39.5%)	11 (2.1%)	35 (6.7%)	15 (2.9%)	4.24	
The centre does not assist students often in developing career skills	17 (3.2%)	39 (7.5%)	11 (2.1%)	190 (36.3%)	266 (50.9%)	4.24	

**SA = Strongly Agree, A = Agree, UD = Undecided, DA = Disagree, SD = Strongly Disagree**

Table 4.6.2.7 shows that 52.6% of students agreed, 40.2% strongly agreed, 4.4% disagreed, 1.9% strongly disagreed, and 0.9% responded that they were undecided with the statement that the centres frequently conducted vocational counselling services for students. The intensity index of 4.24 indicated their perception was favourable.

53.2% of students agreed, 38.8% strongly agreed, 4.2% disagreed, 3.4% undecided, and 0.4% strongly disagreed with the statement that the centres frequently conducted vocational guidance services for students. The intensity index of 4.25 indicated their perception was favourable.

48.8% of students strongly agreed, 39.5% agreed, 6.7% disagreed, 2.9% strongly disagreed, and 2.1% were undecided with the statement that the centres assisted students with relevant job information. The intensity index of 4.24 indicated their perception was favourable.

50.9% of students strongly disagreed, 36.3% disagreed, 7.5% agreed, 3.2% strongly agreed, and 2.1% were undecided that the centres did not assist students often in developing career skills. The intensity index of 4.24 indicated their perception was favourable.

The average intensity index of 4.24 indicated that students perception was a favourable towards vocational guidance and counselling.

**Table 4.6.2.8: Educational Guidance and Counselling**

Statement	N=523					II	AII
	SA	A	UD	DA	SD		
The centre conducts educational counselling programmes for students frequently	223 (42.7%)	278 (53.2%)	6 (1.1%)	10 (1.9%)	6 (1.1%)	4.34	4.34
The centre conducts educational guidance programmes for students frequently	263 (50.3%)	219 (41.9%)	10 (1.9%)	19 (3.6%)	12 (2.3%)	4.34	
The centre always assists students with the prescribed curriculum	311 (59.5%)	155 (29.7%)	6 (1.1%)	30 (5.7%)	21 (4.0%)	4.34	
The centre helps students with relevant study skills	266 (50.9%)	211 (40.3%)	12 (2.3%)	29 (5.6%)	5 (0.9%)	4.34	

**SA = Strongly Agree, A = Agree, UD = Undecided, DA = Disagree, SD = Strongly Disagree**

Table 4.6.2.8 shows that 53.2% of students agreed, 42.7% strongly agreed, 1.9% disagreed, 1.1% undecided, and 1.1% strongly disagreed with the statement that the centres frequently conducted educational counselling programmes for students. The intensity index of 4.34 indicated their perception was favourable.

50.3% of students strongly agreed, 41.9% agreed, 3.6% disagreed, 2.3% strongly disagreed, and 1.9% were undecided with the statement that the centres conducted educational guidance programmes for students frequently. The intensity index of 4.34 indicated their perception was favourable.

59.5% of students strongly agreed, 29.7% agreed, 5.7% disagreed, 4.0% strongly disagreed, and 1.1% were undecided about the statement that the centres always assisted students with the prescribed curriculum. The intensity index of 4.34 indicated their perception was favourable.

50.9% of students strongly agreed, 40.3% agreed, 5.6% disagreed, 2.3% were undecided, and 0.9% strongly disagreed with the statement that the centres helped students with relevant study skills. The intensity index of 4.34 indicated their perception was favourable.

The average intensity index of 4.34 indicated that the perception of students was a favourable towards educational guidance and counselling.