



Journal of Professional Counselling (JPC)

Volume 1, No. 1, 2018

COUNSELLORS' REACTIONS TO THE IMPLEMENTATION OF GUIDANCE AND COUNSELLING SERVICES IN LAGOS STATE SCHOOL SYSTEM

AHIMIE, B. bahimie@yahoo.com; IKUBURUJU-OROLA, A. abbyorola@gmail.com & LAWAL, K. klawal41@gmail.com Department of Educational Foundations, University of Lagos

Abstract

This study examined school counsellors' reaction to the implementation of guidance services in secondary schools in Lagos state. Four hypotheses were formulated to guide this study. The descriptive survey research design was adopted. A researcher designed questionnaire was administered to 127 counsellors representing all the Local Education Districts in Lagos State. The demographic data of respondents were analyzed with simple percentages and frequency count tables while hypotheses formulated were tested using the one sample t-test statistical tool at 0.05 level of significance. The findings revealed that guidance and counselling services are available in Lagos state schools. Counsellors are also satisfied with their involvement in the implementation of the available counselling services in the school system. Recommendations include the urgent need to set up a career library, and be actively involved in organizing in-service training for staffs in the school system among others.

Introduction

Guidance and counselling include all activities, services and processes of helping students within and outside the school (Oguzie, 2014). Provision of these services is a very important and necessary part of the school system because they help students achieve their full potentials; encompassing their emotional, moral, personal, social, education and career developments. The various negative forces in our society call for strong need to bring guidance and counselling services to students, to help them have good understanding and be better informed about their academic, educational, career, personal and social lives. Oye, Obi, Mohd and Bernice, (2012) assert that guidance and counselling services are important in the school because they bring to students, an increased understanding of the educational, vocational and social information needed to make wise choices.

Counsellors in the school system have a duty to provide counselling services to students. This is their first major duty. The service rendered by counsellors help students resolve their personal, academic, career and social needs. Counsellors should be fully involved in the provision and implementation of these services. They should also be satisfied with their involvement. Counselling services that cannot be ignored in the school system include but are not limited to the following:

- Orientation services: For new students to enable them know what the available resource in the school are and where to locate them.
- Appraisal service : To collect, organize and interpret data on the students. This helps students to understand themselves. The school administration and parents also have a good understanding of the students.
- Information service: To provide the right academic, career and personal social information to students.
- Professional guidance and counselling services: For the provision of professional educational, vocational and personal social counselling to students. To address any problem that might hinder their learning.
- Planning services: To assist students to plan affectively for their future and work towards the realization of such plan.
- Research service: To help students carry out an in-depth research on any topic of interest. To collect, analyze and present correct result of data.
- Placement services: To place students in the right schools and stream them into the right classes, to avoid frustration and job dissatisfaction in future.

- Follow-up and follow-along services: To obtain relevant progress report on students' performances during and after therapy.
- Referral services: To refer students to appropriate professionals when a problem is beyond their scope.
- Consultancy service: To students in schools and in other non-school settings. To help solve individual and corporate problems.
- Evaluation service: For both the students and the counsellor to find out the effectiveness of the counselling method used.
- Testing service: To use psychometric tests (scholastic, intelligence, personality, vocational interest and clinical tests) to approve students' capabilities, achievements, interest and adjustment. - Motivational service: To encourage students to seek counselling voluntarily.
- Cumulative record keeping service: To keep cumulative record of students' activities from school entry to exit.
- In-service training programme: For school administrators, teachers and other school personnel to understand the work of the school counsellor.
- Remedial laboratory programme: To help the students' reading skills and improve their reading techniques.
- Career library services: To provide career information to help them with their choice of career.
- Career week/day programme: professionals in various fields are invited to discuss their occupation with students.
- Excursion programme: to help students gain on-the-job experience in their choice of career (Olayinka, 1993; Olusakin & Ubangha, 1996).

These services are vital components of all types and levels of education. The absence of, or non-utilization of these services in the present day school system may lead to students' involvement in behaviours that are not acceptable in the society. Researchers found out that unprecedented rise in crime wave, violence among students, cultism, wrong career choice and wrong subject combination among other issues are common among students who have not been exposed to all guidance and counselling services in their schools (Eyo, Joshua & Esuong, 2010). Modo, Sanni, Uwah & Mogbo, (2013) assert that Guidance and counselling services among secondary school adolescents act as a coping strategy for improved academic performance.

Statement of the Problem

Counsellors in the school system sometimes complain of interference from the school administrators and inability to concentrate on rendering counselling services because of workload (Teaching subjects) in addition to their counselling duties. It is doubtful if all the counselling services are provided in the school system. Where they are provided counsellors might be handicapped in their involvement in the implementation of these counselling services. They need the support and assistance of school administrators, other school personnel and parents to assist in the implementation of guidance and counselling services in the school system. Schools might also be faced with inadequate or non-availability of guidance and counselling services.

Purpose of the Study

The purpose of this study is to investigate counsellors' reaction to the implementation of guidance and counselling services in the school system in Lagos state. Specifically the study intends:

- To ascertain if there is provision of all guidance and counselling services in the school.
- To ascertain the full implementation of these services where they are provided.
- To ascertain counsellors full involvement in the implementation of these services.
- To ascertain counsellors' satisfaction with their role in the implementation of counselling services.

Research Questions

- To what extent are guidance and counselling services adequately provided in the school?
- To what extent are these services fully implemented?
- To what extent are counsellors fully involved in the implementation of these services?
- To what extent are counsellors satisfied with their involvement in the implementation of these services?

Research Hypotheses

- There is no adequate provision of all guidance and counselling services in the school system.
- There is no significant implementation of Guidance and counselling services in the school system.
- There is no significant difference in the involvement of Counsellors in the implementation of guidance services.
- There is no significant difference in the satisfactory involvement of Counsellors in the implementation of guidance services.

Methodology

Descriptive survey research design was used in this study. A sample of 127 participants' males and female was used for the study. A researcher developed questionnaire was administered to a purposeful sampling of 127 participants at the monthly meeting of Lagos state chapter of the Association of Professional Counsellors in Nigeria (APROCON). The Counsellors were from all the Local Education Districts in Lagos State.

Data Analysis

Table 1: Descriptive statistics of guidance services rendered in schools.

| Guidance services | Frequency | Percentage% |
|---------------------------------------|-----------|-------------|
| Orientation | 38 | 29.9 |
| Appraisal | 27 | 21.3 |
| Information | 37 | 29.1 |
| Professional guidance and counselling | 28 | 22 |
| Planning | 27 | 21.3 |
| Research | 17 | 13.4 |
| Placement | 36 | 28.3 |
| Follow up and follow along | 29 | 22.8 |
| Consultancy | 22 | 17.3 |
| Evaluation | 23 | 18.1 |
| Testing | 20 | 15.7 |
| Motivational | 22 | 17.3 |
| Cumulative record keeping | 20 | 15.7 |
| In-service training programme | 18 | 14.2 |
| Career library | 14 | 11 |
| Career day/week programme | 25 | 19.7 |
| Excursion programme | 16 | 12.6 |

The table above shows that majority of the respondents render one or more services in their respective schools of which orientation and placement services are the major services rendered, with research, in-service training programme, career library and excursion programme as the minor services rendered by school counselors.

Hypothesis one: There is no adequate provision of all guidance and counselling services in the school system.

Table 2: Descriptive statistics and significant level of inadequate provision of all guidance and counselling services using One Sample t-test

| Statement | N | Mean | SD | df | t-cal | p-val | remark |
|---|-----|------|------|-----|-------|-------|--------|
| Provision of all guidance and counselling services in schools | 124 | 2.0 | 0.91 | 123 | 24.45 | 0.00 | Sig. |

The table above shows that the number of responses is 124, their Mean and SD is 2.0 and 0.91 respectively while the degree of freedom is 123. It further shows that t-cal of 24.45 is significant at $p(0.00 < 0.05)$. Hence, we accept the alternate hypothesis and thus there is adequate provision of all guidance and counselling services in the school system.

Hypothesis Two: There is no significant implementation of Guidance and counselling services in the school system.

Table 3: Descriptive statistics and significant level of implementation of guidance and counseling services.

| Statement | N | Mean | SD | df | t-cal | p-val | remark |
|------------------------------------|-----|------|------|-----|-------|-------|--------|
| Services implementation in schools | 122 | 2.13 | 0.87 | 121 | 27.01 | 0.00 | Sig. |

Significant at $p < 0.05$

Table 2 above shows that the number of responses is 122, their Mean and SD is 2.13 and 0.87 respectively while the degree of freedom is 121. It further shows that t-cal of 27.01 is significant at $p(0.00 < 0.05)$. Hence, we accept the alternate hypothesis and thus all guidance and counselling services are fully implemented in the school system.

Hypothesis Three: There is no significant difference in the involvement of Counsellors in the implementation of guidance services

Table 4: Descriptive statistics and significant level of implementation of guidance and counseling services.

| Statement | N | Mean | SD | df | t-cal | p-val | remark |
|---|-----|------|------|-----|-------|-------|--------|
| Involvement in the implementation of services | 123 | 2.09 | 0.92 | 122 | 25.09 | 0.00 | Sig. |

Significant at $p < 0.05$

The table above shows that the number of responses is 123, their Mean and SD is 2.09 and 0.92 respectively while the degree of freedom is 122. It further shows that t-test value of 25.09 is significant at $p(0.00 < 0.05)$. Hence, we accept the alternate hypothesis and thus counsellors are fully involved in the implementation of these services.

Hypothesis Four: There is no significant difference in the satisfactory involvement of Counsellors in the implementation of guidance services

Table 5: Descriptive statistics and significant level of satisfaction with involvement in implementation of services.

| Statement | N | Mean | SD | df | t-cal | p-val | remark |
|---|-----|------|------|-----|-------|-------|--------|
| Satisfaction with involvement in implantation of services | 124 | 2.20 | 1.01 | 123 | 24.03 | 0.00 | Sig. |

Table 4 above shows that the number of responses is 124, their Mean and SD is 2.20 and 1.01 respectively while the degree of freedom is 123. It further shows that t-test value of 24.03 is significant at $p(0.00 < 0.05)$. Hence, we accept the alternate hypothesis and thus counsellors are satisfied with their involvement in the implementation of these services.

Summary of Findings

1. There is adequate provision of all guidance and counselling services in the school system.
2. All guidance and counselling service are fully implemented in the school system.
3. Counsellors are fully involved in the implementation of these services.
4. Counsellors are satisfied with their involvement in the implementation of these services.

Discussion of findings

Hypothesis 1 states that "there is no adequate provision of all guidance and counselling services in the school system". This was rejected because t-cal of 24.45 is significant at $p(0.00 < 0.05)$. Hence, we accept the alternate hypothesis and thus there is adequate provision of all guidance and counselling services in the school system in Lagos state. In addition to this, the descriptive data on the provision of counseling services as presented in table 1 reveals that majority of the counselors render one or more services in their respective schools of which orientation and placement services are the major services rendered, with research service, in-service training, career library and excursion programme as the minor services rendered in the school system.

This finding is in contrast with the study carried out by Alatu (2005) on the status of services in secondary schools in Edo State. The findings reveal that Guidance and counselling services in the state are faced with many obstacles which jeopardize effective delivery of the services. It has been revealed that "a large number of students are going to colleges and universities without proper planning. They think of selecting a career after finishing their education. Consequently, round pegs are inserted in square holes and square pegs at round holes, resulting in wastage of human services (Chaudhari, 2015).

Hypothesis 2 states "There is no significant implementation of Guidance and counselling services in the school system". This was rejected because t-cal of 27.01 is significant at $p(0.00 < 0.05)$. Hence, the alternate hypothesis is accepted. Thus all guidance and counselling services are fully implemented in the school system. In Masadia (2015) study on school based factors influencing implementation of guidance and counselling programme in public primary schools in Kenya, the following recommendations were made; guidance and counselling programme should be slated on the schools' time-table, the need to reduce the teaching workload of counsellors to enable them implement guidance and counselling programmes effectively in the school, dealing with the stereotype attitude of head teachers on male teachers practicing counselling in the schools and the need to inculcate the importance of counselling programmes to students through seminars and trainings.

Hypothesis 3 states that "There is no significant difference in the involvement of Counsellors in the implementation of guidance services". It was revealed statistically that t-test value of 25.09 is significant at $p(0.00 < 0.05)$. Hence, we accept the alternate hypothesis and thus counsellors are fully involved in the implementation of these services. The Connecticut school counsellor Association (CSCA), the Connecticut Association of Counsellor Educators and supervision (CACES) and the Connecticut state Department of Education (CSDE) presented a document which recommended best practices for establishing comprehensive school counselling programme and provides direction to school counsellors, The evaluation of school counsellors and school counselling programmes. School counsellors and administrators are also encouraged to collaborate in implementing this model that will assist school districts in

their mission to prepare all students to meet high academic standards and to become more productive and contributing members of society in the 21st century.

Hypothesis 4 states that "There is no significant difference in the satisfactory involvement of Counsellors in the implementation of guidance services". Statistical analysis reveals that t-test value of 24.03 is significant at $p(0.00 < 0.05)$. Hence, we accept the alternate hypothesis and thus counsellors are satisfied with their involvement in the implementation of these services.

Conclusion

Based on the findings of this study, it can be deduced that there is adequate provision of all guidance and counselling services in the school system. All guidance and counselling services are fully implemented in the school system. Also, counsellors are fully involved in the implementation of guidance services. Counsellors are satisfied with their involvement in the implementation of these services.

Recommendations and implication for counseling

Based on the findings of this study, the following recommendations were made:

1. Counselors should undertake in research in order to test and develop theories, and gain more knowledge on how to help different categories of individual cope with their varying degrees of challenges
2. Counselors should organize in-service training programme for staffs in the school system
3. A career library should be set up by the counselor with the help and support of the school heads and significant persons in the school system. The library should consist of a collection of books, information files, directories and electronic resources on different vocations and career where students, staff or parents will have the opportunity to explore and learn about different careers. A mini Career library may be set up in the main library where there could be a problem of space.
4. Counselors should also be actively involved in the planning of excursion programme for students, staff and parents in the school system

References

- Alutu, A.N. (2005). The status of guidance Services in Secondary Schools in Edo State. *Nigerian Journal of Guidance and Counselling*. 10(1), 114 -125.
- Chaudhari, P. (2005). Need of Guidance Programme at Secondary School Level. *Research Paper in education*. 1(1), 48-50.
- Chireshe, (2006). An Assessment of the Effectiveness of School Guidance and Counselling Services in Zimbabwean Secondary Schools. A Ph. D thesis, University of South Africa.
- Connecticut School Counselor Association (CSCA); Connecticut Association for Counsellor Education and Supervision (CACES) and Connecticut State Department of Education (CSDE). (2001). Best practices for school counselling in Connecticut: Counsellor Competencies model job Description and Evaluation Guidelines.
- Eyo, M.B, Joshua, A.M & Esuong, A.E. (2010). Attitude of Secondary School Students Towards Guidance and Counselling Services in Cross River State. *Edo Journal of Counselling*. 3(1), 87-99.
- Geary, T & Liston, J. (2009). The complexity of implementing a Guidance Counsellor Education Programme. In IAEVG International conference 2020.
- Masadia, E. (2015). School-Based Factors Influencing Implementation of Guidance and Counselling Programme in Public Primary Schools in Kikuyu Sub Country, Kenya. An M. Ed Thesis. University of Nairobi
- Modo, F., Sanni, K., Uwah, C. & Mogbo, I. (2013). Guidance and Counselling Services in Secondary school as coping Strategy for improved Academic Performance of Students in Akwa Ubom State, Nigeria. *Research on Humanities and Social Sciences*. 3(4), 43-47
- Mokaya, I.O. (2012). Guidance and Counselling Services in Secondary Schools in Kenya: Students' Perception toward Guidance and Counselling Services in public Secondary Schools Kenya. LAP LAMBERT Academic Publishing
- Oguzie, S.N (20014). Guidance and Counselling Services as a Coping Strategy for Inculcating the consciousness of Peace, Conflict Resolution and National Security among Secondary School Youths in Anambra State Nigeria. *An International Multidisciplinary Journal, Ethiopia*. 8(2), 256-279.
- Okeh, F.O. (2006). Problems Hindering the Effective Implementation of Guidance and Counselling Services in Secondary Schools in Ebonyi State, Nigeria AM.Ed Project Presented to the Department of Guidance and Counselling, University of Nigeria, Nsukka.
- Olayinka, M.S. (1993). *Guidance and Counselling for Nigerian Schools*. Lagos. Literamed Publications Ltd.
- Olusakin, A.M. & Ubangha, M.B. (1996). *Introduction to Guidance and Counselling: A Basic Text for Tertiary Institutions*. Ibadan. KSP & Depet Publishers.
- Oye, N.D., Obi, M.C. Mohd, t.N & Bernice, A. (2012). Guidance and Counselling in Nigerian Secondary Schools: The Role of ICT. *IJ Modern Educational and Computer Science*. 826-33.
- Richardson, E. (2003). Comprehensive Counselling and Guidance State model for Alabama Public Schools. Alabama State Department of education.