

FUNDAMENTALS *of* GUIDANCE *and* COUNSELLING

FOR COLLEGES OF EDUCATION IN GHANA

Volume 1

**Bernard Kofi Adinkrah &
Charles Fosu-Ayarkwah**

 Noyam

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Accra, Ghana

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Finally, we are indebted to the numerous authors and mentors whose works were referenced during the process of compiling and writing this book. To the many others who helped to bring this work to fruition, we say thank you.

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Dedication

This book is dedicated to our wives, Audrey Akosua Amponsah Adinkrah and Naana Fosu-Ayarkwah for their love and support.



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Foreword

Guidance and Counselling, the process by which students are helped to know their skill, interest and personality so that they could make further career selection has gained great importance in recent years. Many schools are making planned efforts to provide assistance to students not only to help them decide on future careers but also to help the solve personal problems.

There is no doubt that Guidance and Counselling is helping young people to pursue the right type of education. Learners who are confused between two career options, are motivated through vocational guidance. Learners who get confused while managing their time properly are helped to organize their leisure hours through guidance. Sometimes, students need to make informed decisions when it comes to subject combinations or options, what the subject involves, available course and the future prospects of following a particular course; available schools and colleges that offer the desired programmes, admission requirements and educational opportunities. Guidance and Counselling facilitates the smooth transition for children from home to school, from primary to secondary school, from secondary to higher educational institutions and the world of work. The fear of failure and a craving for higher grades are major stress factors among students. Handling this pressure becomes difficult for students. Guidance helps students to overcome this fear and achieve good marks. The importance of Guidance and Counselling cannot be overemphasized.

Fundamentals of Guidance and Counselling for Colleges of Education in Ghana provides the reader with a basic understanding of teaching Guidance and Counselling in basic schools. This ten-chapter book has been written specifically for students in Colleges of Education who are undergoing training to become effective and useful instructors to students, teachers, and school administrators and of course to the larger community around the school. This book also serves as a useful introductory material for students pursuing specialized programmes in

Guidance and Counselling at the graduate and postgraduate levels, to prepare them for more detailed work.

The first two chapters discuss Guidance and Counselling into details. In the remaining chapters, the authors explain nine key Guidance services into details namely: Appraisal, Consultation, Counselling, Evaluation, Follow-up, Information, Orientation, Placement and Referral Services.

The book is well-written, organised and straightforward for readers with no knowledge of Guidance and Counselling. Bernard Kofi Adinkrah and Charles Fosu-Ayarkwah have made a contribution to the numerous existing literature on Guidance and Counselling from the Ghanaian perspective.

Jonathan Edward Tetteh Kuwornu-Adjaottor
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Introduction

The world at the moment is going through serious educational reforms in order to meet the complex needs of people. Ghana is no exception to these reforms; all these reforms are done with the view of making education more functional and relevant to the needs of the immediate community and the world as a whole. It is imperative to point out that the youth need information to help them think through and make informed choices in the present technological and competitive world. Guidance and Counselling therefore plays a major role in helping the youth to be productive in all fields of endeavor.

It is true that a very minor percentage of mankind is capable of handling its problems independently without the cooperation and guidance of others. It has been discovered that majority of people do not have the confidence or insight to unravel their problems to others.

Previously in the Traditional Ghanaian society, family heads provided specified guidance and advice whenever any member of the family or the community needed it. Needless to mention, too often informal advice given without a transparent understanding of the matter involved was harmful and misleading to the individual. With the passage of some time, revolutionary and evolutionary changes have taken place.

In these modern times, the guidance movement has gained grounds globally generating a superb amount of enthusiasm and zeal among parents, teachers and social workers who have devoted time to explore its feasibility. All these said, people are convinced that the right provision of guidance services should be made for youngsters at different age levels for the harmonious development of their personalities within the larger interest of the society and therefore the individual.

The purpose of writing this book is in two-fold. Firstly, it seeks to provide simple, straightforward and yet comprehensive basic principles of guidance for the benefit of non-specialist readers. The content is richly stuffed with a gamut of ideas which encourages newcomers to the field of guidance and counselling to acquire and develop their skills to become professional counsellors.

Secondly, the book has been prepared with sufficient reference to the Ghanaian educational context to meet the needs of the Diploma in

Basic Education (DBS) and Bachelor of Education (B.Ed.) students. Also, more advanced students pursuing specialized programmes in guidance and counselling at M.Ed./M/A/MPhil/Ph.D. levels will find this book as a useful introductory material to undertake more detailed work.

The topics treated covers the guidance and counselling syllabus for level 300 pre-service teachers in Ghanaian Colleges of Education. This volume provides students with a basic understanding of teaching Guidance and Counselling in basic schools.

The book is divided into ten chapters. Chapter one deals with the meaning and principles of guidance, and the need for Guidance and Counselling in Basic Schools. Chapter two examines the meaning, nature, purposes, and principles of counselling, as well as the difference between Guidance and counselling among others.

Chapter three considers Appraisal Service under the following: types of techniques used for collecting data for effective appraisal service. The main techniques discussed are test and non-test items. In chapter four, information service is discussed into details. Items considered include: the rational, purposes, types and the role of the counsellor in information service. Chapter five talks about: the nature, importance, purposes and the role of counsellors in consultation service.

Chapter six discusses both the placement and orientation services. The discussion starts with the placement service. It includes: the purpose, types, and the need for placement service in schools. It ends with the role of counsellors in placement service. The items considered in the Orientation Service include: the meaning, importance, methods and the role of counsellors in Orientation Service in schools.

The seventh chapter talks about the Follow-Up Service. The nature, purpose, type of methods used for collecting data for Follow-Up Services are also discussed. The role of counsellors and challenges they face in Follow-Up Service are also considered in the chapter. Chapter eight delves into the Referral and Evaluation Services. First, the chapter discusses the Referral Service, what it entails, its importance and the role of the counsellor in the Referral Service. The chapter ends with Evaluation service. Subheadings considered in the chapter include: the nature, purpose, importance, techniques use in evaluation, as well as its challenges and the role of counsellors in Evaluation Service.

Chapter nine looks at the guidance functionaries in Basic Schools.

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The team typically, may include the headmaster or principal, classroom teachers, parents and other helping professionals such as psychologists, social workers, health workers, among others. Each of these people play a significant role in the success of the guidance enterprise of which the pupil is central.

Finally, the last chapter which is chapter ten discusses some approaches and theories of Counselling, based on Behavioural, Directive and Clients/Person-centered or Rogerian theories and among others.

It is hoped that this book would prove to be a handy and useful material for lecturers/tutors and pre-service teachers in the Universities educating teachers and Colleges of Education in Ghana, as well as other educators and students elsewhere.



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CHAPTER

1

CONCEPT OF GUIDANCE

Introduction

Guidance is as old as civilisation within the ancient society. Elders within the family offered guidance to the young and to persons in distress. Even today, in Ghana, guidance, whether in educational, vocational or personal matters, is sought from family elders. With the passage of time, revolutionary changes have taken place within the sector of agriculture, industry, business, and medicine amongst others. These changes altogether including extraordinary growth in our population has made the social organisation very complex.

The head of a family or a leader of a community with limited knowledge of these changed conditions is hardly competent in providing guidance and counselling to the youth of today. Hence, there's a requirement for specialised guidance services. This chapter explains the meaning and nature of guidance, its need, and scope in Ghana.

Meaning of Guidance

Many at times guidance is misconstrued to mean giving directions, the imposition of a person's point of view on another person or carrying the burdens of others. Guidance is however the assistance made available by qualified and adequately trained men or women to a person of any age to help them manage their life activities, develop their points of view, and make decisions.¹ Guidance may be also be defined as personal help rendered by society to the individual

¹ Lester D. Crow, & Alice Crow "Crow & Crow: *An Introduction to Guidance* Second Edition"

enabling them to regulate the physical and social environment.

The term guidance represents the concept that is neither simple nor easily comprehensible as a result of notes of the complexity of attribute, the individual differences and personal-social problems related to changing environmental conditions and cultural traditions.

Hamrin defined guidance as: “Helping John to ascertain through himself so as that he may even see himself through”.² This definition may be a simple and practical but challenging concept of guidance.

According to Jones, “the focus of the guidance is that of the individual, not his problem. It therefore serves the purpose of supplying the expansion of the individual in self-direction providing a chance for self-realisation and self-direction.”³

Downing points out that a standard problem in defining guidance is keeping the definition short and sufficiently broad as well as informative. He has attempted it by giving a definition of guidance in operational terms in two parts:⁴

Guidance is an organised set of specialized services established as an integral part of the varsity environment designed to market the event of the scholars and assist them toward a realisation of sound, wholesome adjustment and maximum accomplishments commensurate with their personalities.

Guidance may be a point of view that has a positive attitude towards children and a realisation that it supplements, strengthens and makes more meaningful all the phases of a youngster’s education.

Strang explains that guidance may be a process of helping every individual through his own efforts to get and develop potentials for his personal happiness and social usefulness.⁵ Jones thinks that guidance is the help given by one person to another in making choices, adjustments

² Shirley A Hamrin, *Guidance Talk to Teachers*, (Bloomington: McKnight and McKnight, 1947), p. 2.

³ Mary Cover Jones, *Guiding the Adolescent*,” *Progressive* (December. 1938). 605-609.

⁴ Lester Downing. *Guidance and Counselling Services: Introduction*. New York: McGraw-Hill, 1968.

⁵ Ruth Strang, *Why Guidance Programs Fail and Succeed*, *11 Educational Methods*, XIX, (March, 1940)

and in solving problems.⁶

Shepard stated that:

The immediate objective in guidance is to assist each pupil meet and solve problems as they arise.

The last word objective of all guidance is self-guidance, consistent with the education commission. Guidance involves the difficult art of helping boys and girls to plan their own future wisely within the full light of all the factors to be mastered about themselves.⁷

In analyzing the above definitions of guidance, the subsequent elements run through them:

- The guidance programme is organised; it has a structure, system, and personnel
- It is an integral part of every educational system.
- It consists of the specialized senses of testing, counselling, educational and vocational information, placement and follow-up scheme.

Guidance in Ghana is relatively a replacement field within the larger context and more inclusive in the field of education. It covers the entire spectrum of education, which starts from the birth of a child and continues until his death. The spectrum of education includes formal, informal and vocational aimed at managing an individual in an efficient way. There are usually three connotations attached to the word guidance:

- ***Guidance as a Specialised Service***, whose primary concern is with the individual to help them to unravel problems and take appropriate decisions.
- ***Guidance as a General Service***, which is considered as

⁶ Mary Cover Jones, "Guiding the Adolescent," *Progressive* (December. 1938). 605-609.

⁷ C. Shepard, *Small Groups: Some Sociological Perspectives*. San Francisco. CA Chandler

synonymous with education and academic processes.

- **Guidance as a sub-process of education** during which the developmental needs of the learners are considered essential points.

Guidance aims at the promotion of student development. It helps children to develop and promote their ability to affect their own problems. It enables the identification and development of talents and potentialities.

Nature of Guidance

Guidance is by its very nature a self-oriented, problem solving and multifaceted activity. It presupposes a two-fold understanding. The prime aim is the understanding of one's own abilities, aptitudes, interests, motives, behaviour-patterns, skills, achievements, social, cultural and economic background. Secondly, it is the understanding of the important nature of one's environment together with the tutorial and vocational opportunities offered by the environment. Guidance could also be described as a process of relating these two sorts of understanding to become imbued with a replacement meaning within the lifetime of the individual.

Guidance is a process. It is not a single event but it involves a series of actions that move towards a goal. As the individual is put under this process of guidance, it is envisaged that there should be a progressive change in the perception of their environment, Guidance as a process makes use of data from different sources on the individual for his/her benefit. The individual using this information now makes decisions or choices to realize their goals or aspirations.

Guidance is important to develop an individual for self-understanding and self-direction, taking into consideration their resources and limitations. Guidance helps an individual to know and direct themselves towards evaluating what they are capable and incapable of doing, their interests, values, perceptions.. This enables an individual to determine how they can be useful in society in terms of decision-making.

Guidance is both a generalized and specialized service.

As a generalized service, guidance ensures that everybody within a

school system and community is involved in the process of helping the child. It is however important to note that guidance is not limited to only a school's guidance counsellor, but teachers, form-mates, house-masters, students, parents, community elders and opinion leaders, pastors, social workers, and other specialized agencies..

As a special service, guidance is rendered by professionally trained guidance personnel to help the individual get out of problems. The information or data collection demands a professionally trained guidance counsellor who can use his or her skills and expertise to obtain reliable information that can be used to help the child solve his educational, vocational and socio-personal problems.

Principles of Guidance

Guidance as a discipline operates on certain principles. These include the following:

- **Guidance is for all students** : Guidance should affect the lives of all students in a school. It is concerned with individual growth and development. The needs of all students, irrespective of their level of development, should be met. In this way, guidance will be consistent with the principles of democratic education
- **Guidance is concerned with all areas of students' growth and development:** It is concerned with the growth of the child as a whole. It must, therefore, be directed towards the intellectual, physical, social, personal and emotional growth of a student.
- **Guidance is based on the uniqueness of the individual:** Each individual is unique and must be regarded and treated as such. He should be helped in line with his uniqueness. Help should therefore be offered to individuals in line with their uniqueness
- **Guidance is a process:** It is a continuous and sequential process with series of developmental phases which spans through the lifetime of an individual. - This is to bridge the gap from one educational level to another.
- **Guidance recognizes the worth and dignity of each individual:** This requires that each individual is accorded the

needed respect.

- **Guidance encourages self-discovery and self-development:** Guidance is directed at helping an individual to know, understand and accept themselves. An individual then becomes a participant in self-study and not the object of child study.
- **Guidance is based on the principle of personal responsibility:** Guidance provides an individual the opportunity to access himself as well as the opportunity to plan, choose and to be responsible for the consequences of their choices.
- **Guidance focuses on the assets of an individual:** Guidance uses an individual's potential, and behavioural processes to develop corresponding capabilities.
- **Guidance is oriented towards co-operation:** Guidance thrives on co-operation and not on compulsion: Students should not be forced to accept guidance. Guidance takes place by mutual consent or personal desire from the individual.
- **Guidance is geared toward decision-making:** the guidance programme seeks to help individuals make intelligent choices and decisions. Since an individual's needs and aspirations are goal-directed, guidance should seek to help the individual achieve the goals through thoughtful decision making.
- **Guidance is team work :** Guidance work cannot be the sole responsibility of a guidance counsellor. The process should be a team effort involving counsellors, teachers, administrators, parents, social workers, and other relevant agencies in the community.
- **Guidance must be the responsibility of both individuals and the society:** Guidance helps individuals to live in harmony with others in their society.
- **Guidance lends itself to evaluation:** The guidance programme is to be evaluated to find out the extent to which activities involved has impacted schools and communities.

The need for Guidance in Basic Schools(Primary and Junior High)

A Basic school refers to an educational provision for the first eleven years of formal schooling as spelled out in the 2007 Ghanaian New

Education Reform Review Programme. This involves two years in kindergarten, six years primary and three years Junior High School .

There is the need for educational, vocational and personal/ social guidance in the basic schools just as at any other educational level. Guidance will help direct basic school pupils educationally, vocationally and socially in their formative stage Guidance services are structured to help these children acquire the relevant skills and experiences that they will needed for their educational pursuits at the various stages of learning.

Guidance and Counselling is important in primary and junior high schools for the following reasons:

- It helps to identify the needs of pupils and make them known to parents, teachers and others who help in their training.
- It helps new pupils adjust properly to the school environment, teachers and school rules .
- It helps pupils with health, physical and learning challenges to be less worried, withdrawn or aggressive. For example, adolescent problems.
- It helps pupils to identify their aptitudes, gifts, interest, and weaknesses.
- It helps parents to become aware of conditions and situations at home, which may destabilize children such as parental beating, separation, denial of basic necessities etc.
- It helps foster a close co-operation between schools, educational and social work support services in providing the needs of pupils.
- It helps in planning and developing suitable school programmes and curriculum needs of pupils. It builds rapport between pupils and teachers.

Differences between Guidance and Counselling

- Guidance can be said to embrace a number of services offered to help the total development of students.
- Counselling is considered as the core and most important of all

guidance services.

- Guidance is less personal, less intimate, structured and more public while counselling is more personal, less structured, more interpersonal, private and confidential.
- Guidance is informative, didactic and educational, while counselling largely addresses emotional, psychological issues involving strong feelings of people.
- Guidance is usually initiated by the counsellor (counsellor initiated) and counselling is usually initiated by the client who has a problem (client-initiated).
- In guidance, recipients of the service are not always worried or emotionally disturbed as 'normal people seek guidance while in counselling the recipients or clients are mostly worried or disturbed and psychologically traumatized.
- Guidance is preventive in nature and intended to prevent problems from occurring while counselling is curative in nature, it is provided when a problem has already occurred. Counselling helps to cure emotional disturbances and worries of clients.
- Guidance can be provided to students in groups and can therefore be considered as - public while counselling takes place between two persons at a time requiring a greater degree of confidentiality
- Guidance can be provided by anyone sometimes with rich life experiences while counselling is provided by professionally trained persons..

Types of Guidance Services

Guidance as a helping relationship dwells on services. These services are offered by schools to its pupils to take care of the totality of their educational experiences. Guidance services are formalized actions undertaken by the schools made available to students. These services have been delineated by common agreement to provide unique actions that overlap, minimally with other familiar school functions.⁸ The services are offered by professionally trained guidance counsellors

⁸ B. Shertzer & S. C. Stone, "Fundamentals of Guidance (3rd ed.)," USA: Houghton Mifflin Co (1976).

to students. They are often classified according to the area of life in which the problems occur. These services prepare students to assume increasing responsibility for their decisions and growth.⁹ These include the:

1. Appraisal Service
2. Consultation Service
3. Counselling Service
4. Evaluation Service
5. Follow-up Service
6. Information Service
7. Orientation Service
8. Placement Service
9. Referral Service

The next chapters look into details the various guidance services render in schools, colleges and universities.

⁹ J. O..Oladele, *Guidance and counselling a functional approach*. focus on the 6-3-3-4 educational system. (3rd ed), (1987).Lagos: Johns-Lad Publishers Ltd.

THE CONCEPT OF COUNSELLING

Introduction

The chapter examines the meaning, nature, purposes, and principles of counselling. The chapter also looks at counselling skills and techniques, as well as Guidance functionaries in basic, secondary and tertiary institutions in Ghana.

Counselling Defined

The term “Counselling” had been used to denote a wide range of procedures meant to bring about a positive change in the behaviour of individuals. Such procedures may include support in times of trouble or need, encouragement, information-giving, test interpretation, and suggestion-giving. It is a person-to-person relationship in which one person assists another to resolve a problem or conflict in the life of the individual. Counselling is a relationship between a professionally trained counsellor and an individual seeking help in gaining greater self-understanding, improved decision-making, behaviour change skills for problem solution and/or developmental growth.

According to Makinde, Counselling is a service designed to help an individual analyse himself by relating his capabilities, achievements and interests and mode of adjustment to new decisions made. Makinde goes on to say that counselling is the heart of the work of guidance and counselling. It is concerned with the feelings, attitudes and emotional dispositions of an individual about themselves and the situation they face. Counselling is designed to provide an interactive relationship where the counsellor attempts to help students gain a

better understanding of themselves in relation to present and future decisions or problems.¹⁰

Counselling is also defined as a method of helping an individual to utilize his or her psychological resources by focusing on their positive strengths for development whilst concentrating on mobilizing the personality, behavioural and emotional assets. .

Counselling is a process in which the counsellor assists the counselee to make interpretations of facts relating to a choice, plan or adjustment. This assistance may be educational, vocational, social, personal, emotional or moral. According to Ipaye, Counselling focuses on creating opportunities and a suitable environment for personal, social, educational and vocational growth of an individual. It deals mainly with the affective side of the individual, based on attitudes about the values and worth of human beings.¹¹

Gibson and Mitchel point out that counselling is a one-to-one relationship that focuses on a person's growth and adjustment, problem-solving and decision-making needs. It is a client-centered process that demands confidentiality.¹²

Counselling is also seen as a relationship bringing together the counselee who needs help and the counsellor who is professionally trained and educated to offer the needed help. The purpose is to help the client to learn and deal more effectively with their situation. A client, by understanding themselves, will make the best decision in dealing with the reality of their environment. This involves learning new ways of obtaining information, retaining information, making a decision, communicating, interacting and responding to the environment.

In summary, counselling is a face-to-face relationship, concerned with helping an individual understand their strengths and weaknesses, decision making and choices geared towards a positive

¹⁰ O. Makinde, *Fundamentals of guidance and counselling*. (London: Macmillan Education Ltd) (1987).

¹¹ T. Ipaye, Introducing group counselling into Nigerian secondary schools: Report of a three-year experience. *Int J Adv Counselling* **5**, 35–47 (1982).
<https://doi.org/10.1007/BF00125555>

¹² Robert L. Gibson, & Marianne H. Mitchell, *Introduction to counselling and guidance*, English, Book, Illustrated edition, 1995.

personal adjustment and growth.

Nature of Counselling

The following points describe the nature of Counselling:

- Counselling takes place between two people that is the counsellor and the client.
- Counselling takes place in a confidential setting.
- Counselling is conducted on the basis of high professional ethics.
- Counselling is a personal intimate relationship.
- Counselling helps to cure emotional anxieties, worries, among others.
- Counselling is usually initiated by the person who needs it, that is the client.

Purpose of Counselling

The purpose of counselling includes the following:

- Counselling seeks to make individuals become “normal” stable human beings free of anxieties, fear, and emotional depressions to enable them lead a happier life.
- Counselling seeks to bring an individual to know and understand themselves. The individual becomes aware of their strengths and weaknesses and subsequently the merits and demerits of making certain choices.
- Counselling prepares an individual to plan his or her life. The inevitability of the aging process of the human beings is made evident to the individual to enable them prepare towards it.
- In times of crisis, counselling allows individuals to come to terms with their situations enabling them to make informed decisions.
- Another purpose of counselling is to help an individual appreciate the realities of life. The individual comes out of his/her dream world and tackles issues as they really affect him/her.
- Counselling makes the individual come to terms with his or her environment and builds an acceptable interpersonal relationship

with his or her neighbours in order to maintain a harmonious co-existence.

- In the academic, socio-psychological, health and vocational realms, counselling has the purpose of bringing the individual to a realization of making more informed choices that will make him or her become useful to himself or herself and the society.

Principles of Counselling

The principles of counselling are a philosophical framework within which counselling programmes are organized and activities developed. The principles, therefore, become the fundamental assumptions or a system of beliefs regarding the counsellor's role, functions and activities. Effective counselling can be achieved through these principles:

(a) Recognition of the dignity and worth of the client

The client is recognized as a human being, His or her self-esteem is respected so that he or she is given the opportunity to make his or her own choices for which he or she takes the responsibility. The counsellor does not regard the client as one who has no worth or as one who is inferior. The client is entitled to his or her opinion. That is why the counsellor should devote time and energy to restoring the self-esteem of the client. Counselling is based on mutual respect of the client and counsellor. They should meet as equals in order to ensure the safety which the client needs and deserves.

(b) Counselling is for all Ages

Counselling is not for only a section or a particular age group. It is for people of all ages. Since counselling is to assist individuals in problem resolution and behaviour change regardless of age, it advocates the use of all counselling skills in handling clients of different ages. The need to observe ethical standards: The standard of ethics should be observed in counselling and in using personal information. What is contracted between the counsellor and the clients should be confidentially observed. The counsellor has the duty to protect the profession by

observing ethics. Also, the counsellor should not take undue advantage of a client's state of helplessness, ignorance or otherwise to indulge in any act that is ethnically questionable.

(c) Goal Establishment

Counselling relationship establishes goals that should be achieved at the end of the session where there should be a visible change in behaviour.

(d) Voluntary nature of counselling

Counselling is voluntary: It is out of the client's own volition. It is a co-operative enterprise between counsellor and counsellee. There is no compulsion on the side of the client to enter into the helping relationship. This means the individual is not coerced whatsoever into the counselling relationship.

(e) Recognition of the uniqueness of the individual

Counselling is based on the uniqueness of each individual: Because of individual differences, one cannot know a person and his or her world completely. For this reason, the counsellor must be patient to explore and continue to assist the client to have self-understanding.

(f) Confidentiality

The counsellor has the responsibility to keep the information about the client confidential because the client has the right to privacy. Both the counsellor and client have the privilege of communication in secret. The information can only be made known to another person (outside the confines of the two) only with the permission of the client.

(g) Genuineness

Counselling is genuine: The client and counsellor adopt roles during the counselling session and these roles are not adopted under pretense. Both the counsellor and client come out with genuine remarks,

comments, and feelings during the relationship.

(h) Counselling is Non-Judgmental

In counselling, the counsellor should be non-judgmental in handling the client's problems. No-one passes or fails a counselling session. The counsellor adopts a neutral stance. The counsellor does not form an off-hand opinion about clients and their values. The counsellor respects what the clients express no matter how these conflict with the counsellor's own values and beliefs.

(i) Counselling is continuous

Counselling is based on the principle of continuity: The relationship is not only one short event. The counselling session is held for as long as it will take for a resolution or change in behaviour to occur.

Characteristics of Counselling

Below are some characteristics of Counselling:

- **Counselling depends on the application of theories or approaches for its process:** The counsellor applies established theories or approaches depending upon the nature of the problem or issue at stake.
- **Counselling is a human relationship in which the counsellor-client interaction is basic:** This involves an intimate and personal relationship involving a high degree of effect. Each must respond to the other as human beings.
- **Counselling is remedial:** The client is assisted to be aware of his or her problem and the necessary help is given to enable him or her resolve the problem.
- **Counselling is a professional service:** It is a professional service because it is offered by a competent or trained counsellor who possesses a range of psychological knowledge and skills.
- **Counselling is characterized by decision-making skills and problem resolution:** The individual is aided to come to self-understanding and self-realization so that he/she can make choices during decision making and assume the role of directing

his or her personal life,

- **Counselling is concerned with learning new behaviours or formulating new attitudes:** The client, during the counselling sessions, learns new ways of doing things and new ways of going about things that are helpful to him/her.
- **Counselling is a face-to-face encounter:** It does not involve relationship conducted through telephone, television, fax, and letters of correspondence or other non-person modes of communication. The physical presence of two people serves to satisfy emotional needs and experiences that cannot be met in any other medium of communication. Warmth, responsiveness, and understanding characterize the counselling relationship. This makes the client come out with genuine responses during the counselling session.

Communication in Counselling

Communication is the lifeblood in counselling. Communication in counselling refers to the exchange of information between the counsellor and the counseled client. It involves passing of information from one person to the other. In communication, two people are involved, the sender and the receiver. In counselling, these are two major forms of communication. These include verbal and non-verbal forms of communication.

Verbal Communication: This refers to spoken words that emerge from the counsellor or the counselee. Spoken words ensure and enhance good relationship between the counsellor and the client. Examples of verbal communication include (1) questioning, which includes, closed-ended questions to clients that require either “yes” or “no” responses. Words like “should”, “have could” at the start of a sentence reflect close-ended questions e.g. “should I turn off the light. However, open-ended questions provide the counselee (clients) the opportunity and freedom to express himself/herself words like “how” “what” are often used to commence open-ended questions. Another form of verbal communication is paraphrasing which denotes repeating what clients say in other words and means of ascertaining whether the client has been clearly understood. There is also a reflection of feelings which is

the act of uncovering and making known the emotions that underlie the clients' comment. The counsellor reflects in order to keep him well abreast with the clients emotions.

Additionally, there is confrontation. Indeed, confronting is a verbal communication usually initiated by the counsellor. Confronting is that act of gently pointing out to the client inconsistencies in what he/she says or does. Listening is another method of verbal communication. It is the act of paying attention actively to what the client is saying. When listening, the counsellor has to keep eye contact with the client, sit in such a manner that the client will feel he/she is being listened to, etc. Active listening is what is required in counselling.

Non-Verbal Communication

Non-Verbal communication is the act of communicating without a speech, it includes; Nodding of the head in agreement to what the client says. Facial expression which includes a smile and looking friendly at the client. This indeed demonstrates genuineness. Eye contact that is, looking directly into the face of the client without staring as he/she speaks. Posturing by leaning towards the client to show acceptance and attentiveness under the circumstance thus the client feels relaxed. Tone of voice — the counsellor should avoid a high tone or voice that is difficult to hear. Counsellors should also avoid aggressive tone.

Factors That Enhance Effective Communication in Counselling

- Counsellors should speak clearly and audibly to enhance effective communication.
- Counsellors should speak a language that the client understands clearly.
- Counsellors should use words and expressions that are not above the client.
- Counsellors should avoid terribly noisy environments which could be distracting.
- Counsellors should avoid mental distractions when a major point is being made by the client.
- Counsellors should avoid semantic distractions, that is the

counsellor should avoid ever responding to emotional issues raised by the client but rather focus on points been made by the client.

The nature of the client plays a key role in communication during counselling. Whether the client is an introvert or extrovert would determine how to express his/her emotions to the counsellor. The psychological condition of the client also determines whether or not a successful communication could take place between the counsellor and the counselee. Clients will like to be assured of absolute and total confidentiality by the counsellor, this means clients will like to be assured that, whatever discussion will take place between him or her and the counsellor will not be disclosed to a third party under any circumstance.

Stages in Counselling Process (Individual)

It has to be restated that, counselling is a helping situation that takes place in an intimate manner. The process of counselling goes through several stages. These include;

- **Relationship building:** this is the entry-stage where the client meets the counsellor for the first time. At this stage, the parties introduce themselves and get to know each other. A good rapport/cordial harmonious relationship is established between the counsellor and the counselee.
- **Assessment and definition of the problem:** Here, the client/counsellor reveals his/her problems to the counsellor and the counsellor takes a critical note of the problems.
- **Goal setting:** Here, the counsellor and the counselee agree on certain things or ground rules or guide lines they would like to follow in counselling process. For example, a number of times to meet in a week, time of the meeting, etc.
- **Initiating intervention and problem-solving:** Here, the counsellor, having listened carefully to the problems of the counselee/client, suggest alternative solutions to his/her problem and asks the client to select one that he/she feels is best for him/her. The counsellor should not impose any decision on the client

under any circumstances.

- **Termination and follows up:** At this stage, the counselling session comes to an end. Before termination occurs, both the counsellor and the counselee summarize all that has been discussed during the counselling session. The client must confirm to the counsellor that, he/she is satisfied with the discussion before they part company.

Stages of Counselling (Group)

Group counselling is the type of counselling that is organized for people with similar or the same, aspirations, and purposes and are ready to share their needs or problems with each other. People with common needs share their concerns on a common platform for possible solutions to be offered.

Group counselling is a contact between a counsellor and a group of clients. It is a relationship entered into by a counsellor and a group of people (counselees) who need help or assistance in a problem that is common to the members of that group. Group counselling is a relationship involving mutual trust and respect for one another where members can explore various feelings with their common problems.

In group counselling, the clients each of whom are in a state of discomfort, or have a problem, wish to ease that discomfort or solve that problem. Each client is willing to do that in the social setting of a group. The number in a group may vary from four (4) to ten (10). The individual members of the group co-operate to solve their problem. They may initially come together ostensibly to solve a common problem but it would be useful to discover that the problem may have different causes for the individuals. For example, the clients may have a common problem of “poor academic performance” but the cause of that may differ from person to person in the group. At the end of the counselling session, individuals would have received help as to how to control their peculiar causes of poor academic performance.

Group counselling stages include:

- **Forming / Dependency stage:** It is the stage where all individuals with a common problem meet for the first time and see each other

face to face. It is a stage normally characterized by general fear of the unknown of the facilitator, group members, the physical environment and what will happen in the group. Members may want to have a feeling of belonging. There is little sharing of information at the stage.

- **The storming/the conflict stage:** This is the stage normally characterized by tension, confusion, anxiety, etc due to struggle for power. Members become uncertain about several things at this stage such as how the group will progress. At this stage, there could be problems such as lateness to a group meeting, some members dropping out of the group, verbal exchanges among group members.
- **Norming/the Cohesion stage:** This is the stage where group members get to know each other, get acquainted and turn to socialize with others. Strong social cohesion and networking are strongly built among group members. Members now have trusted each other and become committed to the group. Group norms set become internalized. Group tension and confusion at this stage disappear and there is corporation and collaboration on executing group tasks.
- **The performing stage/interdependence stage:** This is the state at which group members stand to take responsibility, individually and collectively for the group and it's tasks. The group at this stage is largely self-sufficient and focuses on group goals and tasks.
- **Adjourning and Termination stage:** It is the last stage of group counselling. It is the stage where group members prepare to bring deliberations to an end. It is the stage of' group dissolution At this stage, group members could become worried due to the fact that they are about to part company.

Summary of Characteristics

- Contact/relationship between counsellor and a group of clients.
- It is a counsellor-client relationship
- The clients are a group of people
- The clients have a common problem/common concern to resolve.
- The relationship is in a social setting
- The clients are willing to share their experiences with one another.
- The group members/clients receive help from and give help to other members during the session.
- There is a more co-operative, mutual and uninhibited expression of feelings by members. Members of the group may vary in terms of a number between four and ten.

Roles of the Counsellor in the Counselling Service

- Referral of students with peculiar problems to the appropriate agencies like the psychotherapist, clinical psychologist or social worker.
- Counsellor should be instrumental in the organization of games and sporting activities, role plays, group works for development of an interpersonal relationship with oaths,
- Organizing periodic lectures/talks on useful academic, vocational and personal topics and issues,
- Consultations with parents and teachers on behalf of pupils
- The counsellor should make efforts to be abreast of the day-to-day educational changes and reforms,
- The counsellor should be conversant with up-to-date technological and vocational demands and furnish students with these.

Who is a Counsellor?

Keteku describes the counsellor as the person trained in helping to plan and develop the guidance programme according to the need of the

one(client) who brings unique knowledge and skills to the programme.¹³ From the roles stated, it is clear that the guidance coordinator must have special training up to at least a minimum of master's degree in Counselling Psychology and additional one-year practicum training to competently perform the guidance and counselling duties. Probably this was the reason why the University of Education, Winneba and the Institute for Educational Planning and Administration (IEPA) at the University of Cape Coast were authorized to train guidance coordinators following the release of Anamua-Mensah Report.

The role of the school counsellor

The role of the school counsellor has been found to be numerous and varied. In 1964, the American School Counsellor Association came out with a list of roles for the school counsellor.

The ten roles, as stated by Shertzer & Stone, and also cited in Bedu-Addo are¹⁴:

1. planning and development of guidance programme
2. counselling
3. pupil or student appraisal
4. education and occupation planning
5. referral work
6. parent help (consulting with parents)
7. staff consulting
8. placement
9. local research
10. public relation

The counsellor usually holds the welfare of students in high esteem and attempts to make the whole educational enterprise bear fruit. His activities are geared towards meeting the personal, social, academic

¹³ E. K. Keteku, Evaluation of Guidance and Counselling Services in some Senior High Schools in the Central Region of Ghana. Unpublished M. Ed dissertation University of Cape Coast, Ghana (1989).

¹⁴ P. K. A Bedu-Addo, *Guidance and counselling "unmasked"*. (4th ed.). Kumasi: Approachers Ghana Ltd. (2016).

and occupational needs of the student. He coordinates the activities and functions of teachers, administrators, and parents, for the benefit of the student. To achieve this goal, the counsellor strives to ensure that students have access to all the relevant guidance services. He also liaises between the school and the world of work so as to acquaint students with the diversity of occupational opportunities available after school. Providing leadership in the school guidance programme is a very important role of the counsellor.

Blocher enumerates some of the roles of the guidance coordinator or the school counsellor as comprising direct responsibility for counselling with students on matters of self-understanding, decision-making, and planning. He adds that the counsellor is responsible for counselling with the help of teachers and for counselling parents on questions on students' problems and concerns. The counsellor also acts as a liaison officer between other schools and the community and facilitates the use of counselling resources by teachers and students.¹⁵

Qualities and Characteristics of a Professional Counsellor

Alcinade, Sokan and Osarenren also outline some characteristics that a counsellor should acquire through training. These include¹⁶:

- Be able to show warmth, patience, confidentiality, empathy, tolerance, neat, pleasant and broadminded.
- Be emotionally stable and able to foster a sincere wish to aid fellow humans
- Be a good listener - must know how to listen to others and inspire confidence in those who come to consult him.
- Must be interested in the study of theories and also in the application of ideas to concrete situations.
- Must have sound skills in analysis and synthesis
- Must be responsive and have a sense of humour.
- Must be morally upright to exploit the situations of the clients.

The skills in building a productive relationship between the counsellor and the client, and the ability to help the client recognize the relationship

¹⁵ E. A. Akinade, N. Osarenren, & B. O. Sokan *An introduction to Guidance and Counselling: A Basic Text for Colleges and Universities*. Ibadan.. (2005).

¹⁶ E. A. Akinade, N. Osarenren,. & B. O. Sokan, (2005).

between self-understanding and effective life career decisions are extremely important for counselling. This means that a counsellor must possess specific characteristics for effectiveness.

Qualities of a Counsellor Academic and Professional

George & Cristiani indicate that the counsellor should have nine basic qualities¹⁷:

- Belief in each individual
- Commitment to individual human values
- Alertness to the world
- Open-mindedness
- Understanding of self
- Professional commitment.

In academic matters, the good counsellor should demonstrate an aptitude for Counselling and be interested in both the social and physical sciences

Must have both theoretical and practical mind i.e. knowledgeable in the theories of learning and motivation and be able to construct, administer and analyse psychological tests to a greater degree of confidentiality. Guidance can be provide by anyone while counselling is provided by professionals.

The Concept and Practice of Peer Counselling

Peer counselling may be explained as a counselling approach or practice which involves the counsellor developing the needed skill and knowledge of some pupils or students to serve as Counsellors to other pupils within and across different groups or class levels

In this practice, mature pupils or students usually in higher classes are coached and guided to provide counselling services in some selected problem areas to other pupils or students. The whole idea of peer-counselling is based on the counselling principle that: “A problem shared is half solved”. The implication is that when a troubled person

¹⁷ R. L. George, & T. S. Cristiani *Counselling Theory and Practice* (2nd ed.). Englewood Cliffs, New Jersey: Prentice- Hall, Inc. (1986).

gets somebody to tell his or her problem to; that alone is something to relieve him or her. As you might have noted, a peer-counsellor may not possess all the needed qualities of a counsellor, he/she may provide an immediate and reliable source of support to the pupil/student in trouble.

The brain behind this practice is the fact that everybody needs guidance and counselling in relation to the numerous psycho-social and learning problems that pupils and students bring into the classroom and for that matter the school: then one would appreciate the practice of peer-counselling. Again, the peer-counsellors come from the communities of the clients and therefore share similar experiences and status with those they intend to help.

The Need for Peer-Counselling in School

Peer-counselling provides an avenue for catharsis that is pupils getting somebody to talk about their problems too. This creates a chance for pupils to vent out their pent-up emotions. Certain issues like drugs, sex, among others are better discussed among peers than with adults; peer-counsellors may answer questions pupils may be too shy to ask in the presence of adults. High degrees of confidentiality, as pupils have confidence in discussing their problems with their peers. Counselling situations involving peer-counsellors are less intimidating and less threatening. Peer-counsellors are of the same age and status as the clients and therefore share their experiences and problems and this makes them empathize better with the clients' situations.

- The peer-counsellor serves as a good model to the client and gives him the assurance that she/he is capable of coming out of his/her difficulties
- Encouraging peer-counselling creates the opportunity for young persons to get involved in the process of helping others to solve their problems.
- Peer-counselling opens up the counselling programme and profession to young persons at an early stage (catching them young).
- Peer-counselling is cost-effective (it saves time).
- The peer counsellor may know the client and his or her problem

and therefore the client cannot play false.

- Peer-counselling starts in the community and as such it creates a common understanding between the peer-counsellor and the client and this helps them to share their experiences from which the client is supported towards making healthy decisions.

Challenges Associated with Peer-Counselling

Despite the numerous benefits that can be derived from the use of peer-counselling there are challenges associated with the practice. Some of the possible difficulties are as follows:

- Being immature, the peer-counsellor may disclose information shared at a counselling session and therefore disturb the trust and confidence needed for the counselling.
- Not all problems of clients can be handled by the peer-counsellor; he/she will be operating on very limited areas.
- Peer-counsellors may lack such appropriate skills like acceptance, listening questioning and building positive rapport;
- Peer-counsellors may be facing similar problems like their clients and be found wanting in their efforts.
- Theories of learning and motivation, test construction administration, scoring and analysis of results which are pertinent for problem-solving and decision making are above the capabilities of peer-counsellors

Counselling Skills And Techniques

Counselling skills are techniques that are especially acquired and used during an encounter between the counsellor and the client or the counselee. These skills are used throughout the stages of counselling session. Indeed, they are special abilities and behaviours which are a combination of verbal and non-verbal responses. The use of these skills assures the client that he/she is been listened to by the counsellor throughout the counselling session. It is important to note that every stage of counselling demands which type of skills to be used by the counsellor. Counselling skills include the following;

- **Listening Skills:** It involves listening to the client/counselee

with consent, voice, and body language. It includes being able to collect what is said by the client, getting or making meaning out of what is gathered from the client and giving feedback on observing as well as to be able to gather verbal and nonverbal messages from the client. This is called active listening.

- **Responding:** The word “responding” to the layman is to give a reply or an answer to a question whether written or oral. It is a technique used to get a client to feel more relaxed and ready to open up. It has the potential force to make a counselling session successful. In counselling, responding can be applied in establishing rapport between the client and the counsellor, and to make the client open-up. Responding includes “nodding” and sounds like “Hmm” among others.
- **Clarifying:** This skill is used to seek a further explanation of what has been said by the client. If a client makes vague statements or says something that is not clear, he/she will be asked by the counsellor to explain further what he/she meant; that is clarifying. In clarifying, the client could rephrase, summarize or illustrate a statement earlier made.
- **Questioning:** It is the skill of asking questions, conducting a survey, making an inquiry, among others into on an issue. It is used as a technique by the counsellor to stimulate the thought of the client or by seeking further clarification or information. In questioning, open-ended or closed-ended questions could be used however, open-ended questions should be used by the counsellor so that clients could avoid the “yes” or “no” answers.
- **Empathizing:** Empathizing is a technique used by the counsellor in which the counsellor communicates the understanding of his/her feelings to the client. This means, the counsellor “putting himself into the shoes” of the client by assuming what the counselee or the client is going through as his or her main challenge. In empathizing, the counsellor must understand the feelings of the client in totality.
- **Confrontation / Confronting:** It is the skill where the client is brought face to face with his/her reality. Confrontation as a counselling skill is used by the counsellor in a counselling session when the counsellor realizes that, there are inconsistencies in the

way the client behaves. Confronting is used by the counsellor when the client is not been straight forward.

- **Encouragement:** It is a skill that deals with the act of raising clients' confidence.. Encouragement is positive. It means valuing the worth of the client, believing that clients can change. It is a form of motivating the client to be "high in spirit".
- **Paraphrasing:** Paraphrasing means a repetition of what the client says by emphasizing the feelings which reflect the exact feelings of the client.
- **Summarizing:** It is the technique of recapping or highlighting on the main and salient issues discussed in a counselling session. Summarizing could be done by both the client and the counsellor. Summarizing is mostly used before a counselling session is terminated. It could also be used in the course of counselling session during the stages.

Characteristics of a School Counsellor

There are certain characteristics that the school counsellor should possess if he/she should be the one to offer effective guidance counselling:

- Innate (inborn) qualities
- Acquired qualities

Innate Characteristics of the School Counsellor are as follows:

- **Intelligence:** The counsellor should be someone of above-average intelligence to be able to discharge his/her duties well. It is expected that the counsellor acquires enough knowledge about human beings, their problems and how they respond to various environmental stimuli. Also, the school counsellor is accepted to be knowledgeable about human problem-solving skills. Since all these require a good study of psychological principles about the human mind and behavior, the counsellor should be of above-average intelligence to be able to absorb the necessary principles, theories, skills and practices for effective work.
- **Humaneness and Sensitivity:** The counsellor should be

humane and sensitive in his or her approach to human problems. The counsellor should not exhibit unconcerned or nonchalant attitude to the pathetic story of a client; rather he/she should care and handle the client with dignity.

- **Firmness and Will-power:** Though the counsellor should show sensitivity to the client's case, he/she should show some firmness and not be carried away by emotions to look gloomy, or show signs of hopelessness or desperation. A strong will-power will make the counsellor persevere in helping clients solve their problems instead of giving up. Transparent confidentiality from the counsellor also requires strong will-power.
- **Genuine Interest:** The counsellor should possess the quality of transparent interest in human beings and human problem-solving. He/she should not be the type who is interested in people's privacy but at the same time should be genuinely interested in helping people to solve their problems. Clients usually reciprocate the interest shown in them and this mutual interest facilitates the counselling.
- **Patience:** Counselling entails good listening skills. The counsellor can do this well if he/she is patient in his/her approach to human problems. The counsellor is expected to have ample time for the client in the narration of his or her story without rushing, hushing or unduly interrupting the client. This will encourage the client to open up.
- **Empathy:** The counsellor should have empathy when dealing with people's problems. He/she should be selfless. When the counsellor genuinely puts him/herself in the client's shoes he/she does not only appreciate the client's problems better but also ensures the establishment of rapport between him/herself and the client for effective counselling sessions. Access to the client's thoughts and feelings is a vital ingredient in counselling.
- **Discipline:** The counsellor should have self-control. In addition, he/she should possess frankness, openness, honesty, moral uprightness and reliability. The counsellor should be above reproach. These qualities will endear the counsellor to clients

for the success of the counselling experience.

- **The Acquired Characteristics of the School Counsellor:** These acquired qualities of the counsellor unlike the innate are not inborn but are acquired through professional training and exposure to counselling experiences. Training and exposure enable the counsellor to widen his/her scope of knowledge quantitatively and qualitatively. The counsellor expands his/her knowledge by having broad-based academic experience and specialization in counselling with enrichment courses in psychology and education. Again, training equips the counsellor with relevant skills and techniques for effective interaction with the client. The counsellor is also exposed to a series of practical sessions that will enable him/her to employ different counselling theories, administration of tests, interpretations and use of these tests for the benefits of clients.

THE COUNSELLING SERVICE

The counselling service is concerned with helping students to solve all types of problems that could hinder their school work. The service provides students with opportunities to resolve these problems and at the same time plan their educational and vocational goals. Counselling service helps students in self-understanding and decision making, and the major focus is personal growth or development. It is, therefore, the major engine of growth of the guidance services. The service can be offered to individuals and to groups. The activities in Counselling Service are aimed at helping students to effect changes in their behavior process thereby acquiring the ability to enhance their functioning and live a more productive and self-satisfying life.

Purpose of the Counselling Service

- Assisting students to become self-directing individuals,
- Providing the student with the opportunity for growth,
- Preparing the student to make the decision to face new challenges,
- Motivating the youth towards embracing the challenges of his/

her complex environment,

- Making students come to a realization, and the wisdom of placing one's personality before choice-making,
- Helping students to move towards a better and satisfying life,
- Building in the youth the confidence to assume leadership roles.

Aspects of the Counselling Service

The school provides the following major counselling services to the pupils:

- Educational/Academic Counselling
- Vocational Counselling
- Personal and Psychological Counselling

Educational/Academic Counselling

Educational counselling is a process of helping an individual in planning a suitable educational programme and making progress in it. It also identifies pupils for different educational roles. Academic counselling aims at assisting pupils to make the most of their educational opportunities. It means offering pupils the assistance that will make them become cultured individuals and at the same time preparing them for confident participation in life activities which will be socially useful and personally satisfying. Academic counselling is for students of all categories. The gifted ones are given academic counselling to enable them to realize their capabilities and the need to do more. Dull students are also helped to convince themselves of what they can do to perform well in school. Children with handicapping conditions are helped to realize their potentialities for a happier life. Academic counselling is not limited to pupils alone. Teachers are also helped to realize new and acceptable ways of handling or implementing new concepts in the school to the benefit of the pupils.

Vocational Counselling

Vocational counselling is also known as career counselling, occupational counselling or sometimes employment counselling. Vocational counselling aims at helping young people to come to a

clearer realization of their aptitudes, interest, attainments, dispositions, and circumstances in the light of occupational demands or career options. Vocational counselling is concerned with problems of selection, training for an adjustment to occupations.¹⁸

It also involves a systematic study of school leavers with the view to suggesting possible careers or jobs based on their interests, achievements, aptitudes, and prevailing job situations. The choice of occupation/career by students is most often influenced by such variables as non-consideration of their abilities, interests or dispositions, parents, socio-economic status and family relations' expectations. Other variables are religious attachments and the influence of peers. Vocational counselling helps students to come to self-awareness of which career or vocation is suitable for them as unique individuals of varied personal characteristics. Vocational counselling can be rehabilitative. In this way, it seeks to help clients with disabilities to prepare for gainful employment, and assist them in appropriate job placement. Employment counselling assists students (School leavers) on suitability for employment in certain establishments. This involves:¹⁹

- Job specification
- Assessing a client's level of motivation
- Assessing student learner's readiness for employment
- Referring a client to employer
- Surveying job opportunities

Personal Psychological Counselling

Perso-psychological counselling involves interpersonal problems of life adjustment by the student in the school and home with fellow students, teachers, and parents. Personal counselling helps individuals to examine their needs and problems so as to reduce confusion in their thoughts and feelings and to enable them to formulate workable plans for themselves. It is processes that encourage self—responsibility and

¹⁸ J. O. Oladele, *Guidance and counselling: A functional approach*. Nigeria, Lagos: Johns Lad Publisher Ltd (2000)

¹⁹ G. L. Goeke & D. H. Solomon, *Guidance and Counselling fundamentals, Handbook of Polymer Science and Technology* Hitachi Rev., 28(2): 83 (1979)

makes people make intelligent choices and self—committed decisions.

Personal Counselling also helps students to feel emotionally and psychologically secure and better adjusted in a new environment, especially during the transitional period that is from one class to another or from one school to another. It helps both new and old pupils, introverts and extroverts alike to have a better understanding of their roles in the school by enabling them to make efforts to adapt to the demands of the school.

In personal counselling each student is guided to choose the right vocation, select subjects, and courses that he/she can cope with according to his/her capabilities and other unique characteristics. Pupils are helped to cope with their adolescent problems such as girls experiencing their first menstrual period (menarche) or breast development or growth of pubic hair.

Personal counselling is also extended to parents so that they would help to meet the child's adjustment needs at school. Adjustment problems of the child may arise in terms of separation of parents, child-rearing, single parent roles, emotional and psychological stress; legal issues and financial responsibilities. They may also result from a feeling of guilt, devalued self-concept in the child, problem children caused by divorcing of a parent, and feeling of failure, regret, and depression accompanying divorce. Parents need marriage or family counselling for stability at home, as the home stability will mean the child's psychological stability and adjustment at school towards his/her academic work. Parents are also counseled as to how best to solve the child's problems be it personal or otherwise.

Individual Counselling and Group Counselling

Individual Counselling

Individual counselling involves one-to-one contact between a counsellor and a client. The client sits face-to-face with the counsellor and he/she is treated as an individual. The client has dignity, personal values, and beliefs which are to be respected by the counsellor. In individual counselling, the counselling situation is an exclusively counsellor-client affair. It is sometimes defined as a person-to-person contact between a counsellor and a counsellor who has the concern to be clarified or resolved. The counselling relationship is voluntary.

Sometimes it takes place as a result of referral of the individual to a counsellor.

In individual counselling, the counselee gets into the counselling relationship to mainly receive help from the counsellor. The client does not or is not expected to give help to another person in the counselling situation since he is the only client in the relationship. Individual counselling is usually resorted to for resolving deeper problems of an intimate and sensitive nature.

The following characteristics can be summed up in the individual counselling situation:

- Counselling is on a one-to-one basis
- Counselling is a face-to-face encounter
- Counselling is exclusively counsellor-client-affair
- Decision to go for counselling is usually “unilaterally” voluntary
- Counselling may be as a result of a referral to a counsellor
- The counsellor gets more deeply emotionally involved with the client
- The counselee is the only client in the helping relationship

THE APPRAISAL SERVICE

Introduction

The total development of the individual in the cognitive, affective and psychomotor domains demands the appraisal of pupils. The appraisal which is in a form assessment by way of data collection will enable the counsellor to help pupils or students to make a meaningful decision on their lives. The appraisal service is sometimes referred to as the individual inventory. It is a major activity engaged in by the school counsellor mainly to collect data that will highlight the individuality and uniqueness of each pupil or student. The information collected is recorded in a cumulative. There are two types of techniques by which information may be collected. These are:

- Test techniques
- Non-test techniques

The non-test techniques are ways of gathering data that do not involve the use of test items. The test techniques are teacher-made tests and standardized tests.

Test Technique

Test: A test connotes a structured situation comprising a standard set of questions to which an individual is expected to respond. There are preferred answers to the questions, on the basis of an individual's response, his behavior is quantified.

Teacher Made Test

Teacher-made tests are principally designed by the class teacher to

measure the achievement of knowledge and skill acquired by a learner in a specific area of instruction after a period of study.

- Teacher-made test provides immediate feedback for the teacher and information for reporting purposes.
- Teacher-made tests provide results, which are very much needed by the guidance counsellor in taking decisions on the children who have problems in their academic programme.
- The tests are also used to motivate pupils.
- They are used to assess the pupil's progress.
- They also provide continuous evaluation of pupils.

Types of teacher-made test

Teacher-made tests are usually of two types. These are essay type and objective type tests. In the essay type test, pupils are asked to answer questions in their own words. Essay items are useful in measuring the ability of pupils to organize information and to communicate it clearly and effectively.

Filling in blanks, multiple choices, analogies, matching, and true or false items are examples of objective tests. Objective items are useful for determining whether the student has knowledge of certain facts and principles, whether the student understands the significance or importance of these facts or principles, and whether he/she can apply them to the solution of unique problems.

There are two main disadvantages of teacher-made tests.

- Teacher-made test normally has low validity. The test does not appropriately measure what it is supposed to measure.
- It has very low reliability. This means that the degree of consistency obtained between repeated measurements of the same individual is low. However, this form of test is not completely useless. When correctly interpreted it gives the teacher and the learners information as to the strengths and weaknesses of the teacher's methodology and learner's ability levels in the classroom setting. Teacher-made-test constitutes an important tool in remedial teaching programmes.

Validity

Validity is the property of a test actually measuring what it purports to measure. The validity of a test means what the test is intended to measure.²⁰

Kinds of Validity

There are different kinds of validity. These are:

- **Face Validity:** this is concerned with the items that the test is supposed to contain so that by examining them, one can say with confidence that the test contains items that are appropriate for measuring the attribute to be measured. For example, a test in English should include items in English and not Social Studies for any other subject; a filling in of blanks type or multiple choice type of test should appear so by mere facial inspection of the test.
- **Content Validity:** This refers to the extent to which the test adequately covers the syllabus area, whether it covers all the area that have been taught within the period, or some segment of knowledge, for example, recall, comprehension, application, analysis, synthesis or evaluation is represented in the test.
- **Criterion Related Validity:** There should be a relationship between the scores of the test and some other criteria such as the teacher's estimates or results on the external examination. A criterion related validity can be: Predictive; for example, in a Junior High School Examination, those who did well are also expected to do well in the Senior High School One (SHS1).
- **Concurrent Validity:** This refers to the extent to which the performance in the test resembles the performance in an already established test.
- **Construction Validity:** The test measures attributes, qualities or traits such as intelligence, speed, fluency, memory, achievement, among others every good test should be seen to be measuring a particular construction or a group of constructs. An example is that if a group of students thinks that they have good memory or

²⁰ H. Winter, *Research methodology: A quantitative approach with illustration for Christian Ministry*. Lusaka: IEEE Press (2000).

have speed in answering questions during a test administration, their performance should truly reflect their assertion of having good memory or speed. It is when this is achieved that the test will be termed as either having construct validity or not.

- **Reliability Test:** It is the degree to which a measure is consistent or stable measures how far the same test (or a similar one) would give the same or almost the same result if it could be done again by the same students on different occasion under the same conditions.²¹
- **Standardized Test:** are developed and designed for testing a large population of students or for a usually special case of an individual within a small group of individuals. They are tasks or a set of tasks given under standard conditions and designed to assess some aspects of a person's knowledge, skill or personality.

The standardized test has a uniform system of:²²

1. Administration
2. Scoring
3. Interpreting
4. Reporting
5. Norming

They are therefore useful in securing information about the individual student in:

- Assessing achievement in one or more subject areas or skill at various points during the child's school experiences for the purpose of evaluating student's progress.
- Making a comparison between pupils or students and between groups even when the tests are administered at different times and in different places.
- Assessing an individual's personality.

²¹ O. C.Nwana, *Introduction to educational research*. Ibadan: Heinemann Educational Books (Nig) PLC(1992).

²² N. Okoye, Fundamentals of Guidance and Counselling. (1990).*Journal of Education and Practice*, 9(21),109-117

- Evaluating the instructional process.

Types of Standardized Test

Achievement or Attainment Test

- It measures the outcome of teaching/instruction by determining the quantity and quality of progress pupils have made in a particular subject.
- It is used to determine the child's performance that will direct his likely vocation.
- It is used for the selection of applicants for courses leading to industrial and government jobs.

Scholastic Aptitude Test

Scholastic aptitude test is designed to discover whether a child is gifted or not in certain skills. It is very helpful and is used for the following:

- To help estimate the future performance and success of a person in school work.
- To estimate a person's future performance and success in various occupations.
- To estimate a person's suitability for further education.
- To predict capabilities and measure specific skills and potentials in a given subject area.

Interest Inventories

They attempt to assess/measure an individual's preference (likes and dislikes), feelings, concern or curiosity towards a large number of activities or occupations. Interest inventories provide certain scores that enable an individual to establish some patterns of interest. Some examples of these interest inventory tests are; Strong Vocational Interest Blank (SVIB) the Minnesota Vocational Interest Inventory (MVII) and Ohio Vocational Interest Survey (OVIS). Some indigenous West African examples are the Occupational Interest Profile (OIP) and the Vocational Interest Inventory (VII).

Projective Technique Test

It is a form of standardized test, which helps to determine the behavior traits of pupils or students. The projective technique test involves areas such as expressive technique completion of sentences, word association, picture interpretation, hypothesis in storytelling, among others.

Personality Tests

Personality tests normally measure non-intellectual aspects of the individual like emotional adjustment, social interpersonal relations, attitudinal characteristics, aspects of cooperativeness, citizenship, motivational characteristics, etc.

Criteria Referenced Test (NRT)

They are tested in which scores are compared with the average performance of others. In norm-referenced testing a group of people who have taken the test provide the norms for determining the meaning of a given individual's score to be above, below or around the average for that particular group. The individual should belong to the group to justify comparison of his/her score to the norm group.

Non-Test Techniques

(Non-formal data technique)

The non-test technique is when data collected involves information that does not rely on test results. The non-test technique involves a constant observation of the behavior of an individual at different times in diverse situations in order to understand him or her.

Observational Technique

Observation involves listening, looking, noting, and recording of facts, behavior, and events.

Importance of Observational Technique

- The child or person observed is seen in his or her natural setting because the observed behavior is not to be coloured by any

pretenses.

- Observational techniques give the opportunity of observing some hidden information in the person.
- One gets first-hand information about the observed individual.
- One form of objective views about the observed child.
- Observation in many cases promotes the interaction between the subjects under observation and the observer.
- The observational technique enables the counsellor to note the undesirable behaviours that the pupil mostly exhibits in class so as to take decisions on the best appropriate ways to solve them.
- Observational technique does not produce too much anxiety on pupils as in standardized test during which some pupils may feel threatened.
- Information collected on an individual through observational technique complements data collected through tests.

Non-test technique tools include:

Anecdotal Records

1. Rating Scales
2. Checklists
3. Participating Charts
4. Sociometry
5. Pupil Data Interview
6. Socio-drama
7. Autobiography
8. Case Study

Anecdotal Records

This is a record of some significant item of conduct, which may be regarded as an episode in the life of an individual. Accurate anecdotes are usually written immediately after the incident so as to avoid distortion by other events in the school.

Importance of Anecdotal Records are as follows:

- Anecdotal records enable the teacher or the counsellor to get a longitudinal picture of the changes that have occurred in the life of an individual.
- These records provide stable evidence on which later appraisals can be based.

Preparing Anecdotal Record

- It should have certain features such as the name of pupils, class, age, incident, place/setting, school, comment, observer and signature.
- It could only be used for behaviours which cannot be appraised by other standardized instruments
- It should be a co-operative enterprise in the school involving various teachers, head teachers, parents, other pupils, etc.
- It should be written immediately after the incident has occurred.

The anecdotal record has no standard form of presentation.

Anecdotal Record

Pupils: Age: Class:

Incidence:

Comment:

School:

Observer:

Signature:

.....
.....
.....
.....

.....
Comment:

.....

.....

.....

.....

School:

Observer:

Signature:

Disadvantages of Rating Scale

1. Halo effect causes raters to carry qualitative judgment from one aspect to another.
2. There is the raters' tendency to be too generous or stingy.

Check List

A checklist is basically a list of criteria upon which a pupil's performance or end-product is to be judged.²³ A checklist is prepared or behavior or items. The type of response for each entry on a checklist can vary. The presence or absence of the behavior may be indicated by checking YES or NO. It can be as simple as a check mark indicating that an action has occurred. The type or number of items may be indicated by inserting the appropriate word or number.

Example 'A'

A Checklist for Observing pupils Participation in Class

Pupil' Date:.....

Date:

²³ Chris Moore, Social Cognition, Joint Attention, and Communicative Competence. Vol. 63, No. 4, from 9 to 15 *Months of Age*(1998)

School:
Setting:
.....
Observer:
.....

Direction: Make a check mark against the behavior exhibited.

- Starts discussion eagerly.
- Displays interest in discussion.
- Co-operates with colleagues.
- Makes a worthwhile suggestion.
- Shows no keen interest in discussion.
- Internationally makes misleading suggestions.

Example ‘B’

A checklist of pupils’ participation in class

Pupil:
Date:
School:
.....
Setting:
.....
Observer:
.....

Direction: Check YES or NO, the characteristics that are applicable to the pupil named above.

YES NO

1. Helpful to other members in the group.
2. Initiates activities in the group.
3. Does his work alone
4. Actively participates in the group
5. Always willing to discuss
6. Hardly talks in class
7. Respects views of colleagues
8. Does not co-operate at all

Participating Chart

It is an observational device, which is used, in observing students in small groups, or observation of pupils in total class discussion. The chart may for example, indicate who contributes, how often he or she contributes and how valuable the contributions are:

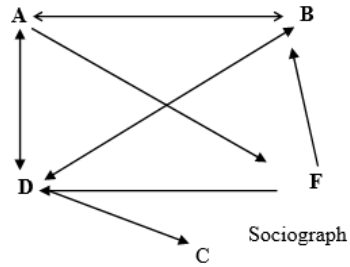
Type of Contribution	Dave	Sussie	Richard	Teddy	Joe
Superior	###—	///	////	/	
Secondary	//// /	//	////	///	
Uncertain	/	////			//
Detracting		///	/	/	

- Key - Behaviour
- Superior - Introduction of idea
- Secondary - Introduction of important but minor idea
- Uncertain - construction needs clarification
- Detracting - Construction detracts from discursion

Sociometry

Sociometry is a technique used to determine the network of social relations in the class. It is used in detecting informal groupings among pupils in a class, it attempts to describe attraction and repulsions between individuals by asking pupils to indicate whom they would choose or reject in various interacting situations. These relationships are shown by plotting the response graphically into what is called a sociogram. The sociogram gives degree of social relations among the members as well as the m, groupings in the classroom. It reveals whether there is a “start” around whom the majority of the class revolves and whether there are isolates in the class.

	A	B	C	D	E	F
A		√		√		√
B	√			√		
C				√		
D	√	√	√			
E						
F		√	√			



From the sociograph, D is the star and E is an isolate.

Importance of Sociometry

The technique gives the teacher first-hand information about social interaction in the class.

- It is used to determine social proximity or distance among pupils in the class.
- It is used to identify introverts or isolates and to help them to integrate well. The teacher can make them more acceptable in a class by focusing attention on them.
- It can be used for group assessment and forming groups for work/projects.
- It is used for the choosing of prefects and officers.
- It is used to identify and stamp out unhealthy behavior.

Interviews

The interview involves the collection of data through direct verbal interaction between individuals. This is a method for collecting information for the purpose of guidance. It is usually referred to as the fact-finding interview. Different probing questions are asked to which the interviewee/pupils respond freely. Through the interview, the counsellor gathers different kinds of information on the pupils. It should, however, be noted that this type of interview is different from counselling interview which involves a helping relationship. The interview may also give information on the pupil concerning attitude, ambition, interest and other effective matters.

Conference

The conference is the action of consulting together or taking counsel on an important or serious subject or affair. The conference can also

be used in appraising and evaluating the behavior of the pupil. This technique involves meeting with teachers, parents, therapists, and professionals such as nurses, counsellors, pastors, and others to share information, concerns and ideas regarding the behavior of the learner. In this way, the counsellor can collect data to appraise and evaluate the behavior of the pupil.

Pupil Data Questionnaire

A questionnaire is an instrument comprising a set of questions administered to respondents. These questions present a predetermined set of stimuli to the respondents, which unlike interview questions, cannot be varied in the light of responses. The pupil data questionnaire represents a cross-sectional approach to information, unlike a Cumulative Record which is basically a longitudinal record. Pupil data questionnaire gives the school personnel information that enables them to see pupils as they are now. It provides extensive data dealing with the present life situation of the student. The pupil data questionnaire may consist of items regarding the student's home, family, health, education, and vocational plans, out of school and in-school activities, study habits and the like to which the student or any other significant individual in the life of the student responds.

Socio-Drama

Socio-drama is also referred to as role-play. It allows the pupils to portray and project his or her own feelings, behavior and attitudes. The pupil is made to act out a problem scene or a situation, which will help the pupil to exhibit, feelings, which until now he or she has not been able to express. Through socio-drama it is possible to judge the pupil's expressive behavior, his or her empathy or ability to shift roles convincingly, his or her social tact and understanding and his or her emotional control.

Autobiography

One other non-test technique used to appraise behavior is the autobiography. An autobiography is the life history or the story of an individual's behavior as well as his or her attitudes and emotions as recounted by the person him/herself. There are two (2) ways of writing an autobiography. An autobiography can be unstructured or structured.

Unstructured /uncontrolled: The individual goes into areas of his or her personal life that are hidden to others and relates the events that have had an impact on his or her life.

Structured /controlled: The individual responds to specific questions that form the outline for the autobiography.

All autobiographies may be limited by the following:

1. Individual's unwillingness to reveal him/herself frankly.
2. Individual's self-insight and self-understanding.
3. Individual's ability to understand the content of the topic or questionnaire.
4. The person's ability to communicate in writing.

Case Study

The case study involves a detailed study of an individual's total personality with the intent of having a thorough understanding of him or her. The case study incorporates almost all appraisal procedures to come out with a full and comprehensive picture of the pupil. This is for a more accurate and reliable evaluation of his/her behavior and the forces or factors that have affected and influenced his/her behavior. A case study is helpful in predicting the behavior of the individual.

The Cumulative Record

Cumulative records are also known as Individual records or personal data. A cumulative record is a record of the longitudinal development information about a pupil. It is longitudinal because the record accompanies a pupil as he or she moves from one level or class to the other. All the data collected from both test and non-test techniques are synthesized and collated into a meaningful record of the individual. It is this record that is entered into the cumulative record book or folder.

Content of the Cumulative Record

The cumulative record folder usually contains the following information:

Personal Data

Full name of pupil, sex, date of birth, place of birth, nationality, ethnic

group, passport photograph, home address, and among others.

Home and Family History

Address, the full name of parents/guardians, parents/guardians (divorced, separated, deceased) parents/guardians' occupation, place of work, number of wives of father/guardian, pupil's position in the family (firstborn, last-born), among others.

Health Records

Clinical and hospital attendances, a checklist of illness, physical defects, dates, and results of medical examination.

Personal Traits

Checklist of items on attitudes of pupils to him/herself to other people, authority and work.

Standardized test Results

Name of the test, date taken, score and meaning.

Vocational Guidance

Student's inclination/aspirations, parents wish, counsellor's recommendations, actions agreed upon about further education, training or employment, among others, uses of the Cumulative Record Background information. The cumulative record provides the teachers with the background information about the pupils they teach and this helps the teachers to understand the children. The teacher learns about the problems and peculiarities of the children, and this helps them decide what assistance to give the children.

Knowledge about a new child

Since the cumulative record book is carried along from class to class and school to school, it helps the teacher to know about the new child, This helps the teacher to place the child in an appropriate group or class.

Educational Vocational and Personal Problem

It helps the teacher to get to know the educational, vocational or personal problems of children. Such information will help a teacher

to trace back any unusual occurrence about the child. The teacher also knows what to expect and what to do in the circumstances. A teacher would also be in the position to detect and lapses or omissions and add up to the available information.

Identification of weak/gifted pupils

It helps the teacher to identify gifted children and weak children in order to give them particular attention as the case might be.

Discussion on pupils

The cumulative record gives the teacher/counsellor adequate information about the child and this makes teacher-parent or counsellorparents discussions on the child more meaningful.

Uniqueness of the Cumulative Record

The cumulative record is unique in the sense that:

1. It gives records on the traits of the child over a considerable length of time. The record of any trait of an individual over a period of years is more significant and reliable than the record of any trait taken at only a point in time.
2. It gives different traits to the pupils. Estimates of many diverse traits afford a much more significant and reliable than the record of any trait taken at only a point in time.

Limitations of the Cumulative Record

In spite of the usefulness of the cumulative record in the appraisal of the child, there are some drawbacks associated with it. This is so because:

1. The preparation of the cumulative record is cumbersome.
2. Teachers do not fill it correctly.
3. The supervision of the work on the cumulative record is poor.

THE INFORMATION SERVICE

Introduction

The information service provides appropriate and relevant data to students on their educational, vocational, personal and social opportunities and growth. With the advances in science, technology, politics, and industry the world is becoming more complex and highly competitive. Against the background of their interest, students find it difficult to understand themselves, to plan, make appropriate choices and decisions. The availability of the data enables students to make better and well-informed choices and decisions.

Also, the information service aims at stimulating thinking. In this way, students are helped to make critical appraisals of ideas, conditions and other trends in order to derive relevant answers and meaning to their decisions. The information service is a co-operative effort of teachers, counsellors, and librarians. They endeavor to obtain appropriate materials to organize for the pupils' most efficient use and to help pupils understand the significance of materials when they cannot do so by themselves. Through the information service, students are helped to understand themselves and their environment to meet the challenges of today and the future.

Rationale in Offering the Information Service

- Students must become useful and fully-functioning members of society. This requires that students look at and use available and pertinent information for their development.
- Students or youth are expected to assume more independent roles in society. Assuming autonomous responsibility demands that the youth should be exposed to much relevant information

so that they can make meaningful choices and regulate their own lives. The individual should be able to plan his/her life based on useful and relevant information,

- Failure in life usually stems from lack of knowledge about self-development. Students should be given the information to make them understand their future, especially when they are confronted with the problem of choice. They must be fully aware of their decisions and choices and understand the consequences of the choices they make.

Purpose of the Information Service

The information service has the purpose of:

1. Helping pupils to find out about available vocational fields, the relationship between these fields and the requirements one needs to enter the different fields.
2. Molding the attitude of pupils towards different occupations.
3. Aiding pupils to understand themselves, their strengths and weaknesses.
4. Getting pupils to know their characteristics and social skills so as to better understand their behavior and be able to live in harmony with their environment.
5. Helping students know their potentialities and which role they can play and how better they can plan their lives.
6. Developing students' interest in the world of work and in the many activities used by students for earning a living.
7. Stimulating students to give careful consideration to the many educational and vocational possibilities open to them.
8. Providing experiences and a wholesome atmosphere by which a healthy attitude of respect for all kinds of useful work is developed.
9. Helping students to make choices in educational experiences by which personal experiences may be enhanced, and to make adequate preparation towards the choices made.
10. Making available information about the many opportunities open to young people in various educational institutions among which choices may be made.
11. Keeping to a minimum frustration, rejection, failure and depression emanating from indecisiveness and eliminating wasteful trial in decision making.

Types of Information

Three types of information are discussed:

1. Educational information
2. Occupational / Vocational Information
3. Socio-psychological / Personal-Social Information

Education Information

According to Shertzer and Stone, educational information is valid and usable data about all types of present and probable future educational or training opportunities and requirements including curricular or co-curricular offerings, requirements for entrance. Educational information provides data on conditions and problems of student's life. Educational Information aids students in various ways to achieve their academic or educational goals., Information is provided on vital and current educational opportunities and educational requirements needed to release certain levels of achievement, in educational information, the student is given up-to-date information that exists for him/her now and the future. The individual is helped to know his/her academic environment well to make decisions that he/she feels are best for him/her for academic attainment. How can Educational Information be collected?

The following are the sources of Educational Information:

- Brochures of universities
- Information on courses offered in various institutions
- Information collected through field trips and excursions
- Internet-educational information on schools and entry requirement can be obtained on the internet
- Organized lectures by guidance counsellors on good study habits, methods and learning skills
- Information from textbooks
- Newsletters, educational magazines, and journals
- Handouts on academic materials
- Display of academic materials on students notice boards
- Radio and television educational broadcast and lectures

Occupational /Vocational Information

Occupational information assists all categories of students to gain

some knowledge about the world of work, what it is like at present and what it is probably going to be in the near future.

Occupational information is a true and reliable data about occupations, jobs, and positions Vocational information helps the individual to realize his or her vocational potentialities so as to adapt and adjust to his/her inspirational level.

Kinds of Occupational Information needed

Requirements for entry: Academic and physical qualifications and preparations needed and capital investment.

Employment prospects: What prospects exist for promotions or occupation advancement and remuneration?

Occupational hazards: The nature of the work, tools, equipment or materials used length of work period, among others, which can be a source of danger or risk to the worker.

Geographical location/work environment: Is it hot, cold, humid, dusty or noisy?

Aptitudes: The intelligence quotient (I Q) and special aptitudes needed.

Interest: What are the interests of people who succeed in that particular occupation?

Legal and professional: Does the individual require license or a professional certificate to practice or enter into that vocation?

How can this Occupational Information be collected?

Source of Occupational Information include:

- General group guidance: The counsellor collects information and makes them available to groups of students. Students also collect information on various occupations for themselves.
- Teaching of different occupations by counsellor
- Career conferences, career day/week, lectures on different careers, exhibitions, demonstrations of debates and film shows.
- Trips and excursions to industrial establishments.
- Bulletin/Billboards: Display of vocational information, job opportunities, and requirements, conditions of service and prospects.
- Radio, television and newspaper advertisements.

Socio-Psychological Information

Socio-psychological or personal-social information is concerned with the provision of information on social life, skills needed to interact, habits, etiquettes and manners for promoting healthy interpersonal relationships. It involves knowledge and skills needed to tolerate others irrespective of their behavior. Personal-social information is the data about opportunities, and the influences of human and physical environments on personal, inter-personal or social relations. It is the information about human beings and the environment which helps a student understand himself better and also improve relationships with others. Data include physical, mental health development, personal appearance, social behaviours, and games for relaxation and leisure time activities, Others include understanding masculine and feminine roles and achieving a mature relationship with the same opposite sex and good financial planning.

How can Socio-Psychological Information be collected?

Sources of Socio-psychological information are:

- Brochures of institutions: Social and personal information can be obtained from university brochures
- Newspaper: Columns created for socio-personal materials. Article and other contributions on socio-personal issues including tit bits on a person's health.
- Information through field trips, lectures, health professionals
- Magazines and college journals on etiquettes, recreational facilities, religious and social clubs
- Bulletin and school notice boards for information on places of interest, social club etiquettes, and other interpersonal information.
- Drama and debating clubs
- Radio and television-socio-personal materials such as religious and moral preaching on social behavior
- Counselling behavior modification and adjustment at group counselling sessions.

Role of the Counsellor in the Information Service

1. The counsellor gives guidance on educational, vocational and social information.

2. Counsellor gives lectures and organizes symposia or demonstration experiences where necessary.
3. The counsellor acts as a resource person to teachers, students, and parents. The counsellor provides information, materials, and all other relevant data that these groups of people might require in relation to the services they need.
4. The counsellor provides an information centre furnished with files and documents that should provide students, teachers, and parents with all types of information they need for decision making.
5. The counsellor organizes students to go out on visits, field trips and excursions where he/she would guide them in clarifying issues on what they would like explained during such visits. Also, he/she may approach authorities at such places to gather



THE CONSULTATION SERVICE

Introduction

Consultation service is the aspect of guidance in which the counsellor works together with teacher, parents and other agencies to resolve the problems of students. It means seeking the help of an individual or a small group to gather useful information and suggestions to aid decision making.

Purpose of Consultations

Consultation has the purpose of:

1. Resolving problems of students
2. Ensuring the effectiveness of the guidance programme.
3. Helping teachers and parents to understand the development of the pupils
4. Offering the counsellor the opportunity to collect useful information and suggestions from parents, teachers, peers and other significant members of the student's community to enable him/her to adopt strategies in helping the pupils in their development processes.

Importance of Consultation Service

1. The consultation offers teachers the opportunity to use counsellors as resource persons while maintaining the leadership role in the instructional programme.
2. Consultation creates a good atmosphere in which pupils can learn. Teachers are helped to identify pupils' learning problems

and needs. This helps teachers to give better service.

3. Consultation helps the school to know and deal with such delinquent problems as absenteeism, lateness, truancy and other school-related maladjustive problems.
4. It establishes a cordial, understanding and effective relationship between the counsellor, teachers, parents and the school nurse.
5. The counsellor gains more understanding of the process and characteristics of the individual and provides counselling regarding the special needs of the individuals and group of pupils.
6. Consultation assists parents in coping with or modifying pupils' behavior. Parents are also put in a position to help in the academic planning and progress of their children.
7. Counsellors are in the position to give assessment and evaluation that may necessitate curriculum review.
8. A consultation allows the counsellor to have contact with other community agencies for referral or assistance for pupils. Also, other several responsibilities and alternatives are identified in referral consultations.
9. In consultation, students' career interests and concerns provide a basis for expanded and relevant curriculum offerings.

Counsellor's Role in Consultation

The counsellor in his consultation role has to:

1. Elicit staff co-operation
2. Communicate with parents
3. Communicate with other agencies.

Mode of Staff Co-operation

1. Counsellor should establish a cordial and effective relationship with teachers in the school.
2. Counsellor should look up to teachers as people competent in their field and capable of taking and implementing decision. There should therefore be respect for the personal dignity of teachers.

3. He/she should set up a well-demarcated procedure in working with the teacher in the event of referral cases.
4. Counsellor should readily provide vital information from the cumulative record needed by the teachers in taking certain decisions on students' special needs and problems.
5. Counsellor should be cautious in exposing certain information and discussions held with him/her by other teachers.
6. Counsellor should work closely with teachers in taking decisions about students by making available his/her knowledge, skills, and experiences.
7. He/she should arrange regular contact with teachers to attend to immediate problems.
8. Counsellor must make available to teachers, information on current issues, trends and development of his/her profession.
9. Working alongside staff members the counsellor should be able to create for certain basic issues affecting the students' welfare.

Means of communicating with parents

- Personal contacts (visits) where possible
- Open days and speech days
- Group conferences
- Family group consultation
- Letter-writing. The letters should be of simple wording and straight to the point. The students should be aware that you are writing to the parent.
- Terminal report cards on which other aspects of life (apart from academic performance) can be indicated.
- Parents-Teachers Association (P.T.A.) where counsellor gets the opportunity to address parents on certain pertinent issues related to life and welfare of students.
- Telephone, especially in emergency cases.

Responsibility of Counsellor to Parents

1. The counsellor is expected to alert the parents as to his/her role in the school. This is to remove any prejudice and fears which

may be as a result of inadequate information.

2. The counsellor guides and advises parents on major areas that affect the lives of students.
3. He/she should create an environment that will enable parents to exchange ideas with the school on certain issues that affect their children.
4. The counsellor has the responsibility to make available to parents information on educational and occupational opportunities available to the students.
5. He/she acts as a link person between the school and the parents so that he/she would explain to parents certain policies and activities which are being carried out in the school.

Problems Involved in Consultation

1. Lack of co-operation on the part of the school, that is, headteacher, members of the teaching and non-teaching staff, with the counsellor.
2. Lack of co-operation from parents
3. Lack of office accommodation and equipment for the operation of the consultation service in the school.
4. Student's reluctance to reveal certain vital information to counsellor for lack of confidence in him/her, especially when the counsellor is a member of the school disciplinary committee.
5. Ignorance of parents about what counselling service entails. This is largely due to illiteracy.
6. Others may also hold the counsellor in suspicion and would feel reluctant to open up.

CHAPTER

6

THE PLACEMENT AND ORIENTATION SERVICE

Introduction

This chapter is the combination of placement and orientation services. The discussion starts with the placement service. It includes, the purpose, types, and needs for placement service in school. It ends with the role of counsellors in placement service. In the chapter is also the orientation service. The items considered in the chapter include: the meaning, importance, methods and the role of counsellors in orientation service in schools.

The Placement Service

Placement, a selective assignment of a person to a position, is a method that is designed to help students be in positions for which their plans, interests, skills, aptitudes and physical activities are suited. Placement service makes students aware of opportunities that are available in schools or outside the school. The awareness helps the students to take advantage of these opportunities by having themselves well placed within the opportunities so that they can function effectively.

Purpose of Placement

Placement service has the purpose of:

1. Getting appropriate placements for students on a programme of instruction or training scheme that is in line with their plans, aptitudes, attitudes, interests, and abilities.
2. Assisting students to get vacation jobs that are in consonance with their school experiences or training.

3. Helping students to take up appropriate appointments at the end of their educational pursuit considering their various personal characteristics.
4. Assisting pupils to find their level of adjustment, educationally, vocationally and socially.

Types / (Aspects) of Placement Service

1. Educational Placement (In-service placement)
2. Vocational Placement (Out-of-school placement)
3. Social Placement

Educational Placement

Educational placement assists students to adjust to school life. Students are also assisted to find courses of study which are best suited for their abilities, and educational placement involves the following:

1. Educational placement involves orientations which enable students to adapt and adjust to their new school environment (since they come from backgrounds) for smooth academic work.
2. It helps students to select appropriate curriculum, the subjects within a curriculum and extra-curriculum activities, special grouping or special classes' placement.
3. It places pupils in school activities that would aid their development as individuals.
4. It helps students to find placement in industries for further training.

Vocational Placement

Vocational placement is concerned with assisting young students to enter into occupational fields which will enable them to achieve their objectives in life. Vocational placement involves:

1. Helping students to find suitable jobs.
2. Assisting employers to recruit suitable applicants to fill vacant posts.
3. Helping students to accept the skills of writing application letters and attending interviews with the skills which are involved in this field.

Social Placement

Social placement is a service whereby pupils are placed in social groups that will foster their social interaction. Social placement involves:

1. Helping students to develop social skills
2. Assisting pupils to enhance self-acceptance in a group
3. Helping pupils develop leadership skills

The National Policy on Education necessarily calls for placement services as an integral part of our school guidance practice. The needs include:

- The diversification of school curricular programmes alongside career-related lines has brought increases in choice points.
- Individuals have their unique ability, aptitude and interests, and choice.
- Pupils and parents make long-range plans of study for the secondary school years and assume responsibility for periodic review and revision of such plans.
- It helps counsellors to plan with administration and teachers too.
- Provide appropriate classroom placement for pupils with special abilities and disabilities.
- Establish procedures for course selection by pupils.
- Placement service furnishes the receiving school with pupils' data in the event of transfers and of new entrants.
- Placement service provides the link between academic and the working world.

Role of the Counsellor in the Placement Service

The school counsellor has roles to play in the offering of placement service to pupils. These roles are:

- Establishment of placement centres as part of career resource centre where placement information can be integrated with other materials assembled under career guidance.
- Soliciting and maintaining support of administration and teachers.
- Planning and conducting well-organized informative programme to keep parents, employers and community members informed of placement services.
- Initiating and organizing follow-up activity

- Developing a system of job order form, referral cards, reply cards and evaluation form for employed.

THE ORIENTATION SERVICE

Orientation service involves activities embarked upon by the school (counsellor) to help students adjust to the school environment and school experiences. It is a mutual process of learning on the part of new students, the faculty, the student body of an institution, whereby each group becomes better acquainted with the other, and each participates in an ongoing process which will help the new students to become an effective functioning part of the institution and help the institution to become responsive to the needs of a changing student body.

Importance of the Orientation Service

Broadly, the orientation service helps the student to become adjusted and established in the school, socially, psychologically, morally and academically. To achieve this; it:

1. Acquaints the new students/freshers with information about school routine, the school traditions, rules and regulations, facilities and personnel.
2. It helps the students to have a smooth transition from one level of education to another, from one environment to another and from individual life to school community life.
3. Welcomes new students and introduces them to their rights in the school community as well as their responsibilities to themselves and the school.
4. It makes students realize they are required to meet the high academic demand of the school as well as moral values and ethical standards.

Methods used for Orientation

1. **Orientation Day:** New students arrive one or two days earlier for the exercise.
2. Meetings with parents of pupils before or at the beginning of the school year to acquaint them with what is expected of them and their wards and what the school offers as an institution charged to train and develop their children.
3. **Visitations:** Prospective pupils come to the new school for talks

- or tour for familiarization.
4. Documents containing campus maps and names of members of staff are made available.
 5. Calendar of events for the year.
 6. Welcome Day time table
 7. Student's handbook which may give academic, financial, social and administrative information to students.
 8. Letters and other orientation materials to parents on students.
 9. Visit by guidance coordinators from a senior secondary school to a junior secondary school to give orientation to the prospective senior secondary pupils.
 10. Group guidance programme to be conducted by the counsellor.
 11. Counsellor meets students on an individual basis early in the year for familiarization.
 12. Big brother/big sister programme where each senior student is assigned to a new student to orient the new student in the new school environment.

Role of the Counsellor in the Orientation Service

1. Establishing of orientation committee in the early part of the year to familiarize students with the academic atmosphere of the school.
2. Collection and display of informational materials relevant to the orientation programme.
3. Establishing a friendly atmosphere during the first meeting with students towards subsequent interaction.
4. Teaming up with other members of staff in the provision of adequate information about the school to students, taking note of what the school can offer and what it cannot offer in respect of students' demands.

THE FOLLOW-UP SERVICE

Introduction

Follow-up studies of former students are efficient ways which educational institutions can use for measuring the effects of school. Teachers, administrators, and parents are concerned with what is happening to pupils while they are in school, and after they have left school. Without such knowledge about pupils, neither the instructional programme nor the guidance services can be evaluated in terms of the effect they have on the lives of pupils. It is through an organized follow-up programme that data can be gathered and used to evaluate the effectiveness of school policies and practices.

Purpose of the follow-up service

Young people, who leave school, either by graduation or by dropping out, are followed up for the purpose of:

1. Desiring to help the individuals (graduates and dropouts) with problems of vocational, educational and social adjustments after they go out of the school and while they are getting themselves established elsewhere.
2. Gathering data for use in evaluating the instructional and guidance programmes of the school (for curricular revision and improvement of the guidance programme).
3. Gathering information of general interest concerning those who have left school. Helping social agencies, including schools, to deal with the problems of youth more intelligently.

Data Gathering Methods in Follow-up Service

Several techniques have been used successfully for collecting the data

and information. They include:

- Mailed Survey/Mailed questionnaire
- Personal interviews
- Telephone interviews
- Letters
- Visits to workplaces/institutions

Reports from past-students among others

Characteristics of a Follow-up Plan

According to Zunker, a follow-up plan has these characteristics:

- It is planned to serve the needs of both the individuals and the school.
- It is done before the student leaves school.
- It is a continuous process.
- It includes all school leavers, those dropping out as well as those graduating.
- Each class is followed up for at least five years.
- Procedures are used to ensure returns from eighty percent or more of those to whom the questionnaire is sent.
- A representative sampling of each group is interviewed in order to obtain more extensive and detailed information than can be included in a questionnaire.
- Responsibility for making follow-up studies is decentralized so that each class adviser follows up his own classes as they leave school.
- The adviser's functionaries and is combined with those of other advisers in order to give a complete picture of the school system.
- Conclusions concerning casual relationships are drawn with caution.
- The significant items gathered on each individual are transferred to his/her cumulative record card.
- The follow-up plan is coordinated with a post-school counselling service.
- The co-operation of lay citizens is obtained in the collection, studying and using the follow-up plan.

Types of Follow-up Studies

Omotosho stated that follow-up studies should include:

Incidental Follow-up of Pupils in Schools

While the student or pupil is in school or remains in school his/her progress is followed through.

This involves noting the effect of guidance and counselling on his/her academic progress as well as assisting the student further in his or her adjustive developments; Follow-up, Studies of School Leavers/ graduates and School Dropouts in work Environments. This enables the school to evaluate its efforts of the past (to determine the extent to which the school has prepared the students for post-school life) and to plan for each pupil currently in school the kind of training best adapted to his abilities. The data will be used in improving both the quantity and quality of the school guidance services.

Follow-up Studies of Students receiving Remedial Help

Students who may have received remedial help in certain fields are also followed up after the treatment, social, psychological or psychiatric help has been discontinued. This is to assess the results of the work and to note whether progress is being made.

Follow-up Studies of Students when they Transfer from one School to Another

The teacher may follow up with each of his pupils when they advance to the junior secondary school or the counsellor may follow up the students in his/her advisory group throughout the entire duration of the junior secondary school programme as they prepare for the senior secondary school. The use of the cumulative record card or students' terminal report would determine modification or otherwise of the guidance programme.

Importance of Follow up Service

1. A follow-up service helps the student to realize or appreciate the problems that lie ahead.
2. It helps the counsellor to obtain information as to how well students do after completing school.
3. It helps the school to appraise its programme and activities and to improve upon what is being done.

4. Follow-up indicates employment trends and employment potentials.
5. It helps students to think in terms of the type of organization in which he/she is likely to find employment if he/she is holding a particular certificate.
6. Follow-up service helps students to know realistic salaries according to fields of study, and job satisfaction.
7. It helps students to plan their educational careers and establish goals.
8. It helps students to know probable geographic locations of jobs and job mobility.
9. Follow-up helps to assess the educational progress of individuals, study groups or course classes.
10. Follow-up determines progress being made by clients who have received remedial treatment.
11. Role of the Counsellor in the Follow-up Service

The school counsellor has a role to play by:

1. Maintaining contacts with school leavers (both dropouts and graduates) and assisting in their after-school adjustment.
2. Monitoring individual adjustment and achievement of former students for the primary purpose of evaluating and improving the guidance programme.
3. Using information and data accruing from follow-up service for the possible revision and enlargement of the school educational programme.

Problems of Follow-up Studies (Limitations)

1. Poor response from former students.
2. Lack of financial support (for logistics, movements, etc).
3. Lack of adequate staff especially counsellors to follow up or cover adequately the many school leavers.
4. Inconclusive data collection due to a poorly developed technique that may result in contact with a small percentage of the school leavers.
5. Geographical spread of school leavers presents a problem of contact.
6. Poor communication network (especially in African countries) makes contacts difficult.

CHAPTER

8

THE REFERRAL AND EVALUATION SERVICE

Introduction

This chapter delves into the Referral and Evaluation Services. First, the chapter discusses the Referral Service, what it entails, its importance and the role of the counsellor in the Referral service. The chapter ends with Evaluation service.

The Referral Service

The referral service is the activity whereby the counsellor refers a pupil with a special need or problem to other helping agencies or support service agencies or specialists who have specific or specialized expertise which the pupil may need. For example, a child with sight or visual problems may be referred to an eye specialist for attention. A class teacher may also refer a child with a special problem or need the school counsellor for help.

Importance of the Referral Service

1. Children with problems or needs feel loved. The psychological security goes a long way in enhancing the child's development.
2. Children with problems that need specialized attention are catered for.
3. Problems that otherwise might have gone out of hand are promptly handled.
4. Very bright children who may need special attention for advanced academic work are attended to for their optimum development.
5. Donor agencies, non-Governmental Organizations, and other

philanthropic organizations and bodies are made aware and encouraged to give aid to pupils in cash or in kind.

6. Parents are made aware of the problems and needs of their children.

Counsellor's Role in the Referral Service

1. Confidentiality: counsellor should take note of the principle of confidentiality, unless the client agrees that his/her problem can be shared.
2. Counsellor should consult the parents of the pupil who has the problem. Counsellors should be familiar with a wide range of helping and support services within their own areas, specialized services that operate at local, national and international levels from which the child can benefit should the need arise.
3. Counsellors should be honest to themselves to know which appropriate steps to take in helping the pupils.
4. Counsellors should live in harmony with teachers, parents and other school personnel and support agencies.

THE EVALUATION SERVICE

The evaluation service is a process that aims at appraising the guidance programme in the school and suggesting ways of improving the guidance services. In the process of evaluation, data or evidence are collected and used to judge the effectiveness of the guidance programme and for decision making.

Purpose of the Evaluation Service

1. To ascertain the current status of the counselling service and ensure the improvement of the professional and programme performance.
2. To avoid a decision being made on the basis of prejudice, tradition, rationalization or assumption.
3. To obtain reliable results for decision making on the guidance programme.

Characteristics of the Evaluation Service

For any evaluation service (to be reliable) the following characteristics are considered:

1. It is continuous and constant.
2. It is systematic and comprehensive.
3. It involves teamwork.
4. It focuses on changes in the pupils who are at the centre of the guidance programme.
5. It follows a specific standard and frame of reference,
6. It relates to curriculum development in the specified evaluation situation.
7. Findings should yield organized results.

Importance of the Evaluation Service

1. Evaluation provides data about the effectiveness of the guidance programme.
2. Evaluation data are needed to assist the counsellor in interpreting the guidance programme to teachers, parents and the community.
3. It enables the guidance coordinator to monitor the programme at all stages and take remedial measures when necessary.
4. It provides a basis for curriculum revision.
5. Evaluation service offers greater psychological satisfaction and security to the guidance personnel when he/she realizes the effectiveness of the guidance programme.
6. It puts the school administrator in good stead to report back to the Ministry of Education the strengths and weaknesses and progress of the school.

Techniques of Counselling Evaluation

Survey Approach

In the survey method, individuals are asked to respond to a series of questions about conditions in the guidance programme as they are. The interview is organized to collect evidence of the service being offered to as to determine the general opinion, attitudes, and feelings of students and other school personnel and make judgments regarding the degree to which these services are provided in reference to a predetermined criterion. The survey approach, however, supplies little evidence as to whether students' behavior is significantly affected by the services.

Experimental Approach

The experimental approach requires carefully planned steps to study

one or more groups of individuals in terms of one or more variables. It also requires the application of scientific methods that require a predetermined sequence such as the determination of objectives and methods of attaining these objectives, the selection of one or more groups for control and experimentation, the process of carrying out necessary steps for the objectives and measurement of the outcome of the experimentation.

Case Study Approach

A case study is an in-depth investigation of an individual subject. This may include interviewing the subject, interviewing others who know the subject, direct observation, examination of records and psychological testing. The approach is designed to assess the changes that take place in an individual as a result of introducing a variable such as counselling. In this direction, goals appropriate to the individual are formulated; counselling takes place and data is collected towards the goals. The data is used to find out, as much as possible information about a certain problem or issue as it relates to that individual. The case study is time-consuming but it emphasizes individual and personal development.

Observation Approach

Observation approach includes:

1. Anecdotal records or behavior description, brief accurate written description and important factual incidents about the pupil observed by the teacher or counsellor.
2. Pupil-data questionnaire consisting of items regarding the pupil's home, family, health, educational and vocational plans, out-of-school and in-school activities, study habits and the like are used to gather information about pupils as they are now.
3. Checklist which is basically a list of criteria upon which a pupil's performance or product is to be judged.

Role of the Counsellor in the Evaluation Service

1. The counsellor should establish a cordial link with teachers, parents, and pupils so as to receive their maximum co-operation in his/her quest for information.
2. The counsellor should keep adequate developmental records of

all pupils in his/her school. Such records must be entered into the cumulative record folder.

3. Reports on the findings of the evaluation should be promptly communicated to the appropriate authorities for action where necessary.
4. In the evaluation exercise, in-depth knowledge and application of the evaluation approaches are very necessary. Also, as much as possible, the counsellor should exercise objectivity in his or her assessment.

Problems Associated with Evaluation (Constraints to Effective Evaluation)

1. Many guidance coordinators are only committed to formal evaluation.
2. Many guidance coordinators do not have professional training to conduct evaluation studies.
3. The modification of human behavior is not easily accessed through observation or other tools of measurement. Until better techniques and tools are adopted, most school counsellors will have to depend upon subjects' approaches to determine the adequacy of their guidance efforts.
4. From a research point of view most available school data are incomplete or fragmentary. This poses a difficulty in inadequate data collection for a reliable and valid evaluation.
5. Time and financial constraints militate against evaluation efforts.

CHAPTER

9

THE GUIDANCE FUNCTIONARIES IN BASIC SCHOOLS

Introduction

Guidance is a co-operative activity. It is teamwork that requires the contribution of many persons (functionaries) from the school home and the community. Oladele states that the guidance and counselling programme is a function of every member of the school personnel and is supposed to be offered by a team. The team typically, may include the headmaster or principal; classroom teachers, parents and other helping professionals such as psychologists, social workers, health workers, among others. Each of these people has a significant role to play in the success of the guidance enterprise of which the pupil is central.

The School Head

The head of schools should recognize the importance and the need for a comprehensive guidance programme and see that the programme is undertaken; otherwise little support will come from teachers, pupils, and parents. The head of the school who is an authority figure must initiate administrative action to support the guidance programme. He/she is, in fact, a very important person in the development of the guidance programme in the school; and as Oladele noted, administration support was ranked the highest priority category in the establishment and development of school guidance programme.

The roles of the school heads in the guidance programme may include:

1. Giving clear, open financial-support by providing adequate physical facilities and equipment for the guidance work in the

school.

2. Securing adequate numbers of competent counsellors for their schools and ensuring that the roles of counsellors are defined and that the staff members are able to function in these roles.
3. Interpreting the objectives and activities of the school guidance programme to students, members of staff, parents and the community in general.
4. Promoting in-service education in guidance for the entire school staff by encouraging teachers to attend workshops and conferences on guidance and counselling.
5. Providing class time for group guidance and seeing to it that such periods are apparently utilized.
6. Establishing and encouraging a school guidance committee to serve as an advisory and policy-formulating body in the school.
7. Encouraging formal evaluation and improvement of the guidance programme.
8. Facilitating the organization of educational visits, career days, the use of resource personnel, home-coming of former students and convention work for the students, among others.
9. Consulting with teachers, parents and the Ministry of Education with regard to specific needs and problems of the school community activity of which the student is the centre, and communicating to them the school's guidance characteristic achievement.
10. Encouraging teachers to help students understand themselves, their strengths and weaknesses and encouraging teachers to be sensitive to children's needs, worries and problems and even helping students in solving certain personal problems. When students are well adjusted there is little disciplinary problem and this facilitates teaching and learning process.
11. Serving as effective link between the guidance person(s) and other functionaries in the school on one hand and agencies, facilities and resource persons on the other.

The Class Teacher

The school curriculum has the central objective of producing a total individual by developing the cognitive, affective and psychomotor aspects of the personality. The teacher is the key professional in the

school instructional setting and his or her support and participation in the developmental enterprise are crucial in the guidance programme, which seeks to meet the real needs of the student.

The class teacher's roles as a guidance functionary in the guidance programme are as follows:

1. Identifying learning and socio-personal behaviour experiences for the pupil in terms of each individual's characteristics well as his/her common needs and helping each pupil to understand and accept his or her abilities, limitations, attitudes and values.
2. Identifying students with counselling needs and referring them to the school counsellor. In light of this, the teacher should possess the quality of vigilance, curiosity, and accessibility.
3. Orienting and encouraging the students to seek counsellor's assistance as the need may arise and to receive the counseled students back into the classroom environment. Sometimes such counseled students might be emotionally distressed individuals who the teacher may help to seek satisfying solutions to their problems.
4. Confering with individual pupils about their progress or school adjustment and also confer with other teachers and counsellors concerning how to aid children with individual difficulties.
5. Orienting students to the world of work through study, field trips, discussions, self-appraisal, and plans.
6. Promoting the development of positive student attitudes towards education and its relationship to career preparation and decision making.
7. Providing favourable or congenial atmosphere for learning as well as encouraging and supporting the creation of a motivating environment.
8. Incorporating and integrating career education into the subject matter teaching.
9. Utilizing the classroom situation as a social experience for the development of favourable attitudes, traits, dispositions, and respect for all honest work done in class.
10. Contributing to effective models through their characteristics and lifestyles for students to emulate. This means that the teacher should be aware of his or her position as one who wields much referent power that may influence the lifestyle of the pupils.

The School Counsellor

The school counsellor has his own particular professional function-guidance and counselling- which he or she performs in an educational environment, usually a school. Arbuckle says ‘the counsellor is considered to be neither a ‘teacher’ nor an ‘educator’. He/she is thus, known as a school Guidance Counsellor. His/her work in the school has the school child as the ultimate focus in an attempt to make the whole educational enterprise bear fruit. The guidance function of the school counsellor includes :

1. Helping emotionally disturbed pupils to come to a happier and more satisfying solution of their problem and offer individual academic, educational, vocational and psychological services.
2. Identifying individual pupil’s different needs and problems and being concerned with preventive and remedial approaches to pupil’s problems.
3. Developing batteries of tests for diagnostic and counselling purposes.
4. Maintain extensive and up-to-date records on students for whom the counsellor is responsible. This makes it possible for him to discuss the students with other functionaries for the needed help, solutions and decisions to be made on such individuals
5. Helping secondary school students to make wise college and job decision, and also helping needy students to get part-time jobs.
6. Assisting teachers in area of testing and appraisal techniques
7. Providing in-service education for teachers on students’ mental health, administration and interpretation of test, maintenance and use of cumulative records and techniques in interviewing.
8. Interpreting to staff and/or community the guidance programme.
9. Conducting research and evaluation studies relative to the effectiveness of the guidance programme.

In his/her consultative role the school counsellor works closely in consultation with:

1. The teachers in the school and helps them to come to greater understanding of the students in their classes. Caution is, however, sounded that counsellors in schools should be aware that they might be seen as a threatening force in their consulting contacts with teachers. They must therefore establish good

working relationship with teachers so as to reduce the feeling of threat and anxiety.

2. Curriculum specialist by helping them to know what to put into the educational curriculum for the optimum development of pupils. This is because the school counsellor has in-depth knowledge of the distribution of students' abilities, their vocational interests, capabilities and plans, changing college/school requirements and changing economic, social, scientific and technological conditions that can be of great value to curriculum planners.
3. Support service specialists for discussion on the pupils' referrals or assistance from other agencies.
4. Administrators to give up-to-date data or information on each student and the student body on such variables as characteristics, needs, attitudes and morals.
5. Parents to:
 - Interpret test results,
 - Discuss pupils' placement
 - Interpret a pupil's behavior in school
 - Discuss pupils' achievement and development
 - Facilitate referrals to other individuals or agencies or specialists
6. Others, such as the school librarian and school psychometrician for services to be rendered to the pupil in their various specialized capabilities that the pupils might need.

The Housemaster/Mistress/Form Tutor

The role the house/form masters or mistresses play in the boarding schools shows that they are offering guidance related services. They, thus, require skills of altruistic behavior, understanding, and empathy to be able to step into the parental roles for all pupils in their care. Charged with the responsibility of the general welfare of the pupils, form and housemaster or mistresses are usually those who receive pupils. Complaints first before they are sent to the school authorities. The form and housemasters or mistresses, therefore, have the important duty of:

1. Working closely with the school counsellor in identifying cases of students that require attention for counselling or otherwise.
2. Assisting the counsellor in monitoring the behavior of such students and reporting progress,

3. Developing worthwhile form/house activities with the following essential ingredients:
 - Orientation to daily school life.
 - Helping students gain an understanding of themselves, their identity in masculine and feminine roles, recognize the worth and dignities of each individual and evaluate their experiences and consequences of their behavior.
 - Helping students gain appreciation, understanding, and attitude for a level, moral value, set realistic group and individual goals as an aid to person and social growth.
 - Helping students develop good study habits, stressing democratic process by carrying out civic and social duties and establish group interpersonal relations and assume leadership roles.

Helping students achieve emotional independence of parents and other adults. In addition to the above roles, the form/housemaster or mistress has the duty to:

1. Know pupils as individuals develop friendly, respectful understanding attitudes towards pupils and their problems and assist each individual pupil to learn to meet and solve his/her immediate and long term problems.
2. Know pupils as individuals in terms of their emotional health, educational and academic differences and give the necessary assistance as the case may be and when necessary consult with parents, other teachers and make referrals to the school counsellor.
3. Assist with interpretation of test results to parents and students in the choice of subjects and programming for the following year. He/she also assists with educational and vocational planning and progress in consultation with the school counsellor

Director of Guidance (Guidance Coordinator)

This category of guidance functionary are counsellors who are posted to the district or regional offices and they co-ordinate the activities of the counsellors in the schools. They perform the following roles:

1. Co-ordinating system-wide services by seeing how the various services are being offered in schools and giving suggestions for their improvement.

2. Improving the effectiveness of the guidance programmes.
3. Disseminating current information on topical issues and innovations to counsellors.
4. Planning guidance programme and activities with the school counsellors.
5. Disseminating guidance information to heads of schools.
6. Conducting career conferences for students.
7. Conducting in-service training for school counsellors and teachers.

The School Nurse

Physical illness can result in emotional disturbances and stress. Emotional and mental stress, in particular, can be very debilitating. School clinics exist to enable students to receive prompt medical attention when they become physically ill. (In many cases, the school clinics act as physical health first aiders, especially if the case is serious, before the pupil is taken to the hospital to see the medical doctor. Regarding the health of the students, the school nurse's work is very important.

1. The school nurse works closely with the school counsellor in order to provide emotional health care where this is needed; for example, in the areas of fear and anxiety of failing examination due to illness.
2. The school counsellor needs an up-to-date health record on the pupil. The school nurse explains to the counsellor implications of complicated medical reports from the doctor on the child. This enables the school counsellor to confidently take up whatever issue it is with the school authorities and parents on behalf of the child.
3. The school nurse provides medical and health services by determining what disease or disability the child is suffering from, how it came about, how to cure the child and how to prevent the disease.
4. The school nurse gives health education to the general school community; this may include preventive health, reproductive health, sexual problems, nutrition, and dangers of self-medication, drug abuse and the basics of first aid.
5. In consultation with the school counsellor and parents in respect

of the pupil's health needs, the school nurse may study the home and family problem of the child that may border on nutrition, sexual problems and other ailments and offer professional guidance.

6. The school nurse helps to refer or direct pupils with such problems as hearing impairment and poor eyesight to the appropriate support service agencies for assistance.

The School Librarian

As one of the guidance functionaries, the school librarian plays the following role:

1. Gives orientation to students as to the use and benefits of the school library.
2. Looks for books available in the school library that the children cannot locate on their own.
3. Sees to the maintenance of discipline in the library to the benefit of other students reading or engaging in any academic work in the library.
4. Directs pupils to other libraries where they can find other relevant books that are not available in their own school library.
5. Directs students to help them to get materials from magazines, periodicals, journals and newspapers in the school library.
6. Sees to the safety of all books and other reading materials in the school library that are beneficial to the students.

The Social Worker

1. Is concerned with problems such as child neglect, financial and welfare needs of the child, child labour, attendance, and other school's adjustment problems and situations facing the child.
2. Provides information relevant to developing plans and programmes for meeting certain children's needs in the school.
3. Assists in the referral of children and their families to other agencies for assistance.
4. Does casework with certain children and reports the outcomes and problems to the school authorities.

The Special Educational Person

The special education teacher :

1. Is concerned with securing for the child the best placement in the available course.
2. Is concerned with the child's remedial programme.
3. Deals with the physically disabled, mentally retarded and emotionally disturbed children.
4. Offers advice and referral services to physically handicapped children with acute visual, hearing and speech impairments.
5. Spots out gifted children and recommends special attention to them.

The School

The school as an institution is aimed at developing the child's functions..

In sum, these functions are:

1. To help develop basic citizenship, beliefs, and skills in the child.
2. To promote individual pupil's unique abilities.
3. To train persons to fill the nation's industrial, business, military, and professional needs.
4. To challenge and develop the intellectual curiosity of the child.
5. To provide occupational education for all students.
6. To help the child to become more understanding and accepting of his responsibilities as a member of a free society and at the same time stress his rights as an individual.

Challenges Faced in the Delivery of Guidance and Counselling in Basic Schools.

It is often said that anything that has advantages also has disadvantages. So it is with guidance and counselling services. There are numerous challenges faced in the delivery of Guidance and Counselling in basic schools in Ghana. The challenges among others include the following:

1. Heavy teaching schedules: A lot of trained counsellors are engaged in teaching almost throughout the entire week. They hardly get any time to render counselling services.
2. Lack of office accommodation for the counsellors. Most counsellors do not have convenient office apartments where they could organize counselling services to clients. In fact, in some situations, counselling is done under trees.

3. Lack of corporation from some school heads. Some school authorities do not recognize the importance of counselling in schools. As a result, no financial allocations are made to executive counselling programmes.
4. Lack of appreciation of counselling by students. Some students do not see the importance and relevance of counselling and therefore do not patronize it. There are situations where students even make fun of their colleagues who visit counselling centres.
5. Lack of office equipment such as computers, files, cabinets , among others makes it impossible for counsellors to effectively operate.
6. Lack of funds to execute counselling programmes and activities. Funds are lacking in most of the schools to organize effective counselling activities. For instance, , there is a need to invite resource persons to talk to students on career, educational and socio-personal issues. However, due to lack of or inadequate funding, these facilitators are not invited.

Overcoming Challenges in the Guidance Programme

Guidance programme are beset with some problems and challenges. Some of the problems include:

- Coping with the demands of the work. Relating with staff, pupils, parents, and school authorities.
- How to ensure equal involvement of both boys and girls are in shape or reinforce desired behaviour. The client is put into necessary conditions that he/she would have to perform the behaviour tasks that were identified and the performance is matched against the baseline that was established.
- Maintain a record of the reinforced behaviour to determine whether response strength or frequency has increased. Keep a record to make sure behaviour is being changed.
- Skill of the counsellor in communication to obtain relevant information from the client's complaint.
- Expected behaviour can be outlined as tasks to be performed.

The psycho-social and learning problems of pupils

There are special pupils in the classroom who always have problems or are always troubled and they disturb teaching and learning. Psycho-

social and learning problems of pupils are of different kinds. These are some examples of psycho-social problems to consider:

- Dishonesty - Behaviour that involves doing things that are not honest or cheating in many cases.
- Lying - Refusing to tell the truth about an event. They are never trusted and nobody knows when they will tell the truth
- Stealing- taking things unlawfully, taking things belonging to others without permission.
- Pilfering- to steal things especially from the place where you work.
- Truancy- Truants are pupils who leave home but never reach school. They stay away from school without permission - this leads to poor academic performance because they miss most of the lessons. They are likely to learn bad behaviour like smoking, drinking, stealing and involves in drugs
- Destructiveness - causing severe damage or harm to pupils or objects.
- Quarreling - an argument especially one about something unimportant between people who know each other well.
- Teasing - someone who says something in order to have fun by embarrassing or annoying someone slightly in a friendly or unkind way
- Bullying - behaviour that frightens or hurts someone smaller or weaker i.e. the stronger beating the weak pupils
- Inattentiveness- Pupils who do not pay attention to what you teach. They are absent-minded, they move everywhere in the class e.g. Looking around, through the window, on the floor into books turn their head back & front. Such pupils perform below expectations.
- Hyperactivity - very active and finding it difficult to concentrate or relax, too active in a way that is not normal.
- Learning difficulties - Individuals inability to think, speak, read and do simple mathematics - Dyslexia: refers to a person's inability to read, Dyscalculia: refers to a person's inability to do mathematics. dysgraphia; refers to a person's inability to write, aphasia represent one's inability to speak. Metacognition refers to the awareness of how one thinks and the monitoring of one's thinking.

- Rudeness Speaking or behaving in a way that is not polite and likely to offend or annoy people.

Factors that lead to the psycho-social and learning problems of pupils

Children behave in anti-social and unacceptable manners that affect their studies and disturb other children in a class. Anyagre and Dondieu listed the following factors that lead to the psycho-social and learning problems of pupils:

- Factors relating to the child himself/herself
- Factors relating to other pupils or students
- Factors relating to teachers and the school - e.g. Absenteeism, truancy, lying
- Home-related factors
- Pressures from society.

How to help pupils overcome a problem in a classroom

- Create a conducive and friendly atmosphere in the classroom, for learning.
- Avoid the use of the cane and other forms of corporal punishment
- Use good teaching methods that gets the children involved in a lesson
- Use adequate and appropriate teaching/learning materials
- Form clubs and societies in the school
- Enforce the school rules on teasing and bullying
- Use school worship and other teaching lessons to develop good morals among pupils.
- Consult with parents and significant others in the community on the behaviour of pupils
- Link the school to the homes of the pupils through the formation of a strong and vibrant P.T.A.
- Provide facilities for leisure and recreation and refer pupils with severe problems specialist.

APPROACHES AND THEORIES OF COUNSELLING

Introduction

This chapter discusses some approaches and theories of Counselling, based on Behavioural, Directive and Clients/Person-centered or Rogerian theories and among others.

Behavioral Approach/Theory

Behaviour theory, which is an action-oriented therapy, marks a radical departure from some other counselling theories. The therapy involves the application of well-experimented and established principles of learning to weaken or eliminate maladaptive behavior of the individual and to increase and strengthen a behaviour that is adaptive by the individual. Though no single individual can claim total ownership of this therapy, psychologists like Skinner, Bandura, Wolpe, Lazarus and Thorndike are often associated with many of the techniques of this theory. Historically, there are three major phases in the development of behavioural therapy: classical conditioning or respondent operant conditioning and cognitive trend.

Classical or Respondent Conditioning

Ivan Petrovich Pavlov is often credited as the founding father of classical conditioning. In our environment or in our daily activities, there are a number of things we do that elicit a response that is spontaneous (not learned but it happens naturally). For instance, a puff of air on the eyes elicits a blink of the eyes; a loud noise will elicit some fears; the sweet smell of food will elicit salivation. The responses of eye blinking, fear,

and salivation are not learned, rather they are natural to all human beings at birth. Using the language of the behaviourist, any activity or event that elicits a response is called stimulus. Thus, the air, food and loud noise are stimuli, and because they occur naturally, they are called unconditioned stimulus. Since this type of stimulus does not need to have a response conditioned to it, it is followed naturally by the unconditioned response. Many unconditioned stimulus-response connections are present at birth, and because most of them are related to processes that keep our bodies functioning without conscious effort on our part, we are not aware of them. The technique of systematic desensitization which was developed by Wolpe is based on classical conditioning.

Operant Conditioning

B.F. Skinner is credited as the founding father of the laws of operant conditioning. The operant conditioning paradigm marked a sharp contrast with the classical or respondent conditioning. Unlike the classical conditioning, where the stimulus-responses occur naturally without the organism manipulating the environment, the operant conditioning consists of an action that operates of the environment to produce an action. The core of operant conditioning is a law of learning postulated originally by B, F. Skinner. The law states that if certain behaviour is followed by an environmental event that brings satisfaction to a person, then there is every likelihood of the behaviour being repeated.

In summary, learning through operant conditioning is the opposite of learning through classical conditioning. As argued by Hanson et al, operant conditioning occurs because of what happens after a particular behavior, whereas, classical conditioning occurs in response to a stimulus in the environment. In operant conditioning, the organism first must behave in a certain manner, this is then shaped by the consequences of the environmental events that follow it.

Cognitive Learning

In cognitive learning, the emphasis is placed on the thinking processes, attitudes, and values as the basis of learning. In a nutshell, cognitive theorists view learning as a re-organization of a number of perceptions,

which allow the learner to perceive new relationships, solve new problems and gain a basic understanding of a subject area. .

1. The Philosophical and Basic Assumptions of the Theory

The basic assumptions of this theory are very diverse due to its eclectic nature. However, the central assumption is that man is both the product and the producer of his environment and as such all his behaviour is the product of learning. Other basic assumptions of behaviour therapy as highlighted by Spiegler and Guewremont are:

- Behavior therapy is based on the principles and procedures of the scientific method.
- Behaviour therapy deals with the clients' current problems and the factors influencing them as opposed to historical determinants.
- In behaviour therapy, clients are expected to engage in specific actions to deal with their problems.
- Behaviour therapy is generally carried out in the client's natural environment as much as possible.
- Behavioural techniques are designed to fit the unique needs of each client.
- The practice of behaviour therapy is based on a collaborative partnership between the therapist and client in two major respect; the client is made aware of the nature of treatment and course of action, clients are trained to initiate, conduct and evaluate their own treatment under the guidance of the therapist.

2. Key Concepts and Ideas

Behaviour therapy emphasizes current behaviour, formulation of tentative plan of action by the therapist or the counsellor and the client. All strategies are geared towards helping the client to effect a change in behaviour.

3. Therapeutic and Counselling Goals

The main goal of behavioural therapy is to eliminate some maladaptive behaviours and to enhance some adaptive ones.

4. Therapeutic or Counselling Role and Relationship

Behavior therapy does not place much importance on the client/therapist

relationship. However, they regard a good working relationship as an essential pre-condition for effective therapy. The therapist or the counsellor must display some skillfulness which brings about change in the client's behaviour. On the other hand, the client must be actively involved throughout the counselling relationship.

5. Techniques, Skills and Procedures

Behaviour Counselling or therapy is very rich in technique and procedures. Before any technique or procedure is employed, it is necessary and very essential for the counsellor or the therapist to establish a warm, empathetic relationship with the client. As suggested by Krumboltz, the counsellor must establish a good working relationship to determine the client's problem and gain his full co-operation. Blockham and Silberman have suggested four procedures that are very crucial for the behaviourist to follow in establishing counselling goals and relationships. These four procedures are paraphrased below :

- **Problem definition:** The initial intake interview between the counsellor and the client should concentrate on what is causing the maladaptive behavior of the client. It may also be necessary for the counsellor to observe the client's behaviour in a real-life situation.
- **Developmental and Social History:** The counsellor may need to make constant reference to the client's previous lifestyle to ascertain the changes that occurred and how he/she adapted to these changes. Also, the counsellor may seek to understand the client's culture, value system and behaviour from his/her previous history and the content perspective.
- **Specification of Goals:** After steps, 1 and 2 the counsellor and the client must set the counselling goals that have direct bearing with the problem. The goal must be concise, behaviour, observable and should agree with the techniques to be applied.
- **Selection of Method to be used:** The method to be used must be compatible with the client's goal. Krumboltz stated that counselling should consist of whatever ethnic activities a counsellor undertakes to help the client engage in those types of behaviour which will lead to a resolution of the client's problems. As we have noted earlier, there are several techniques

of behavioural counselling. It is, however, necessary to add that almost if not all the techniques are derived from the basic principles of learning designed to either increase and strengthen, or to decrease and weaken certain behaviours. Those designed to develop or to increase some behaviour include shaping, modeling, contracting and assertive training. While those designed to eliminate or weaken certain behaviours include desensitization, extinction, and reinforcement of incompatible behaviours. Other technique like overt sensitization can be used both ways. .

- **Relaxation Training:** This technique is the simplest and most popular for teaching people to cope with the stresses of daily living especially for those who are tense and anxious. It was introduced as a deep muscle relaxation technique by Jacobson in 1938 but was popularized by Wolpe in 1969. The theory behind relaxation training is that tension or anxiety and relaxation cannot go simultaneously — that the two are incompatible. Since the two cannot be experienced together, one of the feelings ideally, the tension will give way to relaxation. The technique of muscle relaxation which is very simple and could be practiced within or outside the counselling session has been described by Pietrofesa, et al : The client is taught to flex muscle groups to a straining point and focus on the feeling produced, cognizing it as tension. The client is then told to relax these muscles by letting go of the tension gradually and notice the resulting feelings of relaxation, calmness, and warmth. The muscle groups light start with the right then left first and arm, the right then and left foot.
- **Systematic Desensitization (SD):** According to Belkin, SD is a form of classical or respondent (Pavlovian) conditioning in which anxiety-provoking situations are paired with inhibitory responses. The technique is based on people's theory of reciprocal inhibition. Reciprocal inhibition implies that a relaxing response if tired with an anxiety-producing stimulus, a new bond develops between the two so that the anxiety-provoking stimulus no longer provokes anxiety. Bugg described the theory of reciprocal inhibition as: An organism cannot make two contradictory responses at the same time anxiety responses are learned (conditioned) behaviours and may be extinguished

by reconditioning. If the response that is contradictory to anxiety results in a more pleasant state or more productive behaviour for the subject, the new response to the anxiety- evoking stimuli will gradually replace the anxiety responses.

DIRECTIVE APPROACH

Proponents of the Directive Approach

The best-known proponents of this viewpoint include Walber Bingham, John Darley, Donald G. Patterson and Edmund G. Williamson.

Assumptions of the Directive Approach

According to Williamson the fundamental assumption in directive counselling is that man seeks to use self-understanding as a means of developing potential. He stated that “the foundation of modern concepts of counselling rests upon the assumptions of the unique individuality of each child and also upon the identification of that unique through objective measurements as contrasted with techniques of subjective estimation and appraisal. Shertzer and Stone outline 4 basic assumptions underlying the directive approaches:

1. Counselling is seen essentially as an intellectual process.
2. Maladjustments in normal persons leave a large corporation of the mind intact and therefore, the mind can be used in learning or relearning.
3. Standardized objective measures are relied upon to present the individual realistically
4. The counsellor has superior information and experience and is competent to give advice about how the problem can be solved.

The assumptions of Directive Approach are:

1. Every individual is an organized unique pattern of capabilities and potentialities and because these are relatively stable after adolescence, objective tests can be used to identify characteristics.
2. Personality and interest correlate with certain work behaviour. Consequently, the identification of characteristics of successful workers in information which is useful in helping individuals' choose careers.
3. Different school curricular, different capacities and interests and can be determined. Individuals will learn more easily and

effectively when their potentials and aptitudes are congruent with curriculum demands.

4. The student's and counsellor's diagnoses of student potential should precede placement in a curriculum and/or work setting. Diagnoses prior to instruction would facilitate instruction since modifications could be made based upon what is known about the individual.
5. Each person possesses the ability and the desire to identify cognitively his own capabilities. He seeks to order and maintain his life and to utilize his capabilities to achieve a satisfying work and home life. The assumptions throw light on the meaning of directive counselling.

Important Key Issues in the Directive Approach include the following

1. Directive counselling is one of the cognitive approaches also known as a trait and factor approach, counsellor-centered or the Minneola point of view,
2. It considered personality as a system of independent trait and factor (eg. Memory, spatial relations, verbal, interests, attitude, and temperament). Additionally, they view the development of the individual as progressing from infancy to adulthood,
3. Directive counselling is highly rational logical and intellectual in nature. It is usually counsellor controlled that is why it is called counsellor centered
4. In a directive approach counsellors are clinicians because they diagnose and counsel.
5. The individual is assisted to modify or eliminate defects, disabilities and limitations in order to facilities personal growth and integration; To face clarity and solve immediate problems.
6. In this approach, the counsellor is only seen as a teacher who directs the learning process of the counselee. He decides on whatever materials to use and he collects them and presents them to the counselee.

Steps and procedures in using the Directive Approach in Counselling Techniques Approaches in Directive Counselling

1. Forcing conformity: This refers to strategies that counsellor use to ensure that counselees go by agreed norms or programmes. This is used because the defects in the client's personality may

- make the client deviate from the agreed line of action.
2. Changing the environment: When through data collected and analyzed the counsellor realizes that a counselee's problems are due to some factors in his environment and the factor can distort the counselling process the counsellor can change the client environment eg. A client who has learning difficulties because he studies in a noisy environment can be changed.
 3. Selecting the appropriate environment: the counsellor should, therefore, use information gathering skills to collate appropriate information on various environment situations and use decision making skills to select the appropriate environments for the counselee to make a choice.
 4. Learning needed skills: The counsellor should be in the position to expose clients to the techniques they need to meet their challenges. The skills needed and observation and motivation.
 5. Changing attitudes: the counsellor is thus required to develop the type of relationship with the client that will enable the client to open up to the counsellor

General stages of a counselling interaction

- Establishing rapport
- Cultivating self-understanding
- Advising or planning a programme of action
- Carrying out the plan
- Where appropriate, referring the case to other professionals of personnel workers.

Stages in the Trait and Factor Approach (Directive Approach)

1. Analysis: Collecting data from various sources to obtain an understanding of the client.
2. Synthesis: This involves summarizing and organizing the data to determine the strengths and weaknesses of the client
3. Diagnosis: He considers evidence before drawing conclusions.

CLIENT / PERSON-CENTERED OR ROGERIAN COUNSELLING THEORY

Of all the theories of counselling, none has had a more profound impact or popularity upon the profession of school counselling than the person-centered theory. It is most at times called: nondirective, person-centered, and humanistic and Rogerian and self-theory.

Philosophical and Basic Assumptions

The theory has a positive view of humanity, who is driving towards becoming fully functioning. The client according to this theory is fully responsible for his or her actions.

The basic assumption is that within a personal relationship that is characterized by care, the client's self-awareness will increase. Under this condition, the client will actualize the inner potential for growth, wholeness, spontaneity, and inner-directedness.

Kottler and Brown summed up the basic assumptions or principles of Rogenan or the Client-Centered theory as:

1. Human beings are growth-oriented and tend toward self-actualization.
2. The necessary and sufficient condition for change to occur is the therapeutic or counselling relationship, which excludes qualities of trust, openness, acceptance, permissiveness, and warmth.
3. The main focus of counselling relationship is on effect and thorough exploration of feelings of the client.
4. The client has the primary responsibility for the course of treatment - That is counselling is a shared responsibility and shared understanding of the client's world.
5. Human beings are basically and naturally good and trustworthy.

Principal Key Ideas of the Theory

Some of the key concepts are that people are positively motivated, rational, socialized and can largely determine their own destiny and purpose. According to Rogers, every individual has the capacity to guide, regulate and control himself or herself under certain favourable conditions.

Counselling and Therapeutic Goals

One of the most important aspects of this approach to counselling is that the client must establish the counselling goal. Thus, the counsellor must provide a climate of safety and trust the therapeutic setting so that the client by these conditions forges ahead and became aware of blocks or impediments to growth.

Counselling and Therapeutic Role and Relationship

In this theory, the type of relationship established between the client and the counsellor is very crucial for a successful counselling session. Thus, the counsellor creates a helping relationship in which clients experience the necessary freedom to explore areas of his or her life that are neither denied to awareness nor distorted. Meanwhile, several authors have reiterated some conditions that must exist for any meaningful counselling relationship to occur. The six conditions that are generally listed for successful client-centered counselling to occur as paraphrased from Hanson et al are:

1. Two persons must be in psychological or counselling contact; The client must be in a state of incongruence and uncertainties
2. There must be at least, a feeling of vulnerability and or anxiety that calls for help;
3. The counsellor must show some concerns t genuine in the relationship;
4. The counsellor must show some unconditional positive regard for the client,
5. The counsellor must show some empathic understanding of the client especially, the client internal frame of reference.
6. The client must sense at least, to a minimal level, that there is genuine understanding and unconditional positive regard from the counsellor.

These six conditions have been referred to as the core-conditions of counselling since they ensure mutually acceptable counselling relationships.

Techniques and Procedures

Attitudes or techniques, the most important as noted by Lister and, Kottler and Brown is a reflection of feelings, the counsellor repeats

to the client, in an emotionally equivalent tone, what the client has just said. Bottler and Brown who referred to the reflection feeling technique as the bread-and-butter technique of Rogerian theory gave the following advantages of it over others :

1. It is relatively simple to learn and fosters an open and honest helping relationship. It encourages further self-exploration.,
2. It helps the client to feel reassured that he or she is deeply understood and accepted for his or her feelings.
3. It clarifies a client's feeling so that the situation may be viewed more objectively.,
4. It provides an opportunity for emotional catharsis, bringing relief of pent-up tensions and pressure.,
5. It helps the client to feel reassured that he or she is deeply understood and accepted for his or her feelings.
6. It encourages the client to move from superficial concerns to deeper, and more significant problems.

Application and Contribution

The major contribution of the Rogerian therapy has been the identification of the necessary therapeutic characteristics of the counsellor during the counselling process and development of a philosophy that sees the individual in a positive, growth-oriented context. Furthermore, the approach can be applied to many situations especially those that involve one-to-one interactions.

Limitations

Despite Rogerian therapy's wide applicability to many settings, it has been criticized by several authors on several grounds. One such notable criticism is the one put up by Belkin. He noted that while it is theoretically desirable to speak of unconditional positive regard, total acceptance, warmth, and empathy, in the real world of school counselling, these fine feelings are frequently the furthest thing from the counsellor's mind. In addition, most school counsellors are under pressure by the teacher and the administration to encourage their clients to change their behaviour immediately and the Rogerian stance works considerably against this end. Besides these criticisms, Kottler and Brown gave the following implications of this theory:

1. It gives too much responsibility to the client and reduces the role of the therapist, who is the expert. The therapist may merely reflect what the client has said.
2. It may be somewhat naive in its view of clients as naturally evolving and lofty in goals that may not be possible. Therapists, for example, may be unable to create unconditional positive regard, since everything is ultimately conditioned.
3. It does not respond to the difficulties encountered in translating feelings into action. It is narrow in its focus on effect and tends to ignore thoughts and behaviour.
4. It may overemphasize the importance of relationship factors, which may be a necessity but a not sufficient condition for therapeutic change.
5. It is not useful for clients who are in deep crisis and require direct intervention.
6. It tends to be more useful for highly verbal clients and less appropriate for those who have difficulty expressing themselves.

Summary of Client Centered Approach

1. The counselee has the ability to solve his own problem.
2. The counsellor's role is to provide a warm and permissive and accepting climate for discussing the problem.
3. There is no feeling of threat or anxiety.
4. The counselee drives the counselling process.
5. The counsellor is non-possessive and non-directive.

Merits of Client Centered Approach to Counselling

1. It establishes the counselee rather than the counsellor as the focus or deciding agent of the counselling process.
2. It stresses that the counselling relationship is the primary agent to facilitate personality change,
3. The counselee is made to feel satisfied that he is deeply understood and accepted for his feelings.
4. It clarifies the client's feelings and thus makes it possible for his problems to be viewed more objectively.
5. It provides an opportunity for emotional catharsis.
6. It has offered a wealth of research findings that have led to a far better understanding of the process of counselling.

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The differences between guidance and counselling are of degree not of any kind for they blend at the end. They only vary in the processes of helping the individual to develop. There is, therefore, as much guidance in counselling as counselling in guidance.



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