AN INDEPENDENT STUDY

A STUDY OF THE ATTITUDES OF TEACHERS IN SELECTED SECONDARY SCHOOLS IN BENIN CITY TOWARDS SCHOOL COUNSELLORS

BY

FREDRICK DANIEL UADEMEVBO B.A. HONS.(IBADAN), P.G.D.E.(ABU).

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The undersigned certify that they have read, and recommend to the Faculty Board of Education for acceptance, a study titled, A STUDY OF THE ATTITUDES OF TEACHERS IN SELECTED SECONDARY SCHOOLS IN BENIN CITY TOWARDS SCHOOL COUNSELLORS submitted by FREDRICK DANIEL UADEMEVBO in partial fulfilment of the requirements for the award of the DEGREE OF MASTER OF EDUCATION IN GUIDANCE AND COUNSELLING.

SAM E. OKON

Dr. S. E. Okon
Supervisor

27th Oct. 1980
Date

External Examiner

DEPARTMENT OF EDUCATION
AHMADU BELLO UNIVERSITY
ZARIA

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Name of Candidate: FREDRICK DANIEL UADEMEVBO

Title of Project: A STUDY OF THE ATTITUDES OF TEACHERS IN SELECTED SECONDARY SCHOOLS IN BENIN CITY TOWARDS SCHOOL COUNSELLORS.

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F. D. UADEMEVBO

Dated 7th September, 1980.

Permanent Address
Saint Stephen's Church
Iyeu - Otuo
Owan Local Government Area
Bendel State Nigeria

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ABSTRACT

This research work was designed to examine the attitude of Secondary School teachers in Benin City towards school counsellors. An attempt was made to find out the reasons for the apparently unhealthy relationship which sometimes manifests itself between teachers and counsellors. Finally, ways and means by which guidance programmes could be made realistic in schools were explored*

Some previous researchers were reviewed in order to link attempts made so far to analyze people's attitudes towards certain subjects with the present study. Some hypotheses were formulated to provide a basis for the research design and provide a framework for interpreting the research findings.

As a part of the data gathering process, a questionnaire was designed and administered on teachers in eight Secondary Schools in Benin City. On the whole, one hundred and forty-five questionnaires were returned duly completed by the respondents. They were assembled, arranged into tables and analyzed. The raw data obtained from the questionnaire were converted into percentages for analytical purposes.

In interpreting the findings, the researcher was guided by the majority opinion of the teachers as revealed by their responses to the five-graded Likert scale questionnaire constructed for the

purpose of this study. The chi square was used to test the statistical significance of the results. The results were tested for significance at the ,0£ level of confidence.

The research revealed that most of the Secondary Schools have no guidance programmes and invariably no counsellors. To a large extent, the teachers are not well informed as to the precise nature of guidance and counselling, its importance in an educational establishment and the role of counsellors in schools. Most of the teachers studied are yet to appreciate the need to have counsellors in school. and cooperate meaningfully and realistically with school counsellors. Many teachers regard the counsellor's work as a routine clerical duty which demands no special professional expertise. So, they feel that anybody can perform the role of counsellors. It was also found that the teachers see counsellors as people encroaching on the duties of Principals and Housemasters,

In the light of the findings, it was recommended that immediate steps be taken to establish guidance programmes in all the schools which have none at present. The Ministry of Education should make conscious efforts to send teachers to the universities on study leave to train as counsellors. In the absence of qualified professional counsellors, experienced graduate teachers

with drive, initiative and good human relations should act as career officers. The Ministry of Education should continue to organize workshops for counsellors and teachers on guidance and counselling.

School Principals should demonstrate a total commitment to the establishment and furtherance of guidance programmes in their schools. They should desist from the present practice of saddling counsellors with miscellaneous assignments which bear no relevance to their professional training.

The teachers should learn to cooperate with counsellors, accept them as partners in progress and encourage students to take advantage of the school's guidance services. The counsellors should assume a more dynamic and active role in the schools. They need to work assiduosly and organise orientation courses for new intakes and arrange for lectures to be delivered by important personalities in the locality on various aspects of life and the world of work. They should define clearly their roles in the schools to avoid confusion and misunderstanding and maintain regular contacts with their Principals, teachers and students' parents.

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CHAPTER I

1.0 INTRODUCTION

1.1 STATEMENT OF THE PROBLEM

Certain studies conducted in recent times in some parts of Nigeria reveal that school counsellors do not receive the full co-operation of teachers in the discharge of their duties. For example, Denga (1976:12a) found from his study of guidance activities in some Secondary Schools in Nigeria that:

> Many teachers do not see any need in coming to discuss their personal and social problems with the counsellor. They feel that he(the counsellor) is just one of the teachers and so he possesses no unique magical powers to turn round and help them solve their personal-social problems. Many do express that he is not even qualified to help the students to solve their social, personal and vocational problems.

To a large extent, teachers in Secondary Schools in Nigeria do not seem to know much about guidance and counselling and the role of counsellors in schools. The roles of counsellors have not been sufficiently defined. Many teachers have not taken formal courses in guidance and counselling and they attended institutions that had no professional counsellors. As was

observed by Okereafor (1979:3), the average teacher of today knows next to nothing about guidance and counselling nor is his school equipped with the services of a guidance counsellor. As a result, he sees his pupils' faults as moral issues only.

Denga (1976:44b) had observed that school counsellors are viewed with scepticism by many people including teachers and Principals who are the professional allies of the guidance counsellor in schools. Uademevbo (1980:81) found from his investigation into the organisation and administration of Kufena College, Wusasa, Zaria that the teachers in the college did not assist the counsellor in his guidance roles. He observed that the teachers did not refer students to the counsellor and that they adopted a non-chalant and lukewarm attitude to the guidance programme in the institution. Yet, the counsellor cannot function effectively without the support of teachers. Teachers occupy such a unique position that they can sustain or mar a guidance programme by adopting an attitude of support or rejection of it. According to Downing (1968:48), the teacher can encourage participation and encourage positive attitudes of acceptance or he can minimize the importance of the guidance

service and thus depreciate it. On a similar note, Patterson (1971:289) remarked that:

> Perhaps the most important and certainly the largest, group of personnel workers with whom the counsellor must establish adequate relationships is the teaching staff. Teachers are the closest to the students and, thus, the source of most referrals. They are the channel through which the counsellor as well as other student personnel specialists must work. The success of the counselling programme stands or falls on its acceptance, support, and use by teachers.

The investigator sees the inadequate or lack of cooperation and mutual understanding between teachers and school counsellors as a serious problem that deserves an urgent attention. Unless realistic and genuine efforts are made to arrest the situation, the bold attempts being made by the Federal Government in general and the Bendel State Ministry of Education in particular to establish functional guidance programmes in Secondary Schools may be a nullity.

The Federal Government has demonstrated her total commitment to provide guidance services in Nigeria. She says:

> In view of the apparent ignorance of many young people about career prospects and in view of personality maladjustment among school children, career officers and counsellors will be appointed in post-primary institutions. Since qualified personnel in this category is scarce, Government will continue to make provisions for the training of interested teachers in guidance and counselling. Guidance and counselling will also feature in teacher education programmes.
> (Federal Republic of Nigeria National Policy on Education, 1977:30).

One important way in which the efforts of the government can be translated into a reality is through the cooperation of teachers with counsellors. Incidentally, teachers have not lived up to expectation as far as fostering guidance activities is concerned. The result is that students have not been able to derive maximum benefits from them and have not sufficiently availed themselves of the services of school counsellors.

This study attempts to identify the views of teachers in some Secondary Schools in Benin City about the place and role of counsellors in schools. It also examines the reasons for the unsatisfactory and unhealthy relationship which sometimes exists between teachers and counsellors. Finally, it explores ways and means of establishing a harmonious relationship between both parties so that guidance programmes can function effectively in institutions of learning in Nigeria.

1.2 BACKGROUND OF THE STUDY

The desire to undertake this study arose from the observation and experience of the researcher when he was on the academic staff of one of the Secondary Schools in Benin City during the 1977/78 academic year. For the first time in the institution's forty years of existence, a guidance counsellor was posted to the school.

That was in September, 1977. While in the school, the counsellor had no special office and no infrastructural facilities. She used to stay in one corner of the school library perhaps expecting students to come to her with various problems. The researcher noticed that the counsellor was virtually on "holiday". The students did not seem to know her role and so could meet her for professional assistance and counselling.

From all indications, the teaching staff did not view her as one who had to perform unique duties. No positive steps were taken to educate the staff and students on what guidance meant to them and how they could relate to the counsellor. The counsellor was posted to the school shortly after her arrival from the United States of America. She was quite new to the staff and students of the college.

The counsellor was faced with the problem of acceptance by the teachers. This situation reminds one of Patterson's (1971:288) observations to the effect that:

> The counsellor is in a difficult situation in regard to his relations with teachers. If he is a former teacher, he may be accepted as one of them and thus not have the problem of acceptance that he would have if he came into the system after graduate education in counselling. The adequately prepared counsellor must recognize that it will be difficult for some teachers to accept him. He must apply

> his understanding of human behaviour to teachers and recognize that he may be threatening to them. If teachers feel that counselling is one of their functions, they may feel it unnecessary to have a trained counsellor in the staff and resent someone who is brought in.

Evidently, the members of staff did not relate to the counsellor in her guidance role. She did not receive the cooperation, support and assistance of the academic staff which she needed for effective performance of her duties. When the researcher asked her what she thought was responsible for the failure of students to discuss their problems with her, she stated that she could not say precisely what was amiss. She felt, however, that it was not her responsibility to solicit for clients or beg the staff to refer students to her for counselling.

From the look of things, the problem was that of role definition, proper orientation, inadequate communication and lack of proper understanding of the nature of guidance and counselling in schools. Obviously, the staff and students did not avail themselves of the services of the counsellor who might have gone to the institution with the best of intentions but could not find the right climate to "deliver her goods". It is conceivable

that similar situations abound in other Secondary Schools.

The finding of Denga (1976:23a) is an indication that counsellors in Nigeria are faced with the problem of uncooperative attitude on the part of teachers. He reported that some counsellors are strongly worried about the rivalry between teachers and themselves. To avoid this conflict, they have resorted to unwholesome attitude such as a tendency to convert themselves into individuals who will mix well with other teachers by betraying or denying their identity.

If for any reason, school counsellors cannot discharge their professional obligations to students and others, then the whole idea of training them and establishing guidance programmes in schools is defeated. Nobody who is truly interested in the progress and welfare of students can afford to close his eyes to a situation whereby guidance counsellors cannot perform their traditional duties to an appreciable degree.

1.3 THE SIGNIFICANCE OF THE STUDY

Guidance programmes are established in Secondary Schools to serve the interest and needs of students. The establishment of such programmes involves much expenditure and the utilization of the services of trained personnel. As could be observed from

the preceding analysis,one of the major problems facing school counsellors is lack of or inadequate staff commitment to the objectives of guidance programmes and the tendency for teachers to treat counsellors more or less as "persona non grata".

Therefore, any meaningful attempt to get at the grassroot of the problem of the apparently negative attitude of teachers to counsellors in schools is seen as a step taken in the right direction. Many benefits accrue to individuals when guidance programmes are successfully and realistically implemented. Guidance services consist of the professional aid given to individuals to assist them in dealing with recurring personal, educational and vocational needs and problems. They assist students in acquiring the attitudes, information and understanding needed to make wise decisions.

The importance of this study lies mainly in its contribution to knowledge. It is hoped that the results of the investigation and subsequent recommendations will serve as "food for thought" for the officials in charge of guidance and counselling in the State Ministry of Education, School Principals, teachers, counsellors and students. Consequently, students and teachers and other interested parties will appreciate the essence of

the services of counsellors in institutions of learning more than ever before and take advantage of their presence in schools.

1.4 SCOPE AND LIMITATION OF THE STUDY

The present study is concerned basically with an investigation into the attitude of teachers in selected Secondary Schools in Benin City towards school counsellors. The findings are based on the views expressed by teachers in some of the Secondary Schools located in Benin City. The responses of teachers to questionnaires administered on them in the course of the research form the bases of the findings and report.

The study does not cover Ministry officials, school administrators, non-academic staff and students in Secondary Schools in Benin City. It does not include schools outside the state capital. The area covered is limited in scope and hence, the findings cannot be over generalised. The conclusions reached apply essentially to the population used for the study.

CHAPTER II

2.0 REVIEW OF RELATED LITERATURE

2.1 THE ROLE OF TEACHERS IN FOSTERING GUIDANCE PROGRAMMES

A number of writers have stressed the need to involve teachers in school guidance services. Such writers hold the view that counsellors cannot achieve much in their efforts to implement guidance programmes without the co-operation of teachers. For example, Shertzer and Stone (1976:378) urged teachers and counsellors to find ways to co-operate to increase their effectiveness, since neither can operate alone. According to them, the success or failure of any guidance programme is dependent upon their co-operation, initiative and skills. In his own contribution to the discussion on the essence of a cordial relationship between teachers and counsellors, Kuti in Ozigi (1974:185-186) observed that:

> The counsellor needs to remember that his work is basically complementary to the work done by the teachers. Teachers deal directly and on a face to face basis. Counsellors deal on the other hand with students indirectly-indirectly in the sense that, their sources can either be as a result of referrals from teachers or from evidence from reports on students. The counsellor should therefore try to enlist the cooperation and support of teachers in his day to day work. He also has to enlist the trust and mutual understanding of teachers.

From the foregoing, we could see that counsellors cannot afford to play down the services of teachers in their institutions of learning. The simple message here therefore, is that all counsellors, no matter their ability and high level training must seek ways to work in harmony with teachers in fostering guidance programmes. Teadhers should as well join hands with counsellors in their bid to render professional assistance to persons who need their help.

Apart from Shertzer and Stone and Kuti mentioned, Muro and Dinkmeyer have acknowledged the need for teachers to co-operate with the counsellor in his guidance activities. According to the writers:

> The teacher is in a position to supply some unique ingredients for the programme. The teacher spends more time daily with the student than any other professional does. More importantly, the teacher has access to real life situations in which the student must learn to cope with two basic life tasks - meeting the expectations of work and learning to relate effectively with others. Thus, guidance becomes an essential part of the learning process, occurringin the classroom setting, and not only in the counsellor's professional office.
>
> (Muro and Dinkmeyer, 1977:314)

2.2 THE PROBLEM OF ELICITING THE SUPPORT OF TEACHERS IN GUIDANCE ACTIVITIES.

Although it is held that teachers are important for effective discharge of guidance functions, experience has shown that it is not always easy to get them to cooperate with counsellors in all respects. The reasons for this unhealthy situation are not far to seek. Patterson (1967:134) has tried to offer an explanation for the attitude which teachers sometimes display toward counsellors. In that regard, he feels that it is difficult for the classroom teacher to accept the need for specialists in human relations in the school for, to admit that specialists are necessary is to imply that teachers have certain limitations which they are reluctant to face.

Teachers sometimes see themselves as the "alpha and omega" in a school setting and hence refuse to acknowledge the existence of a specialist in matters relating to students' welfare. This observation is in accord with that held by Shertzer and Stone (1976:375). They observe that the teacher is the official of the

school having historical seniority so far as a place in the school is concerned. In training, teachers have learned that they are the facilitators of learning, the leaders in maintaining mental health and the parent surrogate. Conceptualizing their position in such a manner may lead them to perceive their role in guidance quite differently than would counsellors, Principals or counsellor educators.

Tolbert (1974:209) has also asserted that the counsellor faces a difficult problem when it comes to the question of enjoying the support of teachers in his guidance activities. He sees the counsellor as one having a hard nut to crack. He notes that one of the most critical aspects of the counsellor's job is building co-operative working relationships with the school staff. Without cooperation, communication and a two-way flow of information and assistance, the guidance service may become isolated and relatively ineffective.

One thing the counsellor can do to surmount the problem of the unco-operative attitude on the part of teachers is to specify his objectives with the teaching staff. He needs to dispel any fears and misconceptions about himself and define realistically the limits and limitations of his job and himself regularly to

ensure good communication and good relationships. Strang and Morris (1964:3) drove home this point convincingly when they said that one of the responsibilities of the counsellor is that of acquainting teachers and parents with his role and resources and attempting to make both the school and the neighbourhood better places for children to grow to maturity.

2.3 RESEARCH FINDINGS ON THE ATTITUDE OF TEACHERS TO GUIDANCE SERVICES AND SCHOOL COUNSELLORS.

Guidance and counselling is at present an infant profession in Nigeria. The counsellor is a new comer to the educational scene compared to teachers who have historical seniority over him in schools. The first official positive step towards formalising guidance services in Nigeria was taken towards the end of 1959 when some Religious Sisters of Saint Theresa's College, Ibadan invited some people to advise them on the placement of their final year female students. This group of advisers later developed into the former Ibadan Careers Council which formed the nucleus of what is today known as the Nigeria Careers Council. This Council held its first seminar in Lagos in 1964. By July 1972, there were one hundred and fifty eight registered members drawn from post-primary institutions in all the then twelve existing states in Nigeria (Oyegbami;1974:6).

It was against that background that Uademevbo (1979:4) remarked that it will take some time before people can appreciate the need for organized guidance services in Secondary Schools in this country. We have conservative people and illiterates in our society. They are sometimes sceptical about anything new. They resent changes and innovations. The tendency, therefore, is for people to adopt a negative rather than a positive attitude to counsellors in the school and the society at large.

It is therefore not surprising to note that teachers have some misgivings about counsellors. Many of the Secondary Schools have no organized guidance programmes and no professional counsellors. Most of the teachers in the schools and colleges do not seem to understand the nature and essence of guidance and counselling. A study undertaken by Awodeyi (1976:60) into guidance activities in Rimi College, Kaduna revealed that 86.4 percent of the teachers admitted that they had no formal training in guidance and counselling. In the course of this study, an attempt will be made to find out how knowledgeable teachers in Secondary Schools in Benin City are about guidance

and the roles of counsellors in schools. The underlying factor is that people's actions are sometimes determined by what they know about a subject or situation.

In a research conducted by Akintade (1977:114) into attitudes towards initiating guidance services in the post-primary schools in Ondo State in Nigeria, he found that teachers are ignorant about the role of counsellors in school settings. According to him, teachers see counsellors as people who merely duplicate personnel as their functions are the same as those of Principals.

On a similar note, Patterson (1971:39) observed that many teachers have a misconception of counselling. They think of it as giving advice, making recommendations or engaging in individual teaching or problem solving of an intellectual or cognitive nature. Teachers view the counsellor's competence as being limited to educational-vocational matters; in general, they see him as a dispenser of information and advice.

Another important finding which lends support to the notion that teachers tend to adopt a negative attitude to counsellors is that of Bojuwoye (1976:7) who found that the people connected with the guidance programme, especially the

teachers, generally showed lukewarm attitude towards the programme. He stated in his report on the Analysis and Appraisal of Current Guidance Services in Kaduna State Secondary Schools that:

> In the schools, some Principals have not shown any better attitude either. Many Principals expect the guidance teachers to devote most of their time to instructional activities. The result is that because the Principals themselves attach little importance to the programme, the teachers also take it less seriously so that many of them are not interested. The form masters and the Housemasters are perhaps the greatest offenders in this respect. Their cooperation with the guidance teacher as the study has shown is minimal if at all it exists.

Bojuwoye has not only pointed out that the teachers who formed the subject of his research did not cooperate meaningfully with the guidance counsellors in their schools, he also explained the reasons for the attitude of the teachers. He is of the view that the teachers were merely following the footsteps of School Principals who did not attach considerable

importance to guidance and counselling. This finding is in line with a remark made by Shertzer and Stone (1976:379) to the effect that:

> Principals have a responsibility to recognize the need for and the importance of a comprehensive guidance programme. If they do not support such a programme, little support will come from teachers, pupils, or parents. Principals must be active in studying the values, purposes, and limitations of the guidance programme in their school.

In essence, the Principal's total support for the guidance programme is a "sine qua non". No successful guidance programme can exist in a school without his informed, energetic and well organized efforts. The final responsibility for the success of the programme rests with him.

2.4 STATEMENT OF HYPOTHESES

The following hypotheses will be tested in this research work:

1. That teachers in Secondary Schools in Benin City are not well informed as to the nature of work of school counsellors.
2. That the Secondary School teachers in Benin City do not consider it necessary to refer students to guidance counsellors for professional aid.
3. That teachers in Secondary Schools in Benin City see counsellors as people interferring unduly with the work of Principals and Housemasters.
4. That Secondary School teachers in Benin City feel that counsellors have not been able to give a good account of themselves and that their conduct leaves much to be desired.

CHAPTER III

3.0 RESEARCH DESIGN AND PROCEDURE

3.1 SAMPLE

There are at present eleven Secondary Schools offering basically arts and science subjects leading to the award of the West African School Certificate in Benin City. Out of this number, eight were selected to form the bases of this research work. In selecting the schools, the investigator took cognizance of the need to use a sample that is truly representative of the population being studied. Accordingly, the schools selected include one co-educational school - the only co-educational Secondary School in Benin City, three out of the four boys' schools, and four out of the six girls' schools. The schools are located in various parts of the ancient city. The three schools that have guidance programmes were included in the sample.

The estimated number of teachers in the eight Secondary Schools chosen is three hundred and twenty, that is, an average of forty teachers in a school. The total number of questionnaires distributed to teachers was two hundred. Out of this number, one hundred and forty-five were returned, duly completed by the respondents.

3.2 QUESTIONNAIRE

FRAMEWORK

In order to test the hypotheses formulated for this research, certain questionnaires were drawn up for teachers in Secondary Schools in Benin City. They were carefully framed and submitted to the research supervisor for approval. The draft was read and corrected. Thereafter, a neat copy was produced for distribution to the respondents.

The questions posed included the open-ended and fixed alternative type. A five-graded Likert scale technique was also used to obtain the desired information for the appraisal and measurement of the attitudes and opinions of the respondents.

A covering letter accompanied each questionnaire given out to teachers. The letter specified what was expected of the subjects. There was also an assurance that the information required would not be used for any purpose other than the research being conducted.

The respondents were not required to indicate their names in the questionnaire and the names of their schools were not asked for though the researcher used codes for purposes of identifying the different schools used for the research. It was made clear in the directions given on the questionnaire that there were no right

or wrong answers to the questions posed. The respondents were made to realise that the important thing was their personal opinion on each subject.

3.3 DESCRIPTION OF THE QUESTIONNAIRE

The questionnaire used for this study was divided into two broad sections. The first part, designated as Section A, asked for background information from each respondent. The information required relates to sex, age, marital status, academic qualifications and teaching experience. In addition, the teachers were asked to state whether or not they had at any time attended any course or seminar on guidance and counselling.

Virtually all the questions asked were of the fixed alternative type, that is, the responses of the teachers were limited to the stated alternatives in the questionnaire. The aim was to facilitate the completion of the questionnaire by the teachers who were at the material time engaged in conducting end of year examinations and marking of students' answer scripts. There were however few open-ended questions to afford the respondents an opportunity to express their views candidly on pertinent issues.

The first part of Section B of the questionnaire consisted of a number of statements which are indicative of attitudes towards school counsellors. A five-graded Likert scale was constructed and the respondents were required to choose their position on each subject and put a tick in the column that best fitted their position. The underlying factor is that a sample of an individual's opinion could be obtained by getting his reaction to certain statements put to him. From such statements of opinions may be inferred his attitude to a given subject.

Items eighteen to nineteen were meant to test the hypothesis that the teachers being studied are not well informed as to the nature of work of counsellors in schools.

Items twenty to twenty-seven were designed to examine the validity to the notion that Secondary School teachers in Benin City do not consider it necessary to refer students to counsellors for professional assistance.

Items twenty-eight to thirty were included in the questionnaire to test the assertion that the Secondary School teachers under reference see counsellors as people who interfere unduly with the work of Principals and the duties of Housemasters.

Items thirty-one to thirty-five were aimed at testing the hypothesis that teachers in Secondary Schools in Benin City feel

that counsellors have not been able to give a good account of themselves and that their conduct leaves much to be desired.

The statements in items eighteen to thirty-five were followed by a few open-ended questions. They were designed to shed light on the points raised in the preceding sections and explore avenues, if need be, for improving guidance programmes and increasing the competence of counsellors in schools. There was in addition provision for any other comments which respondents might wish to make on guidance and counselling in schools.

3.4 *THE ADMINISTRATION OF THE QUESTIONNAIRE*

All the questionnaires used for this research work were distributed by the investigator and collected by hand. The researcher visited the schools concerned personally and distributed the questionnaires to the teachers. In each case, an interval of one week was allowed to enable the teachers have sufficient time to study and complete the questionnaire carefully. At the expiration of the time allowed, the researcher went back to collect the completed questionnaires from the respondents.

3.5 TREATMENT OF DATA

After all the completed questionnaires had been collected from the teachers in the various Secondary Schools,

they were checked to see if the school masters complied with the directives given on the completion of the questionnaire. Thereafter, the questionnaires were sorted out and arranged according to the different schools, using the code assigned to each school to differentiate them. That was done to enable the investigator obtain the data on each item from the various Secondary Schools. All the data obtained from the schools were assembled and summed up to form the bases of the tables presented and analysed in chapter four of this research work.

The total responses obtained from the teachers on each item were converted into percentages, using 145 which is the total number of teachers in each sphere, as the base. In interpreting the result, the researcher was guided by the majority opinion of the teachers on the points or issues raised in the questionnaire. In each case, the null hypothesis tested for significance is that there is no significant difference between the observed and expected frequency distribution. In respect of the questions with two alternative responses the critical chi square value was checked for one degree of freedom at the .05 level of significance whereas those involving five alternative responses had their critical chi square value checked for four degrees of freedom at the .05 level of significance.

A five-graded Likert scale questionnaire was devised to ascertain the reactions of the respondents to certain statements which are indicative of attitudes towards school counsellors. The measure used to test if the observed series of values are statistically significant is the chi square test. The formula used to calculate the chi square is:

$$X^2 = \sum \frac{(O - E)^2}{E}$$

Where O and E denote the observed and theoretical frequencies respectively. The theoretical frequency in each case is the mean (Guildford, 1973:196). In the five-graded Likert scale questionnaire the mean was twenty-nine bearing in mind that the number of respondents is one hundred and forty-five.

In interpreting the findings, the researcher worked on the theory which states that if the calculated value of X^2 is greater than that shown in the chi square table, the difference between the observed and the expected values under the null hypothesis is said to be statistically significant, in which case the null hypothesis must be rejected. On the other hand, if the calculated value of X^2 is less than that shown in the table of chi square, the difference between the observed values and those to be expected under the null hypothesis is not

significant, that is, it may well have arisen by chance; therefore, the research has failed to disprove the null hypothesis (Ferguson, 1976:91).

CHAPTER IV

4.0 PRESENTATION AND ANALYSIS OF DATA

The following tables represent the results of the investigation carried out among Secondary School teachers in Benin City to determine their attitudes towards school counsellors. The first six tables reflect the distribution of the respondents according to age, sex, marital status, educational qualifications, teaching experience, and extent of their exposure to courses or seminar on guidance and counselling. The other tables reflect the teachers' responses to statements related to guidance programmes and counsellors.

TABLE 1

AGE RANGE OF THE RESPONDENTS

RANGE	NO.	PERCENTAGE
Below 20 years	9	6.21
20-25 "	29	20.00
26-30 "	50	34.48
31-35 "	33	22.75
36-40 "	12	8.28
Above 40 "	12	8.28
TOTAL	145	100.00

The above table reveals that 77.23 per cent of the teachers used for this study are between the ages of twenty and thirty-five years.

The teachers could be considered mature enough to supply reasonable data about themselves, their experiences as teachers and express their views candidly on matters of a general nature.

TABLE 2

SEX DISTRIBUTION OF THE RESPONDENTS

SEX	NO.	PERCENTAGE	CHI SQUARE
Males	65	44.83	0.78
Females	80	55.17	0.78
TOTAL	145	100.00	1.56

As could be observed from the above table, 44.83 per cent of the teachers are males while the remaining 55.17 per cent are females. The calculated chi square for the sex distribution is 1.56. The critical chi square value for one degree of freedom at the .05 level of significance is 3.84. Since the calculated chi square is less than the table chi square value, the observed difference in the sex distribution of the respondents cannot be said to be statistically significant.

TABLE 3

DISTRIBUTION OF THE RESPONDENTS ACCORDING TO THEIR MARITAL STATUSES

MARITAL STATUS	NO.	PERCENTAGE	CHI SQUARE
Married	78	53.79	0.42
Single	67	46.21	0.42
TOTAL	145	100.00	0.84

Among the teachers who completed the questionnaire used for this study, 53.79 per cent are married. The calculated chi square for the distribution is 0.84 while the table chi square value for one degree of freedom at the .05 level of significance is 3.84. The critical chi square value is higher than the chi square calculated from the raw data. Therefore, the observed difference in marital status of the respondents is not statistically significant.

TABLE 4

THE DISTRIBUTION OF THE RESPONDENTS ACCORDING TO THEIR ACADEMIC QUALIFICATIONS.

QUALIFICATIONS	NO.	PERCENTAGE
TC II	3	2.07
H.S.C./G.C.E. A/L	23	15.86
N.C.E.	51	35.17
B.A./B.Sc.	37	25.53
B.Ed./P.G.D.E.	21	14.48
Others	10	6.89
TOTAL	145	100.00

As could be observed from table 4 above, 75.18 per cent of the respondents possess the National Certificate of Education and the first degree certificate. The percentage of those who belong to the 'others' category is 6.89. It was gathered from the responses of the teachers that this set of teachers hold the Associateship Certificate of Education, the Master of Education degree and the Master of Arts or Science degree. This shows that most of the teachers used for the study could be said to be knowledgeable to an appreciable degree.

TABLE 5

YEARS OF SERVICE IN TEACHING

RANGE	NO.	PERCENTAGE
Below 1 year	18	12.41
1-5 years	62	42.76
6-10 "	33	22.77
11-15 "	15	10.34
16-20 "	15	10.34
Above 20 years	2	1.38
TOTAL	145	100.00

As is evident from table 5 above, 55.17 per cent of the respondents have taught for a period of five years or less. This means that many of the teachers are relatively new in the teaching field. One important thing however, is that all the teachers concerned have at least had the opportunity of teaching and interacting with Secondary School students. It can reasonably be assumed that most of them know the problems of their students and have an idea of the organization and administration of Secondary Schools. All the schools used for the study are Boarding institutions and none of them has a student population of less than eight hundred.

TABLE 6

Teachers' responses to the question: Have you ever attended any course or seminar on guidance and counselling?

EXPOSURE TO COURSES OR SEMINAR ON GUIDANCE AND COUNSELLING

RESPONSES	NO.	PERCENTAGE	CHI SQUARE
Yes	50	34.48	6.98
No	95	65.52	6.98
TOTAL	145	100.00	13.96

Table 6 above reveals that only 34.48 per cent of the teachers indicated that they had been exposed to courses or seminar on guidance and counselling at one time or the other. Those who stated that they had taken courses on guidance and counselling pointed out that they were exposed to the subject in the University or College of Education. The other teachers claimed to have acquired their experience in the field from guidance workshops organized from time to time for counsellors and teachers in the state. The workshops are said to last for short durations ranging from one to three days.

It is pertinent to note that a guidance seminar was organized for teachers in the state recently. Ohikhena (1980:5) stated in his address to the annual conference of the Counselling Association

of Nigeria at the University of Benin on the 7th of August, 1980 that the State's Ministry of Education organizes guidance seminars for teachers. He made reference to the workshop on Practical Training Courses in Careers Guidance and Student Counselling being organized at the material time by the Ministry of Education in collaboration with the Institute of Education, University of Benin and the State Board of Education.

Among the teachers who had neither taken formal courses nor attended workshops on guidance and counselling, there might be some who had taught in Secondary Schools which have guidance programmes. Three of the schools used for this research have guidance services. In one other school, there was a counsellor who later left for further studies. One of the teachers who completed the questionnaire for this study stated, "so far our counsellor contributed much to the discipline in our school before she left in October, 1978 for further studies".

The above observations do not in any way mean that most of the teachers are thoroughly knowledgeable about the essence of guidance and counselling in schools. In fact, the number of teachers who responded in the negative to the question which asked if they had been exposed to courses on guidance and counselling is statistically

significant. The calculated chi square value of 13.96 is greater than the critical chi square value of 3.84 for one degree of freedom at the .05 level of significance. Therefore, the non-exposure of most of the teachers to formal courses on guidance is likely to affect their level of understanding of the nature and essence of guidance and counselling in schools. This finding lends support to the hypothesis that teachers in Secondary Schools in Benin City are not well informed as to the nature of guidance and counselling and the proper role of the counsellor in a school setting.

The following tables reflect the responses of teachers to statements related to guidance and counselling and the place of the counsellor in the school. The abbreviation SA stands for Strongly Agree, A = Agree, U = Undecided, D = Disagree and SD = Strongly Disagree.

TABLE 7

The duties of counsellors entail only handling of disciplinary problems, making recommendations and helping students choose courses and get employment or schools.

TEACHERS' OPINION ON THE COUNSELLOR'S DUTIES.

RESPONSES	NO.	PERCENTAGE	CHI SQUARE
SA	21	14.48	2.21
A	52	35.86	18.24
U	28	19.31	0.03
D	37	25.52	2.21
SD	7	4.83	16.69
TOTAL	145	100.00	39.38

As could be observed from the above table, 50.34 per cent of the teachers share the view that the duties of counsellors entail only handling of disciplinary problems, making recommendations and helping students choose courses and get employment or schools. That means in effect that majority of the teachers are of the opinion that the duties of school counsellors are limited to the areas defined above. The calculated chi square for the distribution is 39.38. This shows that there are differences of opinion among the respondents as regards the duties of counsellors in the school. The critical chi square value of 9.49 for four degrees of freedom at the .05 level of significance is less than the calculated chi square. Therefore, the null hypothesis of no significant difference

between the observed and expected frequencies is rejected at the .05 level of significance.

A close study to the teachers' responses shows that their knowledge about the duties of school counsellors is grossly limited and superficial. For one thing, some of them did not even complete the section which asked them to state three duties performed by school counsellors. It is felt that the respondents would have completed this section if they were certain of the counsellor's duties. Most of those who completed the portion demonstrated a limited knowledge of the functions of counsellors. According to some of the teachers, the duties of school counsellors are as follows:

> They guide students on how to make wise career choices. They handle disciplinary problems of the school. They make recommendations. They advise on choice of subjects and career. They direct students to their right professional courses. The counsellor maintains peace in the school. She is in charge of the school discipline. She advises students. She helps in the discharge of the school's daily routine.

While it may be true that counsellors have positive contributions to make towards the maintenance of discipline in schools and that their work may entail making recommendations on students and assisting students in their choice of career, it is not correct

to say that those are the only duties which devolve on them. Their duties and responsibilities are far more than those specified above. The counsellor's functions have been spelt out by the American School Counsellors' Association (1964) in their policy statement for Secondary School counsellors. They may be classified under the following headings:

1. Planning and development of the guidance programme
2. Counselling
3 Pupil appraisal
4. Educational and occupational planning
5. Referral work
6. Placement
7. Parent help
8. Staff counselling
9. Local research
10. Public relations.

TABLE 8

Counsellors merely perform routine clerical duties which do not require any professional expertise.

TEACHERS' OPINIONS ON NATURE OF WORK OF SCHOOL COUNSELLORS

RESPONSES	NO.	PERCENTAGE	CHI SQUARE
SA	15	10.34	6.76
A	49	33.79	13.79
U	29	20.00	0.00
D	41	28.28	4.97
SD	11	7.59	11.17
TOTAL	145	100.00	36.68

The teachers were expected to react to the statement that counsellors merely perform routine clerical duties which do not require any professional expertise by specifying their degree of agreement or disagreement with the hypothetical statement. The responses indicate that 44.13 per cent are in support of the statement while 35.87 per cent are opposed to it. That means that a greater percentage of the teachers do not see anything special about the work of counsellors. They feel that one does not need to undergo any special training to be able to do the work which they regard as a routine clerical task.

The obtained chi square from the distribution is 36.68 while the critical chi square value for four degrees of freedom at the .05 level of significance is 9.49. It follows therefore that the null hypothesis of no significant difference between the observed and expected frequencies is rejected at the .05 level of significance.

A study of the functions of counsellors specified above shows that many aspects of their duties are challenging and they demand special skills. For example, the appraisal of pupils cannot be carried out effectively without an intensive training in psychological testing and testing laboratory techniques. The tools used for appraisal purposes cannot be handled properly by one who has not learnt and mastered the technicalities involved in their use.

Moreover, to be an effective, skilled professional counsellor, one must acquire at least graduate level training in psychology, principles of guidance, vocational guidance, counselling theories, organization and administration of pupil personnel services, evaluation techniques, statistics and research methods. In addition, prospective counsellors are expected to undergo a period of internship during which they observe and participate in a wide range of guidance activities in a Secondary School, College or University Student Personnel Services (Okon, 1980:1). From the foregoing, one could observe that a person cannot become an effective

TABLE 9

Guidance and counselling programmes are indispensable in our educational system.

TEACHERS' OPINIONS ON THE NEED FOR GUIDANCE PROGRAMMES IN SCHOOLS.

RESPONSES	NO.	PERCENTAGE	CHI SQUARE
SA	12	8.27	9.97
A	40	27.59	4.17
U	33	22.76	0.55
D	47	32.41	11.17
SD	13	8.97	8.83
TOTAL	145	100.00	34.69

The responses of the teachers show that 36.86 per cent of them consider guidance and counselling programmes to be indispensable in an educational system while 41.38 per cent do not accept the idea. In other words, 41.38 per cent of the teachers do not regard guidance and counselling as invaluable in a school system. The calculated chi square of 34.69 is statistically significant since it is higher than the table chi square value of 9.49 for four degrees of freedom at the .05 level of significance. So, the differences in responses to the statement put to the teachers cannot be said to be accidental. The tendency on the part of teachers to regard guidance programmes

as unnecessary in a school setting may be a function of their ignorance about the nature of guidance and counselling. As was rightly observed by Onoja in Ozigi (1974:134), we have a favourable or an unfavourable attitude towards a profession simply because we don't know enough about that profession. If we were to know more about what some jobs entail, we would probably revise our attitudes towards such jobs.

The point being stressed here is that no one who is truly conversant with the essential nature of guidance programmes and the positive activities of counsellors would fail to acknowledge their usefulness. Many educationists have spoken of the need to have guidance and counselling programmes in schools and their views are borne out of their experiences as school administrators. For example, Edem (1979:114) remarked that the alarming rate of school drop-outs in African schools can be minimized if adequate guidance is provided to help individuals in making wise choices on the basis of accurate information. Many in certain professions today are misfits, a situation which could have been avoided had the initial advice on occupational choices been made available to them. Every school ought to have a trained counsellor on its staff.

TABLE 10

It is unnecessary to have guidance counsellors in our Secondary Schools.

TEACHERS' OPINIONS ON THE NEED TO HAVE COUNSELLORS IN SCHOOLS.

RESPONSES	NO.	PERCENTAGE	CHI SQUARE
SA	10	6.89	12.45
A	51	35.17	16.69
U	36	24.84	1.69
D	38	26.21	2.79
SD	10	6.89	12.45
TOTAL	145	100.00	46.07

As could be observed from the above table, 42.06 per cent of the teachers are in agreement with the idea that it is unnecessary to have guidance counsellors in Secondary Schools while 33.10 per cent hold a contrary view. The calculated chi square of 46.07 is statistically significant since it exceeds the table chi square value of 9.49 for four degrees of freedom at the .05 level of confidence. In other words, the null hypothesis of no significant difference between the observed and theoretical frequencies does not stand the test of time.

As was stated earlier on in this chapter, most of the teachers had not taken formal courses on guidance and counselling, neither had they attended seminars on the subject, Moreover, many of

them had not had the opportunity of availing themselves of the services of professionally trained guidance counsellors. The taste of the pudding is in the eating.

Those who know from experience and appreciate the important roles of counsellors in education do not mince words whenever they attempt to air their views on the usefulness of counsellors to all and sundry. For instance, Ohikhena (1980:4) said, "it is known that guidance counsellors can do much to alleviate the anxiety of the adolescent which is a transitional period in human development". In his own contribution to the subject, Sada (1980:2) observed in his address to the annual conference of the Counselling Association of Nigeria held at the University of Benin on the 7th of August, 1980 that the new teenager is being exposed to new threats to his wholesome growth as a result of the changing socio-economic environment. He stated further that:

> The crisis in our Secondary Schools are in many cases demonstrations of the ignorance of the present day school master or Principals of the basic needs of the pupils. We need a new breed of educationists who are not only competent in the teaching of the subject matter but also imbued with understanding of and interest in the students they teach. The production of the new breed of graduates for this task should also be your responsibility.

TABLE 11

Schools without counsellors are in a better position to produce well meaning and responsible students than those with... counsellors.

TEACHERS' OPINIONS ON THE EFFICACY OF COUNSELLORS

RESPONSES	NO.	PERCENTAGE	CHI SQUARE
SA	7	4.83	16.69
A	46	31.72	9.97
U	44	30.34	7.76
D	37	25.52	2.21
SD	11	7.59	11.17
TOTAL	145	100.00	47.79

The percentage of teachers who support the notion that schools without counsellors are in a better position to produce well meaning and responsible students than those with counsellors is 36.55. The percentage of those who are opposed to it is 33.11 and the remaining 30.34 per cent is made up of those who cannot say for sure what the true position is. The chi square for the distribution is 47.79. But the critical chi square value for four degrees of freedom at .05 level of significance is 9.49 and this figure is less than the chi square calculated from the data which is put at 47.79. For that reason the null hypothesis of no significant difference between the observed and expected frequencies is hereby rejected at

.05 level of significance.

Those who are in support of the view that schools without counsellors are more capable of producing well meaning and responsible students than those with counsellors are decidedly more than those who do not accept the idea. This situation, might be a function of many variables. According to an adage, "experience is the best teacher". The teachers who fail to appreciate the vital role of counsellors in the proper upbringing of students as well as those who are unable to make up their mind on the subject have a long way to go. One can only hope that they will change their minds for the better when the efforts being made by the universities and the government to provide trained competent counsellors for schools and colleges in Nigeria begin to materialise.

It may be right to say that the presence of counsellors alone is not enough to make schools produce well meaning and responsible students. Other factors such as basic infrastructure, facilities, the extent to which the administrator, teachers and students cooperate with the counsellor need to be taken into consideration. That is quite true, but the point being stressed here is that in a situation whereby the counsellor enjoys the cooperation of school personnel and students and he has adequate resources for effective discharge of his duties, his school is more likely to produce well meaning and responsible students than those without counsellors.

TABLE 12

Counsellors are not competent to handle students' personal-social problems.

TEACHERS' OPINIONS ON THE ABILITY OF COUNSELLORS TO DEAL WITH STUDENTS' PERSONAL-SOCIAL PROBLEMS.

RESPONSES	NO.	PERCENTAGE	CHI SQUARE
SA	12	8.27	9.97
A	48	33.10	12.45
U	38	26.21	2.97
D	40	27.59	4.17
SD	7	4.83	16.69
TOTAL	145	100.00	46.07

The total percentage of those who accept the view that counsellors are incompetent to handle students' personal-social problems as correct is 41.37 while those who reject the statement constitute 32.42 per cent of the sample. The calculated chi square value of 46.07 is much higher than the critical chi square value of 9.49 for four degrees of freedom at the .05 level of significance. Therefore, the calculated chi square value of 46.07 is significant in statistical terms. A greater percentage of the teachers feel that counsellors are not adequately prepared to deal with the complex personal-social problems which youths have to contend with.

In fact, one of the teachers remarked in her questionnaire that counsellors are ill-equipped to carry out effective work and another teacher went to the extent of urging counsellors to "shut up your offices and go back to the classroom!"

What all those amount to is that teachers have no confidence in the ability of counsellors to deal with students' problems particularly when the problems are personal-social in nature. Such teachers may wish to note that the major role of the counsellor is counselling and that counsellors have a major responsibility for working with students with personal [illegible] problems as well as with students with educational and vocational problems (Patterson, 1971:205). In this connection, Tyler (1969:8) had observed that:

> When individuals are troubled or uncertain they may want the help that counselling may bring. It is in the relatively calm, non-threatening counselling atmosphere that such a person is most likely to be able to face confusions courageously, to sort out from the ideals and values he has been exposed to, the ones which are valid for him and thus come out with a workable philosophy of life.

TABLE 13

Counsellors are not trained in Psychology which is basic for dealing with most of the problems of Secondary School students.

TEACHERS' OPINIONS AS REGARDS THE TRAINING OF COUNSELLORS.

RESPONSES	NO.	PERCENTAGE	CHI SQUARE
SA	16	11.03	5.83
A	48	33.10	12.45
U	35	24.14	1.24
D	37	25.52	2.21
SD	9	6.21	13.79
TOTAL	145	100.00	35.52

The above table represents teachers' responses to the notion that counsellors are not trained in Psychology which is basic for dealing with most of the problems of Secondary School students. Their responses indicate that 44.13 per cent accept the statement, 24.14 per cent are undecided while the remaining 31.73 per cent are not in agreement with the assertion. The calculated chi square of 35.52 is statistically significant for four degrees of freedom at the .05 level of significance. A greater percentage of the respondents are not convinced that counsellors have the basic training in Psychology. Therefore, they, are not competent to deal with the problems of Secondary School students. This again demonstrates the gross ignorance of most of the teachers about

the training of professional counsellors.

Psychology is an integral part of the course work for counsellors in training. This is in recognition of its importance in education and understanding of human nature. The inclusion of Psychology in the course work for prospective counsellors conforms with the views expressed on the subject by a committee of Counselling Psychology (1962) set up by the American Psychological Association. It states:

> Since counselling is concerned primarily with analyzing, understanding, and modifying individual behaviour, a substantial part of the professional preparation programme for school counsellors must necessarily be psychological in nature. The relevant content areas in Psychology may be subsumed under two headings: basic and professional. The first includes content areas designed to provide the counsellor with a general understanding of the principles of human behaviour; the second includes those areas of Psychology which are more directly related to the practice of school counselling.

TABLE 14

Problems of students can be handled more satisfactorily by teachers than by counsellors.

TEACHERS' OPINIONS ON THE ABILITY OF COUNSELLORS TO SOLVE STUDENTS' PROBLEMS.

RESPONSES	NO.	PERCENTAGE	CHI SQUARE
SA	15	10.34	6.76
A	51	35.17	16.69
U	27	18.62	0.12
D	38	26.21	2.79
SD	14	9.66	7.76
TOTAL	145	100.00	34.14

As could be seen from the table presented above, 45.51 per cent of the respondents accept the idea that problems of students could be handled more satisfactorily by teachers than by counsellors, 18.62 per cent have not quite made up their mind and 35.87 per cent do not accept the idea as correct. The calculated chi square for the distribution is 34.14. This figure is higher than the critical chi square value of 9.49 for four degrees of freedom at the .05 level of significance. The null hypothesis of no significant difference between the observed and expected frequencies is hereby rejected.

The result of the finding shows that a greater percentage of the respondents feel that teachers are more competent than counsellors in the handling of students' problems. The teachers had specified that counsellors are not competent to deal with students' problems. Teachers who see themselves as being more skilled in counselling than those specifically trained for the job may wish to note that teaching, their traditional role, stresses the intellectual and the instructional and requires different attributes from those demanded in counselling where the stress is on feeling (Taylor, 1971:18). In fact, Arbuckle (1950:10) had noted that teachers are not counsellors. The traditional teacher is unable to function as a counsellor and to allow such teachers to perform counselling would have calamitous results.

TABLE 15

Counselling of students is the exclusive preserve of teachers and Housemasters.

TEACHERS' VIEWS ON WHOSE DUTY IT IS TO COUNSEL STUDENTS.

RESPONSES	NO.	PERCENTAGE	CHI SQUARE
SA	13	8.96	8.83
A	48	33.10	12.45
U	35	24.14	1.24
D	38	26.21	2.79
SD	11	7.59	11.17
TOTAL	145	100.00	36.48

The above table reveals that 42.06 per cent of the respondents feel that counselling of students is the exclusive preserve of teachers and Housemasters, 24.14 per cent are undecided and 33.80 per cent think otherwise. The calculated chi square for the distribution of 36.48 is statistically significant for four degrees of freedom at the .05 level of significance since it is more than the corresponding critical value which is put at 9.49.

The responses indicate that 42.06 per cent of the respondents hold the view that teachers and Housemasters are the only school personnel who should assume responsibility for the counselling of students. This means in effect that counsellors should not undertake the duty of counselling students in the school. This finding buttresses the notion of the teachers to the effect that they are more competent than counsellors in dealing with students' problems since teachers are the people who function as Housemasters.

TABLE 16

Teachers are expected to refer students to counsellors for professional assistance in solving their personal, social, educational and vocational problems.

TEACHERS' VIEWS ON THE NEED TO REFER STUDENTS TO COUNSELLORS

RESPONSES	NO.	PERCENTAGE	CHI SQUARE
SA	7	4.82	16.69
A	35	24.14	1.24
U	36	24.84	1.69
D	53	36.55	19.86
SD	14	9.65	7.76
TOTAL	145	100.00	47.24

Here the teachers were expected to specify the extent to which they agree or disagree that teachers are expected to refer students to counsellors for professional assistance in solving their personal, social, educational and vocational problems, Their responses reveal that 28.96 per cent uphold the idea, 24.84 per cent are undecidedand 46.2 per cent reject the idea. The chi square calculated for the distribution is 47.24. This has been found to be statistically significant. It rejects the null hpothesis of no significant difference between the observed and expected frequencies for four degrees of freedom at the .05 level of significance. The opinion of a greater percentage of the teachers, therefore, is that they are

not expected to refer students' problems to counsellors. That implies that they are to deal with the problems themselves as teachers.

The position taken by teachers in this regard shows that they are not prepared to repudiate what they regard as their traditional responsibility to their students. This may be due to the fact that teachers tend to see the counsellor as no better, than they are (Patterson, 1971:288). It is pertinent at this point to note that:

> The nature of the teacher's function, the demands it makes, and the direction of training all lead to the conclusion that the teacher should not and, indeed, cannot be expected to be the key guidance person. The school counsellor, whose competencies include counselling, pupil appraisal, group work, planning and placement, referral, and consulting with parents and school staff is the primary guidance person. Even with the ideal conditions of a dedicated and enlightened teaching staff, it is probable that schools would need counsellors because of the kind of problems that students cope with today. Such problems include meeting curriculum requirements, choosing a career, finding an identity, earning a living, establishing and maintaining satisfactory human relationships to cite but a few.
>
> (Shertzer and Stone, 1976:369)

TABLE 17

Counsellors encroach on the functions of Principals.

TEACHERS' OPINIONS ABOUT THE COUNSELLORS' INVOLVEMENT IN ADMINISTRATION.

RESPONSES	NO.	PERCENTAGE	CHI SQUARE
SA	17	11.72	4.97
A	46	31.72	9.97
U	37	25.52	2.21
D	41	28.28	4.97
SD	4	2.76	21.55
TOTAL	145	100.00	43.67

It is clear from the above table that 43.44 per cent of the teachers who completed the questionnaire for this study are in agreement with the assertion that counsellors tend to encroach on the functions of Principals. Out of the remaining number, 25.52 per cent are undecided while 31.04 per cent reject the statement. The chi square calculated for the distribution is 43.67. When this is compared with the chi square in the table which is 9.49 for four degrees of freedom at the .05 level of significance, it becomes evident that the chi square value of 43.67 can be said to be statistically significant at the .05 level of significance.

In essence, the opinion of a greater percentage of the respondents is that counsellors in schools encroach on the duties meant to be

performed by Principals. This means in effect that counsellors are not expected to perform administrative functions which devolve on the Principal. One logical conclusion to be derived from this is that teachers have not fully acquainted themselves with the role of the counsellor in a school. In this regard, it may be necessary to point out that counsellors are educators who aim to create through the exercise of their skills an environment in which students can face and explore their own feelings without fear, learn how to cope ' more effectively with decision-making and examine their values and objectives without risk of condemnation (Newsome et al. 1975:6).

In fact, both counsellors and Principals aim at creating a congenial atmosphere in the school so that students can function optimally. The duties of counsellors complement, not interfere with, the functions of Principals. Administration exists to move the school toward fulfilment of its goals; it is appropriately institution centred and exists to facilitate the institution as a whole. School administrators are concerned about the efficiency of the school system. They are responsible among other things for students' being fed, kept warm and comfortable. Guidance is responsible for protecting and preserving the interests of the individual; it is structured to help the individual attain his goals (Shertzer and Stone, 1976:392).

TABLE 18

The functions which counsellors profess to perform fall within the competence of Housemasters.

TEACHERS' VIEWS ABOUT THE RESPONSIBILITY FOR COUNSELLING DUTIES.

RESPONSES	NO.	PERCENTAGE	CHI SQUARE
SA	17	11.72	4.97
A	49	33.79	13.79
U	34	23.44	0.86
D	36	24.84	1.69
SD	9	6.21	13.79
TOTAL	145	100.00	35.10

The above table reveals that 45.51 per cent of the respondents share the view that the functions which counsellors profess to perform fall within the competence of Housemasters while 31.05 per cent of them hold a contrary view. The remaining 23.44 per cent seem to be "sitting on the fence". The calculated chi square for the distribution of 35.10 may be said to be statistically significant since it exceeds the critical chi square value of 9.49 for four degrees of freedom at .05 level of significance. What emerges from the picture presented here is that most of the teachers see Housemasters who are invariably teachers as the right people to perform counselling duties in the school. This position only confirms the views of the respondents on this subject which had been discussed in this chapter.

TABLE 19

Counsellors interfere unduly with the work of Principals and Housemasters.

TEACHERS' OPINIONS ABOUT THE ENCROACHMENT OF COUNSELLORS ON THE WORK OF PRINCIPALS AND HOUSEMASTERS.

RESPONSES	NO.	PERCENTAGE	CHI SQUARE
SA	14	9.65	7.76
A	53	36.55	19.86
U	31	21.38	0.14
D	38	26.21	2.79
SD	9	6.21	13.79
TOTAL	145	100.00	44.34

A close examination of the data presented above would reveal that 46.20 per cent of the respondents are of the opinion that counsellors interfere unduly with the work of Principals and Housemasters. Out of the remaining number, 32.42 per cent reject the idea while 21.38 per cent are yet to make up their mind on the subject. The calculated chi square value for the distribution is 44.34. But the table chi square value for four degrees of freedom at the .05 level of confidence is 9.49. Since the critical value is less than the calculated chi square value, the null hypothesis of no significant difference between the observed and expected frequencies has to be rejected. It is the view of 46.20 per cent of the teachers that counsellors tend to meddle with the

work of Principals and Housemasters.

The statement was put to the respondents to see whether they would change their position on this issue when the question of counsellors' interference was framed in a different way. Their responses indicate that they are not prepared to compromise their position on the matter. They have thus confirmed the earlier finding on the question of encroachment of counsellors with the duties of Principals and Housemasters.

TABLE 20

Counsellors cannot be relied upon to keep confidences.

TEACHERS' OPINIONS ABOUT THE COUNSELLORS' ABILITY TO KEEP CONFIDENCES

RESPONSES	NO.	PERCENTAGE	CHI SQUARE
SA	5	3.44	19.86
A	36	24.84	1.69
U	38	26.21	2.79
D	48	33.10	12.45
SD	18	12.41	4.17
TOTAL	145	100.00	40.96

The responses of the teachers here indicate that 28.28 per cent share the view that counsellors cannot be relied upon to keep confidences, 26.21 per cent are undecided while 45.51 per cent see counsellors

in a different light. The calculated chi square for the distribution is 40.96. This figure is higher than the critical chi square value of 9.49 for four degrees of freedom at the .05 level of significance. It is evident from the responses of the teachers that a greater percentage of them do not feel convinced that counsellors cannot be relied upon to keep confidences. This shows clearly that the teachers' reasons for not agreeing that counsellors should deal with students' problems does not stem from a feeling that they are likely to abuse the trust placed on them.

Actually, many of the things which students discuss with counsellors are highly personal in nature. The counselling relationship is a professional one in which the counsellor is ethically bound to confidentiality. The stand of the American Personnel and Guidance Association (1974:1) on the question of confidentiality of information is that counsellors should respect the right of every client to have confidential information about himself withheld except where its release is to authorised agencies or is requested by law.

TABLE 21

Counsellors encourage students' indiscipline and instigate students against school authorities.

TEACHERS' VIEWS ON THE CONTRIBUTIONS OF COUNSELLORS TO INDISCIPLINE

RESPONSES	NO.	PERCENTAGE	CHI SQUARE
SA	0	0.00	29.00
A	39	26.90	3.45
U	33	22.76	0.55
D	50	34.48	15.21
SD	23	15.86	1.24
TOTAL	145	100.00	49.45

From the responses of the teachers, it was found that 26.90 per cent are of the view that counsellors encourage students' indiscipline and instigate students against school authorities, 22.76 per cent are undecided while 50.34 per cent do not share that view. The calculated chi square of 49.45 rejects the null hypothesis of no significant difference between the observed and expected frequency distributions since it is much higher than the critical chi square value of 9.49 for four degrees of freedom at the .05 level of significance.

It is therefore clear that majority of the respondents do not think that counsellors could be so mean as to encourage students'

indiscipline and instigate students against school authorities. This means that they do not see counsellors as irresponsible and uncouth elements.

TABLE 22

Counsellors claim to have answers to all problems students face in schools.

TEACHERS' IMPRESSIONS ABOUT COUNSELLORS' OMNIPOTENCE

RESPONSES	NO.	PERCENTAGE	CHI SQUARE
SA	5	3.44	19.86
A	36	24.84	1.69
U	37	25.52	2.21
D	46	31.72	9.97
SD	21	14.48	2.21
TOTAL	145	100.00	35.94

The data presented above reveal that 28.28 per cent of the teachers who completed the questionnaire for this study accept the view that counsellors portray themselves as people capable of solving all problems which students face in schools. Out of the remaining number, 25.52 per cent do not belong to either camp while 46.20 per cent hold a contrary view. The chi square calculated for the distribution is 35.94. The table chi square value for four degrees of freedom at the .05 level of significance is 9.49. The calculated chi square of 35.94 is statistically significant since it exceeds the critical chi square value of 9.49.

What emerges from the above analysis is that a greater percentage of the teachers do not see counsellors as people who claim to be capable of solving all kinds of problems. In other words, teachers do not consider counsellors to be special people endowed with magical powers.

TABLE 23

Counsellors do not identify themselves with teachers.

TEACHERS' VIEWS ABOUT THE ALOOFNESS OF COUNSELLORS

RESPONSES	NO.	PERCENTAGE	CHI SQUARE
SA	13	8.96	8.83
A	35	24.14	1.24
U	38	26.21	2.79
D	47	32.41	11.17
SD	12	8.28	9.97
TOTAL	145	100.00	34.00

A close examination of the above table would reveal that 33.10 per cent of the respondents are convinced that counsellors do not identify themselves with teachers. On the other hand, 40.69 per cent think differently. The remaining 26.21 per cent are yet to make up their mind on the subject. The calculated chi square for the distribution which is 34.00 may be said to be statistically significant since it is higher than the table chi square value of 9.49 for four degrees of freedom at the .05 level of significance.

The opinion of 40.69 per cent of the respondents is that counsellors may be seen as people who identify themselves with teachers. This means that counsellors are not detached. Perhaps this standpoint of the teachers stems from the fact that in virtually all schools where counsellors function in Nigeria, they teach in addition to their guidance functions. However, the finding validates Denga's (1976:23a) conclusion that counsellors tend to convert themselves into people who will mix well with other teachers by betraying or denying their identity.

TABLE 24

Counsellors see themselves as people entitled to preferential treatment and special privileges.

TEACHERS' FEELINGS ABOUT THE PRIVILEGED POSITION OF COUNSELLORS.

RESPONSES	NO.	PERCENTAGE	CHI SQUARE
SA	11	7.58	11.17
A	33	22.76	0.55
U	36	24.84	1.69
D	46	31.72	9.97
SD	19	13.10	3.45
TOTAL	145	100.00	26.83

One could observe from the data presented above that 30.34 per cent of the teachers accept the idea that counsellors tend to see themselves as people entitled to preferential treatment and

special privileges. Out of the remaining number, 24.84 per cent are undecided and 44.82 per cent are not in agreement with the idea. The calculated chi square for the distribution is 26.83 while the critical chi square value for four degrees of freedom at the .05 level of confidence is 9.49. Since the calculated chi square value is higher than the critical chi square value, the null hypothesis of no significant difference between the observed and expected frequencies cannot stand the test of time. It is therefore, rejected.

In essence, the opinion of a greater proportion of the teachers is that the idea of portraying counsellors as people who see themselves as being entitled to preferential treatment and special privileges has no fundamental premise. The author had expected that since the counsellors have separate offices and perform the unique functions of counselling students, the teachers would regard counsellors as people enjoying certain benefits which they themselves do not enjoy and therefore become jealous of him. The finding from the teachers' responses indicates that the writer's line of thought in this respect is not congruent with that of a greater percentage of teachers used for this study.

CHAPTER V

5.0 SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

An attempt was made in this research work to identify the views of teadhers in selected Secondary Schools in Benin City about the place and role of counsellors in schools. The possible reasons for the tendency on the part of teachers to regard counsellors more or less as 'persona non grata' were also explored. This chapter attempts to focus attention on the findings of the investigation. On the basis of the results obtaincd, some conclusions will be drawn. Finally some recommendations will be made for consideration by the individuals and bodies whose responsibility it is to establish and foster guidance programmes in Bendel State.

The researcher had observed that teachers do not cooperate meaningfully with school counsellors in the discharge of their duties. In order to find out to what extent the investigator's impressions could be said to be true of Secondary School teachers, a research was carried out among teachers in Secondary Schools located in Benin City. Eight Secondary Schools were selected for the purpose and two hundred questionnaires were administered on the teachers in the institutions chosen. Out of this number, one hundred and forty-five questionnaires were returned, duly completed. The raw data obtained from the questionnaires were converted to percentages for ease of interpretation.

5.1 SUMMARY OF FINDINGS

The following is a summary of the findings from the investigation conducted into the attitudes of teachers in Secondary Schools in Benin City towards school counsellors:

First, it was found that 77.23 per cent of the teachers used for this study fall within the age range of twenty to thirty-five years. The percentage of male teachers who completed the questionnaire is 44.83. It was found that 53.79 per cent of the teachers are married and that 75.18 per cent of them possess the National Certificate of Education and the first degree certificate. The investigation also revealed that 55.17 per cent of the respondents have taught for a period of five years or less and only 34.48 per cent of them had been exposed to courses or seminars on guidance and counselling. That means that a greater percentage of the teachers are not well informed as to the nature of guidance and counselling and the role of counsellors in schools. The percentage of teachers who have neither taken formal courses in guidance and counselling nor attended guidance seminars is 65.52. Only three of the schools studied have guidance programmes and counsellors at the moment.

The counsellors combine teaching with their guidance functions. It was discovered from the discussions the writer held with the counsellors that both the Principals and the teachers are not relating meaningfully and realistically to the guidance programmes. The Principals and teachers seem to see nothing special or spectacular about the programmes. Only in a few cases did teachers refer students to the counsellors for professional assistance.

Most of the teachers studied have a hazy, rudimentary and vague knowledge of guidance and counselling and the duties of counsellors. They feel that the duties of counsellors are limited to the handling of disciplinary problems, making recommendations and helping students to choose courses and get employment or schools. The research finding has therefore failed to reject the hypothesis that the teachers in Secondary Schools in Benin City are not well informed as to the nature of work of school counsellors.

The investigation also revealed that 45.51 per cent of the teachers consider themselves more competent and in a better position to handle the problems which students face in schools than counsellors. The teachers are not convinced that counsellors have special skills which they themselves cannot lay claim to. They feel that the responsibility for counselling students should rest squarely with teachers and Housemasters who work directly with students.

Moreover, 44.13 per cent of the teachers see the functions of counsellors as consisting of routine clerical duties and feel that one does not need to undergo any special training to be able to perform them creditably. This is perhaps why they do not see the need for the appointment of counsellors in schools.

It was also discovered from the inquiry that 36.55 per cent of the teachers feel convinced that the presence of counsellors in schools does not make for improved standard of behaviour and conduct on the part of students. In fact, some of the teachers remarked in their questionnaire that counsellors are ill equipped to carry out effective work and that they have no skills. So, instead of solving students' problems they compound them. They feel, too, that counsellors are not trained in psychology which is considered basic for dealing with most of the problems of Secondary School students. Therefore, counsellors are not sufficiently equipped to deal with students' problems. All in all, the teachers consider it illogical to refer students' problems to counsellors. Here again, the research has failed to reject the hypothesis that the Secondary School teachers in Benin City do not consider it necessary to refer students to guidance counsellors for professional aid.

Another major finding from the research is that 46.20 per cent of the teachers feel that counsellors tend to encroach on the duties and responsibilities of Principals and Housemasters. This stems from their conviction that counsellors perform administrative functions and are involved in matters of discipline in schools. Rather than see the duties of counsellors as being complementary to those of the administration, they see counsellors as people meddling unduly with the work of other school personnel. This finding has also failed to reject the hypothesis that teachers in Secondary Schools in Benin City regard counsellors as people interferring unduly with the work of Principals and Housemasters.

However, the unwillingness of teachers to receive counsellors with open arms does not stem from any bad impression they may have as regards the personal character of counsellors. Although the teachers have not seen much of counsellors, 41.51 per cent of them think that counsellors can possibly be relied upon to keep confidences. More than 50 per cent of the teachers think that there is no reason to believe that counsellors encourage students' indiscipline and instigate students against school authorities. The teachers do not see counsellors as irresponsible and uncouth elements. Moreover, 40.69 per cent of them do not share the view that counsellors are generally detached people who arrogate to themselves

the ability to provide answers to all problems which students face in schools. The hypothesis that Secondary School teachers in Benin City feel that counsellors have not been able to give a good account of themselves and that their conduct leaves much to be desired is therefore rejected.

5.2 CONCLUSIONS

One logical conclusion that may be derived from the above findings is that most of the teachers studied are not favourably disposed to the provision of guidance services in Secondary Schools and the posting of professional counsellors to schools to man guidance programmes. This attitude stems largely from ignorance of the essence of guidance and counselling in schools and not necessarily from any feeling of antipathy against counsellors per se.

In many respects the school Principals do not exhibit total support or commitment to the establishment of guidance programmes in schools. Where counsellors are sent to them, they do not show any personal interest and involvement in the activities of school counsellors. There is no evidence to show that the Principals take pains to educate the members of staff on the importance of the guidance programme, the roles of school counsellors and how teachers and students can relate to the guidance programme

meaningfully. The result is that both teachers and students see counsellors as strangers and begin to wonder what they are up to. They tend to regard counsellors with suspicion. As one of the teachers put it, "the few counsellors we have easily get discouraged by the scepticism of both the students and the Heads of the schools to which they are posted. The result is that the job of counsellors in our schools today is sinecure". Some other teachers observed that in most cases teachers and Principals do not cooperate with the counsellor and that counsellors play little or no role as students are not fully aware of the guidance programme.

Actually, the few counsellors available in the schools studied have not been able to make any appreciable impact. They are not sufficiently dynamic and take no steps to define their roles. They do not have the courage to tell Principals that it is out of place to assign miscellaneous duties ranging from sorting and filing letters to maintaining order in the dining hall. Consequently, teachers do not see them as people having unique skills to solve students' problems.

The students have not been able to avail themselves of the services of guidance counsellors to an appreciable degree. This is because most of the schools have no guidance programmes. Another factor at work is the largely uncooperative attitude of teachers and Principals to counsellors in schools where there are guidance programmes. Moreover, the counsellors use the staff room like the instructional staff. This factor coupled with the dearth of basic facilities for proper functioning of counsellors makes the whole exercise a mockery.

5.3 RECOMMENDATIONS

In the light of the above observations, the following recommendations are hereby made for consideration by the appropriate authorities:

A. THE MINISTRY OF EDUCATION

The author observes that there is a guidance and counselling section in the Bendel State's Ministry of Education, Benin City. This section is charged with the responsibility for coordinating guidance programmes in schools and colleges in the state. It also assumes responsibility for staff development for the guidance programme.

However, this research has revealed that the guidance and counselling unit has not been able to face squarely the task before it. For example, it was found that most of the teachers are not properly orientated towards guidance and counselling and that they are grossly ignorant or ill-informed about the essence of guidance programmes and the roles of counsellors in schools. Moreover, most of the institutions have no guidance services. Even the few ones that have counsellors are beset with the problems of having infrastructure, physical facilities, tools and equipment which are basic for effective counselling.

It is therefore recommended that a top Government official not below the rank of a Chief Education Officer, preferably with guidance orientation, be appointed to oversee the guidance and counselling section of the Ministry. It is hoped that this measure will make for greater efficiency and productivity as the officer will be able to bring into play his wide experience and exercise considerable authority and discretion in his area of jurisdiction.

More positive and realistic steps should be taken to have guidance programmes in the schools and colleges. The author appreciates the fact that there is a dearth of skilled manpower to take charge of the programmes. The suggestion here is that more conscious and genuine efforts should be made to encourage staff

members to go on in-service graduate level training in guidance and counselling. In the interim, Career Officers should be appointed to serve in the schools. Experienced graduate teachers could be appointed to the positions. Such officers should be exposed to guidance seminars and they should be encouraged to proceed later on to pursuehigher degree courses in guidance and counselling. It is felt that a modest beginning has to be made somehow.

A school counsellor requires a congenial atmosphere, indeed, a reasonably comfortable office with such things as chairs, tables, cupboards, some evidence of a library, equipment and adequate financial backing for the efficient and effective performance of his duties. The provision of these essential needs should be the responsibility of the Ministry of Education. The Ministry has not lived up to expectation in this regard as is evident from the findings from this research. She should therefore rise to the occasion and put things in their proper perspective.

The Ministry of Education should step up her current efforts to organize guidance workshops. The seminars should be made a regular feature of the educational programme. They should be attended not only by guidance personnel but also by teachers of all grades. It should be made compulsory for each school to send

teachers to attend the seminars so that they may have a proper understanding of the place of guidance in schools.

As a part of the campaign to educate people on the need for guidance services in schools, the Ministry of Education should arrange for discussions to be held on the subject over the net work of the States Radio Station and the Television from time to time. Such discussions will serve to clear the doubts people seem to have as regards the usefulness of guidance and counselling in schools.

From time to time, officials from the guidance and counselling section of the Ministry should visit schools and colleges to see things for themselves. Such inspection tours will afford them the opportunity to make an on the spot assessment of the problems facing school counsellors and assess the effectiveness of the programmes. Of course, too, a realisation on the part of the guidance personnel that his work is subject to evaluation will serve the purpose of keeping him on his toes.

B. SCHOOL PRINCIPALS

The writer recognizes the fact that no meaningful guidance programme can exist in a school without the moral, financial and administrative support of the administrator. In fact, the positive

support of the administrator for the counsellor is a "sine qua non".

Incidentally, the Principals do not appear to have demonstrated any appreciable willingness to establish or foster guidance programmes in their schools. To be able to manage and run their schools satisfactorily, and ensure the proper adjustment of their students, Principals require the services of persons who are skilled in personnel work apart from those of the regular teachers.

It is therefore suggested that Principals should strive with all the resources at their disposal to have guidance programmes established in their institutions. They could arrange with the Ministry of Education to have trained counsellors in their schools. Where that is not feasible, they should appoint graduate teachers with adequate teaching experience, good human relations, and a sense of responsibility to function as Career Officers until such a time that officers with the requisite skills, training and professional competence are available.

It is observed that in most cases, both staff and students are not educated about the existence of counsellors in schools which have them and the way they can relate to the guidance staff. Consequently, counsellors are unable to perform their duties because those who are to act as their sources of referral and their clients

are not acquainted with the purpose counsellors serve in schools.

So, Principals should demonstrate in practical terms their total commitment to the furtherance of guidance programmes by acquainting staff members, students and parents with the purpose of guidance services in their schools. They should ensure that separate offices with the basic facilities are provided for counsellors.

There is the complaint that Principals tend to saddle counsellors with miscellaneous assignments which bear no relationship with their guidance functions. That practice should cease so that counsellors may have more time to counsel students and perform their other duties to the best of their abilities.

One other observation is that most of the Principals do not seem to know much about guidance and counselling. Such officers should not regard it as a degradation to attend workshops on guidance and counselling. Afterwards, academicians of a high repute who have attained the ranks of Professors attend lectures and pursue degree courses with undergraduates in their universities. There is no end to learning. The author feels that a Principal who fully understands the guidance function may not be guilty of utilizing highly trained guidance personnel for tasks that do not make use of their special skills.

C. TEACHERS

The teachers should learn to place the interests of their institutions and students above all other considerations. They should think less of themselves. They need to have regard and respect for the ability of others including school counsellors.

The teachers should bear in mind that the Government and other interested parties that yearn for, and establish guidance programmes in schools are not out of their minds. They should learn to appreciate the efforts of the Government and seek ways to foster guidance services and cooperate meaningfully with counsellors in their schools.

One thing the teachers should realise is that they alone cannot raise the academic standard and moral tone of their institutions realistically. Other personnel are equally important. They should be able to acknowledge their limitations and inadequacies. It is pertinent to note that teachers are not counsellors and should not arrogate to themselves counselling duties. Their central role is to implement the learning process in the classroom. Their professional preparation has been designed so that they can instruct learners in a particular area of knowledge. As Taylor (1971:18) rightly pointed out, teaching stresses the intellectual and the instructional and requires different attributes from those demanded in counselling where

the stress is on feeling. The simple message here is that teachers should know where they belong and take their right places in the scheme of things.

The author thinks that what is needed most is a relationship between teachers and counsellors built on mutual understanding, trust and reciprocal cooperation. The teachers should learn to take counsellors as their professional colleagues and not as persons who have come to usurp their positions. They need to cooperate for the good of the students and the school. So, they should consider the welfare of students entrusted to their care in all their actions. Life consists essentially of interdependence. Both parties have a common goal - to create a congenial and conducive atmosphere for effective teaching and learning to take place.

There is a serious need for teachers to attend guidance seminars where such opportunities become available and take necessary steps to up date their knowledge about recent developments in the field of education. They should attend orientation courses organized for students and lectures arranged in their schools by the guidance staff. Above all, they should make referrals to counsellors as the need arises and encourage their students to take advantage of counselling services.

D. COUNSELLORS

The author appreciates the fact that guidance and counselling is an infant profession in Nigeria and that counsellors are relatively few in number. They are faced with a myriad of problems in their attempts to establish their professional identity. Some easily get discouraged by the negative and even hostile attitudes of Principals and teachers to them. It is recognized that part of the unbecoming attitude of those personnel stems from absolute ignorance of the place of guidance and counselling and the roles of counsellors in schools.

It is therefore recommended that counsellors should, on assumption of office, embark on a mass education of Principals, teachers and students on their roles as counsellors and how other school personnel can relate positively to the guidance programme. They should try to dispel any fears and misconceptions about themselves and define realistically the limits and limitations of their job and themselves. They should confer regularly with the staff to ensure good communication and good relationships. They should acquaint both Principals and the Ministry of Education with their needs and problems and get into touch with the parents of their students.

Furthermore, school counsellors should gear their efforts towards ensuring that they play more dynamic and decisive roles in the school setting. As the Bible puts it, "by their fruits ye shall know them". Their positive contributions to the progress and advancement of their institutions and students in all ramifications should not only be seen but should also be felt by all and sundry. Then and only then can they justify Government's efforts to establish guidance programmes and the employment of their services. They should make it a point of duty to organize orientation courses for new intakes in their colleges and arrange lectures to be delivered to staff and students on various aspects of life. They could invite prominent members of the society to speak on topics which may enhance their knowledge about the world of work.

It is recommended that counsellors should teach as well as counsel. For one thing, there is a dearth of qualified teachers in schools and colleges in the state. The stage is not yet set for the employment of counsellors who will turn their back to the classroom. That apart, counsellors will get to understand students more when they interact with them in the classroom and students will see the counsellors as people who are truly interested in their welfare since academic advancement is uppermost in the minds of students.

It is observed that counsellors are very much involved in matters of discipline in their schools and this factor is partly responsible for the inadequate utilization of their services by students. It is therefore, necessary to define what their role in school discipline should be. For this, the writer wishes to fall back on the policy guidelines supplied by Shertzer and Stone (1976:399). They say, "as counsellor to the student who has misbehaved, the counsellor has the responsibility of helping students explore, sort out, understand, and correct the motivations underlying the misbehaviour. The actual meting out of punishment is an administrative function".

Another point that came to the notice of the researcher is that Principals tend to saddle counsellors with extraneous assignments. Where this happens, counsellors should have the courage to tell the Principals that such tasks are not meant for them. They should be able to stand their ground.

Finally, counsellors should take appropriate steps to ensure their professional growth and improve their competence. They should constantly evaluate their guidance programmes, and undertake follow-up studies of students who had passed through their colleges to see the effectiveness of the guidance services provided by the school. They should join professional bodies

such as the Counselling Association of Nigeria and make it a point of duty to attend and present papers at the annual conferences of the associations. They should also arrange to have copies of journals such as the Personnel and Guidance Journal, Careers, School Counsellors and the Journal of Vocational and Educational Guidance. Such publications may help to up date their knowledge about recent developments in the field of guidance and counselling.

SUMMARY OF RECOMMENDATIONS

1. The guidance and counselling section of the Ministry of Education, Benin City should be reorganized to ensure greater efficiency and increased productivity. The section should be headed by an officer not below the rank of a Chief Education Officer.
2. The Ministry of Education should take appropriate steps to establish guidance and counselling services in all her colleges. In the absence of trained professional counsellors. graduate teachers with drive, initiative, proven ability and integrity should be appointed as Career Officers until such a time that qualified counsellors will be available to man the programmes. Such officers should be encouraged to undertake graduate courses in guidance and counselling by giving them study leave to undertake higher degree studies.

3. The Ministry of Education should ensure that basic infrastructural and physical facilities exist in schools for effective performance of guidance functions.

4. The Ministry should step up her current efforts to organize guidance workshops for counsellors and teachers in the state. School Principals should be encouraged to attend such seminars.

5. The Ministry should, from time to time, arrange for discussions on aspects of guidance and counselling to feature in the network of the State's Radio Station and the Television. Eminent scholars who are vast in the field of guidance and counselling could "deliver the goods".

6. It is considered essential for guidance programmes established in schools to be evaluated periodically to ensure their effectiveness. So, the Ministry should occasionally send officials to undertake an on the spot assessment of guidance services in schools.

7. School Principals should demonstrate a total commitment to the establishment and furtherance of guidance programmes in their institutions. They should give maximum support to counsellors posted to their colleges.

8. Principals of schools and colleges should resist the temptation of saddling counsellors with extraneous duties which bear no relationship with their guidance functions. They should try to attend lectures and seminars on guidance and counselling.

9. The teachers should learn to cooperate in all respects with school counsellors and adopt an acceptance attitude to them.

10. The teachers should endeavour to attend guidance workshops organized from time to time by the States Ministry of Education as well as orientation courses and lectures arranged by counsellors in their various institutions.

11. School counsellors should make conscious efforts to educate school personnel and students on their roles. They should confer with staff members regularly and keep in touch with the parents of their students constantly.

12. School counsellors should not feel reluctant to inform their Principals of their peculiar problems and explore possible ways of solving them.

13. School counsellors should be more active than ever before. They should be prepared to work hard amd make their impacts felt in the school.

14. School counsellors should teach as well as counsel students. They should draw up a time table to guide them in their daily activities.

15. School counsellors should take necessary steps to improve their professional competence. They should read journals on guidance and counselling and attend meetings of professional bodies.

5.4 SUGGESTIONS FOR FURTHER RESEARCH

1. A study of the problems of Secondary School students in Bendel State and suggestions on the role counsellors can play to solve them.

2. A study of the attitude of school Principals to counsellors in Secondary Schools in Bendel State.

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APPENDIX A

DEPARTMENT OF EDUCATION
AHMADU BELLO UNIVERSITY
ZARIA

Date: 29th May, 1980.

PG/DE/1.16

The Principal,

Dear Sir,

Research Project For Post-graduate students

The Department of Education, Ahmadu Bello University expects students in the M.Ed programme to do an experience - gathering exercise in Guidance and Counselling.

Mr. F.D. Uademevbo's Topic is "A Study of the Attitudes of Teachers in Secondary Schools in Benin City towards School Counsellors". He would be glad to do his research project with you.

By this letter we request that you kindly co-operate with and give guidance to the student in his chosen area of interest.

Thank you.

Yours faithfully,

M. A. Bello
for Executive Secretary,
Post-graduate Studies Committee.

APPENDIX B

Postgraduate Studies,
Department of Education,
Ahmadu Bello University,
Zaria.

5th June, 1980.

Dear----------

RESEARCH WORK ON THE RELATIONSHIP BETWEEN TEACHERS AND COUNSELLORS IN SECONDARY SCHOOLS.

I am currently conducting a research on the relationship that exists between teachers and guidance counsellors in Secondary Schools. In that connection, I have drawn up a questionnaire to enable me ascertain your views on the subject. I shall be grateful if you can go through the questionnaire carefully and indicate in the spaces provided your responses to the points raised therein frankly and without prejudice.

You can rest assured that whatever information is supplied by you will be treated as strictly confidential and will not be used for any purpose other than this research work.

Please, return the questionnaire duly completed to me not later than Friday, the 27th of June, 1980 to enable me complete my project within the time allowed me.

Your co-operation in this matter will be very much appreciated.

Thanks.

Yours faithfully,

F. D. UADEMEVBO.

POSTGRADUATE STUDIES
DEPARTMENT OF EDUCATION
AHMADU BELLO UNIVERSITY
ZARIA.

RESEARCH QUESTIONNAIRE FOR TEACHERS

INSTRUCTIONS

This questionnaire is designed to examine the relationship between teachers and guidance counsellors in Secondary Schools. There are no right or wrong answers to the points raised therein. The important thing is your personal opinion on each subject. You need not indicate your name in the proforma.

Please, tick (✓) the response you consider most appropriate in each case.

SECTION A: BACKGROUND INFORMATION

1. Sex — Male ☐ Female ☐
2. Age — Below 20 years ☐
   20 - 25 " ☐
   26 - 30 " ☐
   31 - 35 " ☐
   36 - 40 " ☐
   Above 40 " ☐
3. Marital Status — Single ☐ Married ☐

4. Academic Qualifications

WASC/GCE O/L	☐
TC. II	☐
HSC/GCE A/L	☐
NCE	☐
B.A./B.Sc	☐
B.Ed/P.G.D.E.	☐
Others (Specify)	☐

5. Teadhing Experience

Below 1 year	☐
1 - 5 years	☐
6- 10 "	☐
11 -15 "	☐
16 -20 "	☐
above 20 "	☐

6. For how long have you taught in your present school?

Less than 1 year	☐
1 - 5 years	☐
6 -10 "	☐
11 -15 "	☐
16 -20 "	☐
More than 20 years	☐

7. Have you ever attended any course or seminar on Guidance and Counselling? Yes ☐ No ☐

8. Please state Year of course or seminar ☐

   Place/Institution ☐

   Duration of course or seminar ☐

9. State briefly your impressions about the course or seminar

10. Type of School (Your present institution)

    Boys' School ☐
    Girls' " ☐
    Co-educational ☐

11. Age of School

    1 - 5 years ☐
    6 - 10 " ☐
    11 - 15 " ☐
    16 - 20 " ☐
    21 - 25 " ☐
    26 - 30 " ☐
    above 30 " ☐

12. Student Population

Below 200 students	☐
201—400 "	☐
401 - 600 "	☐
601 - 800 "	☐
801 - 1,000 "	☐
above 1,000 "	☐

13. Does your school have an organised guidance and counselling programme? Yes ☐ No ☐

14. If your answer to question 13, is yes, please state when it was established. Year ☐

15. Does your school have a trained professional guidance counsellor or career master? Yes ☐ No ☐

16. State three duties he performs

17. What are your impressions about the guidance and counselling programme in your school? State briefly.

SECTION B: A SCALE OF TEACHER OPINIONS

Levels of agreement viz. Strongly Agree, Agree, Undecided Disagree, Strongly Disagree are indicated after each of the following statements. Choose your position and tick (✓) in the column that best fits your position.

	Strongly Agree SA	Agree A	Undecided U	Disagree D	Strongly Disagree SD
18. The duties of counsellors entail only handling of disciplinary problems, making recommendations and helping students choose courses and get employment or schools.					
19. Counsellors merely perform routine clerical duties which do not require any professional expertise.					
20. Guidance and counselling programmes are indispensable in our educational system.					

	SA	A	U	D	SD
21. It is unnecessary to have guidance counsellors in our Secondary Schools.					
22. Schools without counsellors are in a better position to produce well meaning and responsible students than those with counsellors.					
23. Counsellors are not competent to handle students' personal-social problems.					
24. Counsellors are not trained in psychology which is basic for dealing with most of the problems of Secondary School students.					

	SA	A	U	D	SD
25. Problems of students can be handled more satisfactorily by teachers than by counsellors.					
26. Counselling of students is the exclusive preserve of teachers and House Masters.					
27. Teachers are expected to refer students to counsellors for professional assistance in solving their personal-social, educational, vocational problems.					
28. Counsellors encroach on the functions of Principals.					
29. The functions which counsellors profess to perform fall within the competence of Housemasters.					

	SA	A	U	D	SD
30. Counsellors interfere unduly with the work of Principals and House masters.					
31. Counsellors cannot be relied upon to keep confidences.					
32. Counsellors encourage students' indiscipline and instigate students against school authorities.					
33. Counsellors claim to have answers to all problems which students face in schools.					
34. Counsellors do not identify themselves with teachers.					
35. Counsellors see themselves as people entitled to preferential treatment and special privileges.					

36. What three most important suggestions do you have for making guidance and counselling programmes meaningful, realistic and effective in a school setting? State briefly.

37. What are your impressions about the role played by counsellors in our Secondary Schools? State precisely.

38. What message do you have for counsellors in our Secondary Schools? State concisely.

39. Any other comments.

APPENDIX C

DETAILED CLASSIFICATION OF RESPONSES OBTAINED FROM TEACHERS IN THE SECONDARY SCHOOLS IN BENIN CITY.

KEY

A = Adesuwa Grammar School, Benin City

B = Edo College, Benin City

C = Edokpolor Grammar School, Benin City

D = Idia College, Benin City

E = Itohan Girls' Grammar School, Benin City

F = Kelly College, Benin City

G = New Era Grammar School, Benin City

H = Ologbosere High School, Benin City.

TABLE SHOWING DISTRIBUTION AND RETURN OF QUESTIONNAIRE.

SCHOOL	NO. DISTRIBUTED	NO. RETURNED DULY COMPLETED	PERCENTAGE RETURN
A	25	16	64.00
B	25	18	72.00
C	25	16	64.00
D	25	19	76.00
E	25	22	88.00
F	25	18	72.00
G	25	17	68.00
H	25	19	76.00
TOTAL	200	145	$\bar{X}$ = 72.5

SEX DISTRIBUTION OF RESPONDENTS

KEY

M = Males

F = Females

SCHOOL	SEX	NO.	%
A	M	5	31.25
	F	11	68.75
TOTAL		16	100.00
B	M	13	72.22
	F	5	27.78
TOTAL		18	100.00
C	M	8	50.00
	F	8	50.00
TOTAL		16	100.00
D	M	5	26.31
	F	14	73.69
TOTAL		19	100.00
E	M	8	36.36
	F	14	63.64
TOTAL		22	100.00
F	M	13	72.22
	F	5	27.78
TOTAL		18	100.00
G	M	6	35.29
	F	11	64.71
TOTAL		17	100.00

SCHOOL	SEX	NO.	%
H	M	7	36.84
	F	12	63.16
TOTAL		19	100.00

MARITAL STATUS OF RESPONDENTS

KEY

M = Married

S = Single

SCHOOL	MARITAL STATUS	NO.	%
A	M	8	50.00
	S	8	50.00
TOTAL		16	100.00
B	M	9	50.00
	S	9	50.00
TOTAL		18	100.00
C	M	9	56.25
	S	7	43.75
TOTAL		16	100.00
D	M	9	47.37
	S	10	52.63
TOTAL		19	100.00
E	M	12	54.55
	S	10	45.45
TOTAL		22	100.00
F	M	10	55.55
	S	8	44.45
TOTAL		18	100.00

SCHOOL	MARITAL STATUS	NO.	%
G	M	9	52.94
	S	8	47.06
TOTAL		17	100.00
H	M	12	63.16
	S	7	36.84
TOTAL		19	100.00

EXPOSURE TO COURSES OR SEMINAR ON GUIDANCE AND COUNSELLING

Responses to the question: Have you ever attended any course or seminar on guidance and counselling?

SCHOOL	RESPONSES	NO.	%
A	Yes	6	37.50
	No	10	62.50
TOTAL		16	100.00
B	Yes	7	38.89
	No	11	61.11
TOTAL		18	100.00
C	Yes	5	31.25
	No	11	68.75
TOTAL		16	100.00

SCHOOL	RESPONSES	NO.	%
D	Yes	7	36.84
	No	12	63.16
TOTAL		19	100.00
E	Yes	9	40.91
	No	13	59.09
TOTAL		22	100.00
F	Yes	5	27.78
	No	13	72.22
TOTAL		18	100.00
G	Yes	5	29.41
	No	12	70.59
TOTAL		17	100.00
H	Yes	6	31.58
	No	13	68.42
TOTAL		19	100.00

A SCALE OF TEACHERS' OPINIONS

TEACHERS' RESPONSES TO STATEMENTS WHICH ARE INDICATIVE OF THEIR ATTITUDES TOWARDS SCHOOL COUNSELLORS.

KEY

SA = Strongly Agree

A = Agree

U = Undecided

D = Disagree

SD = Strongly Disagree

The duties of counsellors entail only handling of disciplinary problems, making recommendations and helping students choose courses and get employment or schools.

RESPONSES	SCHOOLS									
	A	B	C	D	E	F	G	H	TOTAL	%
SA	2	1	3	3	4	3	2	3	21	14.48
A	6	7	6	6	8	7	7	5	52	35.86
U	3	5	2	5	3	2	3	5	28	19.31
D	4	3	4	4	6	6	4	6	37	25.52
SD	1	2	1	1	1	0	1	0	7	4.83
TOTAL	16	18	16	19	22	18	17	19	145	100.00

Counsellors merely perform routine clerical duties which do not require any professional expertise.

RESPONSES	SCHOOLS									
	A	B	C	D	E	F	G	H	TOTAL	%
SA	3	2	1	2	4	0	1	2	15	10.34
A	5	6	5	7	7	8	5	6	49	33.79
U	1	5	4	3	4	3	4	5	29	20.00
D	5	4	5	6	5	6	6	4	41	28.28
SD	2	1	1	1	2	1	1	2	11	7.59
TOTAL	16	18	16	19	22	18	17	19	145	100.00

Guidance and Counselling programmes are indispensable in our educational system.

RESPONSES	SCHOOLS									
	A	B	C	D	E	F	G	H	TOTAL	%
SA	2	1	2	1	1	1	2	2	12	8.27
A	4	6	4	5	6	4	6	5	40	27.59
U	3	3	3	5	6	6	3	4	33	22.76
D	6	6	5	6	8	6	4	6	47	32.41
SD	1	2	2	2	1	1	2	2	13	8.97
TOTAL	16	18	16	19	22	18	17	19	145	100.00

It is unnecessary to have guidance counsellors in schools.

RESPONSES	SCHOOLS									
	A	B	C	D	E	F	G	H	TOTAL	%
SA	1	0	1	2	2	2	1	1	10	6.89
A	5	8	6	6	8	6	6	6	51	35.17
U	5	4	4	4	5	4	4	6	36	24.84
D	4	6	5	5	5	4	5	4	38	26.21
SD	1	0	0	2	2	2	1	2	10	6.89
TOTAL	16	18	16	19	22	18	17	19	145	100.00

Schools without counsellors are in a better position to produce well meaning and responsible students than those with counsellors.

RESPONSES	SCHOOLS									
	A	B	C	D	E	F	G	H	TOTAL	%
SA	0	1	2	1	2	0	0	1	7	4.83
A	4	6	5	6	7	5	7	6	46	31.72
U	6	5	4	5	6	7	5	6	44	30.34
D	4	4	4	5	6	5	5	4	37	25.52
SD	2	2	1	2	1	1	0	2	11	7.59
TOTAL	16	18	16	19	22	18	17	19	145	100.00

Counsellors are not competent to handle students' personal-social problems.

RESPONSES	SCHOOLS									
	A	B	C	D	E	F	G	H	TOTAL	%
SA	0	3	3	0	1	1	2	2	12	8.27
A	6	5	4	7	9	6	5	6	48	33.10
U	4	4	3	6	5	6	4	6	38	26.21
D	5	6	5	4	7	4	4	5	40	27.59
SD	1	0	1	2	0	1	2	0	7	4.83
TOTAL	16	18	16	19	22	18	17	19	145	100.00

Counsellors are not trained in psychology which is basic for dealing with most of the problems of Secondary School students.

RESPONSES	SCHOOLS									
	A	B	C	D	E	F	G	H	TOTAL	%
SA	2	2	1	3	3	2	3	0	16	11.03
A	5	4	6	6	9	5	5	8	48	33.10
U	5	5	4	5	4	5	3	4	35	24.14
D	4	6	5	4	5	3	5	5	37	25.52
SD	0	1	0	1	1	3	1	2	9	6.21
TOTAL	16	18	16	19	22	18	17	19	145	100.00

Problems of students can be handled more satisfactorily by teachers than by counsellors.

RESPONSES	SCHOOLS									
	A	B	C	D	E	F	G	H	TOTAL	%
SA	1	3	2	1	3	2	1	2	15	10.34
A	5	6	5	8	7	6	6	8	51	35.17
U	4	2	2	3	5	4	4	3	27	18.62
D	4	5	4	6	5	5	4	5	38	26.21
SD	2	2	3	1	2	1	2	1	14	9.66
TOTAL	16	18	16	19	22	18	17	19	145	100.00

Counselling of students is the exclusive preserve of teachers and Housemasters.

RESPONSES	SCHOOLS									
	A	B	C	D	E	F	G	H	TOTAL	%
SA	2	2	1	2	0	1	2	3	13	8.96
A	4	6	5	7	9	5	6	6	48	33.10
U	5	5	4	3	6	6	3	3	35	24.14
D	3	5	6	4	5	4	5	6	38	26.21
SD	2	0	0	3	2	2	1	1	11	7.59
TOTAL	16	18	16	19	22	18	17	19	145	100.00

Teachers are expected to refer students to counsellors for professional assistance in solving their personal, social, educational and vocational problems.

RESPONSES	SCHOOLS									
	A	B	C	D	E	F	G	H	TOTAL	%
SA	2	1	1	0	2	1	0	0	7	4.82
A	3	4	3	6	5	5	5	4	35	24.14
U	3	4	5	4	6	3	5	6	36	24.84
D	6	6	4	8	8	7	7	7	53	36.55
SD	2	3	3	1	1	2	0	2	14	9.65
TOTAL	16	18	16	19	22	18	17	19	145	100.00

Counsellors encroach on the functions of Principals.

RESPONSES	SCHOOLS									
	A	B	C	D	E	F	G	H	TOTAL	%
SA	3	4	0	3	2	2	1	2	17	11.72
A	4	5	7	5	6	7	5	7	46	31.72
U	4	3	4	5	7	4	5	5	37	25.52
D	5	4	5	6	6	5	6	4	41	28.28
SD	0	2	0	0	1	0	0	1	4	2.76
TOTAL	16	18	16	19	22	18	17	19	145	100.00

The functions which counsellors profess to perform fall within the competence of Housemasters.

RESPONSES	SCHOOLS									
	A	B	C	D	E	F	G	H	TOTAL	%
SA	2	3	2	3	1	2	1	3	17	11.72
A	5	6	6	7	8	5	7	5	49	33.79
U	4	5	2	3	6	6	4	4	34	23.44
D	4	3	6	4	6	5	3	5	36	24.84
SD	1	1	0	2	1	0	2	2	9	6.21
TOTAL	16	18	16	19	22	18	17	19	145	100.00

Counsellors interfere unduly with the work of Principals and Housemasters.

RESPONSES	SCHOOLS									
	A	B	C	D	E	F	G	H	TOTAL	%
SA	2	0	3	2	3	2	2	0	14	9.65
A	6	8	5	6	6	7	7	8	53	36.55
U	2	5	3	4	6	3	3	5	31	21.38
D	5	4	4	5	5	6	5	4	38	26.21
SD	1	1	1	2	2	0	0	2	9	6.21
TOTAL	16	18	16	19	22	18	17	19	145	100.00

Counsellors cannot be relied upon to keep confidences .

RESPONSES	SCHOOLS									
	A	B	C	D	E	F	G	H	TOTAL	%
SA	0	0	2	0	0	0	1	2	5	3.44
A	4	5	4	6	5	5	4	3	36	24.84
U	5	4	3	4	7	4	5	6	38	26.21
D	7	5	5	6	8	6	4	7	48	33.10
SD	0	4	2	3	2	3	3	1	18	12.41
TOTAL	16	18	16	19	22	18	17	19	145	100.00

Counsellors encourage students' indiscipline and instigate students against school authorities.

RESPONSES	SCHOOLS									
	A	B	C	D	E	F	G	H	TOTAL	%
SA	0	0	0	0	0	0	0	0	0	0.00
A	3	2	5	5	6	6	5	7	39	26.90
U	6	4	3	4	6	4	3	3	33	22.76
D	5	8	6	7	7	6	5	6	50	34.48
SD	2	4	2	3	3	2	4	3	23	15.86
TOTAL	16	18	16	19	22	18	17	19	145	100.00

Counsellors claim to have answers to all problems which students face in schools.

RESPONSES	SCHOOLS									
	A	B	C	D	E	F	G	H	TOTAL	%
SA	1	2	0	1	0	1	0	0	5	3.44
A	4	3	3	5	7	3	6	5	36	24.84
U	3	5	5	6	5	4	4	5	37	25.52
D	6	3	5	6	8	7	5	6	46	31.72
SD	2	5	3	1	2	3	2	3	21	14.48
TOTAL	16	18	16	19	22	18	17	19	145	100.00

Counsellors do not identify themselves with teachers.

RESPONSES	SCHOOLS									
	A	B	C	D	E	F	G	H	TOTAL	%
SA	2	1	2	2	1	0	2	3	13	8.96
A	4	2	4	4	6	6	5	4	35	24.14
U	3	6	3	5	5	6	4	6	38	26.21
D	7	5	6	6	8	5	6	4	47	32.41
SD	0	4	1	2	2	1	0	2	12	8.28
TOTAL	16	18	16	19	22	18	17	19	145	100.00

Counsellors see themselves as people entitled to preferential and treatment and special privileges.

RESPONSES	SCHOOLS									
	A	B	C	D	E	F	G	H	TOTAL	%
SA	1	2	1	2	0	2	3	0	11	7.58
A	5	3	3	3	7	4	4	4	33	22.76
U	3	6	4	5	6	5	2	5	36	24.84
D	5	5	6	6	6	5	6	7	46	31.72
SD	2	2	2	3	3	2	2	3	19	13.10
TOTAL	16	18	16	19	22	18	17	19	145	100.00