



THE ROLES OF THE SCHOOL COUNSELLOR IN ORGANIZATION AND ADMINISTRATION OF GUIDANCE AND COUNSELLING AMONG SECONDARY SCHOOL STUDENTS IN BAUCHI STATE: PROBLEMS AND RESPECTS

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Abstract

The paper examines the meaning of guidance and counselling, definition of a counsellor, his roles, objectives of organizing guidance and counselling programme. The paper also touches on facilities required for school guidance programme, how to start a guidance programme, principles of organizing a guidance programme, problems and prospect of guidance. Some of the problems bedeviling guidance and counselling include acute shortage of staff, lack of funds, lack of development and use of indigenous psychological tests, attitude of parents, students, teachers, principals/headmasters. education boards/ministries and congested time table make it hard for students to consult The paper discusses conclusion, recommendations and provision of adequate fund for counsellors to travel, attend conferences, researches, field trips, organize programmes form part of the presentation.

Keywords: *Counsellor, Guidance, Counselling, Secondary, Organization.*

Introduction

Guidance is a new discipline and young profession in Nigerian educational scene. Presently it is making attempt to establish itself in the secondary schools. There are some universities which have professional courses in the

undergraduate and graduate levels in the field in the addition to having their counselling centres located in the student affairs office, for example Ahmadu Bello University Zaria. There is evidence that guidance and counselling will gradually emerge as major aspect of educational system in this country because there is gradual public awareness that children, youth and even adults in our various institution of learning need proper guidance in the process of growing up.

The responsibilities of developing guidance programme for any secondary school in Nigeria rests with the guidance counsellor in consultation with the school administrators and teachers. Similarly, during the planning stages of the guidance programme, each member of the team should be encouraged to understand what guidance services are about and the basic elements, which constitute services. Each member of the team should understand also the rationale or underlying reasons for establishing a school wide assistance for youth. They should recognize what it means to serve the needs and interest of the youth. The members of the team should understand very well at this planning phases how guidance will operate in the particular group of students, what the system will serve and how curricula will be consciously used to make what is taught meaningful and relevant to students needs and interacts. The members should discuss during the planning phases how guidance is to be accomplished made more effective and how it will be financed.

Similarly, this piece of writing touches on the definition of guidance and counselling, meaning of a counsellor, his roles, objectives of organizing guidance and counselling programmes, facilities required for school guidance programme, how to start a guidance programme, principles of organizing a guidance programme, problems and prospects of guidance plus conclusion and recommendations form part of the paper. The purpose of guidance and counselling is to accomplish these goals such as self understanding, decision making, self direction, behaviour change, optimum school learning, adjustment, self actualization, maximum self development, mental and emotional health, rational thinking and behaviour.

WHAT IS GUIDANCE?

Guidance within the Nigerian traditional context can be understood against the backdrop of an African adage that says, “what an old man sees while sitting

down a young man cannot see even if he climbs on the highest hill". A layman sees guidance literally as referring to the process of directing, steering, leading and controlling an individual towards action, behaviour, decisions and opinions that would be beneficial to him.

Shertzner and Stone (1976) in Sekuk (2012) sees guidance as a process of helping individuals to understand themselves and their world. Understanding themselves implies that guidance is a continuous assistance given to people to discover and rediscover themselves in terms of their strengths and weaknesses, likes and dislikes, abilities and disabilities etc. The process of helping the individual implies assisting the clients ability to grapple with the issues. Understanding their world implies assistance given to people to get them acquainted or familiar with their environment – physical and social. Oladele (1987 in Sekuk, 2012) sees guidance as an umbrella term which refers to, all that is done to protect and guide the development of students.

Denga (1986 in Sekuk, 2012) sees guidance as a cluster of formalized educational services designed by the school to assist students to achieve self-knowledge or self-understanding which is necessary for them to attain self-development and self-realization of their potentials.

Bulus (2014) sees guidance as individual oriented services which assist each student to understand his own special interest, aptitudes and skills, vocational and career opportunities, the need to emphasize the dignity of labour, the importance of technical education in an expanding economy, potential opportunities for personal and social growth.

Hence, the term guidance and counselling cannot be separated, this leads us to definition of counselling.

WHAT IS COUNSELLING?

Counselling has been used to denote wide range of procedures including advice giving, support in terms of troubles or needs, encouragement, information giving, and test interpretation. Dictionary definition emphasizes advice and mental exchange of ideas.

Nsa in Malumfashi (2011) defines counselling as "an enabling relationship in which the counsellor's acceptance and non-judgmental stance creates a conducive condition within the client to explore his innermost feelings, take responsibility for his action and strive towards self-actualization".

Denga (2013) define counseling as “a personalized dialogue, interview or interaction between the client and or counsellee experiencing a problem and the counselor who tries to render help”.

Gesinde in Kolo (1997) views counselling as “an indepth interaction between two or few individuals with the intent of assisting the client to better understand of himself in relationship to his or her present and further problems”. Sambo (2012) defined counseling as the “process concerned with assisting normal people to achieve their goals or functions effectively. Finally, Nelson – Jones (2010) defines counselling as a process whose aim is to help clients who are mainly seen outside medical settings, to help themselves by making better choices and become better choosers. The helper’s repertoire of skills include those of forming an understanding relationship, as well as focused on helping clients – change interventions specific aspects of their feelings, thinking and acting.

Sambo (2008) defined counselling as a process which takes place in a one to one relationship between an individual faced by problems which he cannot cope with alone, and a professional worker whose training and experience qualify him to help others to arrive at solutions to various types of personal difficulties. It is that interaction which:

- (i) Occurs between two individuals called a counsellor and a counsellee (client);
- (ii) Takes place in a professional setting and
- (iii) Is initiated and maintained as a means of facilitating positive changes in the behaviour of a counselor (client).

WHO IS A COUNSELLOR?

According to Kolo (2014) a counsellor is that person who has been specifically trained in the art of counselling and have acquired the professional skills. He has this qualities such as understanding, sympathetic attitude, friendliness, sense of humour, stability, patience, objectivity, sincerity, tact, fairness, tolerance, neatness, calmness, pleasantness, social intelligence and poise among others. The counsellor has many roles to play as can be seen below:

ROLES OF A COUNSELLOR

The roles of a consellor cannot be over emphasized in nature, thus, he plays the following significant roles according to Sambo (2012) such as;

1. Paramount among the functions he performs is the help he renders in planting and developing the guidance programme and the curriculum in relation to the needs of the pupils.
2. Through the counseling relationship with individual pupils he helps each child to understand himself in relation to the social and psychological world in which he lives.
3. Help the child to enable him accept himself as he is; develop personal decision making competencies and the ability to resolve special problems.
4. He assumes leadership and acts the positions of a consultant in the school programme of pupil appraisal by helping a cumulative record of each pupil, interpreting such records to individual pupils and by sodoing helping to identify pupils with special abilities and needs.
5. He helps to collect and make available to pupils educational and careers training opportunities.
6. He assists in providing placements services for peoples by helping them to make transition from one school level to another and from school to employment successfully.

OBJECTIVES OF ORGANIZING GUIDANCE AND COUNSELLING PROGRAMME.

Anagbogu (2011), Ademola (2012), Sekuk (2012) have identified the following as some objectives of organizing guidance and counselling programme;

1. Providing educational; social and personal counselling to promote student emotional adjustments in schools.
2. Collecting occupational, educational and personal social information and making them available to students for use.
3. Identifying students with problems especially those who have learning problems.
4. Conducting orientation programme for new students.
5. Keeping and maintaining personal cumulative data records for each students in the school.
6. Referring students with more than the normal counselling needs to the appropriate specialist like special educationalist, medical personnel, clinical psychologist, social welfare, police etc.

7. Providing group counselling to students in the classroom settings on topics that would be of interest and benefit to all members of a given group.
8. Counselling with teachers over students academic problems and helping the students revolve academic difficulties in different subjects in the school.
9. Consulting with parents or guardians with the support of the school administrators over students' personal and emotional problems that are family oriented. Similarly, facilities are mandatory for school guidance programme by the school counselor, that leads to facilities required for school guidance programme in that it is mandatory if he wants to achieve success.

FACILITIES REQUIRED FOR SCHOOL GUIDANCE PROGRAMME.

According to Sekuk (2009) these facilities are required for school guidance programme if effective counseling service is required.

1. Accommodation: Effective counselling service requires a comfortable place for privacy and confidentiality. Accommodation is also needed to keep materials for counselling. There is the need for cupboard, shelves and bulletin board.
2. Time: The counsellor needs time to be able to attend to the counselling needs of the students and other individuals. The counsellor also needs time to carryout enriching programmes like orientation, group counselling, career days/week, excursion, counseling with parents and other significant others etc.
3. Funds: The counsellor needs funds to enable him/her run local research, effective career libraries, excursions, educational visits, career days/week and talks, providing films, books, seminars, conferences and other workshops, and liasing with the labour agencies.
4. Career Library: The counsellor is expected to build up a collection of documents, books, magazines, and materials for students use, this lead us on how to start guidance programme in schools, principles of organizing a guidance programme, problems and prospects of guidance.

HOW TO START A GUIDANCE PROGRAMME

There are certain steps the counsellor must take when starting a guidance programme where it does not exist; Ademola (2012) identifies the following as the steps;

1. Principal/Headmaster consultation: The first step the counsellor must take when starting a guidance programme is to consult the principal or headmaster as the case maybe. He should set out or state the purpose of the programme. Bulus and Lar (2015) suggested that the counsellor should calmly and clearly explain to the principal or headmaster in such away as to convince them to accept the programme. Consulting with the principal or headmaster is very important because he/she will give his/her blessings, and support the programme by providing the needed funds and facilities as well as coordinating the staff, students and parents.
2. Staff consultation: Here, the counsellor during staff meetings can discuss the role of guidance and counselling services and to show them areas that they can work together. He should convince them of his role and gain their confidence, support, and cooperation. He should establish a conducive and cordial working relationship with other staff. He should carry them along by assigning counselling roles to teachers.
3. Introducing the programme to the students: The counsellor should enlighten students so that they have a clear perception of the role of the counsellor in the school and their lives. During school assembly short speech on guidance and counselling which is stimulating and inviting should be carried out by the counsellor occasionally. The counsellor can also undertake classroom visits, this will enable the counsellor and students discuss relevant topics and ask questions. Time should be allocated for such in the classroom schedule.

PRINCIPLES OF ORGANIZING A GUIDANCE PROGRAMME.

Iwuama (2010) adopted the following principles from the works of peter and shetzer (2009) and other authorities to include:

1. The guidance service should be carried out, taking into cognizance the interest, needs and purposes of the student in the school.
2. The reason for the programme and the philosophy underlying it must be understood in the community as well as in the school. Time should be spent in enlightening the parents, school, staff members, etc. on the nature of the programme.
3. The organization should be based upon the objectives of the school.

4. Take into consideration the services to be provided. The counsellor may not be able to provide all the services simultaneously in the school. Hence the counsellor should think of the most needed services to be provided and with time add new ones.
5. Simplicity must be maintained. A good organization should include only the services in the simplest manner. People will play their role in guidance if they understand what is to be done, when, how and why do it if they are informed in a simple unambiguous language and in a straight forward way.
6. The programme should take into consideration the interest, support and efforts of every member of the school staff.
7. The programme should be organized within the limits of the available resources in the school.
8. Take into consideration the human factor. The success of any organization depends to a large extent on its human resources. The counsellor in planning for any guidance programme should consider seriously the availability of the right type of staff to implement the programme.
9. The programme should be continuous and serve all youth, not merely the maladjusted, in ways which will help to foster their best growth.
10. It should be concerned with the whole individual in his total environment and with specific needs and problems.
11. Good leadership must be established. This is very important for the programme to succeed. The counsellor should be dynamic, democratic and resourceful in his leadership role in the guidance programme.

PROBLEMS AND PROSPECTS OF GUIDANCE: THE NIGERIAN EXPERIENCE.

Even though the subject of guidance and counselling is relatively new when compared to subject like History, Geography, Philosophy, etc. it has to some extent penetrated positively our educational system. It is also faced with these numerous challenges according to Sambo (2012)

1. There are too few tools for the counsellor to work with.
2. There is lack of space (office accommodation), sometimes, counsellors have to manage the little space available in the school.
3. There is paucity of qualified guidance counsellors in the country at the moment.

4. There is reluctance by the authorities to provide the finance necessary for the programme to take off fully.
5. There is the problem of set objectives goals and strategies or plans toward achieving them.
6. There are sometimes rivalries, little cooperation, suspicion and sometimes open hostility between teachers and counsellors.
7. As a new comer to the educational scene, the post of a guidance counsellor is yet to be fully recognized by many people, most teachers and parents still wonder what it is all about except those who had the opportunity to go through Nigeria Certificate in Education (NCE).
8. Lack of the development and the use of indigenous psychological tests.
9. Attitude of parents, students, teachers, principals/headmasters and education board/ministries.
10. Problem of congested time table makes it hard for students to consult.

PROSPECTS OF GUIDANCE AND COUNSELLING.

Despite the challenges facing the profession, there are some breakthroughs so far according to Sambo (2008).

1. Guidance and counselling services exist in our schools and also in the National Policy on Education document.
2. Workshops, conferences, and seminars are organized by governments and associations.
3. More universities are being compelled to run the guidance and counselling courses by NUC and FME.
4. The counsellor's roles and duties in the school have been published in a booklet in 1991 by CASSON.
5. Guidance and counselling is taught as a core subject or compulsory aspect of Teacher Education.
6. Guidance and counselling units exist in Local Governmetn SUBEB offices, in all state and federal ministries of education in Nigeria.
7. Ensuring that all professional counsellors in the country are registered.
8. Different type of problems are emerging in our society that would need the attention of counsellors.

Conclusion

A well organized guidance programme will lead to smooth guidance and counselling encounter. Counsellors should be encourage to ensure effective organization and administration of their programmes for better result.

Recommendations

The following recommendations are made for improvement with regards to roles of the school counsellor in organizing and administration of guidance and counselling among secondary school students in Bauchi state.

- (1) The government should provide adequate fund for counsellors to travel, attend conferences, researches, fieldtrips and organize programmes.
- (2) The government should employ enough manpower or staff and adequate trained counsellors in our schools.
- (3) There is need for orientation or awareness of counselling to the attitude of parents, students, teachers, principals/headmasters, education boards/ministries on the programme.
- (4) There is need for more provision of facilities required for school guidance programme.
- (5) The counsellor should provide educational, social and personal counselling to promote students emotional adjustments in schools.

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