



NATIONAL OPEN UNIVERSITY OF NIGERIA

SCHOOL OF EDUCATION

COURSE CODE: EGC 806

**COURSE TITLE: ORGANISATION AND ADMINISTRATION IN
GUIDANCE SERVICES**

COURSE GUIDE

EGC 806: ORGANISATION AND ADMINISTRATION IN GUIDANCE SERVICES

Course Developer: Dr. B. I. Ajufo
National Open University of Nigeria
Victoria Island, Lagos

Course Editor: Prof. E .M. Hassan
Tai Solarin University of Education
Ijebu ode ,

Ogun State.

Programme Leader: Dr. B. I. Ajufo
National Open University of Nigeria
Victoria Island, Lagos

Course Writer: Dr. B. I. Ajufo
National Open University of Nigeria
Victoria Island, Lagos

Introduction

Welcome to EGC 806: Organisation and Administration of Guidance Services which is a two credit course designed for Masters Degree students in Guidance and Counselling unit. There are fifteen study units in this course.

In this guide, you will find very useful information about this course: aims, objective; information on assignments and examination. It also offers you guidelines on how to plan your time for study; the amount of time you are likely to spend on each study unit: your tutor-marked-assignments.

I strongly recommend that you go through this course guide before you begin your study of the course. I wish you all the best in your learning experience and successful completion of this course.

The course

This course is essentially designed to provide students with the practical guides to the organisation and administration of guidance services in various human establishments. Topics treated include nature, purpose and principles of guidance, administration and implementation of guidance programme, types of guidance services and factors militating against the development of guidance programme in Nigeria. The course also treats guidance organisation structure, role of all school personnel in administering guidance services, establishment of private guidance and counselling centre, use of tests guidance and counselling as well as evaluation of guidance programme.

Course Aim

The main aim of this course is to equip learners with the practical skills essential for organising and administering guidance services in various human establishments.

The Course Objectives

There are objectives to be achieved in each study unit of the course. You should read them before studying each unit. On completion of this course, you should be able to:

- Explain the nature, purpose and principles of guidance
- Distinguish between guidance and counselling
- Justify the support for guidance and counselling services in school and non-school settings in Nigeria.
- Discuss the problems militating against the development of guidance and counselling
- Discuss the role and responsibilities of school personnel in the administration of guidance programme.
- Enumerate factors to consider when designing a counsellor's office
- Discuss the problems militating against the establishment of private counselling centre
- Discuss the uses of tests in guiding and counselling students
- Justify the need for evaluation of guidance programme.

Working through the Course

To complete this course, you are required to read the study units, read reference books and other materials provided by NOUN . Each unit contains Self Assessment Exercise (SAE) at different intervals, in-text-questions (ITQS) and Tutor Marked Assignments (TMA).

You are expected to attend to all these questions because they are likely questions often asked in examination for your assessment. At the end of the course, there is a final examination.

At the end of each unit, you will find some lists of books for further reading. They include some other sources you will have to consult. These are textbooks you will find very useful.

Study Units

There are 15 units in this course which should be studied carefully.

Module 1

- Unit 1 Basic Concepts: Organization and Administration of Guidance Services
- Unit 2 An Overview of Guidance and Counseling Services
- Unit 3 Nature, Purpose and Principles of Guidance
- Unit 4 Impediments to the Development of Guidance and Counselling
- Unit 5 Initiating and Developing Guidance Programme in Schools

MODULE 2

- Unit 1 Establishment of Guidance Services in Various Organizations
- Unit 2 Guidance Organizational Structure
- Unit 3 Roles of School Personnel in the Administration of Guidance Programme
- Unit 4 The Role of The Guidance Counsellor
- Unit 5 The Instructional Staff and the School Guidance Programme

MODULE 3

- Unit 1 Designing a Counsellor's Office
- Unit 2 Establishment of a Private Guidance and Counselling Centre
- Unit 3 Service Delivery: Effective Techniques and Strategies
- Unit 4 Use of tests in Guidance
- Unit 5 Guidance Programme Review and Evaluation

Assignment

The assessment plan for various continuous assessments in this course is 30% while the final examination is 70%.

Module 1

- Unit 1 Basic Concepts: Organization and Administration of Guidance Services
- Unit 2 An Overview of Guidance and Counseling Services
- Unit 3 Nature, Purpose and Principles of Guidance

Unit 4	Impediments to the Development of Guidance and Counselling
Unit 5	Initiating and Developing Guidance Programme in Schools

UNIT 1 BASIC CONCEPTS: ORGANIZATION AND ADMINISTRATION OF GUIDANCE SERVICES

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2.0	Objectives
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3.1	Definition of Organization and Administration
3.2	Definition of Guidance Services
3.3	Types of Guidance Services
3.3.1	Orientation or Adapture service
3.3.2	Appraisal or Inventory service
3.3.3	Information or Distributive service
3.3.4	Counselling Service
3.3.5	Placement Service
3.3.6	Follow-up Service
3.3.7	Referral Service
3.3.8	Research and Evaluation Service
3.3.9	Liaison with the Community
4.0	Conclusion
5.0	Summary
6.0	Tutor-Marked Assignment
7.0	References/Further Reading

1.0 INTRODUCTION

In this study unit, you will learn about the definition of basic concepts such as organization, administration, guidance services as well as the various guidance services carried out in an organization with the purpose of meeting clients' needs.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- Define the terms organization and administration
- Discuss the various guidance services a counselor is expected to carryout in an organization
- Highlight the duties of a counsellor in information and placement services of

school guidance programme

3.0 MAIN CONTENT

3.1 Definition of Organization Administration

Organization simply means a group of people working together for a common purpose. Organization can also be seen as a planned system of cooperative efforts in which each participant has a recognised role to play and duties and tasks to perform. It is indeed a network of human relationships.

Administration on the other hand means the management of people (i.e. students and staff if it is in the school system). Administration involves cooperative efforts by a number of people to achieve certain objectives. It is obvious that these people must be organized so as to achieve the desired end. The desired end can only be achieved when people work in cooperation with each other and when there is an existence of an organizational structure. In other words organization is prior to every administrative action, for no administrative action can be implemented without an organization.

3.2 Definition of Guidance Services

Guidance services are the activities organized by the counsellor in an organization such as orientation service, counseling service, placement service, follow-up service, referral service, research and evaluation service in order to meet the needs of the people in the organization. Guidance services are greatly concerned with helping the individual gain insight and understanding of himself in relation to present and future environment such that decisions or choices made would lead to more satisfying and rewarding experiences.

Guidance programme in the school refers to a comprehensive, developmental programme designed to benefit students in their journey through school. Guidance programme ensures that the services respond to the unique needs of its clients. In the school system, it provides benefits to students by addressing their intellectual, emotional, social and psychological needs.

Guidance programme is a service that is universal – not confined to the school or the family. It is found in all phases of life – in the home, in business and industry, in hospitals, indeed it is present where there are people who need help and wherever there are people who desire to help.

3.3 Types of Guidance Services

Guidance services in the school are formalized actions approved by the school to make guidance operational and available to learners.

3.3.1 Orientation Service

Another name for orientation service is Adapture service.

Orientation activities are aimed at assisting students in making plan and adjustment to school. Programmes are drawn up to familiarize them with the overall school situation. They are introduced to administrative –set –up, rules and regulations governing student conduct, the use of school facilities, fellow students, staff and how the school guidance can serve their needs. Orientation service helps students to get used to their new social surrounding. This is to make them better adjusted.

What type of guidance service will assist a new student in a school to adjust to his/her new environment?

- Orientation service

3.3.2 Appraisal or Inventory services

This involves a systematic collection, organizing, interpreting of a wide variety of data for the purpose of better understanding of the student or client. Personal records of the child are to be written in the cumulative folder. The cumulative records contain comprehensive information about an individual student over a period of years for which he is in school. All the necessary information or data needed for appraising a student are usually obtained from the student cumulative record. This will enable the school authorities to plan satisfying educational, vocational and social programmes for the students. It is a way of helping an individual to acquire and organize useful information about himself , so that when he knows his own strength and weaknesses he can make a reasonable choice from all alternatives at his disposal.The information in this record could serve as background information whenever the need for counseling arises.

3.3.3 Information or Distributive Services

This is designed to provide students with a greater knowledge of educational, vocational and social-personal information so that they make better informed and realistic choices and decisions. For instance, information about various institutions of higher learning and the courses available in them should be provided from time to time.

What type of guidance service is needed by a student/client seeking for admission into institution of learning?

- Information service.

3.3.4 Counselling Service

Counselling is a helping professional relationship which is the heart of the whole structure called guidance. The objective of counseling includes helping the client to understand himself better which will enable him to make a wise and realistic decision. It is designed to facilitate self-understanding and self development

through one-to-one or small group relationships. Counseling could be educational, vocational or personal social.

Which of the following guidance services mentioned above is the hub of guidance programme?

- Counselling service

3.2.5 Placement Service

This is designed to enhance the development of students by helping them to select and utilize opportunities within the school and outside the labour market. Placement service assists the student to be admitted into a school or subject stream of his choice, taking into consideration his ability, aptitude and interest or to get into a job where he is most suitable.

3.2.6 Follow-up Service

Follow-up means monitoring of individual with a view of obtaining regular progress report on his performance and how satisfied he is with either his job or academic performance. This will show whether or not the client still needs professional assistance.

SELF-ASSESSMENT EXERCISE

Discuss the purpose of the following guidance services:

- Placement service
- Information service
- Orientation service
- Appraisal service

3.3.7 Referral Service

Referral service involves the action of the school counsellor, the class teacher, the school administrator and other school personnel in referring students to other specialists who can render invaluable service to them especially when the problem is beyond the counsellor's ability. He may refer students to the medical officer, the dentist, the optician, the audiologist and the employment agents according to each student's needs. He can also refer a client who is proving difficult. The client can make himself/herself available for counselling, this is referred to as self-referral.

3.3.8 Evaluation and Research Service

The evaluation service makes it possible to determine the quality and effectiveness of the guidance programme. Through this, the strengths and weaknesses of the programme can be identified and so further improvement of the programme can be enhanced. Furthermore, evaluation and research service provides the counsellor

with the opportunity to be resourceful and independent. Feedback from evaluation and research activities may lead to new approaches in teaching or in counselling

SELF-ASSESSMENT EXERCISE 2

1. Why should a counsellor, though highly skilled still need to make a referral?
2. What is the rationale for evaluation and research service in the school guidance programme?

3.3.9 Liaison with the Community

The counselor plays a great role in providing liaison between the school and the local community as a result of his interaction with parents, employers, government officials and private humanitarian organizations. The counsellor occupies a vantage position in interpreting the entire school programme to these various groups as well as the community in general. The feedback obtained from interaction with the community will go a long way in helping the administration in intensifying or readjusting its programme.

4.0 CONCLUSION

Guidance programme is concerned with meeting students' (clients) needs. It can be structured properly only as a service. The programme can be organized in the form of constellation of services comprising of nine services – orientation service, appraisal service, information service, counselling service, placement service, follow-up service, referral service, evaluation and research service and liaison with the community. If organized well and implemented effectively in the school setting, these services will facilitate good teaching and efficient learning.

5.0 SUMMARY

In this unit, you have learnt the conceptual clarification of the terms organization and administration. You also learnt about what guidance services are all about and the various guidance services carried out by counsellors and other school personnel in the school.

6.0 TUTOR-MARKED ASSIGNMENT

1. Define the terms “organization and administration”
2. What is the rationale for information service in the school guidance programme
3. Why would you include appraisal service as one of the services required by students

7.0 REFERENCES/FURTHER READING

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UNIT 2 AN OVERVIEW OF GUIDANCE AND COUNSELLING SERVICES

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- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Definition of Guidance
 - 3.2 Definition of Counselling
 - 3.2.1 Types of Counselling
 - 3.3 Differences between Guidance and Counseling
 - 3.4 Definition of Psychotherapy
 - 3.4.1 Differences between Counselling and Psychotherapy
 - 3.5 Definition of Paracounselling
 - 3.6 The Need for Guidance Services in the School Setting
 - 3.7 The Need for Guidance Services in the Non-school Setting
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

1.0 INTRODUCTION

In the last unit, you were taught the meaning of organization, administration, guidance services as well as the types of guidance services carried out in the school. In this unit, you will learn about the concepts – guidance, counselling and psychotherapy and the basic differences between the terms – guidance and counselling. You will also learn about the need for guidance services in the school and non-school settings.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- Define the concepts – guidance, counselling and psychotherapy
- Distinguish between guidance and counselling
- Discuss the importance of guidance and counselling services.

3.0 MAIN CONTENT

3.1 Definition of Guidance

There is a subtle difference in the definitions of guidance, counseling and psychotherapy. Guidance and counselling are two terms that are not synonymous but have certain features in common. Using them interchangeably may lead to error and confusion.

What is Guidance?

Literally, the word guidance means to direct, guide, pilot, assist, show, inform, control, advise, help, teach, give facts and instruct. Guidance means more than to the individual. To define guidance in clear-cut words is not easy. It has been defined in varied ways. Olayinka (1990) says within the school, guidance is one of the services that help the school to take full advantage of all the facilities the school provides. Shertzer and Stone (1980) define guidance as a “process of helping an individual to understand himself and his world”.

According to Jones (1951), “Guidance involves personal help given by someone; “it is designed to assist a person to decide where he wants to go, what he wants to do or how he can best accomplish his purpose, it assists him to solve problems that arise in his life”.

Traxler and North (1954) consider guidance as a help which enables “each individual to understand his abilities and interests, to develop them as well as possible and to relate them to life goals and finally to reach a state of complete and mature self-guidance as a desirable member of the social order”.

Judging from the above definitions, it shows clearly that guidance is a process of helping an individual to understand himself and his world (i.e. his environment). It is an assistance given to an individual for a purposeful direction. It helps an

individual to discover his potentials, interest, aptitude, talents, assets and liabilities. Guidance services therefore help an individual to see himself as worthy rather than unworthy, a blessing rather a curse, possessing dignity and integrity rather than ignoble and unimportant personality.

SELF ASSESSMENT EXERCISE 1

Define guidance in your own words.

3.2 Definition of Counselling

Literally, counseling means consultation, deliberation, exchange of ideas and process of decision making. Counselling has been understood and defined in a number of ways:

- i. Thompson and Poppen (1972) see counselling as a person –to-person relationship in which one person (the counselor) helps another (the client) to resolve areas of conflict that have not hitherto been resolved.
- ii. Hahn and Maclean (1955) define “counselling as a process which takes place in a one-to-one relationship between an individual beset by problems with which he cannot cope alone and a professional worker whose training and experience have qualified him to help others reach solution to various types of personal difficulties”
- iii. Olayinka (1993) sees counselling as a face-to-face, person-to-person relationship in which a person (the client) seeks the help of or seeks to effectively communicate with another person (the counsellor)

An analysis of the above viewpoints reveal that counselling is a person-to-person relationship that involves two individuals - one seeking help and the other, a professionally trained person who can help the one in need of assistance.

Counselling is aimed at bringing about a voluntary change in the client. The counselor provides facilities to help achieve the desired change or make the suitable choice. The client alone is responsible for the decisions or the choices he makes though the counselor may assist in this process by his warmth and understanding relationship. Counselling is therefore the process by which clients are guided to help themselves.

Counselling services include educational counseling, vocational counseling and personal-social counseling.

Educational Counselling

This involves measures aimed at facilitating learning and high achievement. According to Olayinka (1999), educational counselling are activities designed to assist all categories of learners (from primary to tertiary level). Educational counselling includes activities such as entering appropriate educational programmes, subject selection, effective study habit, strategies for minimizing

examination anxiety and success in examination.

Vocational Counselling

This aims at providing adequate information on condition of job, the existing opportunities in the world of work. Vocational counselling helps individuals to have clearer understanding of the attitude, attainments, interest and dispositions concerning occupational demands. It also exposes an individual to possible careers or jobs which an individual can take to in relation to his talents, aptitude, interest and personality characteristics.

Personal-Social Counselling

This is concerned with counselling individuals with personal problems such as low self-esteem, negative self concept and lack of self understanding. It also deals with social problems such as emotional disturbances, sexual malfunctioning, family, financial and other socially induced problems.

Personal-Social Counselling is a process whereby an individual is made to understand how his emotional, intellectual and motivational forces affect his relationship with others and his personal adjustment in the pursuit and attainment of his life goals

- In counseling relationship, whose responsibility is it to take decision?
- The client

3.2.1 Types of Counselling

Counselling can be:

- i. individual and
- ii. group

Individual counselling

This can be defined as one –to-one, face-to-face relationship marked by rapport between the counselor and the counsellee. Individual counselling is private in nature. The type of problems usually discussed during the individual counseling are mainly personal-social ones.

Group Counselling

Group counselling involves more than one person having counselling session(s) with the counsellor. The number of counsellees may vary. Six has been recommended by many as the optimum number, while others generally recommend a range of four to eight members (Shertzer & Stone, 1976). The members of the group counselling are usually people who have similar problems. The counselor makes use of group counselling sessions to reach out to many clients at the same time. It saves time and it has the potency of promoting quick social adjustment among the participants.

Indications For Individual and Group Counselling

➤ What Counselling is not

- Counselling is not giving information though information may be given.
- Counselling is not giving advice, making suggestions and recommendations.
- Counselling is not influencing the client's values, attitudes, beliefs, interests, and decision with or without any threat or admonition.

SELF ASSESSMENT EXERCISE 2

Compare and contrast individual counseling and group counselling.

3.3 Differences between Guidance and Counselling

These two terms 'Guidance and Counselling' are interchangeably used, however they are not the same

Great differences exist viz:

S/N	GUIDANCE	COUNSELLING
1	It is very broad in scope	It is the heart of guidance and hence narrower. It is one service within guidance.
2	It is usually initiated by the counsellor.	It is usually initiated by the client / counsellee.
3	It employs authoritarian approach.	It employs more democratic approach.
4	It is preventive.	It is curative.
5	It could be conducted by non specialist	It is more technical and therefore can only be conducted by trained specialist
6	It is less intimate and less personal. It is usually structured and more public.	More intimate, personal and confidential.
7	Guidance is informative and more didactic in approach. In other words, it is more directing, teaching client on how to solve his problem.	It is less informative, directing and didactic. Rather, it is emotionally based, flexible and understanding.
8	It deals more with facts,	It deals with patience,

	principles, methods and so cognitively oriented.	tolerance, cooperation and less cognitively oriented. It is affective in nature.
9	The number that can be treated at a time can range from one to a large people.	The number that can be treated at a time is usually one or very few people at a time.
10	Client is assisted, directed on how to get rid of his problem.	Client is assisted in exploring and allowed to take responsibility by deciding for himself.
11	It may end in a single session.	It usually lasts for more than one session.
12	It helps client to answer the question "who am I".	It helps to answer the question "what am I best suited for".

3.4 Definition of Psychotherapy

Psychotherapy has been defined in many ways. Here are some of the definitions:

1. Psychotherapy is the application of psychological techniques by a trained clinician to solve people's problems. Problems ranging from distorted thoughts to emotion or behaviour
2. Psychotherapy can be defined as a psychological process occurring between two or more individuals in which one (the therapist) by virtue of his position and training applies psychological knowledge and intervention in order to understand, influence and modify mental function and behaviour of the other (the patient or client)
3. Psychotherapy is a method of treatment which aims at helping the impaired individual by influencing his emotional processes, his evaluation of himself and others.
4. Psychotherapy is the treatment of problems of emotional nature or mental illness through psychological means by a trained person (therapist) with the aim of promoting positive personality growth and development.

3.4.1 Differences between Counselling and Psychotherapy

Counselling and psychotherapy are professional activities that utilize an interpersonal relationship to enable people to develop self understanding and to make changes in their lives. Professional counsellors and psychotherapists work within a clearly contracted, principled relationship that enables individuals to obtain assistance in exploring and resolving issues of an interpersonal or personal nature. Psychotherapists use counselling as one of the techniques of treatment.

Although counselling and psychotherapy overlap considerably, there are also recognized differences. While the work of counselors and psychotherapists with

clients may be of considerable depth, the focus of counselling is more likely to be on specific problems, changes in life adjustments and fostering clients' wellbeing. In other words, counselling deals with normal clients who are within the normal range of functioning. Psychotherapy on the otherhand is more concerned with the restructuring of the personality or self and the development of insight. In other words,psychotherapy deals with individuals whose behaviours are neurotic.

Psychotherapy operates in a medical setting whereas counselling operates in a non-medical setting. Psychotherapy is deeper in scope, it is typically more intense, longer in duration and there are more attempts to gain insights into the past or long standing psychological problems whereas counseling is broader in scope and it deals more on current situations. A counsellor cannot be a psychotherapist: a psychotherapist can be a counsellor.

Despite the above differences, counseling and psychotherapy belong to helping relationship profession where therapeutic relationship has to be established.

- Which of these two: counseling, psychotherapy deals with restructuring of the malfunctioning personality
- Psychotherapy

3.5 Definition of Paracounselling

Paracounselling is a process of assisting individuals by teachers and career masters who have been exposed to the rudiments of counseling techniques to overcome educational, vocational, psychological and social problems. Paracounselling is designed to help pupils and students to be aware of their existing abilities, potentials and limitations. It is aimed at making individuals to develop positive self- concept, faster adjustment and set realistic goals. Because of their limited exposure to counselling techniques, paracounsellors' roles are limited.

3.6 The Need for Guidance

The need for guidance is universal. It is old as man himself. This is based on the fact that every human being needs help in one way or other way. There is hardly any individual who does not need help. Every individual needs assistance at sometime in his life. While some may need help constantly and throughout their entire life, others may need it only at rare intervals.

There is a greater need for guidance services now than ever before due to the rapid advancement in technology, emerging of new world order, social change, globalization, liberalization, the need for outstanding leadership, a shift in standards of morality and integrity, people's high aspiration etc. we shall discuss the need for guidance under two headings - schools setting and non-school setting.

3.6.1 School setting

Nigerian schools like other schools in other parts of the world exist in communities which rely on the school as an agent a change. Our nation Nigeria is faced with many problems arising from different sectors of our national life. Such problems include corruption, bad leadership, greed, insecurity, moral decadence, unemployment, armed robbers, drug trafficking and so on. All these problems can cripple any developing nation. A growing child in such an environment needs some sort of guidance and counselling in order to be free from the societal ills. This becomes very necessary because many parents in Nigeria today do not have time to discuss with their children. This, often leaves many children without the parental care, thus, they now look forward to the school to provide the much needed love, care and guidance which the guidance and counselling services are all about.

In the school, guidance and counseling services are needed to help solve problems of poor study habit, lack of concentration, inability to adjust to school environment, under achievement, inability to decide on subjects as well as career, truancy, bullying school anxiety, school drop-out and the likes.

It is important to note many students in the secondary school are adolescents. This period is a critical period often termed as a period of storm and stress. As a result of many physical changes taking place in them, they are bound to have conflicting ideas, values and beliefs about themselves. They have the problems about their parents and family, their relations to boy and girlfriend for tackling all these situations successfully, guidance and counselling services are needed to assist the adolescents in resolving these conflicts and also help them in developing realistic expectations.

The importance of guidance and counselling services cannot be overemphasized because they are needed to help in the total development of the students and in the reduction of wastage of potential and talents.

3.6.2 Non-School setting

Considering the numerous problems facing the nation and the people presently, it is necessary that the services of guidance counsellors would be required in different cotexts i.e. several institutions, agencies and groups outside the school system. A good number of such institutions are found in industrial and commercial settings. This is because, in such settings, many working conditions could create emotional tension in the employee which could require counselling. Frustration, conflict, job dissatisfaction, resistance to change, long working hours and psychological stress among workers could result to low productivity and low morale if the services of guidance and counseling are not available.

Counseling is not only required in industrial and commercial settings outside the school system in Nigeria today, the services of guidance counsellors are also needed in hospitals, religious settings, courts, the law enforcement and security agencies as well as corrective institutions such as prisons, and remand homes.

It is obvious that not only students need guidance and counselling services – adults, parents, teachers, administrators and all members of the society need it. Among the adults, social maladjustment includes marital conflicts, lack of jobs, retrenchment, financial difficulties, emotional upset, fear of death, political instability, anxiety, when these are present, adults may find it difficult to adjust to situations especially when the situations are frustrating and if not well handled could lead to mental illness.

Guidance and counselling services are needed to provide humanitarian activities that would assist ameliorate the living conditions of those who are already maladjusted to prevent them from deteriorating to serious mental disorders.

4.0 CONCLUSION

Guidance and counseling is aimed at helping individuals understand themselves and their environment so that they can function effectively in the society. It is aimed at helping individuals overcome their problems. If the statement of Nwoye (1988) that a counselor could practice anywhere there are people with problem requiring the attention of others who can be of help is anything to go by, guidance and counseling is therefore needed in every human setting.

5.0 SUMMARY

In this unit, we have been able to look at the various definitions of guidance and counseling, types of counselling, differences between guidance and counseling, difference between counselling and psychotherapy as well as the need for guidance and counselling in both school setting and non school setting.

6.0 TUTOR-MARKED ASSIGNMENT

Define the following concepts:

- Guidance
- counseling
- psychotherapy
- distinguish between guidance and counselling
- with what justification would you support the services of guidance and counseling in the school and non-school settings in Nigeria?

7.0 REFERENCES/FURTHER READING

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UNIT 3 NATURE, PURPOSE AND PRINCIPLES OF GUIDANCE

CONTENTS

- 1.0. Introduction
- 2.0. Objectives
- 3.0. Main Content
 - 3.1. Nature of Guidance
 - 3.2. Purpose of Guidance
 - 3.3. Basic Principles of Guidance
- 4.0. Conclusion
- 5.0. Summary
- 6.0. Tutor Marked Assignment
- 7.0. References/Further Reading

1.0 INTRODUCTION

In the last unit, you learnt about the definitions of guidance, counseling, psychotherapy and the need for guidance and counselling in both school and non-school setting. In this unit, we shall move further to see that guidance is a process of all round development.

2.0 OBJECTIVES

At the end of the unit, you should be able to:

- discuss the nature of guidance
- enumerate the purpose of guidance services
- define the term “principles and discuss the basic principles of guidance”.

3.0 MAIN CONTENT

3.1 Nature of Guidance

From all we have been saying, you must have understood that guidance is a helping service. Looking at the nature of guidance, it is a self-oriented, problem solving and multifaceted activity. It presupposes two-fold understanding. The first has to do with the understanding of one’s own abilities, aptitudes, interest, motives, behaviour-patterns, skills and achievements. While the second has to do with the understanding of the real nature of one’s environment and of the educational and vocational opportunities offered by that environment along with their differential requirements of abilities and attainments.

We have talked about various definitions of guidance in the previous unit, here we are going to see the following characteristics which throw more light on the nature of guidance:-

- **Guidance as a process:** Guidance is a continuum which lasts over a long period of time. It begins as soon as a child is able to respond to its environment through childhood, adolescence, adulthood, middle age and old age.
- **It is a helping process:** It is a process that offers assistance. It is an assistance that is sought as a result of awareness of needs which can only be met through guidance services.
- **Guidance deals with people as individuals:** It recognizes the unique nature of all human beings. Guidance as a process of giving assistance recognizes individual differences and assists each according to his specific needs.

- **Helpful in Adjustment:** Guidance helps individuals to adjust to different situations. It helps to provide new energy to the demoralized person to adjusting himself in the problematic situation.
- **Self understanding at the centre of guidance:** Lack of self understanding has been found to be a singular inhibition to making choice and taking decisions. Decisions taken on the basis of lack of self knowledge and understanding have had lasting negative consequences and have resulted in mal-adaptive behavioural expression leading to stressful life and in severe cases death.

SELF ASSESSMENT EXERCISE 1

Discuss three (3) nature of guidance in your own way.

3.2 The purpose of Guidance Services

The purpose of guidance services are expected to address the problems students, teachers, adult and the society in general are facing.

According to Makinde et al (1998) and Ojo & Ogidan (2006), the purpose of guidance services assists in the following ways:

- It helps the students in making appropriate adjustments to the academic environment
- It finds out and make individuals aware of their basic personal prerequisites, abilities, assets, liabilities and potentialities
- It provides usable information on vocation and to correct or clarify misinformation
- It assesses individual's chances to succeed in the labour market
- It creates awareness of clients concerning the availability of jobs and how to progress in it
- It assists students acquire positive image of self through self-understanding; self-direction and skill in problem-solving and decision making

3.3 Basic Principles of Guidance Services

Principle here refers to the basic truth about the practice of guidance and counselling that experts regard as law which all practitioners must obey. They are as follows:

1. Guidance services should recognise that the dignity of the individual client is supreme, therefore it should be given top priority
2. Guidance services are for all people. A performance of guidance services is potentially intended for all people and not only those who have problems.

- Students, Staff, the Community and other agencies may benefit directly from a programme of guidance services
3. Guidance services are voluntarily and not by force or coercion
 4. Guidance services are for all school levels
 5. Guidance services should be rendered on continuous basis. It should not be a once-and-for-all affair
 6. Guidance services should be based on the total development of mental, vocational, emotionally and personal-social aspects of an individual
 7. Confidentiality must be maintained, counsellor must keep clients' secret
 8. Guidance services do not provide solutions to all human problems.

SELF ASSESSMENT EXERCISE 2

Would you agree or disagree with the statement that the basic principles of guidance describe its primary mode of operation? Explain.

4.0 CONCLUSION

As we have seen, guidance touches every aspect of an individual's personality-physical, mental, emotional and social. It seeks to create within an individual the need to explore and understand himself and realize his potentialities and uses them to make his maximum contributions to the society.

5.0 SUMMARY

In this unit, you have learnt the nature and the purpose of guidance. You have also learnt the basic principles of guidance which described its primary mode of operation.

6.0 TUTOR MARKED ASSIGNMENT

1. Discuss the nature of guidance
2. Enumerate the purpose of guidance services
3. What do you understand by the term "principles" and what are the basic principles that undergird guidance.

7.0 REFERENCES/FURTHER READING

- Eweniyi, G. B. Olowe & Olagunju M. K. O. (2002) *Essentials of Guidance and Counselling*, Ijebu-Ode, Fembol Integral Publications.
- Ojo, O. D & Ogidan R. (2006) EDU 421, *Fundamentals of Guidance and Counselling*, Lagos, National Open University of Nigeria.
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UNIT 4 IMPEDIMENTS TO THE DEVELOPMENT OF GUIDANCE AND COUNSELLING

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Structural Problems
 - 3.1.1 Shortage of Qualified Counsellor
 - 3.1.2 Employment Placement Problem
 - 3.1.3 Role Conflict/Interpersonal Rivalry
 - 3.1.4 Policy Fluctuations
 - 3.1.5 Funding
 - 3.1.6 Shortage of Tools
 - 3.1.7 Inadequate Access to Modern ICT
 - 3.1.8 Counselling and the School Time-table
 - 3.2 The Ethical Problems
 - 3.2.1 The Problem of Moral Integrity
 - 3.2.2 Lack of Commitment
 - 3.2.3 Problem of Incompetence
 - 3.2.4 Inadequate Communication and Interpersonal Relationship Skill
 - 3.2.5 Inability to uphold Confidentiality
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

1.0 INTRODUCTION

This unit is designed to give you an insight to the factors that constitute the impediments to the development of guidance and counseling. These factors are classified as structural and ethical problems by the author. Some solutions are also suggested to tackle the problems.

The overwhelming benefits of guidance and counselling services are yet to be fully realized in this part of the world due to some obvious reasons. The educational system itself is battling with the harsh economic conditions which continue to obstruct smooth development of this all important sector. Since the education system remains the major pivot upon which the guidance service is built, most of the problems affecting the education system equally affect the development of guidance and counseling.

2.0 OBJECTIVES

At the end of the study, you should be able to:

- Identify some of the structural and ethical problems affecting the development of guidance
- Suggest appropriate solutions to each problem
- Discuss the prospects of guidance and counseling in Nigeria

3.0 MAIN CONTENT

3.1 The Structural Problems

Some of the structural problems obstructing development of guidance and counseling are:

3.1.1 Shortage of Qualified Counsellors

Counseling as a profession requires a considerable length of training. To be a qualified and efficient should intensify efforts in the production of more qualified counselors and universities that do not run the course should consider stating it.

3.1.2 Employment and Placement Problems

Guidance and Counselling is still a relatively novel idea in the Nigerian education system. Most of the practising counsellors were originally employed as teachers especially in public schools. These teachers come in as teachers and advance on the

job as teachers. They may end up having nothing to do with counseling again especially when they begin to have duty posts as vice principals and principals.

Thus they should see their accession to leadership positions as an opportunity to promote the development of guidance and counseling particularly in schools.

3.1.3 Role Conflict/Interpersonal Rivalry

Closely linked to the above issue is the problem of role conflict or confusion about the position of the school counsellor in the school nominal role. Due to the poor state of many of the schools where physical infrastructures are visibly inadequate, teachers are often crowded in a room called staffroom. As a matter of necessity, a counselor needs a separate office of his/her own. Sometimes, when the counseling centre is created, it generates ill-feelings toward the counselor. Those who feel the counselor is unduly favoured may begin to question his/her role. It is also possible for the counseling to be seen as a lone ranger, a rival to the vice-principal or someone whose position and roles are ambiguous. In view of this, to ensure the development of guidance and counseling, the position and roles of the counsellor must be clearly defined. Above all, the counselor must be able to carry other school personnel all in his/her activities.

SELF-ASSESSMENT EXERCISE 1

Suggest appropriate solutions to the problem identified in 3.1.3.

3.1.4 Policy Fluctuation

Government policies and commitment are largely unstable. Although it was entrenched in National Policy on education that guidance and counseling is germane to all levels of education but there is little effort to really show government commitment to it. It is difficult to determine what the policy is in many states of the federation. There is no structure in place to promote viable guidance services in schools.

There is need for clearly defined policies and adequate commitment to the provision of guidance and counseling services in order to safeguard the future of the nation. Necessary effort must be made by stakeholders to inform and enlighten the leadership of the nation to show enough to this helping profusion inadequate.

3.1.5 Inadequate Funding

Lack of fund is definitely hindering the development of guidance and counseling. Guidance and counseling as a service oriented programme is capital intensive. Fund is needed to build structures, equip the counseling centre, procure equipment and tools, organize and deliver services in addition to manpower development and maintenance in Nigerian schools.

In resolving the issue of fund, budgetary allocation should be made to guidance and counseling both at the governmental and institutional levels. In addition to this, public spirited individuals, corporate organizations and other donor agencies should come to the aid of counselling. It is also imperative for counsellors to organize guidance services in a way that can generate more resources. For instance, community oriented services and programmes could be organized in such a way that they can attract sponsors.

3.1.6 Shortage of Tools

There are some schools that do not have enough structures to accommodate the counseling unit and there are some that provide offices without chairs and tables while many do not make provision for other necessary tools such as psychological tests, one-way mirror, play gadgets, computers, journal and shelves.

Just as it has been said above, school authorities should include counseling materials in the school budget and also reach out to those who could be of help.

3.1.7 Inadequate Access to Modern ICT

The world is now a global village, up to date, information about research findings, modern practices and opportunities for clients all over the world are often available on the internet. Unfortunately, many schools are not internet connected. This often puts a limit to the extent to which counselors could explore information and provide efficient services.

3.1.8 Counselling and The School Time-Table

Most Nigerian Secondary Schools do not accommodate the argument on whether counseling should teaching of guidance and counselling on the usual class time feature on the school timetable is inconclusive. Some schools prepare the timetable in a way that does not provide time for the students at times are not interested in attending the lessons since it does not consult the counsellor. Where counseling features attract marks that can lead directly to their promotion on the timetable, students may cluster at the counseling unit at the same time and this may not augur well for individual counselling. Such periods at best can only be used for group guidance in the classroom or seminars. It will be very difficult for individual counseling to take place during the period. This calls for every school to be properly staffed with adequate number of counselors.

SELF-ASSESSMENT EXERCISE 2

Discuss four (4) structural problems facing guidance and counseling in Nigeria.

3.2 The Ethical Problems

Counseling sometimes becomes stumbling blocks to the development of guidance and counseling.

4.0 CONCLUSION

5.0. SUMMARY

6.0 TUTOR MARKED ASSIGNMENT

7.0 REFERENCES/FURTHER READING

Eweniyi, G. B. Olowe & Olagunju M. K. O. (2002) *Essentials of Guidance and Counselling*, Ijebu-Ode, Fembol Integral Publications.

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UNIT 5 INITIATING AND DEVELOPING GUIDANCE PROGRAMME IN SCHOOLS

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Planning Phase
 - 3.2 Implementation
 - 3.3 Evaluation
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

1.0 INTRODUCTION

In the last unit, we were able to learn about the problems militating against the growth of guidance and counselling in Nigeria. In this unit, we are going to examine the practical steps in the organization and administration of guidance and counselling services in schools.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- Highlight and discuss the stages involved in the organization of school where do you see this guidance programme
- Discuss the role of the school guidance committee in the implementation of school guidance programme.

3.0 MAIN CONTENT

The success of school guidance programme depends largely on the extent to which the programme is seen as a entire school activity. The counsellor cannot function as a lone star, he needs the support of entire guidance team members which includes the principal, the counselor, students, staff (non-academic and academic) PTA members, visitors to the schools and resource people around school guidance programme should be operated as a “teamwork”. Akinnade (1990) likened it to a

football team in a match. According to him, it is difficult for only one person to score acceptable goals during a match whereas, it is possible when all the team members play their parts in coordinated, determined and committed ways.

However, in organizing and establishing guidance and counseling programme in school, three phases are involved namely – planning phase, implementation phase and the evaluation phase.

3.1 Planning Phase

This phase may be regarded as a preparation stage. The first step towards a successful operation of a responsive school guidance programme is a thorough and well executed planning stage. The planning stage should involve a number of sub-steps including

- i. assessment of the needs of the school
- ii. cultivation of team spirit

➤ Which phase is regarded as the preparation stage?

- The planning phase

i. **Assessment of the needs of the school**

This could be done by conducting opinion survey in order to identify the topmost or immediate guidance and counseling needs of the people he/she is to serve. The counselor may be interested in finding out what particular aspects – educational, vocational or personal needs emphasis or in what order or combination, who needs it and how urgently it is needed.

ii. **Cultivation of team spirit**

The counsellor should be aware that for him/her to succeed, he/she needs the support of every member of the school community. There is the need for him/her to develop team-spirit. Before this can happen, the student and staff should be given adequate information on the meaning and importance of guidance and counseling. When this is properly done, it can reduce resistance or non-support or even antagonism of the programme from any individual.

The counsellor should seize every opportunity to inform staff and students about guidance and counseling. The first person to whom the counselor should explain the necessity of school guidance programme is the principal courteously and intimate him/her about ways in which guidance programme could be of tremendous help to his/her administration, students overall development and the staff as a whole. Once the principal is convinced of the need for guidance programme, the staff should be the next and the students.

Some common ways of initiating guidance counselling services

School Magazines: The counsellor could put up a write up about the importance of guidance and counselling in the newsletter, club or school magazines.

Paper cuttings: The counsellor should search for and make cuttings from current newspapers or magazines on important issues that are of interest to the students such as information about various institutions of higher learning and courses available in them. As information about industries and job opportunities available.

Advertisement: At an early stage, the counselor should create an awareness in such a way that it cannot be unnoticed. This could be in the form of using cardboards with bright coloured captions such as (a) troubled? See the counsellor (b) Battling with poor study habits? See the counselor for help and many more like these.

Posters: Relevant posters giving information about educational, socio-personal and vocational matters should be displayed where they can be easily seen by the students.

Classroom visitations: The counsellor could visit the classrooms during free periods or before the arrival of the next teacher. On such occasion, the counsellor can briefly tell the students the functions of the counsellor and solicit for their maximum support.

SELF-ASSESSMENT EXERCISE 1

Discuss four (4) ways by which guidance and counselling services can be initiated.

3.2 Implementation Phase

This phase is based on the need assessment of the school already carried out by the counselor. The findings of the need assessment will show the counsellor what to embark upon. Here the counsellor presents to the principal (school manager) his findings, indicating what is needed to achieve improvement in terms of office facilities and personnel. The counsellor must acknowledge practically the importance of the principal, staff and students in the successful implementation of his/her activities.

He/she should show that he/she is a good human relation officer so as to win the unalloyed support of the principal. There is the need for the counselor to summarise his functions as a counsellor to the principal in a preliminary meeting with him/her. However, the counsellor should let the principal take a lead on how to execute the programme. The school principal should be at the apex of administration of guidance programme at the implementation phase.

At this stage, the guidance committee is set up. This is to ensure the smooth administration of the school guidance programme. First is the ad-hoc and later a permanent one. The Ad-hoc committee can be formed from the staff members. It is to steer the group aright to determine the best guidance services the school needs, who is to do what, when and where.

The later guidance committee that evolves from the adhoc guidance committee should have its members drawn from all the strata in the school. The counselor should of course function as the resource person in the committee. The guidance committee becomes a lifewire of the guidance programme. Usually the guidance programme should have off-shoots in form of sub-committee with each sub-committee responsible for specific aspect of the programme.

Akinade, Sokan and Osarenren (2005) outlined the following as the duties of the guidance committee:

- Identifying staff and students needs and categorizing them
- Drawing up agenda termly and yearly about counsellor (planning a calendar of activities)
- Acquiring needed resources: identifying useful strategies and office accommodation
- Carrying out programmes
- Giving feedback regularly to the principal and school
- Seeing to adequate funding and managing of resources
- Evaluating the implemented guidance programme

The degree of success of the guidance committee in achieving its goal would go a long way in determining the success of guidance programme in general.

SELF-ASSESSMENT EXERCISE 2

The guidance committee is relevant to the administration of school guidance programme. Discuss

3.3 Evaluation

The final phase of organization and administration of guidance programme is evaluation. Evaluation of guidance programme becomes very necessary if the effectiveness of its services is to be known or be improved upon. Evaluation data are necessary to assist school personnel in interpreting the guidance programme to the community, parents and even government agencies. The tools that can be used include psychological and non-psychological tools, interviews, questionnaire, observation etc. It could be carried out occasionally, periodically, termly, yearly, biannually depending on the level of those being served. The results of evaluation should provide the impetus necessary for the improvement of the school guidance programme.

4.0 CONCLUSION

The organization and administration of school guidance programme demands total involvement of the counsellor staff, the student for whom the programme is developed as well as others connected with school life.

5.0 SUMMARY

In this unit, you have learnt the administration of school guidance programme. You have also learnt the ways by which school counselor can initiate guidance and counseling services as well as the duties of school guidance committee. Finally, you also learnt that a good rapport between the counsellor and principal teachers and students is the necessary lubricant by which school guidance programme can be success fully organized and administered.

6.0 TUTOR-MARKED ASSIGNMENT

1. Highlight and discuss the stages involved in the organization of school guidance programme
2. Discuss the role of the guidance committee in the implementation of school guidance programme

7.0 REFERENCES/FURTHER READING

Ajufo, B. I. & Owoyele, J. W. (2008) *Basic in the Organisation & Administration of Guidance Services*, Ijebu-Ode, Sanjo Prints.

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MODULE 2

Unit 1	Establishment of Guidance Services in Various Organizations
Unit 2	Guidance Organizational Structure
Unit 3	Roles of School Personnel in the Administration of Guidance Programme
Unit 4	The Role of The Guidance Counsellor
Unit 5	The Instructional Staff and the School Guidance Programme

UNIT 1 THE ESTABLISHMENT OF GUIDANCE SERVICES IN VARIOUS ORGANIZATIONS

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 In the School
 - 3.2 In the Industries
 - 3.3 In the Hospitals
 - 3.4 Rehabilitative Institutions
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

1.0 INTRODUCTION

In this unit, you will get to know the various organizations where guidance and counseling services may be required. They include Nursery, Primary and Secondary Schools, Tertiary Institutions, Government Ministries, Private Establishments, Hospital, Psychiatric homes, Prisons Remand homes, Social Welfare centres, Refuge Camps, Sport squads, Religious Centres, Non-Government Organizations and other Rehabilitative Institutions.

2.0 OBJECTIVES

After studying this unit, you should be able to:

- Identify the various places where operation of guidance and counselling services can contribute to the achievement of the goal of such organisations
- Discuss the appropriate steps involved in the establishment of guidance services in each of the following
 - a. In the school
 - b. In the hospital
 - c. In the industry
 - d. In a remand home

3.0 MAIN CONTENT

If the statement of Nwoye (1988) that a counselor could practice anywhere there are people with problem requiring the attention of others who can be of help is anything to go by, guidance and counseling centre therefore should be found in most human settings (Shobola, 2008).

In the light of the above, establishment of guidance services in the schools, industries, hospitals and rehabilitative institutions are discussed below.

3.1 In the School

Some major problems faced by students in the school are emotional social, psychological, interpersonal, educational etc. In order to help resolve these problems and provide vocational and moral guidance and help the students to adjust to school and take charge of their future, the professional trained counselor is highly needed.

When a counselor is newly posted to a school where there had not been a guidance counseling centre before, he/she needs the following steps:

1. He/she first watches the school environment, the culture of the school, philosophy and the policies of the school, the general behaviour of other personnel (the principal, vice principal, academic staff and non-academic staff), the attitude of the students and the dire need of guidance and counseling centre in the school. He/she does not need to rush.
2. He/she discusses with the principal the goals, objectives, philosophy and the ethical codes guiding guidance and counselling services as well as the relevance of it.
3. He/she discusses with the teachers and then with the students
4. The counsellor is introduced to the Parents' Teachers Association (PTA) so that they will give the counsellor all the necessary support he/she needs to tackle whatever problems facing the students. The school counsellor activities should go beyond the four walls of a school to the community through the parents. In the process, if the school had educational problems like mass failure in WAEC, cheating in examination, social problems like bullying, truancy and other interpersonal problems, proffering solutions to these problems would lead to quick acceptance of establishment of guidance and counseling in the school.

With the establishment of guidance and counseling centre, the counselor needs to work cooperatively with all the 'school family members'. Learners stand to benefit from the following guidance services:

- Information services
- Orientation services
- Research services
- Placement services
- Follow-up services
- Appraisal services

SELF-ASSESSMENT EXERCISE 1

If a counselor rushes to establish a guidance and counseling centre, he/she will fail. Do you agree with this assertion?

3.2 In the Industries

An industry worker is expected to be emotionally, socially and psychologically stable in order to contribute positively to the organization. This, therefore calls for the services of a professionally trained counsellor in order to help in the realization of the above. Some of the functions of industry counsellor include the following:

Recruitment, selection and placement of workers; industrial relations and joint consultation employees' welfare; training and development of workers; gathering of relevant information and dissemination to the workers (Shobola, 2008).

The counsellor's functions also include counselling workers with adjustment problems and make referrals to the appropriate quarters as well as helping to boost the morale of workers.

3.3 In the Hospitals

Hospitals such as psychiatric homes, maternity centres, clinics etc stand to benefit from the various guidance services. Guidance services in health institutions must be designed to address the unique needs of prospective clients in such institutions. Working in the medical setting may be slightly different from that of school and industry because of some extra medical things the counselor needs to know. The counsellor needs to familiarize him/herself with some medical terms like 'patient' and not 'client', medications in treating anxiety disorder, depression, psychosomatic disorders, anorexia, schizophrenia etc.

A health institution is often headed by a medical director who by training is a qualified medical doctor with deep knowledge of the interrelationship between physical and psychological health. Hence, it is easy for the counselor to convince the leadership of the health institution about the relevance of counseling services and the need to enjoy their support and cooperation in order to ensure the success of the programme. The counsellor needs to maintain a good relationship with other personnel working in the health institutions such as medical doctors, consultants, opticians, nurses, pharmacists, laboratory technologists and host of others.

To organize viable guidance and counselling services in health institutions, counsellors should follow the steps discussed under guidance programme development and implementation.

SELF-ASSESSMENT EXERCISE 2

In your view, why do you think that working in medical setting for a counsellor is different from that of school?

3.4 Rehabilitative Institutions

Rehabilitative institutions are designed to rehabilitate people with some forms of personality disorder. Some examples of them are prisons, remand homes, social welfare centres and refugee camps. The goal of rehabilitative institutions is to reform, correct and rehabilitate people so that they can become useful members of the society. In order to accomplish this task, the services of professional counselors would be highly needed. Cases like drug addiction, criminal tendencies, social dysfunction, hopelessness, depression, anxiety, criminal tendencies, schizophrenia and other psychopathological disorders are being handled in these institutions by the counselor.

These centres are normally headed by a director whose training encompasses the knowledge of social works, psychology, criminology and the likes. To start guidance and counseling services in these centre the counselor would need to convince the leadership of the centre and the entire members of staff of the importance of guidance and counseling services in such centres. To organize viable guidance and counseling services in rehabilitive institutions, counselors should follow the steps discussed under guidance programme development and implementation.

4.0 CONCLUSION

From the above, we can indeed say that guidance and counseling services are needed in every human setting or organization where there are people with problems requiring the attention of others who can be of help is resolving them.

5.0 SUMMARY

In this unit, we have looked at various institutions where guidance and counseling services could be of immense benefit such as the hospitals, schools, industries and rehabilitative centres.

6.0 TUTOR-MARKED ASSIGNMENT

1. As a counselor, identify the various places where operation of guidance services can contribute immensely to the achievement of the goal of such organisations
2. Discuss the appropriate steps involved in the establishment of guidance and counseling services in each of the following:
 - a. in the school
 - b. in the hospital
 - c. in the industry
 - d. in the remand home

7.0 REFERENCES/FURTHER READING

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UNIT 2 GUIDANCE ORGANIZATIONAL STRUCTURES

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Types of Guidance Organizational Structure
 - 3.2 Factors that may Determine the Choice of an Organizational Structure
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

1.0 INTRODUCTION

In unit 1, you have been exposed to establishment of guidance services in various organizations such as educational institutions, healthy institutions and rehabilitative and welfare institutions where guidance and counselling services are highly essential. This unit is designed to make you understand the various types of guidance organizational structures and factors that may determine the choice of an organisational structure.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- Explain the meaning of organizational structure
- Identify and describe various types of organizational structures
- Highlight the factors that may determine the choice of organizational structure.

3.0 MAIN CONTENT

3.1 Types of Guidance Organisational Structure

Before discussing the various types of guidance organizational structures, we shall first of all explain what organizational structure is all about. The guidance programme as we must have noted from the previous units is a very broad one. It is beyond what an individual counselor can single-handedly run, he/she therefore needs to relate with many other personnel in the school (or other institutions) in order to achieve set goals and objectives. In relating with other personnel the relationship is defined and this is what is meant by organizational structure.

Organizational structure which is also known as organogram is a structure indicating chain of authority and pattern of relationships among various personnel involved in a programme.

Four types of organizational structures have been identified by Akinade, Sokan & Osarenren (1996).

They are:

1. Line and staff
2. Scalar or hierarchical structure
3. Spatial arrangement
4. Radial arrangement

Line and Staff Structure

This is common in the public secondary schools. It involves drawing functional lines and allocation of specific duties to each line. For instance all individuals who should carry out a specific guidance activity are grouped together. They may be a line (a group of personnel) whose duty is to identify and refer clients for counseling, another to prepare budget and raise funds for guidance services, another line to handle vocational issues, another line for socio-personal issues while another line handles evaluation and appraisal.

The line and staff structure is good because it allows for comprehensive services, speedy job and gives room for flexibility. It is however, an expensive method because it requires a relatively large numbers of staff especially trained counselor

and it also requires enormous resources.

Scalar or Hierarchical Structure: This involves arranging individuals according to their positions or authority or power. Usually the one with most authority is arranged at the top while the others are arranged in descending order. In other words, this arrangement respects bureaucratic arrangement. For instance, in this types of structure, the principal would be placed at the top and the students at the bottom. This system is good to the extent that it allows easier evaluation of individuals role, but the bureaucratic procedure may slow down decision making.

Spatial Arrangement: this involves the arrangement on the basis of centralization of functions of a department. This means that a whole department, unit or section is created and saddled with the responsibility of providing guidance services. The department does not perform any other function except guidance and counseling services.

Radial Arrangement: This is a type of structure in which the chief executive or 'head' or leader or coordinator is placed at the centre i.e. occupies the central position. All other personnel relate directly with him/her and share equal authority and responsibility. According to Shertzer & Stone (1981), this is the best arrangement. According to Denga (1986) two administrative models could be used under the radial approach – centralized specialism and decentralized generalism.

- **Centralized specialism:** This is counsellor specialist oriented approach. The counselor under this approach is the man in charge. This approach may not be feasible now in many schools because of shortage of qualified counsellors.
- **Decentralized Generalism:** This involves the use of several members of the school. Teachers and even the non-teaching staff are assigned guidance responsibility. This approach looks feasible however, it relegates the expertise of the counselor to the background. This is because the counselor is not allowed to lead in his/her special area of training and even other school personnel may even not see the need for his services.

Considering the demerits of the above approaches, a middle course, an eclectic approach is therefore advocated. The eclectic approach should be such that counselor and those who are keen and interested and knowledgeable about guidance should be made to administer the programme with the counselor at the centre of affairs.

SELF-ASSESSMENT EXERCISE 1

- 1 What are the merits and demerit of line and staff structure guidance organizational structure?
 - 2 Compare and contrast centralized specialism and decentralized generalism.
- Which of the above organizational structures deals with bureaucratic procedure and may slow down decision making?

- Scalar or Hierarchical structure

3.2 Factors that may determine the choice of an Organizational Structure

The choice of guidance organizational structure to be used in an organization or a school may depend on one or a combination of the following factors.

- **Nature of the organization:** the size of the organization may require the choice of guidance organizational structure. For instance while it may be feasible for centralized specialism in a relatively small organization, it may not be feasible in very large organizations or schools. Also other things that may determine the type of guidance organizational structure include the nature of services rendered, the number of prospective clients and the goals of the mission of the organization.
- **Resources:** The amount of resources available is an important determinant for the choice of guidance organizational structure. These resources include office space and furniture. Organizations that have adequate resources may go for elaborate structure
- **Number of qualified counselors:** The centralized specialism may be adopted where there is adequate number of qualified counsellor while another type of organizational structure may be feasible in organization where there are shortage of qualified counselors.
- **Personal preference:** Individual organizations or counselors having understood the various approaches may adopt one as a matter of preference. However, preference must be given to the approach considered to be most suitable to the situation and which can effectively help in the achievement of the goals of the guidance programme.

Self-Assessment Exercise 2

What are the factors that an organization or school should consider before choosing a guidance organizational structure?

4.0 CONCLUSION

The guidance programme is a team work and therefore requires the cooperation of all members of staff for the successful implementation of guidance programme. Various organizational structures are applicable in the running of the guidance programme. However the choice of guidance organizational structure in any organization depends on the nature of the organization, the type of services to be rendered, the available resources and the preference of the personnel involved in the provision of guidance services

5.0 SUMMARY

The following are the major highlights of what you have learnt in this unit:

- Meaning of organizational structure
- The four types of organizational structure – line and staff, hierarchical, scalar and Radial
- Under Radial arrangement, centralized specialism and decentralized generalism were stressed but eclectic was advocated
- Factors that may determine the choice of guidance organizational structure.

6.0 TUTOR-MARKED ASSIGNMENT

1. Explain the meaning of organizational structure?
2. Identify and describe various types of organizational structures?
3. Highlight the factors that may determine choice of organisational structure

7.0 REFERENCES/FURTHER READING

Ajufo, B. I. & Owoyele, J. W. (2008) *Basic in the Organisation & Administration of Guidance services*, Ijebu-Ode, Sanjo Prints

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UNIT 3 ROLE AND RESPONSIBILITIES OF THE SCHOOL PERSONNEL IN THE ADMINISTRATION OF GUIDANCE PROGRAMME

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 The Role of School Personnel
 - 3.2 The Role of the Principal
 - 3.3 The Role of the Vice Principal and the Teachers
 - 3.4 The Role of the Health Personnel and other Non-academic Personnel
 - 3.5 The role of the Parents
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

1.0 INTRODUCTION

Guidance programme is a team work approach in which all school personnel are considered responsible for contributing to the success of the programme. In this unit, we shall be discussing the role of the school personnel in the administration of guidance programme.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- Discuss why the counselor needs the support of other school personnel in the implementation of guidance services
- Explain the role of the (a) Principal (b) parents (c) teachers (d) librarian in the implementation of guidance services.

3.0 MAIN CONTENT

3.1 The role of School Personnel in the Administration of Guidance programme

The term personnel used here include everyone who has direct or indirect contact

with the students from whom the programme is developed. They include the principal, vice-principal, teachers, students, school worker, counselors and non-academic staff such as clerks, messengers, gateman and drivers. Others connected with the school life are professional association members, employment agencies, resource person, old students association and Parents Teachers Association (PTA) members.

The responsibility of coordination is one of the primary functions of the school counselor. The counselor cannot work in isolation from the other members of the school as every member has a role to play in order to ensure the success of the guidance programme. All the members of staff are working together for the same purpose. The roles of some members of school personnel are discussed below.

SELF-ASSESSMENT EXERCISE 1

- What do you understand by the term “personnel” in the administration of school guidance programme?

3.2 The Principal

The principal’s work involves planning, directing, coordinating and managing human and material resources. As the boss, he/she is the liaison officer between the school and the Ministry of Education as well as the community. He/she is potentially the most singularly important person in the development of guidance programme in the school being the chief executive officer in the school. In fact, the guidance programme can only succeed if it has the support and backing of the principal. Essentially, the principal’s role in the school programme are as follows:

- Explores and interprets the objectives of guidance programme to the teachers, parents and immediate community where the school is located
- Encourages and motivates the staff to help and cooperate with the counselor
- Provides furnished office space for the counselor
- Provides financial support and suitable facilities such as bulletin board, up-to-date career library, stationery and other relevant facilities
- Refers students, staff and parents to counselor for assistance
- Allocates time officially for counseling
- Supports continuous evaluation of the programme to ensure that it is fulfilling stated objectives

SELF-ASSESSMENT EXERCISE 2

The principal is potentially the most singularly important person in the development of guidance programme in the school”. Discuss?

3.3 The Vice-Principal

The Vice-Principal is appointed to assist the principal in the day-to-day activities. Guidance programme is one of school duties that the principal may assign to the vice principal. This shows that the support of the vice principal is highly needed too because he/she also has strong influence in the operation of guidance programme in the school.

The Teachers

The teachers are the closest staff to the students. This is due to the extended contacts they have with students. This important position makes them very important in the guidance team. The following are the roles in educational guidance:

- Recognize, identify and refer students who need counseling (it could be in the area of academic, vocational or socio-personal) to the counselor
- Assist in the diagnosis of some problems prone to some students in the school
- Orientate and encourage to seek the help of a counselor by telling them the relevance of guidance and counseling
- Assist in identifying other resource persons or helpers outside the school or among the PTA members
- Prepare and make students' continuous assessment available to the counselor.

The teachers are in fact the most useful allies of the counselor. For the implementation of the guidance programme to be successful, the counselor needs to develop a good rapport with them. The counselor should be in mind that he/she needs the teachers more than the teachers need him.

SELF-ASSESSMENT EXERCISE 3

Outline the teacher's responsibilities in the success of the school guidance programme.

3.4 The School Health Personnel

The medical team comprising the doctors, nurses, dentist etc. The medical team is needed in the school to provide basic preventive health services including routine checks for ear, nose, throat, eye and teeth problems. They also provide appropriate remedy for ailments and advise students on basic hygiene rules. The medical can refer clients to the counselors and counselors too can refer clients to the medical personnel for adequate treatment of any ill health. The counselor should therefore develop good rapport with members of this team for the success of the school guidance programme.

Other non-academic staff

Other non-academic staff that have peculiar roles to play in the administration of guidance programme include the school drivers, clerks, messengers, librarian and

gateman. For instance the gateman can carry out referral work since by virtue of his position within the school, he knows the habitual late comers and could provide this information to the counselor.

Another example is the librarian, he/she can be helpful to the extent that he/she collects the books, journal and pamphlets on guidance, occupational information and provide necessary help to students for their use.

In order to establish guidance services on firm footing it is essential to get cooperation of parent-teacher association, religious and labour organisations, etc.

3.5 The Parents

The role of the parents in guidance programme is realized through cooperation with the school authority and the counselor. The responsibilities of the parents include the following:

- They need to provide information which will be useful for the counselor to assist their children
- They need to consult with the counselor to know more about their children
- They need to encourage their children to make use of the guidance services
- They can act as resource persons during the school's career week.

SELF-ASSESSMENT EXERCISE 4

As a parent and member of PTA, how can you facilitate effective implementation of guidance programme in your school?

4.0 CONCLUSION

From the foregoing discourse, you would have noted that guidance is an all-inclusive programme intended to help students achieve their optimum potential. The whole of the programme has to be a joint venture involving all the people who have direct and indirect contact with the students.

5.0 SUMMARY

The school guidance programme is a broad one demanding various roles and responsibilities from all personnel in the system. Thus, in this unit you have learnt the roles of the various school personnel in ensuring the success of the school guidance programme.

6.0 TUTOR-MARKED ASSIGNMENT

1. "The school counselor cannot work as a 'lone ranger' he needs the support of other school personnel in the implementation of guidance services".

- Discuss
2. Discuss the role of (a) principal (b) parents (c) teachers (d) librarian in the implementation of guidance services

7.0 REFERENCES/FURTHER READING

Ajufo, B. I. & Owoyele, J. W. (2008) *Basic in the Organisation & Administration of Guidance Services*, Ijebu-Ode, Sanjo Prints

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UNIT 4 THE ROLE OF THE COUNSELLOR AND STUDENT IN ADMINISTRATION OF GUIDANCE PROGRAMME

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 The Role of the Counselor as the Coordinator of Guidance Programme
 - 3.1.1 Guidance and Discipline
 - 3.2 The Role of the Students as the Focus of the Guidance Programme
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

1.0 INTRODUCTION

In the previous unit, the various role played by every member of staff in the administration of guidance programme were discussed. In this unit, you will get to know who a counsellor is his role as the nerve can initiative and coordinator of the school guidance programme as well as the role of the students as the focus of the guidance programme.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- Define who a guidance counselor is
- Discuss the role of the counselor as the initiator of guidance programme
- Describe what role of the students have to play as the main focus of the guidance programme.

3.0 MAIN CONTENT

3.1 The Role of the Counsellor

Before we talk about the role of the counsellor as the coordinator of guidance programme, we shall first of all know who a guidance counselor is.

Who is a guidance counsellor?

A guidance counsellor is a specialized professional who can be regarded as a special kind of teacher who has the innate and acquired skills for helping people who have problems to have deep insight into their own abilities and capabilities and thus be able to self-solve their problems.

The counsellor is the nerve centre of the guidance programme in the school. He/she should therefore take the lead and act as initiator, manager, consultant and coordinator of various guidance activities under the umbrella of the principal. For him to succeed, he/she should have a well-balanced lovable personality, a broad outlook understanding attitude and a genuine interest in helping students. He/she should use democratic approach with the counsellees, show dogged commitment to making a success of initiating and sustaining guidance and counselling programmes.

Furthermore, he/she should seize any available opportunity to explain the relevance of guidance services to the entire members of the community. The roles of guidance counsellor as the specialist in the guidance programme include the following responsibilities.

- Consult with the principal, teachers and other staff to meet students needs

- Provide referrals to appropriate professionals in the school and outside community
- Provide personal, social, academic and career counselling to individuals and small groups
- Helps in the placement of students
- Organize orientation programme for new students and also for those passing through transition periods such as students from junior secondary school to senior secondary school
- Provide general and specific information for students considering further education or for the world of work or other topics of special interest
- Enlighten the students and parents on admission policy and procedures into higher institutions
- Compile, keep and make available on request the students' cumulative folder
- Help students in the choice of subjects relating to professions of their choices
- Educate students regarding proper study habits and assist them in their general academic development
- Organize career days, career weeks, career conferences where career talk can be given by experts from different fields such as engineering, medicine, education, law etc
- Organize parents' day and other interactive forum where issues concerning the students can be discussed with their parents
- Organize vocational trips for the students
- Administer psychological tests like intelligence tests, personality and attitude inventories
- Write an annual report on the success or failure of the programme and make recommendations for improvements.

3.1.1 Guidance and Discipline

SELF-ASSESSMENT EXERCISE 1

In your own words, define who a guidance counsellor is

3.2 The Role of the Student as the Focus of the Guidance Programme

The students are the focus of the guidance programme in schools. School guidance programme is meant to meet the needs of the students. The students should therefore be made to understand and appreciate the importance of guidance and counselling. They serve as a link between counselors, other students and their parents. They could assist the counselor in collection of information in all areas of educational, vocational and personal social guidance and counselling. There is the need for a cordial relationship between the students and the counsellor in order to ensure the success of the guidance programme.

- Guidance programme is a broad one demanding the total involvement of everyone who has direct or indirect contact with the school. Who then is the focus of the guidance programme?
- The students.

4.0 CONCLUSION

The counsellor, who is the pivot around whom the whole of the guidance programme involves has the most important role to play and for him/her to succeed in performing these duties he/she needs to have a positive relationship with all the school personnel.

5.0 SUMMARY

In this unit, you have learnt about the role of the counselor as the coordinator of the school guidance programme as well as the role of the students as beneficiaries of the guidance programme.

6.0 TUTOR-MARKED ASSIGNMENT

1. Who is a guidance counselor?
2. Discuss the role of the counselor as the initiator of school guidance programme
3. Describe the students role as the main focus of the guidance programme.

7.0 REFERENCES/FURTHER READING

Ajufo, B. I. & Owoyele, J. W. (2008) *Basic in the Organisation & Administration of Guidance Services*, Ijebu-Ode, Sanjo Prints

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UNIT 5 THE INSTRUCTIONAL STAFF AND THE SCHOOL GUIDANCE PROGRAMME

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Roles of Instructional Staff in Guidance Programme
 - 3.2 The likely Hindrances to the Involvement of the Instructional Staff in the Guidance Programme
 - 3.3 Ways to Enlist the Support of Instructional Staff by the Counsellor
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

1.0 INTRODUCTION

In last unit, you were taught the role and responsibilities of a guidance counsellor. In this unit, we shall be discussing the roles of the instructional staff in the school of guidance programme, the likely hindrances to their effective involvement in the school guidance programme and ways by which the counselor can enlist their support for the success of the guidance programme.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- Discuss the roles of the instructional staff in the school guidance programme
- State the likely hindrances to the effective involvement of the instructional staff in the school guidance programme
- Enumerate the qualities required of a counselor to be able to enlist the support of instructional staff for the school guidance programme.

3.0 MAIN CONTENT

3.1 Roles of Instructional Staff in Guidance Programme

First of all, let's discuss who instructional staff are. Instructional staff are the school personnel whose main duty involves the giving of instruction to the learners in the classrooms. They are the academic staff members of the school. They are otherwise known as class-teachers and subject teachers.

The instructional staff members have several roles to play in the guidance programme of the school. These include their roles as assistants in the various traditional services of guidance. The following are the major roles they play:

Membership of the guidance committee: A guidance committee is of paramount importance to the success of school guidance programme. The members see to full implementation of guidance programme. They do most of the running around and other necessary jobs to ensure the success of all guidance programme. For instance, in organizing career day, the instructional staff can be asked to identify and motivate resource persons to attend the occasion.

Identification of prospective clients: The instructional staff are in the best position to identify students with special problems such as under achievers, those with emotional problems, poor study habit, aggression, loneliness and other antisocial behaviours as well as academic malfunctioning. The instructional staff can easily identify all these during the period of teaching and learning in the classroom. Hence, they help in referring such students to the counsellor.

Information giving: information being a vital ingredient of any guidance programme forms part of the special roles of the instructional staff in guidance programme. Teachers are the custodian of students' records covering students' cognitive, affective and psychomotor areas of life. They can be described as the intermediary between the counselor and the students in that they form the best set of people who can relate the personality of the individual student when such information is required. Information are very important to the counsellor, just like stethoscope is to be doctor. It is important to note that just as the counsellor cannot do without information so also he cannot do without the cooperation of the

instructional staff.

Another area, where the instructional staff have great role to play in the guidance programme is in organizing orientation services, placements into educational and vocational schemes.

SELF-ASSESSMENT EXERCISE 1

Who are instructional staff and discuss three roles played by them in the guidance programme.

3.2 The likely Hindrances to the Involvement of the Instructional Staff in the Guidance Programme

Teachers as disciplinarians

The role of the instructional staff as teachers and disciplinarians may deter students from positively perceiving their roles in the guidance programme. There would be problem of reposing confidence in them and trusting their ability to uphold confidentiality by the students. Even when teachers refer students to the counselor, the students may not want to open up to the counselor because they see the referral as a form of probing. The closeness of teachers to administration definitely raises students' fear of being exposed, punished or even expelled at the end of the day.

Teachers' Perception of the guidance programme

There is also this problem of lack of awareness of the importance of the guidance programme by many teachers. Some see it as a form of usurping their job. They feel that during their own school days, there was nothing like that and still they came out in 'flying colours'. Although, there is greater awareness now that elements of guidance and counseling forms a part of teachers' education, there are still countless number of teachers who do not appreciate the need for the programme. They are some who are envious of the exalted position of the counselor especially where most of the essential materials required for counseling are present such as a well equipped and furnished office, a receptionist/secretary waiting room, career corner and others.

Counsellor's disposition of others

Sometimes, the counsellor's negative attitude such as pride, isolation and poor interpersonal relationship hinders active participation of the instructional staff in the guidance programme. However, the active involvement of the instructional staff is indispensable if the success of the guidance programme must be achieved. Infact, one can say that it one of the major duties of the counselor to device ways of enlisting the support of the instructional staff in the programme.

SELF-ASSESSMENT EXERCISE 2

Mention three likely hindrances that may prevent the instructional staff from participating fully in the school guidance programme.

3.3 Ways by which Counsellors can Enlist the Support of Instructional Staff for the Success of School Guidance Programme

To achieve success, the counsellor should possess the following interpersonal skills:

Good Approach

The counselor must be courteous. He/she should be polite and respectful to other school personnel.

Listening to others

He/she must learn to listen to others as colleagues when they talk. When this is done, they always feel relieved when they are patiently listened to.

Be charming and friendly

The counselor must always learn to smile and receive others with warmth, love and understanding. Smile is like a tonic, it attracts. People who smile easily win many friends for themselves.

Accept and Tolerate Others

The principle of individual differences must be paramount in the mind of the counsellor. He/she should not expect everybody to be like him/her. He/she should accept his/her colleagues the way they are. There is no need to being overtly rigid and insisting on getting your own ways always. In relating with others, the counsellor should expect to experience a variety of role and experience at anytime as the occasion demands.

Maintain High Integrity

The counsellor should be straight forward in his/her dealings with others. He/she should not give room for doubt and should show respect and love to everybody in clear and unambiguous ways.

Ensure free communication

A counselor needs to maintain good communication flow in order to avoid suspicion and mistrust which can disrupt the smooth running of the guidance programme. He should always be ready to assist because his readiness to help will always endear people to him and the same people will always show immediate concern when he needs them.

Always Maintain Decency

A counsellor should always try to be neat and decent in his/her appearance and manner. Indeed a counselor ought to be role model.

4.0 CONCLUSION

Going by the adage that says ‘a tree does not make a forest’ shows that communal co-existence and mutual relationship cannot be divulged from human social groups buttressing the fact that the guidance counsellor no matter how highly trained and proficient he is, he cannot carry out his responsibilities within the school system without the utmost cooperation of other school personnel especially the instructional staff of the school who have great control over their learners.

5.0 SUMMARY

In this unit, you have been able to see that it is practically impossible for the counsellor to successfully execute guidance programmes in the school without the full cooperation of the instructional staff. You have also seen that the involvement of instructional staff in the guidance programme depends on the good rapport that exist between the counsellor and the instructional staff as well as the special qualities the counselor possesses.

6.0 TUTOR-MARKED ASSIGNMENT

1. Discuss the roles of the instructional staff in the school guidance programme
2. what are the likely hindrances to the involvement of the instructional staff in the guidance programme?
3. enumerate the qualities required of a counsellor to be able to enlist the support of the instructional staff for the school guidance programme.

7.0 REFERENCES/FURTHER READING

- Ajufo, B. I. & Owoyele, J. W. (2008). *Basic in the Organisation & Administration of Guidance services*, Ijebu-Ode, Sanjo Prints
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MODULE 3

Unit 1	Designing a Counsellor's Office
Unit 2	Establishment of a private Guidance and Counselling Centre
Unit 3	Service Delivery: Effective Techniques and Strategies
Unit 4	Use of tests in Guidance
Unit 5	Guidance Programme Review and Evaluation

UNIT 1 DESIGNING A COUNSELLOR'S OFFICE

CONTENTS

1.0	Introduction
2.0	Objectives
3.0	Main Content
3.1	Location and Structure
3.2	The Counsellor's Main Office (The Interview Room)
3.3	The Receptionist or Secretary Waiting Room
3.4	Library/Equipment Room and Conference Room
3.5	Staffing
4.0	Conclusion
5.0	Summary
6.0	Tutor-Marked Assignment
7.0	References/Further Reading

1.0 INTRODUCTION

In this unit, you will learn about the counsellor's office which is very important to effective counseling services. This is because it is in his office that he plans his work, keeps his records or equipment and helps his clients both as individuals and sometime as a group. You will also get to know the design that must be given to it as well as the items need and the general outlook of the office.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- Discuss the factors to consider when designing a counsellor's office
- Enumerate the items that are expected to be in the counsellor's main office
- Discuss the importance of the inclusion of the bell, non transparent door, window blinds and the cabinet in the counsellor's office for effective counselling service.

3.0 MAIN CONTENT

3.1 Location

This is the most important factor that may constitute a threat to client's privacy. Rather than a noisy environment, the counsellor's office should be located in a quiet place where heart-to-heart discussion can take place.

The counsellor's office should be located away from the full glare of everybody and distance from the administrative block especially the principal's office and his assistants as well as the staff room. It should not be located in a high floor of a tall building or overlook the window of a living room. The location are certainly not conducive for counselling. Students would easily avoid such locations for fear of being seen by the principal and teachers. The assembly hall, dining hall, school library and dormitory are not equally ideal for location sites of a counsellor's office.

The counsellor's office should be located in a place that guarantees privacy, confidence and complete relief to clients. This, however does not mean that it should be located in hidden place or else it attracts endless raising of eye-brows by the public. In other words it should be located in a place not tucked away from where people will forget entirely about its existence and the same time it should be accessible to the would-be-clients.

Structure

It has not been easy reaching a consensus on a particular structure which the office should take. While some authors favour a three-room size apartment, some others suggest four. However, many authors seem to support a four room structure comprising:

- The counsellor's main office serving as the interview room
- Conference room
- Library/equipment room
- The Secretary's office/waiting room (Gesinde, 1991)

SELF-ASSESSMENT EXERCISE 1

“The counsellor's office should be located away from the full glare of everybody”
Discuss.

3.2 The Counsellor's Main Office (The Interview Room)

The Counsellor's office occupies a central position in counseling service. Therefore it should be different from what the staffroom looks like. The colour of the inner walls of the room must be cool. A colour such as grey or blue paint might be ideal for most clients since it depicts gentleness and business mindedness. The wall could be beautifully decorated with some psychological words like “There is no problem without solution”. “A problem that is well stated is half solved”. The

dimensions of the office could be 10feet x 12 feet.

The list of items one expects to find in the office of the counselor is endless. It includes, a table of moderate size and design, few chairs with cushion, a rotating chair for the counselor, a call bell to be used for emergency, a mobile phone, an intercom for internal communication, a filing cabinet or a cupboard with lock and key for keeping sensitive records, enlarged photographical tests, tape recorder, enlarged photograph of counseling session, rug on the floor or good tiles, pleasantry looking transparent door and window blinds.

The inclusion of each of these items has a lot of implications for effective counseling service. For instance a bell is necessary to call the secretary or client into the interview room or else he or she comes in uninvited and by so doing embarrasses both the client and the counselor during an interview session. Non-transparent door and window blinds are vital for the purpose of shielding the client from external intrusion during counseling session. The cabinet in the counsellor's office gives the client the assurance that his file cannot be looked through by just anybody. It is necessary to have a box of tissue paper around for emotional clients.

The office should be a "welcoming" one. It should be well ventilated with appropriate lights. The surrounding of the counsellor's office has to be beautiful flowering plants with cooling effect could be planted round it and the environment should always be neat. If it is neat and beautiful, it will give a calming effect on the client and make him feel he is going to discuss his private life with an organized and disciplined somebody. It is therefore necessary that the environment has to be attractive and not repelling.

SELF-ASSESSMENT EXERCISE 2

Describe what an ideal counsellor's main office should look like.

3.3 The Receptionist or Secretary Waiting Room

The waiting room enhances complete relief to the client. This is because the waiting room is supposed to be an atmosphere that will assure the client that the solution to his problem is at hand.

The secretary/receptionist must have a pleasant personality and must be emotionally stable. He/she is responsible for welcoming clients, giving them personal data forms to fill; opening of files for new clients and passing them to the counselor. His/her office needs to be equipped with stationary, telephone and computer. There should be chairs for the client waiting to see the counsellor. The colour of the wall should have calming effect and should be decorated with beautiful pictures and good write-up that will depict responsibility, credibility and business mindedness. There should be journals, newspapers, magazines and picture albums of psychological relevance.

SELF-ASSESSMENT EXERCISE 3

“If there is any room in the whole set-up of the counsellor’s office which should be enhance complete relief to the client, it is the waiting room”. Discuss

3.4 Library/Equipment Room

It should be a large room equipped with bookshelves, chairs and stack tables suitable for storage of books and pamphlets. The room should serve as a store room where newspaper cuttings on different aspects of life, magazines that provide information about different types of career, nature of work and specialized instruments such as Biofeed back, one way mirrors and others are kept. These equipment should be arranged in such a way that they do not hinder the movement of clients and the counsellor.

Conference Room

The conference room should be big enough to accommodate a number of people for group counselling, seminar, talk, workshop and film shows. It could also be used for storage of audio-visual equipment like the slides, tape recorders, video sets, television sets, projectors, computer /laptop and other multimedia devices.

- Where can group counselling take place in the whole set-up of the counsellor’s office?
- Conference room.

3.5 Staffing

In designing the counsellor’s office and considering the delicate nature of his job, there is the need to mention the personnel specification with which a counselor needs to work within his/her office. In ideal situations, it is appropriate to have at least four workers apart from the counselor. These people include the secretary who also acts as the receptionist, a driver, in case there is need for one, a cleaner –cum messenger and a night guard.

It is important that the entire staff be people of amiable and pleasant personality. They should be prepared to render service and empathise with clients.

4.0 CONCLUSION

The above is the ideal environment for good therapeutic programmes for a counselor in the school but lack of fund may pose or often poses as an obstacle. The counselors office occupies a central position in counseling services. Therefore, the design that must be given to it is as important as the service rendered in it. The counsellor’s office is infact his “factory house”. It is to him what a chamber is to a lawyer.

5.0 SUMMARY

The counsellor's office is essential to the overall success of the guidance programme. Hence, in this unit, we have examined the factors to be considered in designing the counsellor's office, the items needed and the general outlook of the office.

6.0 TUTOR-MARKED ASSIGNMENT

1. What are the factors to consider when designing a counsellor's office?
2. Enumerate the items that are expected to be in the counsellor's main office
3. Discuss briefly the importance of the following items in the counsellor's office: (a) Bell (b) Non-transparent door
(c) window blinds (d) The cabinet

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UNIT 2 ESTABLISHMENT OF A PRIVATE GUIDANCE AND COUNSELLING CENTRE

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Basic Considerations in Establishing Private Counseling Centres
 - 3.2 Forms of Private Counseling Service
 - 3.3 Steps in Establishing a Private Counseling Centre
 - 3.4 Basic Facilities or Materials required in Establishing Private Counseling Centre
 - 3.5 Problems Militating against the Establishment of Effective Private Counseling Centre
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

1.0 INTRODUCTION

In the last unit, you were taught the factors to consider when designing a counsellor's office in the school environment. In this unit, we shall be looking at what it takes to establish private guidance and counseling centre.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- Enumerate the factors to be considered before establishing a private counselling centre
- List five forms of private counselling services and discuss the steps involved in establishing a private counselling centre
- Discuss the problems militating against the establishment of effective private counselling centre.

3.0 MAIN CONTENT

3.1 Basic Considerations in Establishing Private Counselling Centres

Before discussing the basic things to consider before establishing private centre, it will be good to know who a private counselling practitioner is.

Who is a private counseling practitioner is?

A private counseling practitioner is somebody who is on his own. In other words, his work and activities are not supported by the government. His remuneration and fringe benefits are usually negotiated and not pre-determined.

Generally, the private counseling centre and the public counselling centre are similar with regards to the main function which is counseling. The major differences are in the following:

- Financing the establishment (the means of the source)
- The size of the establishment; and
- The requirement of a fee for service

Just like things to consider when designing a counsellor's office, there are things also to consider when establishing a private counselling centre. They are as follows:

- The source of initial capital
- The location of the centre in terms of its accessibility
- Availability of target audience or clients
- The objective of the centre

- Availability of resource persons and physical materials or facilities in enhancing the job performance of the counselor in the centre
- Licensing and certification laws
- The managerial skills of the counselor
- The level of awareness of the people in the community or environment where the centre is to be sited in terms of their knowledge of the relevance of guidance practices
- The counsellor's level of commitment, dedication and willingness to work for long period and even at very odd hours in order to assist clients solve their problems relating to educational, vocational and socio-personal adjustment

SELF-ASSESSMENT EXERCISE 1

1. Who is a private counseling practitioner and what are the major differences between a private counseling practitioner and a public counseling practitioner?

3.2 Forms of Private Counseling Centre

Private counseling service may exist in any form listed below:

- Counseling centre
- Human development centre
- Guidance centre
- Consultancy centre
- Vocational bureau
- Guidance and counseling clinic
- Educational service
- Information bureau
- Guidance and counseling centre
- Adjustment centre.

The techniques employed by private counseling practitioner are both individual and group counseling.

3.3 Steps in Establishing a Private Counseling Centre

Counseling itself is a systematic process. This means that in establishing any counseling centre whether private or public, the steps or procedures must be systematic.

1. Registration with the Counseling Association of Nigeria
2. Registration with the Corporate Affairs Commission
3. A feasibility and viability study of the areas to operate the centre. This includes a good understanding of the problems and prospects of getting clients to visit the centre
4. Creating awareness of the relevance of guidance and counseling in the

- environment through public enlightenment programme and adequate publicity of the existence of the centre
5. Assembling together the required physical facilities
 6. Recruitment of supporting staff and other personnel
 7. Commencement of actual counseling services and other guidance activities.

SELF-ASSESSMENT EXERCISE 2

Assuming you want to establish a private counseling centre, what steps would you take establishing it?

3.4 Basic Facilities or Materials required in Establishing Private Counselling Centre

In establishing a private counseling centre, both human and material resources would be required. These materials include the following:

- Professionally trained counselors
- Supporting staff and other psychological personnel
- An office accommodation
- Office equipment and furniture
- Supplies of newspaper and magazines
- Career library and catalogue
- Psychological test materials
- Para-psychological gadgets
- Computer with internal facilities

SELF-ASSESSMENT EXERCISE 3

Identify seven facilities or materials needed in establishing a private counseling centre.

3.5 Problems Militating Against the Establishment of Effective Private Counselling Centre

There are many problems besetting the establishment and development of private counseling centres in Nigeria. Some of these problems are:

1. finance (especially the initial capital for effective take off of the centre)
2. problems of obtaining useful information
3. newness of the system in Nigeria. In other words, there is lack of awareness of the relevance of guidance and counseling in the society due to its newness in Nigeria
4. competition with free counseling centres more so that people prefer free services
5. the problem of securing legal backing for its practice
6. poor feasibility and viability study.

4.0 CONCLUSION

Private counseling centres are still few in Nigeria. It is important to mention here that the development of guidance practices in Nigeria is young when compared to advanced western nations such as Britain and United States of America whose guidance services have grown and utilized in virtually all areas of human endeavour since the beginning of 20th century (Egbule, 2002). The practice of private counselling services in Nigeria is however undoubtedly a new phenomenon.

5.0 SUMMARY

In this unit, we have been able to identify and describe various forms of private counseling services. We have also been able to identify problems militating the development of effective private counselling centres in Nigeria with a view to preparing prospective private practitioners against the various challenges.

6.0 TUTOR-MARKED ASSIGNMENT

1. a. List five forms of private counselling services
b. Discuss the steps involved in establishing a counselling centre
2. What are the problems militating against the establishment and development of effective private counselling centre in Nigeria
3. Enumerate the factors to consider before establishing a private counselling

7.0 REFERENCES/FURTHER READING

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UNIT 3 SERVICE DELIVERY: EFFECTIVE TECHNIQUES AND STRATEGIES

CONTENTS

- 1.0 Introduction
- 1.0 Objectives
- 3.0 Main Content
 - 3.1 Definition of Techniques and Strategies
 - 3.2 Counselling Techniques
 - 3.2.1 Confrontation and Reflection
 - 3.2.2 Probing and Interpretation
 - 3.2.3 Paraphrasing and Summarising
 - 3.2.4 Clarification and Immediacy and Self Disclosure
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

1.0 INTRODUCTION

In the last unit, we were able to learn all it takes to establish a private counselling centre. In this unit, we are going to examine the various counseling techniques and strategies employed by the counsellor in handling clients problems.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- Define the terms “techniques and strategies”
- List eight counseling techniques and
- Discuss how five of the eight counselling techniques mentioned can be

employed to assist students solve their problems.

3.0 MAIN CONTENT

3.1 Definition of techniques and Strategies

According to Oxford Advanced Learner's Dictionary, techniques are methods of doing or performing something while strategies are plans designed for a particular purpose. In counseling, there are a number of techniques and strategies employed in handling clients' problems. These techniques are acquired from counselling theories through training by the professional counselors to help the clients understand and solve their problems. A counselor-in-training sometimes may be confronted with the choice of counseling theory to use. Some may approach every problem from a single counseling theory while others may prefer to use different counseling theories for different problems. In other words, one can be exclusively psychoanalytic client centred or rational emotive. Thus, one could approach the clients problem from any of these view points or with a combination of counseling theories or approaches by being eclectic.

SELF-ASSESSMENT EXERCISE 1

Define terms "techniques and strategy"

3.2 Counselling Techniques

The techniques that can be employed vary from confronting the client when a discrepancy arises in his expression, to reflection a feelings, probing, interpreting, paraphrasing, summarizing, self-disclosure, clarifying and others. Some of these techniques will be discussed below.

3.2.1 Confrontation

This is an interpersonal techniques used by the counselor to call the client's attention to conflicting, inconsistent or discrepant aspect of his verbal or non-verbal behaviour. For the counselor to confront effectively, he has to interpret and clarify observed discrepancies immediately. This means that other counseling techniques such as question, interpretation, clarification and immediacy are employed in using confrontation techniques. For example, the counselor can say "you said.....now you are saying something different" which one represents the real situation? There is the need for the counselor to listen attentively to be able to identify this. Effective confrontation often leads the client to a clear understanding of his or her problems and to constructive change. Confrontation can be effectively used by the counsellor in assessing and defining client's problem more accurately.

An example of using confrontation to draw clients attention to discrepancies between what they say and how they express themselves is given below:

Client: With head down; in low, flat expression less voice, I'm really very

happy. I don't know why I'm sitting here. Everything is going so well.

Counselor: You say you are happy but your expression and tone of voice

Reflection

This refers to the technique and strategy used by the counselor to respond to the emotional aspects of the client's message. This can be done by rephrasing or reorganizing the elements of the statement to bring out clearly the critical aspects of the feelings being expressed by the client. It is done to encourage the client to express more of such feelings. Clients use many words to express their feelings in counseling interviews. Some of these include happy, miserable, hopeless, depressed, good, satisfied, please, angry, bothered, etc.

Example of reflecting on feeling is given below.

Client: My class teacher is wicked. I don't want to be in his class again. I will like to change my class. After the assembly every morning, the thought of going to my class given me some concern

Counselor: You really want to leave your present class because your class teacher is pretty bad. In other words, you are not enjoying your class. Going to your class is like going to hell.

SELF-ASSESSMENT EXERCISE 2

With examples, discuss how you can use confrontation and reflection to assist students in solving their problems.

3.2.2 Probing

This is a technique generated from the counselor's point-of-view after carefully listening to the client's message. It may be described as a question which begins with what, how, when, where or who. The probe may be employed to start an interview, encourage client explanation of an issue and at times used by the counselor to extract crucial information about the client's thinking, behaviour, feelings or actions. For example, this is a 14 years old adolescent client visiting the counselor with study habit problem.

Client: I don't know why I have not been studying well and why I have been failing my examinations.

Counselor: How have you been studying? When you study, for how long can you stay with a subject before you lose interest?

Interpretation

When a client visits a counselor for help, the client may not always see or identify the connections between the explicit (verbalized) and implicit (non-verbalized) statements. The counselor may then try to translate non-verbal behaviour into words by way of giving meanings to the events the client reported. This, therefore means that the counselor is interpreting (that is stating what he thinks the client's

behaviour means).

The major purpose of interpretation therefore is that it helps the counselor to understand the meaning of the client's message. Interpretation functions to identify relationships between explicit and implicit aspects of client's message. It gives the client an opportunity to identify alternative aspects of his problem and help the client move towards self-understanding.

- Which counseling technique can be described as a question which begins with what, how, when, where or who?
- Probing

3.2.3 Paraphrasing

It is a rephrasing of the factual content of the client's message in order to get the effective dimension of the client's message. The cognitive aspect of the client's message describes events, objects, ideas, people, factual information and so on. While other aspects of the message may indicate how the client feels about the content. The latter aspect is the affective dimension of the message. The counselor should listen carefully to catch both the content and affective dimensions of the message. A client may give a content that "he is 41/2 feet tall". That is the cognitive aspect of the message. Another client may express the issue of height like this, "I am 41/2 feet tall and my friends laugh at me that I am short". In this case, being 41/2 feet tall is the cognitive dimension of the message while "my friends laugh at me" is the affective dimension of the message. When the counselor listens to capture the aspects of the message, he may paraphrase or rephrase the content to bring out the critical aspects of the content of the message. This strategy is to help both the client and the counselor to focus on the problem.

Example:

Client: That is about it. My husband and I have tried everything but nothing seems to work

Counselor: Everything you have tried has failed.

This restatement of what the client as told the counselor, focuses on the problem she is discussing.

Summarising

This refers to the process and strategy of listening for themes in the messages that clients provide. After listening to the client for a while, the counselor should be able to observe that certain aspects of the client's message form a pattern of consistent issues. Such pattern of consistent information of the message is what is described as themes. Such themes are useful to the counselor in his assessment and treatment of the problem.

Clarifying, paraphrasing, reflecting and summarizing are very important aspects of the verbal interpersonal skills. When properly used they boost counseling effectiveness. An example of sumamrisation is given below:

- Client: My sister took her son to their family doctor, and he had a long discussion with her. I don't know whether I should see the school counselor about my son. It might be a good idea. I just don't know. A colleague of mine said something about sending him to a reprimand home. But I feel that it is drastic. I don't know whether there is any solution. Maybe I could send him to live with my brother in Jos.
- Counsellor: It seems that you are thinking about a number of solutions to your problems and you are not sure of which solution you should choose. May be we can discuss each one separately.

SELF-ASSESSMENT EXERCISE 3

List the counseling techniques that are very important aspects of verbal interpersonal skills which when properly used can boost counseling effectiveness.

3.2.4 Clarification

This is a technique the counselor uses to clarify his client's problems. Clarification is meant to encourage the client to elaborate further and to ensure that accurate information gets to the counselor. This is because the counselor cannot solve a problem he does not get accurately.

Clarification is important in counselor-client verbal conversation because it helps to clarify ambiguity. In using clarification technique, the counselor may use sentences like "Do you mean that.....?" or "Are you saying that?"

Immediacy

Immediacy or direct mutual communication is the ability to discuss directly and openly what is going on at the present moment in a relationship. Immediacy means at once, without delay. In a counseling situation, the counselor is expected to react to what is happening to the client immediately without hesitation. In using immediacy technique, the counselor should not focus only on what is being said by the client but also on what is left unsaid. In other words, immediacy may bring certain covert aspects of the relationship into the open. It also serves an important function is that it gives both the counselor and client opportunities to have immediate feedbacks on the feelings, actions or thought expressed in the interview.

Example:

- Client: "This is about a young man who wants to leave home and he is having difficulty in doing so". I really do not know where to begin from (pauses and glances through the window) I had a discussion with my mum about finding a place on my won (glances through the window) we had a long discussion (looks down on the floor). It was a good discussion (fidgets and looks down at the floor)
- Counselor: I get the feeling that you are having difficulty telling me what happened.

By focusing on the discomfort the client is experiencing, the counselor has

encouraged him to discuss this discomfort and explore its meaning.

Self-disclosure

Self-disclosure means sharing personal information about oneself, one's experiences, attitudes and feelings. A good counselor discloses such information if appears that it will help the client. When using self-disclosure, the counselor can share information that relates to his current situation because it will help the client focus on a particular problem and deal with it concretely. Self-disclosure increases trust between the counselors and the client. When the need arises for self disclosure to be used, it should be used in moderation. It is difficult to communicate freely with a counselor who uses self-disclosure excessively.

Self-disclosures in general serve purposes such as establishment of rapport and interpersonal relationship.

Example:

Client: I am really upset. I just found out that my brother and sister are using drugs

Counselor: You must be worried. When my brother was on drugs, I was really worried about him. I can understand your concern.

The counselor has revealed personal information that makes the client know that he understands her feelings. The client will feel comfortable discussing the problem with the counselor.

4.0 CONCLUSION

Counseling techniques help to assure good communication between the counselor and the client and they also enhance productive interpersonal relationship.

5.0 SUMMARY

In this unit, we have looked the various techniques that can be used to facilitate effective service delivery in counseling. We have also looked at illustrative examples to facilitate proper understanding of the techniques .

6.0 TUTOR-MARKED ASSIGNMENT

1. Define the terms “technique and Strategy”
2. List eight (8) counseling techniques and discuss how five of the eight counseling techniques you mentioned can be used to assist students solve their problems

7.0 REFERENCES/FURTHER READING

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UNIT 4 USE OF TESTS IN GUIDANCE AND COUNSELLING

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Nature of Psychological Tests
 - 3.2 Types of Test used in Guidance and Counseling
 - 3.3 The Uses of Test in Guidance and Counseling
 - 3.4 Limitation of Test in Guidance and Counselling
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

1.0 INTRODUCTION

In this unit, we shall be discussing what a test is, types of test that can be used by guidance counselor, the use of test in guidance and counseling, characteristics of a good test and the limitation of test in guidance and counseling. By the end of this unit, you would have had an overall view of what test is all about and the use of it in guidance and counseling. This is because the aim of guidance is to help the individual and this can be done by understanding the individual. Tests therefore are the tools that will enable the counselor to understand the client fully so that effective assistance can be given.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- Define a test
- Describe four important tests that a school counselor can use to assist students with their problems
- Discuss the uses of tests in guiding and counseling students
- Analyse the limitations of tests in guidance.

3.0 MAIN CONTENT

3.1 Nature of Psychological Tests

What is a test?

A test is a set of tasks or question intended to elicit particular types of behaviour when presented under standardized conditions. Cronbach (1970) defines a test as a systematic procedure for comparing behaviour of two or more persons. Testing, therefore, is a way of exposing an individual to a particular set of questions in order to obtain a score.

What is a psychological test?

More than just ordinary test, psychological tests are basic and fundamental tools used by school counselors. A psychological test is an objective and standardized measure of sample of behaviour or character.

Characteristics of a psychological test

1. The test has to be suited to the age and range of the candidates
2. The test should be culturally free
3. Task/items are usually graded in order of difficulty
4. The tasks must be free of bias
5. The test must be valid and reliable.

The term validity refers to the degree to which a test actually serves the purpose for which it is intended, and reliability refers to the consistency with which a test yields

similar scores from the same group of individuals in two or more tests.

SELF-ASSESSMENT EXERCISE 1

In your words, how can you describe a psychological test?

3.2 Types of tests used in Guidance and Counselling

a. Achievement test

Achievement tests are usually designed primarily to measure the outcome of teaching, the quantity and quality of progress pupils have made in a particular class. An example is the Teacher-made class test. The application of achievement tests will enable the counselor to obtain test scores on which he can predict future educational success of individuals in the subject covered by the tests. It may also be used for vocational guidance and for obtaining information concerning the general academic aptitude of the counselees. They are usually used for selection of students into secondary schools like the Common Entrance Examination, the selection into universities like JAMB, the GCE and the WASCE.

b. Intelligence tests

Intelligence tests are tests that measure the general intellectual ability or mental abilities of an individual to reason and the capacity to learn. Intelligence tests are commonly utilized within the school system especially for screening students into different academic or vocational groups. Some of the foreign intelligence tests are Stanford-Binet Intelligence Scale (SBIS), Wechsler Adult Intelligence Scale (WISC), Wechsler Intelligence Scale for children (WISC).

c. Aptitude Tests

Aptitudes tests are primarily designed to predict future performance and success of a person in any human endeavour. Some aptitudes which can be tested include verbal, numerical, musical, mechanical, artistic, clerical scholastic, etc. Most of these aptitude tests are internationally developed.

d. Interest tests or inventories

Interest inventories measure what an individual likes or dislikes. In guidance, information about an individual's interest with regard to vocation or career is very important. Such information may assist the counselor in guiding an individual along the line of his/her interest. Local examples of interest inventories are Vocational Interest Inventory (VII) by Bakare, Motivation for Occupational Preference Scale (MOPS) by Bakare. Those internationally developed are – Ohio Vocational Interest Survey (OVIS), Minnesota Vocational Interest Inventory (MVII), Kuder Preference Records (KPR), Strong Vocational Interest Blank (SVIB) etc.

e. Personality tests

Personality tests are designed to measure individual's psychological make up. They are used to test the affective or non-cognitive aspects of behaviour such as

emotional stability, friendliness, motivation, dominance, attitudinal peculiarities, leadership, introversion – extroversion. Examples are Rorschah Ink Block, Thematic Apperception, test completion, checklist, rating scales, picture-true- Arrangement test. Some other non-tests utilized in counseling are sociometry, case study and Autobiography.

SELF-ASSESSMENT EXERCISE 2

List the different types of tests that can be used in guidance. What are their differences and similarities?

3.3 The Uses of Test in Guidance

Cronback (1970), Shertzer and Stone (1976) and Nitko (1983) identify five major uses of test by the guidance counselor in a guidance and counseling programme. These are as follows:

i. Counselling and Guidance

The guidance counsellors use tests to secure accurate and reliable information about each student's abilities, interests, aptitudes and personal characteristics in order to assist students in gaining self- understanding. Furthermore, tests are frequently used to assist students in exploring and choosing careers, and directing them to prepare for the careers they select. A single test is not used for making guidance and counseling decisions. A series of tests is administered, including an interest inventory, various aptitude tests, personality questionnaire and achievement tests.

ii. Prediction

The guidance counsellors use tests to help predict future performance such as college success, performance in mechanical occupations etc.

iii. Diagnosis

Guidance counsellors use tests to diagnose student problems, for example, their inability to cope with social environment; problem of growth and development or academic deficiencies may be identified and plans for their remedy may be put in place.

iv. Decision making & classification

Counselors use tests to help students arrive at decision basic to planning their education and vocational futures. To do this, counselors refer to test data that reflect student's aptitudes, achievements, interests and personal characteristics, even limitations of abilities. The counselor can then interpret such information to help students develop insight into their own pattern of assets and liabilities in relation to various occupational and environmental demands

Furthermore, tests could be used to classify or group individuals.

v. Evaluation

Guidance counselors use tests to help them evaluate the outcomes of guidance and counseling programme, methods, treatments etc.

Furthermore, tests eliminate a great deal of subjective judgement on an individual's ability. Tests help the counselor to know and understand the strengths, weakness and needs of individual pupils. Tests measure individual differences which are the centre of counseling and guidance efforts.

SELF-ASSESSMENT EXERCISE 3

Why should psychological tests be used in guidance?

3.4 Limitations of Tests in Guidance

Although tests are used in numerous ways in guidance and counseling, there are some limitations which restrict the extent and precision of the use of test results. Limitations of tests are generally found in some aspects like choice of tests, administration of tests, scoring of tests and interpretation of tests.

According to Miller (1968), there are three major types of limitation of tests as tools for gathering information on students. According to him, there are those inherent in the tests themselves. Under this, he explained that tests provide inexact and limited measurement; that even the best tests give approximate rather than an accurate measure of an individual's ability, knowledge, skill or interest.

The second type of limitations according to Miller are those caused by the variety of factors which may influence test performance. Such factors include:

- i. worry, anxiety, excitement, or other temporary emotional conditions experienced by the individual;
- ii. unusual or adverse testing conditions involving lighting, temperature, instructions, the size of the group being tested or the length of the testing period
- iii. hunger, fatigue, or other aspects of the physical condition of the individual
- iv. the testee's test sophistication or previous experience with similar tests;
- v. the degree to which the testee is motivated to perform to capacity or to answer questions honestly;
- vi. the testee's reading and writing skills
- vii. the ability of the examiner to establish rapport and to administer the test without modifying the test instructions or the time limit.

The third type of limitations identified by Miller (1968) are those resulting from improper interpretation of test scores. According to him unless there is a thorough understanding of the test, its validity, reliability and the nature of the group on

which the norms were established, errors will be made in interpreting test scores.

4.0 CONCLUSION

Without the use of tests, the counsellor would find it difficult to obtain information or data which would facilitate the process of helping an individual to gain self-understanding and acquire decision making competency needed to cope with his problems.

Tests in guidance and counselling provide objective, more reliable and more accurate information needed for a counselor to go about his functions. The use of tests therefore eliminates a great deal of subjectivity in the activities of the counselor. Although tests are very useful in guidance, they are two-edged tools like a hammer or other tools which can be used to build or destroy.

5.0 SUMMARY

The following are the major highlights of what you have learnt in this unit:

- definition of test and psychological test
- characteristics of a psychological test
- types of tests used in guidance
- the uses of test in guidance
- the limitations of tests in guidance.

6.0 TUTOR-MARKED ASSIGNMENT

1. Describe four important tests that a school counselor can use to assist students with their problems
2. Discuss the uses of tests in guiding and counseling students
3. Analyse the limitations of tests in guidance

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UNIT 5 EVALUATION OF GUIDANCE PROGRAMME

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Purpose of Guidance Programme Evaluation
 - 3.2 Types of Guidance Programme Evaluation
 - 3.3 Evaluation Procedures
 - 3.4 Tools for Guidance Evaluation
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

1.0 INTRODUCTION

This unit is designed to give an insight into evaluation of guidance programme. All we have been discussing from the beginning of this course can only have meaning if evaluation is carried out at the end of the day. In other words, to determine the extent to which the guidance programme has achieved the desired goals, evaluation has to be carried out. Evaluation checks not only deficiencies but also allows for programme improvement. In this unit, we shall be looking at the value and purpose of evaluation, types of evaluation, approaches to evaluation and techniques or tools for evaluation.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- Justify the need for evaluation of guidance programme
- Describe the two types of guidance programme evaluation
- Identify and discuss the activities involve in the evaluation process
- List five (5) tools used in evaluating guidance programme.

3.0 MAIN CONTENT

3.1 Purpose of Evaluation of Guidance Programme

Gibson and Mitchell (1995) define programme evaluation as a systematic set of data collection and analysis of activities, undertaken to determine the value of a programme in order to aid management, programme planning, staff development, public accountability and promotion. Evaluation activities make it possible to make reasonable judgments about efforts, effectiveness, adequacy and provide an opportunity to explore other alternative approaches or strategies to reach specific objectives.

Evaluation seeks to provide evidence of whether the programme has met the desired objectives. It provides an opportunity for programme planning and decision making. It is therefore important to evaluate guidance programme since it offers a chance for continued programme improvement.

Proper evaluation of guidance programme will help to ensure that all categories of clients and beneficiaries of the guidance programme including students, teachers, administrators, parents, employees and the general public will continue to benefit adequately from the guidance programmes.

Evaluation of guidance programme also provides a means of communication among school counselors, teachers, school administrators, parents and community in general.

It defines expectations for counselors, and provides a systematic means of measuring the counsellor's performance in relation to programme expectations. The most compelling reason for guidance evaluation is to improve the effectiveness of every counselor as well as the programme itself.

Evaluation of guidance programme determines what the programme has achieved so far. It also provides a basis for identifying critical gaps in service delivery, and for planning programme changes. In evaluating the programme's effectiveness, the following can be measured:

- Student awareness of the services;
- Satisfaction of students involved individual counseling; and
- Satisfaction of students involved in classroom and out-of-class, guidance activities.

Evaluation offers a counselor an opportunity to evaluate himself/herself and guidance personnel. It also gives him/her a basis for assessing the attainment of goals. The evaluation of individuals assesses their performance skills and proficiency, while the assessment of goal attainment focuses on the individual's programme and improvement efforts. It checks the quality of the programme and its attempt to address the needs of students.

SELF-ASSESSMENT EXERCISE 1

3.2 Types of Guidance Evaluation

Basically, there are two types of evaluation, viz formative and summative, both of which are applicable to the guidance programme.

i. **Formative Evaluation**

This type of evaluation is conducted during the planning and design of the programme. It provides immediate feedback for programme modification and improvement. This type of evaluation is on-going. It helps to determine programme strengths and weaknesses.

ii. **Summative Evaluation**

This is concerned with the evaluation of an already completed programme. When all that has been planned has been done, summative evaluation can be carried out to determine whether the programme has achieved its goals. It is the kind of evaluation that summarises the strengths and weaknesses of a programme. It may help the counselor to determine whether the programme is worth continuing. It is done when the programme is considered to be ready for general use. It helps to check the effectiveness of the programme.

Formative and summative evaluations are both important, since decisions are needed in the early and final steps of a programme. The early decisions are needed for programme improvement, while the final decisions help to check its worth.

3.3 Evaluation Procedures

The evaluation process involves a series of activities in a sequence. These are:

1. **Identification of goals to be assessed**

It is important to establish the limits, or variables for evaluation in the initial stages. In other words, evaluation can focus on the entire programme or some aspects of it objectives should be clearly stated, concise, specific and measurable. An example of such of objective would be: make students a career seminar by the end of the first term. This is when the purpose of evaluation is classified, and the issues to be evaluated are identified.

2. **Development of an evaluation plan**

After the establishment of evaluation objectives, there is a need to identify the most appropriate way of judging the extent to which a programme has achieved its goals and objectives. There should be specific information on how the data is collected, when it is collected and by whom. The plan should also indicate how the data is organized. It should provide findings on the future development of the programme. At this stage, the evaluation team is identified and the techniques to be used are selected and designed.

3. Application of the evaluation plan

When the evaluation plan has been approved, it can be put into effect. Its success depends on the competence of the evaluator, its timing and how effectively it has been planned. This is when data collection and analysis take place.

4. Utilization of the findings

Evaluation alone is of little value. It is the application of the findings that makes it worthwhile. Through evaluation of guidance programme, the counselor learns his strengths and weaknesses, and the findings offers an opportunity to determine future programme improvements. Adequate use of evaluation findings should be planned, implemented and followed up. A failure to use evaluation findings, adversely affects the programme and contributes to failure. The essence of a follow-up is that it will lead to a review which will determine whether there is a need for revision of the exercise.

It is important to consider the following, if evaluation procedures are to bear fruits:

- Deciding when to evaluate;
- Deciding what precisely to evaluate;
- Deciding whom the evaluation is intended to serve;
- Deciding who should conduct the evaluation;
- Deciding what questions the evaluation should address;
- Planning the evaluation study;
- Deciding how to report the evaluation study; and
- Dealing with political, ethical and interpersonal issues in evaluation.

SELF-ASSESSMENT EXERCISE 2

As a counselor in training, how would you develop an evaluation plan for guidance programme in your school?

3.4 Tools for Guidance Evaluation

There are several tools or ways of collecting data in guidance evaluation. It is important for the evaluators or counselor to choose or select the best tool to suit the purpose of the guidance programme evaluation. These tools include:

- Observation techniques;
- Questionnaire;
- Interviews;
- Inspection of guidance records – comprehensive reports, daily activity records, case notes and case study,

- Discussions;
- Open box suggestions;
- Self rating;
- Peer reviews
- Supervision reports and
- Clients' assessment form

SELF-ASSESSMENT EXERCISE 3

Design a questionnaire to evaluate one aspect of guidance programme in your school.

4.0 CONCLUSION

Evaluation is an integral part of guidance programme. Therefore, it should be an on-going process because it provides an opportunity to modify the programme when necessary. Evaluation of guidance programme cannot be over-emphasised since it helps to check programme effectiveness, programme response to changing needs, strengths and limitations of the programme, guidance personnel and follow-up.

5.0 SUMMARY

In this unit, you learnt about the purpose of guidance evaluation, types of evaluation, evaluation procedures and the tools for guidance evaluation. From the foregoing, you can see that evaluation suggests a continuous search for better ways of doing things and increases search for improvement.

6.0 TUTOR-MARKED ASSIGNMENT

1. Of what purpose is guidance evaluation to the overall success of the guidance programme?
2. Describe the types of guidance programme evaluation.
3. Identify and discuss the activities involved in the evaluation process
4. List five (5) tools used in guidance evaluation

7.0 REFERENCES/FURTHER READING

Ajufo, B. I. & Owoyele, J. W. (2008). *Basic in the Organisation & Administration of Guidance Services*, Ijebu-Ode, Sanjo Prints

Gibson, M. Mitchell, M. H. (1986). *Introduction to Counselling and Guidance*, New Jersey: Prentice-Hall, Inc.