ATTITUDES OF TEACHERS AND STUDENTS TOWARDS COUNSELLORS AND COUNSELLING IN LAGOS STATE

BY

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ZARIA.

DEDICATION

I dedicate this study to my husband and children.

DECLARATION

I hereby declare that this thesis is my original work and the topic has not been presented on any previous application or submission for a higher degree.

All quotations are indicated by quotation marks and sources of informations duly acknowledged by means of references.

AUDU, V.N. (MRS.)

CERTIFICATION

This thesis report entitled "Attitudes of Students and Teachers Towards Counsellors and Counselling in some selected secondary schools in Mainland Local Government Area of Lagos State", by Audu Nzekwe Veronica meet the regulations governing the External Defence of the degree of Masters (Guidance and Counselling) of Ahmadu Bello University, Zaria.

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ABSTRACT

This research work assessed the attitudes of students and teachers towards counsellors and counselling in some selected secondary schools in Main Land Local Government Area of Lagos State. The research was motivated by the researcher's observation of the lukewarm attitude of the school authority, teachers and students of Ansar-UD-Deen Girls High School towards a student counsellor sent to the school, for practicum, from University of Ibadan. The attitude towards the student gave the researcher a lot of concern that inspires the conduct of this research to ascertain if such attitude is the same in all schools.

Four secondary schools with trained counsellors and organised counselling services in Main Land Local Government Area of Lagos State were selected. The respondents comprise of 200 teachers and 500 selected students from senior and junior secondary school. The instrument used for data collection was constructed by the researcher after it has been validated. The instrument was personally administered by the researcher to the respondents. Both descriptive and inferential statistical tools were used to analyse the data.

Eight hypotheses were stated for testing the study. The results of the data analysed indicated that the first two hypotheses were rejected while the last six were retained.

The findings of the study showed that:-

1. That the Ministry of Education with the aid of Counselling Association of Nigeria write out the functions of counsellors in the schools,
2. Principals should be made to attend in-service-training courses in general guidance so that they are more informed on the roles of counsellors in school.
3. That school counsellors be more accepting so that both their services and themselves are accepted by teachers and students.

OPERATIONAL DEFINITION

ATTITUDE

"Attitude is an emotionalised tendency acquired through experience and is released by the expressions in words or deed of an individual's reactions towards a person, situation or a thing".

COUNSELLOR

Is a guidance specialist, who is technically trained and experienced, ready to assist people with problems positively to develop skill of solving their problems and becoming achievers.

COUNSELLING

Is one of the guidance service which leads to the process of learning in which individuals learn about themselves, that helps them to achieve self direction or development.

ABBREVIATION

L.E.D.: Local Educational District.

J.S.S.: Junior Secondary School.

S.S.S.: Senior Secondary School.

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Chapter 1

INTRODUCTION

1.1 Background

Guidance and Counselling has been in existence even in villages, where people always turn to their relations, friends, parents, elders and other members of the community for some kind of help. The approach to these services were informal, directive and in the case where a definite solution is required, traditional healers like Babalawo's were consulted. These traditional counsellors use psychic words, poems, behaviour interpretation and emotions to identify the client's needs. This type of counselling by these traditional counsellors tends to be more compulsive and regimented and so does not give room for one's cognitive restructuring or transformation of ideas. However, as society changes in nature and structure, various changes occur in the family, economy, education, technology and politics with various problems which the traditional counselling is no longer prepared to help individuals cope with (Okon 1984, Denga 1975).

Nigerian society has undergone a lot of rapid process of social changes since the attainment of independence. The nation has become increasingly complex and more individualised. This created in the hearts of people the need to help in the development of human skills, who are qualified and specialised

to help individuals on how to fit into the dynamic society in which they find themselves. It is therefore imperative for the society at large to be well informed and acquainted with the need of guidance services within the education, which will help in the development of the potentials of children in schools.

Guidance and Counselling are based on the assumption that every individual in a society always has a problem that he alone cannot solve. Even lower animals that are trapped or confused seek help. This increasing complexity and changes in society call for a well informed and experienced personnel to handle or guide the individuals.

These rapid changes in the society, resulted in producing students who cannot cope with these changes, thereby becoming problems to the society. Students no longer saw the reason why they are in school because most of them are now involved with drugs, vandalism and riots in schools. It then becomes clear that the youths of this country lack various needs, such as esteem needs, psychological or survival needs, love, affection and belonging needs which only the Counsellor can help them meet. It is the quest for this, that prompted the government to advocate (in the National Policy on Education) the need for counsellors in Nigerian Schools. However, these new professionals in school system are confronted with problems.

A qualified and specialised counsellor is needed to rescue the students from confusion and lack of sense of direction which came about as a result of increasing complexity of the society. The school counsellor needs to guide, direct, help students to develop problem solving skills and study habits, as well as prepare them for future careers which would help them come in contact with world of work. It is worth noting that a counsellor alone cannot do the job successfully without the help of other specialists. In a school setting, apart from the principal and the students, the teacher is very indispensable in the guidance and counselling programme of any school.

Lack of clarity with regards to who the counsellor is and the subject of counselling in education is triggering off conflicts and ambivalence even in those who purport to sympathise with the introduction of guidance and counselling in our school system. Reviewed studies by Okeke (1992) showed that the identity of the counsellor is still at stake. It is in view of this wrong identity that made CASSON (1991) to publish the role and duties of counsellors in the school. Beside this publication, the societal attitude towards counsellor and counselling remains positively low. This may be that few people still tend not to understand what counsellor and counselling is trying to do in the school system.

This non challant and repulsive attitude of the students and teachers poses a big problem to the counsellor and counselling. For effective and functional counselling, there must be a clear understanding and cordial relationship between the counsellor and his/her colleagues, that is, the students and teachers respectively.

Specifically, the desire to undertake this study arose from the observation and experience of the researcher as an academic staff of one of the secondary schools in Lagos State. For the first time in the researcher's twelve years career, in 1995/96 academic session, a guidance counsellor was posted to her school, Command Secondary School, Lagos. 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 for various problems. As a student in guidance and counselling, the researcher noticed that the counsellor was virtually doing nothing because the students did not seem to know her role and so could not meet her for professional assistance and counselling. From all indications, the other teaching staff did not view her as one who had to perform unique duties. In the other hand, the principal did not take positive steps to educate the staff and students on what guidance meant and how

they could relate to the counsellor. Unfortunately the principal seized the opportunity of this idleness by sending her on erands to represent her on meetings she could not attend. Being new and her roles were not fully realised, the counsellor was faced with the problem of acceptance by the teachers and students. This situation reminds one of Patterson (1971:288) observation to the effect that;

> The counsellor is in a difficult situation in regard to his relationship 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 would have been if he came into the system as a graduate of education in counselling. The adequately prepared counsellor must recognise that it will be difficult for some teachers to accept him. He must apply his understanding of human behaviour to teachers and recognise that he may be threatening to them. If teachers feel that counselling is one of their functions, they may feel it unncessary to have trained counsellor in the staff and present 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. The researcher decided to be closer as a guidance and counselling student, to ask 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 wrong. 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 all indication 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 avoid the services of the counsellor who might have gone to the school with the best intentions but could not find the right climate to "deliver his services". It is conceivable that similar situations might abound in other secondary schools.

The findings 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, the counsellors have resorted to unwholesome attitude such as a tendency to camouflage into individuals who mix well with other teachers thereby hiding their identity.

If for any reason, a school counsellor can not effectively discharge his professional obligations to students and others, due to their negative attitude towards him, then the whole idea of training counsellors and

establishing guidance programmes in school is defeated. Anybody who is truly interested in the progress and welfare of students and a counsellor, can not afford to close his eyes to a situation whereby guidance counsellors can not successfully and effectively perform their duties to an appreciable degree.

1.2 Statement of the Problem

Certain studies conducted in recent times in some parts of Nigeria reveal that school counsellors do not receive the full assistance of teachers in the discharge of their duties. For instance, Denga (1976:12) found from his study of the 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 the counsellor is just one of the teachers and so he possesses no unique magical powers to turn around 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 some extent, teachers in secondary schools in Nigeria do not seem to clearly understand guidance and counselling and the role of counsellors in schools. Denga (1976) had also observed at school that counsellors are viewed with scapticism by many people including teachers and principals who are the professional allies of the guidance counsellor in schools. He found out that teachers do not assist the counsellor in his guidance role, and do not refer students to the counsellor. The teachers adopt a non-challent and lukewarm attitude to the guidance programme in the school. 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 students personnel specialists must work. The success of the counselling programme stands or falls on its acceptance, support, and use by teachers.

The teachers feel that counsellors when posted to school, should not only be occupied with counselling work alone. To them, counsellors should have some teaching load which they believe will make them (counsellors) know the students better in order to enhance their counselling services. Limiting the counsellor to only counselling sessions with their students amounts to over pamparing the students. This is due to the fact that the time allocated to counselling is not enough to study the students and know their problems. Yet they believe that counsellors are not fit to handle the personal, social and emotional problems of the students.

The researcher is of the view that the inadequate mutual understanding between the teachers has influenced the students' attitudes towards the counsellor and counselling. To the students, the counsellor is seen as "prescriber of solution" or "magical cure all" to their educational and vocational problems. As the counsellor is assigned by the principal as a member of the disciplinary committee, the students now get confused as to his role. They are no longer convinced that the counsellor can handle their personal social problems. Also the conception of other people that anybody found around a counsellor or counselling centre has problem, makes students to be repulsive because they do not want to be tagged 'problem child'.

The Federal Government has since realised the need to have counsellors in the educational set up and has demonstrated her total commitment to provide guidance services in school. She states that:

> In view of the apparent ignorance of many young people about career prospects and inview 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 and counsellors 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 students and teachers in secondary schools in Lagos State about the place and role of the counsellors and counselling in schools. It also examine the reason for their positive/negative attitudes towards the counsellors and counselling. Finally, to explore ways and means of correcting the negative attitudes and

enhancing the positive ones so that the guidance and counselling programme can function more successfully and effectively in secondary schools in Nigeria.

1.3 Assumption

1. The teachers and students attitude towards the school counsellor are the same.
2. The teachers and the students have the same attitude towards counselling.
3. The males and the females respondents have the same attitude towards the counsellor.
4. The males and the females respondents have the same attitude towards counselling.

1.4 Purpose of Study

The main/general purpose of the study, is to see whether the attitudes of students and teachers towards the counsellors and counselling in school is effectively contributing to the development of students in their various aspect of life; educationally, vocationally, emotionally and socio-personally.

Other specific sub-purposes are to find out:-

1. Whether male and female students differ in their attitudes towards counsellor and counselling.
2. Whether the teacher's attitudes towards the counsellors and counselling in schools, influences the students attitudes towards receiving counselling from the counsellor.
3. Whether on recommendation that counsellors should handle some teaching periods in the school will harnest the teachers and students negative attitudes towards the counsellors and counselling services in the school.

1.5 Research Questions

The following research questions will be examined in the study:-

1. Is there any significant difference between teachers and students attitudes towards the school counsellor?
2. Is there any significant difference between teachers and students attitudes toward counselling?
3. Is there significant difference between the male and female respondents towards the counsellor?

4. Is there significant difference between the male and female respondents towards counselling?
5. Is there significant difference between the male and female teachers attitudes towards the counsellor?
6. Is there significant difference between the male and female teachers' attitudes towards counselling?
7. Is there significant difference between the male and female students' attitudes towards the counsellor?
8. Is there significant difference between the male and female students attitudes towards counselling?

1.6 Hypotheses

The following null hypotheses will be tested by the researcher:-

1. There is no significant difference between the attitude of the teachers and students towards the school counsellor.
2. There is no significant difference between the mean attitude of teachers and students towards counselling in the school.
3. There is no significant difference between the male and female respondents towards the counsellor.
4. There is no significant difference between the male and female respondents towards counselling.

5. There is no significant difference between the male and female teachers attitude towards the counsellor.
6. There is no significant difference between the male and female teachers attitudes towards counselling.
7. There is no significant difference between the male and female students attitudes towards the counsellor.
8. There is no significant difference between the male and female students attitudes towards counselling.

1.7 Significance of the Study

Guidance and Counselling programme are established in secondary schools to serve the interest and needs of students. The establishment of such programme involves much expenditure and the utilization of the services of trained personnel. As could be observed from the preceeding analysis, one of the major problems facing school counsellors is lack of or inadequate staff commitment to the objective of guidance programme and the tendency for teachers to treat counsellors more or less as "personal non-grata".

Therefore, any meaningful attempt to get at the grassroot of the problem of the apparently negative attitudes of students and teachers towards the counsellor and counselling

in schools should be looked into by Federal and State Ministry of Education as well as school Principals. Many benefits accrue to individuals when guidance programmes are successfully and realistically organised and implemented. Guidance services consist of the professional aid given to individuals to assist them in dealing with recurring personal, educational, vocational, social, and emotional needs and problems. Counsellors assist students in acquiring these attitudes, informations, understanding and skills needed for problem solving and wise decision making.

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 be an 'eye opener' to the officials/personnel in guidance and counselling department in Federal and State Ministries of Education, school principals, and teachers to work closely together and carry out awareness campaigns for the need for counsellors and counselling in our secondary schools. Consequently, students and teachers' negative attitudes towards the counsellor and counselling, will be re-oriented positively as they will appreciate the essence of the services of counsellors in school more than ever before and take advantage of their presence in schools.

1.8 Scope of Study

The present study is concerned basically with investigation into the attitudes of students and teachers towards counsellors and counselling in Lagos State. The findings will be based on the views and opinions expressed by students and teachers in some selected secondary schools in Main Land Local Government Area of Lagos State.

The schools selected for the study were schools with well organised guidance and counselling programmes with trained counsellors. Also, students used, were Junior Secondary School 3 and Senior Secondary School 2 who have one time or the other visited the counselling centres. The responses of students and teachers to be questionnaire administered on them in the course of the research form the bases of the findings report.

1.9 Summary

Guidance and Counselling has been in existence from the time past, but the means of deseminating the services, has to change in recent time with the society becoming increasingly complex and more individualised. These changes, occured in every section of the society with various problems which the old system of guidance could not cope with. This

research therefore focuses on investigating the students and teachers attitude towards formal counselling and counsellors in the schools. To achieve this purpose, research questions and hypotheses were drawn up in this chapter. Also the importance of the study which among others is to help counsellors adjust their positions based on the students and teachers attitudes to them and their services.

Chapter 2

REVIEW OF LITERATURE

2.1 Introduction

Guidance and Counselling is not a new profession in Nigeria. The counsellors are new comers to the educational scene compared to teachers and students who have historical seniority over him in schools. The first official positive step towards formalising guidance services in Nigeria started 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 Career's 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 twelve existing states in Nigeria (Oyegbami 1974:6).

It is on this background that the researcher assumes that it will take some time before people appreciate the need for organised guidance services in secondary schools in this

country. Most teachers are conservative and are sometimes sceptical about anything new. They resent changes and innovations. The tendency, therefore, is for them to adopt a negative rather than positive attitude to counsellors and counselling in the school.

It is therefore, not surprising to note that some teachers have some misgivings about counsellors and counselling. Many of the secondary schools are yet to have organised guidance programmes and professional counsellors. Most teachers and students in the schools do not seem to understand the nature and essence of guidance and counselling. In the course of this study, an attempt was made to find out the attitude of students and teachers towards counsellors and counselling in Lagos State. The underlying factor is that one's attitude towards a person, is determined by what the person knows about a subject/person or situation.

2.2 Definition of Attitude

The concept of attitude is complex and this complexity is derived at least from two sources. Firstly, the fact that concept of attitude includes an array of behaviours from non-verbalised feelings to verbalised statements of opinions, from vague inner urges to directly observable behaviour.

Secondly, the selection for a given attitude is appropriate when the attitude is measured with a measurement technique.

Branca (1964) defined attitude as a persistent tendency to react favourably or unfavourably towards certain people or objects or issues.

Thurstone (1973), conceptualised attitude as "the sum total of effects centering around a psychological objects". Thurstone recognised the verbal expression of an attitude as opinion, and the expression of some attitude as behaviour. Thus, he has two ways of looking at attitude; one through behaviour and the other through opinion.

According to Page and Thomas (1959) attitude is a predisposition to perceive, feel or behave towards specific objects or certain people in a particular manner. Attitudes are then thought to be derived from experience, rather then innate characteristics which suggest that they can be modified. Like a number of any other concepts in psychology, attitude is a hypothetical construct; which refers to something that cannot on itself be directly observed.

Medavid and Henrai (1964), defined attitude as a relatively stable system of an organised behaviour displayed by a person towards a particular object or sect of objects. According to Smith and Hudgina (1964) attitude is an emotionalised tendency, organised through experience to react positively or negatively towards a psychological object. In addition, Klansmeter (1979), states that an attitude is a learned, emotionally tone

predisposition to react in a consistent way, favourably or unfavourably towards a person or idea. The attitude of an individual is inferred to when measured directly as a skill, fact and concept, thus attitude influences the individual's acceptance or rejection of persons, things and ideas.

Also Allyn and Bacon (1964) defined attitude as a persistence to react favourably or unfavourably towards certain people or objects or issues. They further said that attitude could be said to be a reaction (either positive or negative) towards a particular object. Supporting Allyn, Bacon and Gilmit (1970) opined that attitude is a tendency to respond positively or negatively to people, to organisation or to causes of action.

Brenca (1974) years after his first postulation, said, that most attitudes are built up without much thinking. Thus attitudes are mostly emotional rather than rational and that attitudes that are shared with many people are called social attitude but that which are distinctly ones own attitude are called personal attitude. Kalat (1992), further said that attitude is a hypothetical construct; which is something that can not be directly observed. It is a relatively stable system of organisation of behaviour displayed by a person towards a particular object or act of objects.

Weiten, Lloyd and Lashlely (1990) asserted that when a person expresses an opinion, he/she is revealing an attitude by verbalising it, and a times it can be revealed through reactions other than opinions.

From the foregoing, the researcher defines attitude as an individualised behaviour and response towards certain things, person and objects at any given time.

2.2.1 Components of Attitude

Lapiere (1934) in his study "attitude versus action" observed that attitudes have strong emotional components, persistent and deeply rooted which may be manifested in behaviour. These components of attitude is conceived of as having effective, cognitive and action tendencies. These three categories of internal (implicit, covert) responses shows that the components of attitude is important for the individual's wants, information, group affiliation and personality. Thus attitude covers the three domains in human being which deals with the emotion, thoughts, perception, judgement and the motive to do a particular thing.

2.3 The Concepts of Counsellor and Counselling

The Counsellor according to Dunlop (1969) is the specialist on the school staff who is uniquely qualified to help students work out meaningful and appropriate educational

programmes, help them identify more satisfactory solution to personal, social problems which may be having an adverse effect upon their lives.

Nweke (1989), contends that the name counsellor is used by many writers in different kinds of jobs and situations each worker partakes in such designation as "investment counsellor" financial counsellor "Grief Counsellor" etc. These tags do not help much in the determination of who the counsellor is. This is because these people are specialised advisers who rely on their knowledge of their area concern and not on the knowledge of the decision making and adjustment process in their effort to advise people. If counselling is mere giving advice, then everyone or anybody occasionally undertakes counselling. It is not right to say that everyone is a counsellor. To this end therefore, the term counsellor, is only reserved for those with the professional training in counselling, who is professionally trained.

Similarly, Anthony (1960) describes a "counsellor" as one of the specialised title in the guidance field. A counsellor is one of the guidance personnel who is technically trained and experienced in the field of guidance work or in some particular aspect of it. Such specialist or particular aspect include, director of guidance, director of personnel service, dean of the student, teacher counsellor, vocational

counsellor, educational counsellor etc. Most of these specialist areas are carried out especially in Nigeria by a counsellor in a particular school. This explains why some of the counsellor's colleagues tag them "jack of all duties" in the school system.

According to Olayinka (1993) a counsellor is somebody who is capable of being regarded as a special kind of teacher whose major role is to assist an individual through the counselling relationship to outline his resources and his environmental opportunities in the process of self-understanding, planning, decision making and coping with problems relative to his developmental needs and his educational and vocational activities. Olajide (1988) gave a critical description of a school counsellor. To him:

> The school counsellor operates wihtout the school system, a place where there is organised studies at defined level and receiving instruction from one or more teachers. Frequently with the teacher of other employees and officers, such as a principal, various supervisors of instruction and a staff of maintenance workers. (P.6)

The school counsellor is a professional educator with specialised training in counselling and related guidance services, whose major concern is for the normal developmental

needs and problems of all students, for whom the counsellor is responsible. He (the counsellor) perceives each student as a unique individual who has the right to acceptance, self development and self directory and who has a responsibility of making decision and living with the consequence of such decisions.

Wrenn (1973) emphasised "caring" in the definition of a counsellor. He maintained that a counsellor is "a knowing person, but is also a caring person". Many people may know all that the counsellor knows, but to be a counsellor implies flexibility since a times, the counsellor must be deeply personal, immersing him/herself in the relationship while at other times, must be an objective observer studying the process carefully (Brammer 1973). From the above definitions, the researcher sees a counsellor as a well trained person who is ready to assist people with problems to develop skills of solving their problems and to become achievers.

2.4 The Perception of Counsellor's Role

The counsellor has a role in the school where he/she is posted to. In attempting to clarify these, Schmidt (1962) stated that the ideal function of the school counsellor was perceived by counsellors themselves to include the counselling

of students with personal social problems, vocational and educational problems, making test interpretations to individual students, identifying exceptional students and interviewing teacher referred students. The counsellor felt that they should be least occupied with keeping attendance ubstituting for the principal, research on classroom teachers tests and preparing transcripts for colleges.

Shertzer and Stone (1976) observed that when an individual occupies a position, he/she functions and performs roles in that position. There can be no position without a role and no role without a position. Role therefore, is the individual behaviour in performing the right and obligations associated with such position. When counsellors put into effect the obligations and responsibilities of their position, they are said to be performing their roles. This role statement provide a general explanation to what counsellors do by virtue of their position in the secondary setting.

Tyler (1969) contends that regardless of how counsellors define their speciality/role, what they do, depends to some extent on the ways in which other people define it. There is need therefore, for good role perception because an individual perception can compel him to emphasise certain dimension and de-emphasise others. There is an increasing interest to define the role of the secondary school counsellor. Studies carried out by Hitchook (1958), Vasselo and Kindred (1957), as reported by Sweaney (1960) on what the role of a counsellor is, seems to suggest that when counsellors did not have a

clear concept of their roles, they tend to perform clerical and administrative tasks than they did guidance and counselling function. To refute this view, counsellors do not believe they should engage in activities involving duties of clerical nature and administrative detailed duties, such as checking absentees, checking the halls and washrooms and substitution for absent teachers.

Knapp and Denny (1961) after reviewing studies of what counsellors were doing, concluded that one inherent difficulty of a new counsellor arises from the fact that, unlike the new teacher who will receive direction and support of other teachers in the school, the counsellor is more often alone in his/her position.

The role of the school counsellor according to Dunlop (1969) as quoted by Lundguist et al (1971), can be stated simply as the specialist in the school, who is uniquely qualified to help students work out meaningful and appropriate educational programmes, help them identify more satisfactory solution to personal, social problems which may be having an adverse effect upon their lives.

The counsellor as a new comer to the educational scene in Nigeria as compared with the teachers and the principal is historically new in the school setting. These explains why a counsellor newly posted to a school, the principal assigns

duties to him/her according to need of the school. Thus, the counsellor could be asked to do anything. As a result their colleagues in the school have a hazy, confused and blurred perception of their roles and functions. These colleagues include the students, principal, the general community and the teachers who are the counsellors professional allies. To stress on this view with particular reference to the impressions that secondary school principals have of its school counsellors as regards their role, Grant (1954) as quoted by Okoli (1988) reported that principals believed that counsellors were not particularly competent to handle student's personal-emotional problems. Related to this perception, is an article in "look" Shertzer and Stone (1960) quoted one anonymous principal to the effect that he had failed to see any value in the counselling services to which dropouts were referred.

Further, this particular principal thought that counsellors were second rate, both in preparation and personal characteristics. Perhaps even more telling was his criticism that counsellors failed to get "close" to students and that the counsellors' jargon "bored" students, was unrelated to their concerns and made them distrustful.

There is a wide range of options about the most appropriate roles of the school counsellor. However, Olajide (1988) belief the school counsellor should play the following roles and functions:-

i) As a helper

ii) As a consultant in student appraisal

iii) As a curriculum planner

iv) As a disseminator of information

v) As a consultant to parents

vi) As a consultant to the teaching and administration staff.

vii) As a placement officer.

viii) As a coordinator of other services.

ix) As a researcher.

x) As a public officer.

The role of the school counsellor are many and they are directed towards members of the school community and even beyond. Okobrah (1982) discussed that generally, the school counsellor, counsels students, teachers, parents principal, administrators, the community and studies the changing facts about the students population and interpret findings to the school committees, like the Parents Teachers Association and disciplinary committee and administrators. They may also develop test batteries which they use for disagnosis and counselling activities.

Denga (1975) maintains that the role and function of the counsellor are further confused by the various individuals in the society who perform a helping role. Within this category, we have soothsayers, magicians, fortune tellers, self-ordianed prophets and a host of others who often see themselves or are classified even by some educated people as traditional counsellors.

The conflict/confusion in the counsellors' role in the school has made some guidance authors beginning with Kehas (1965) to advocate that the role of the guidance counsellor be autonomous within school. The principal and teachers role are posited to include smooth operation of the school, discipline of unruly students and compliance of rules within the school, while the counsellor is concerned solely with the individual. According to Stamn and Nissam (1979), the diversity of roles, sometimes forces the counsellor to act in ways contrary to the principles of guidance because of the school principals and teachers who have no special expertise in guidance yet try to lead guidance efforts.

Based on the preceeding discussions, it is then the role of a trained counsellor to assist all students and having as their major concern the developmental needs and problems of youths. An individual child is expected to accomplish certain developmental task at a given period and very successful in his/her life in order to proceed smoothly to the next stage in life. If this is to be accomplished, the child as well as the parents and teachers must be assisted to carefully formulate and weigh the relative importance of each major decision they try to make.

The school counsellor possesses the skills and qualities that could facilitate the decision making activity of both students and their parents. It is in keeping with this

obligation that the school counsellor should spend this major portion of his/her time almost daily to attend to students, parents and teachers to help resolve their problems. These roles performed by the counsellors give him/her a special place in the educational system.

2.5 The Need for a Trained Counsellor

The term counsellor is reserved for those with professional training in counselling. Nweke (1989) observed that the counsellor is an expert in his/her area of specialisation and also had cultivated skills in helping people understand their situations clarify their values and makes a firm decision for which they assume responsibility. In other words, the counsellor could be regarded as an educator who aims at creating through the exercise of his/her skill, an environment in which students can learn how to cope more effectively with decision-making and examine their values and objectives without risk of condemnation or fear.

Guidance and counselling is not a quasi profession but a profession. The word profession, implies first of all the possession of special abilities, skills and knowledge, based ordinarily on advance intensive training in the field of a specialisation. Uchendu (1977), remarked that a qualified counsellor is expected to have undergone a thorough course in counselling coupled with a long and drastic practical experience

under good supervision. It is not just anybody that can provide the services of counsellor as it is erroneously believed by some people.

Guidance and counselling will be effective in recognising the guidance needs of the students than non-professional. Okorie and Nkajineje (1987) agreed that a teacher without professional training is more likely to contribute to the students' problems than help in their solutions. It is very vital to emphasise the need to engage the services of a trained counsellor in schools to provide the guidance and counselling services.

The need to entrust the provision of guidance and counselling services in the hands of trained counsellors have long been recognised and cannot be overstressed. Izundu (1986) affirmed that a guidance programme requires the service of a specialist if he is to perform the many functions delegated to him in the secondary schools. He further claims that many of our teachers lack such qualities as socialised personality, emotional maturity, love for people, good sense of honour, shamefulness and even temper. Many teachers do not understand their students personal needs, do not motivate tham, and neither direct nor diagnose the areas of difficulties encountered by students in their teaching - learning process. It is pertinent therefore to allow a trained counsellor to deal with the students especially in the areas where the teacher cannot really help.

A trained counsellor will understand the students' problems better than the teacher or even the principal. Supporting this assertion, Nnolim (1985) points to the fact that many teachers are insensitive to students feeling, as a result they bully them, flog them, nogge and ridicule them for issues that would have been sorted out if they had understood the students emotional state. Counsellors are specialists because according to Patterson (1961), they undergo considerably training in the following areas:-

1. Collecting, analysing and recording information about students which is useful and valid to teachers, parents, students themselves, administrators, counsellors and any other person who is involved with the students development and is qualified to share the information.
2. Consulting with classroom teachers, administrators and other members of the guidance team regarding issues that affect the main growth and development of children. The primary objective of this consultation is to remove inhibitors in the child's way of self-actualization efficiently and normally.
3. Carrying out research activities that will yield data on the success of a guidance programme in terms of students' needs and the needs of the society. This research includes evaluation of guidance programme.

4. Counselling with students, their parents, teachers, members of the community who need counselling assistance and the school administrator. The counselling exercise is based on educational, vocational and personal social concern.

5. The counsellor is expected to assist all members of the guidance team through in services training to make an effective contribution to the success of the guidance programme.

There is no doubt that, for the qualities of a counsellor to be enhanced and for him to confidently claim to be counsellor before clients, the counsellor has to go through a long period of training and apprenticeship. This is supported by Hatcher et al (1977) who postulated that:

> Hopefully if the long-term needs of the public are to be properly served, the best qualified trained practitioner in the various areas of marriage and family therapy, should be able to take their rightful places along side the other respected helping professions as members of responsible well-trained competent, new profession. (p.45)

This school counsellor by virtue of his position must possess certain characteristics which enables the counsellor to be more effective and reliable in his/her duties especially in the Secondary School system. Olajide (1988) identified some of counsellor's characteristics as follows:-

Educational Qualification

A counsellor must be trained, qualified and hold at least a bachelor's degree in Guidance and Counselling. The counsellor must be intelligent with verbal and quantitative abilities, sufficient to think, reason and solve problems with logic and perception.

Relationship

The counsellor is by training and professional obligation charged with creating the climate of counselling relationship. Effective and successful counselling is related to the type of relationship a counsellor establishes with the client which include acceptance, empathy, genuiness and sincere caring.

Communication

A counsellor should be able to observe all the verbal and non-verbal cues of the client as they are important in counselling process. Also, the counsellor must be sincere and must keep the client secret undisclosed.

Interest in People

A counsellor must show concern, caring and interest in people. This implies that the better he/she relates to people, the more he/she understands and comes across different personalities in the course of his job.

Tolerance of Ambiguity

A counsellor must be tolerant as this help him/her to work with individual without resulting to external sanctions in order to resolve, explain and simplify complicated situations.

Flexibility

A counsellor should be flexible enough to understand how to deal psychologically with all kinds of human behaviours without mastering authority or social pressure to force the client to conform.

Also Rogers (1962) identified four characteristics of counsellors and they are as follows:-

Congruence

This implies that counsellor should be him/herself in the counselling situation. Being sincere, your real seff and that which will show the counsellor are as congruent as close together as possible. In letting the counselle see you as you are, he is more free to show himself as he is. It involves self-revelation and openness on the part of the counsellor.

Empathy

This means that the counsellor should see the world as the other person (client) sees it. Putting him/herself in the phenomenogial world of the client or the client shoes, not sympathising but understand how the client feels or looks at things.

Positive Regards

The counsellor should look at the client/counselle without discriminating either for the clients personality, or wealth. The counsellor should equally respect the worth and dignity of the client.

Unconditionality of Regards

It implies that no strige is put on the counsellor's regard for the other period (client). You do not say that you like the client if he/she does certain thing of which you will approve.

Berak and Lacrosee (1977) opine that counselling effectiveness is determined to a large extent by the event's perceptions of the counsellor's behaviour. The counsellors' interview behaviour may be said to represent a medium through which the client derives and organises perception about the counsellor as well as the perceptions the counsellor acquires or experiences about him/herself.

2.6 Students Attitude Towards Counsellor and Counselling

The uncompromising attitude of students towards the counsellor and counselling is an aspect of the problem counsellors in schools encounter.

Strongly (1968) in his pioneering theory views the clients perceptions/attitudes as the basis for the development of a counsellors' influence and potentials. He described counselling as an interpersonal influence process. This interpersonal influence process is mediated by various social influence dimensions described as expertness, attractiveness and trustworthiness (Barak and Lacrosse, 1975).

The effectiveness of a counsellor and counselling relationship according to Okoli (1988) can be inferred from the client's attitude towards those outcome values shared by both the client and the counsellor. Like any other field of study or institution, counsellors and counselling services are evaluated by the student body. The operation of a counselling organisation is probably more affected by the prevailing climate of opinion towards it than in the case of an academic development. The effectiveness of counsellor and counselling by its very nature depends upon a willingness on the part of students to use it. This in turn, reflects the attitudes that students have concerning the value of counselling. Thus, it is important to personal agencies to know the prevailing attitudes, sentiments and prejudices students have towards counsellors to do effective work. A counselling centre is effective to the degree that is positively valued by the student body. The social and cultural background may generally set the cause of the relationship between the student and counsellor. Specifically, the students

sex, socio-cultural background, economic level, social stereotypes images and attitude towards himself or the counsellor, may be related to successful counselling.

The relation that the students' socio-cultural backgrounds and experiences have on their attitudes towards counsellor and counselling services was investigated by Arnold (1953) at Michigan state college. The major premise of the study was that, whether attitudes towards counselling services can be isolated and measured. The results of the study, indicated clearly that attitudes towards counsellors and counselling can be measured accurately. The use of a counselling attitude scale can be used effectively to evaluate personal services. Furthermore, the study from the Michigan college, states that the students generally held favourable attitudes towards counsellors and counselling. Approximately 84% of the students in the sample strongly endorsed counselling while 16% held indifferent or negative attitudes towards counselling. Apparently, the positive attitudes of many of the non-users were derived from the experiences of others, that is, from a prevailing climate of opinions. However, more favourable attitudes towards personal service were engendered by a great number of contracts with the counsellor at the center, indicating that attitudes change when direct experience or contract is made with the counselling service.

Generally speaking, younger students and single students exhibited more favourable attitudes towards counsellors and counselling. Small and shifting difference were found between counselling attitudes and school enrolled, grade point average, participation in extra-curricular activities, size of home, community, high school counselling experience and socio-economic level of family. The findings generally confirm the preposition that students attitude towards counsellors and counselling are some what affected by difference in common backgrounds and experience.

The study also revealed that Michigan state college students think rather highly of their counsellors. Their evaluations of all counsellor attributes on the rating scale were very favourable, with only small minority making negative comments. A test on the validity of these responses was obtained in the open-ended question where a great number of these same students wrote favourable comments about the counsellors with whom they worked.

Day (1981) assessed the attitudes of middle Easterners both the government and individual level towards the profession of counselling. It was based on two studies:-

Study 1: Presents responses from ten (10) middle Eastern Countries to a survey questionnaire regarding the status of counselling and the projection for counselling services in the future for each country.

Study II: Presented the response to a self-report questionnaire of forty (40) middle Eastern College students who had undergone an initial experience in counselling.

It is no secret to those who practice counselling that it is extremely difficult to bring about change if the person to be changed is unwilling to do so. In light of this, Day (1981) conducted this research to investigate the feelings and attitude of students in Middle East towards counselling. The sample for the study, included forty (40) students from a variety of Middle Easterner countries (Lebanon, Syria Jordan, Sudan etc) who enrolled in educational courses at the America University of Beirut. The students were told that the research project was being conducted to evaluate the effectiveness of counselling. The subjects were required to be fluent in Arabic. In order to participate in the study, a data sheet was administered before the counselling began, and it was established that none of the students had ever received counselling before the time of the study. Two female graduate students in the counselling department, at the University, provided the services. Both of them were Labanese and were fluent in English and Arabic languages. The counselling was provided at an individual basis and for one hour a week which was supervised ~~by~~ by a professor in the field for five weeks. The subjects (students) were randomly assigned to the counsellors each and the counselling was half of the client randomly selected for English and other half for Arabic language counselling.

At the end of the counselling session, the students completed with no attrition, a questionnaire was distributed to each student asking for anonymous responses to the following:-

1. State your reaction to the counselling you received.
2. Would you recommend that a friend of your should receive counselling services should the need arise?
3. Feel free to make any other comments as regards the counsellors and the services you received. The questionnaire was filled by all the 40 students.

The results according to Day (1983) show that 82.5% of the students were satisfied with the counselling they had received and 80% of them would gladly recommend counselling to their friends should the need arise. Few comments from the students reporting satisfaction with counselling were as follows:-

I like it a lot because it really helps to talk things out in a logical way. It helped me a lot in seeing clearly some of the things that were a source of confusion to me. It was good to have a chance to talk to somebody and to be listened to.

Yet another example of comment judged to be neutral towards the counselling experience was:-

- I would think that counselling is quite useful when one is under stress because talking things out release tension.
- However, I do not think that counselling would be useful with introverted people who did not wish to talk about themselves.
- A typical positive responses to the question of whatever to recommend counselling to a friend were;
  Yes, because it is helpful. One feels good when he realises that somebody cares about his problems.

The student who expressed negative feelings cited the short period of time (5 weeks) involved in the counselling session as a weakness. None of the students mentioned any problem with the counsellor or the type of counselling relationship that developed between them. Also it should be noted that 20% of the sample were male and no mention was made by any student about the gender of the counsellor affecting the relationship or the language in which they were counselled.

According to Day (1983) the responses of the students in his study were very similar to the responses of the sample of American subjects Day cited earlier. Most of the students left the counselling relationship feeling satisfied with what had happened. Both counsellors reported that students began the counselling sessions seeing hesitant but quickly became comfortable and freely discussed problems.

There is an extensive literature describing the attitudes that students hold towards counsellors and the services they provide. An areas that has received considerable attention has been that of identifying the perceptions that students and others have of college counsellors' ability to work effectively with client who present problems classified as something other than educational or vocational. Warman (1966) as quoted by Howard (1977) reported that students, faculty, personnel workers and even counsellors themselves considered educational and vocational topics more appropriate for counselling than topics related to personal adjustment. Strong et al (1971) found out that students viewed the role of the counsellor as that of an advisor, while Shyder et al (1972) reported that the individuals in their sample tended to seek help with their personal problem from other persons other than counsellor.

The above views and other similar studies prompted Howard, (1977) to make some inferences about the way in which counsellors are perceived on predominantly while campuses, however, the generalisationality to include predominantly black college, is questionable.

To Howard, some of the writers hypothesis on the attitude of black students towards counsellors and counselling generally are sufficiently different from white students. Others described black students' attitude as basically skeptical counsellors carried out the investigation to examine the black students attitudes towards counsellors in a predominantly black university.

In his study, he used a stratified random sample of 186 males and 241 females students from classes selected as the subjects for the study. Howard (1977) found out that when it came to problems classified as vocational and educational that the respondents tended to just seek their help from a counsellor for example; "choosing courses to prepare for a job (71.4%) assistance in learning proper study habits (66.8%). As regards problems related to personal problems like "being depressed", "fear of losing control", the respondents preferred keeping to themselves than visiting a counsellor.

Generally the public, perceives the role of the counsellor according to Denga (1983) as a lazy, confused and blurred one and this perception is part of attitudinal behaviour towards counsellors and counselling. It is this that made Ikeme and Nonyely (1986) in study designed to ascertain the students' perceptions of the role of counsellors in Secondary School to define role as a "set of specific responsibilities which should be assumed by the counsellor in the school setting."

They stated that when counsellors are posted to schools, principals assign duties to them according to what the authority believes the schools needs are. The counsellor could be made a Vice-Principal to teach full times or at best to have some time off for his/her guidance services. This makes the

students to whom the counsellors are chiefly supposed to help sometimes are not aware that they have counsellors on the school staff and when they do, they are not quite sure of who the counsellor is and the role the counsellor ought to play in their educational experiences.

Ikeme and Nonyely (1986) on their own research found that the students mainly seek assistance only in their educational and vocational need since they felt that counsellors cannot be helpful in dealing with their personal and social problems. Also the duties assigned to counsellors in school as a disciplinary agent contributes to students' wrong perception or attitude towards the counsellor and counselling. It is therefore important for the counsellors to reorient students feeling towards their role in the area of discipline and as well cultivate an understanding on his/her (counsellor) stand and contribution as regards school discipline. Their findings also suggest that schools in which we have professional counsellors with well defined roles, the students there, showed more accurate perception of counsellor role than the school without. They therefore advised that more professionally trained counsellors be sent to schools and for the counselling association of counsellors in schools.

2.7 Teachers Attitude Towards Counsellor and Counselling

In the counselling literature, teachers' attitudes to the introduction of a school counsellor into the school are thought to be a thorny problem. Many who have written in this area have stressed the need for caution and diplomacy on the part of the counsellor, in order to overcome the initial suspicion and even hostility from the colleagues in the school.

The reasons for unhealthy rivalry between teachers and counsellors are very easy to see. Teachers sometimes see themselves as the "alpha and omega" in the 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 observed that the teacher is the official of the school having historical seniority so far as a place in school is concerned. Conceptualizing their position in such a manner may lead them to behave the way they do to the counsellor and counselling. In as much as the successful performance of the counsellor and counselling depends upon the willingness of their colleagues (teachers) to cooperate in the identification and handling of children's problems of choice and adjustment, the counsellors have been advised to prepare the ground carefully before they go into action.

Daw (1967), observed that counsellor should be aware that few teachers have shown much enthusiasm for the idea of the school counsellor, for some see the counsellor as a foreign product, possibly well suited to transatlantic needs but quite inappropriate to the English scene. Some also see the counsellor as a personal and professional threat, one who will arrogate certain treasured aspects of their own role on their colleagues. In the face of all these suspicious, Daw (1967) went on to say that counsellors would need to consider how best to "sell" themselves to their teaching colleagues and thus avoid allienating those head teachers and administrators who were shown at least a tentative interest in the introduction of trained counsellors in schools.

Molt (1975) reported that one of the three main problems counsellors experienced was that of isolation in the school or college situation. According to him:

> Although many of us received much support from our colleagues within the school the fact remains that there are still many resistance to the idea of counselling. Those which are based on fantasy rather than reality are the most difficult to live with; they may be unexpressed verbally, but they create immense difficulties in staff room relationship. (p.160)

Jones (1970) reported how in one school the personal anxieties of teachers found expression in open hostility. The teacher admitted that the counsellors' own approach to the job was partly responsible.

> We realised that in ones own desire to establish a confidential client centered service, we had at this stage neglected our relationships with the staff. (p.24)

Lylton et al (1979), noted that much of the evidence on teacher's attitudes to counselling was "impressionistic" and that the objective evidence was lacking. Best et al (1981), conducted a study to find out whether the attitude of teachers towards the counsellors and counselling was due to teachers and counsellors holding incompatible conceptions of what is involved in the counsellor's task, though no information was provided on how many of the respondents were actually antagonistic to the introduction of a counsellor to schools. Their study report, was based on the findings of the questionnaire survey conducted in (1977) in eight comprehensive school in Essex. In the study, they set out to test a set of hypotheses about teachers attitude towards the counsellor.

All the schools were mixed 11 - 18 comprehensive, ranging in size from 1,000 to 1,650 pupils and including a variety of socio-economic settings, three of the eight schools

had trained counsellors. Those that filled the questionnaires were, the eight head teachers, two of the counsellors out of the three counsellors and 180 teachers which includes Deputies, Senior Tutors and others.

The counselling items used was grouped into five analysis as follows:-

1. Items relating to teachers perception to the need of a counsellor.
2. Items relating to the appointment of counsellors.
3. Items relating to the role of the counsellor.
4. Items relating to the relationship between the counsellor and the staff.
5. Items relating to the school counsellor as a threat.

According to Best et al (1988) on their study on teachers' attitudes towards the counsellor, suggested general supports the idea of a school counsellor. Most teachers accepted and believed that there is need for counsellor and guidance services in their school, and that this need, has not limited the "crisis" counselling of "problem" children. They also reported that those teachers who have worked closely with counsellors do not perceive them as threat and are likely to "free" the counsellor from substantial teaching duties.

To Best et al (1981) this positive attitude of some teachers towards counsellor and counselling was due to their (teachers) clearer understanding of the notion of counselling

as well as the role of the counsellor in school. Unlike their counterparts who are yet to understand clearly the role of counsellor, their attitudes are still negative. To support the notion that different teachers tend to adopt a negative attitude towards the counsellor and counselling, is the finding of Bojuwoye (1976) who found out that the apply connexted which 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 difficult 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 house masters are perhaps the greatest offenders in this respect. Their cooperation with the guidance counsellor as the study has shown is minimal if at all it exists. (p.76)

The uncompromising and cynical attitudes of teachers towards the counsellor and the guidance services is an aspect of the problem counsellors in school encounter. A study by Nweke (1989) revealed that many teachers did not know the expected roles of a school counsellor. From his study, teachers expected the counsellor to have full teaching load just as

their other teaching colleagues in the school. They indicated reluctance as to taking their personal and social problems to the counsellor. Some of the teachers did not see the counsellor as sufficiently competent enough to handle the students emotional and social problems, in referrals and in student appraisal.

In yet another study by Emenogu (1986) the teacher perceived the counsellor characteristics to be that of understanding, a sense of human, respect of others opinion, sympathetic...., these characteristics he asserts serves as a role model to the clients.

It should be noted that the way one perceives a person or a thing determines the attitude one shows towards that particular person or thing. Shertze and Stone (1976) presented a five fold summary of the attitude of teachers:-

1. That counsellors are Administrators and the next thing you can say about Administrator is that they are necessary evil which may be tolerated by other teachers.
2. Counsellors provide auxiliary service and are therefore expandable.
3. Counsellors coddle and pamper those who would and perhaps should be flunk out.
4. Counsellors' pseudo-freuchian and pseudo-psychometric jargon is the purest nonsese.

5. Counsellors pretence of confidentiality is merely a shield to hide behind when the welfare of the institutions is involved or their activities are challenged.

Though these statements are true to some extent, it seems that most school counsellors come from the rank of teachers and therefore carry with them some residual feelings from their own teaching days which makes the statement above some what harsh. A motive for such counsellor may lie in the fact that it is difficult for most classroom teachers to accept the need for human relation specialists in the schools.

According to Okeke (1992), teachers should not be entirely blamed for their negative attitude and assessment of the role of the counsellor because of the following:-

1. To the degree that a counsellor functions as an administrator, the teachers then see them as that.
2. To the degree that counsellors provide only an auxiliary service, rather than an integrated valuable service to students and teachers and he will be expendable.
3. To the degree that the counsellors' acceptance and understanding of pupils, is purposeless coddling and pampering of academic incompetence, teachers are justified in their misconceptions.

4. To the degree that counsellors rely on jargon rather than clear understandable communication to staff, they risk the brand "charlatan" in its purest sense "one who pretends to knowledge".

5. The extent to which confidentiality is used as an indispensable part of ethnical conduct, counsellors activities are suspended.

In all fairness, could any respectable teacher tolerate, let alone relate to, an individual occupying such a role? The teachers insistence that the counsellor handles equal work load like every other teaching staff makes it impossible for the counsellor to devote enough time to the counselling services in school. Denga (1975) noted that teachers do not appreciate the magnitude of responsibilities with which counsellors are saddled. They often refer to the counsellor as an idle staff. In this study, he reported that 60% of the teachers population sampled, alienated themselves from the majority of the problems that traditionally and typically belong to the counsellor's area of specialization. Some teachers who are not involved in frontline guidance activity in the school often have a lazy view of the roles of specialised counsellor as frill or fade. They also claimed that the guidance services causes extra work for them because the taged "problem" children are allowed in school instead of their being expelled.

To Patterson, (1967) it is difficult for the classroom teachers to accept the need for specialist in human relation in the school. For to admit that, specialists are necessary, implies that teachers in classroom have certain limitations which they are reluctant to face. The above opinion, clearly points out why classroom teachers' attitude towards the counsellor and counselling are hostile and sometimes that of feelings of jealousy. Because of these heavy commitments with counselling chores, the counsellor may be exempted from full participation in class teaching has a very few understanding, principals who also knew what the roles of a counsellor should be. These exemptions from teaching, makes some teachers feel that the counsellor enjoys easy time by withdrawing from the "firing line" of teaching into idleness where they only talk about problems which they never created. Teachers refuse to appreciate the magnitude of counsellors' responsibilities and brand them an "idle staff".

There is this definite need for a continuous evaluation of the counsellor and counselling in schools and for one to be able to achieve this, the opinion of teachers as regards the counsellor and counselling which has been neglected, as at the time of Russel and Willis (1964) work examined the opinion of teachers towards guidance services. They used teachers excluding the counsellors in five of the thirteen fairfax country intermediate schools. The study had 187 respondents

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and 18 teachers made comments in addition with scale making. These comments presented are range of opinion from few teachers comment selected, from Russell and Willis (1964) work the following comments were made by the respondents; "We need more counsellor..., Guidance must sell itself to teachers..., We have an exceptionally good guidance department, teachers do not understand guidance, where teachers understand the role of counsellors they supported the guidance and counselling programme effectively."

The sample size used by Russell and Willis in their work, calls or caution in making any meaningful conclusion but the main fact still remain that there is a significance difference of opinion among teachers as to the role of guidance counselling discipline. Many teachers feel counsellors tend to over-protect students. Secondly the investigations noted that guidance programme and their personal do not get adequate support of a large minority of teachers.

2.8 Summary

Some Related Literatures to the topic of research is discussed in this chapter. Various authors definitions of some concepts and their attempts to investigate into the attitudes of students and teachers towards the counsellors and counselling in schools, has been carefully examined.

In most of the findings, it is noted that different times and areas, the attitudinal behaviour of the teachers and students whether positive/negative towards the counsellor and counselling is not new and will continue to be so because of their conception and level of awareness of the role of the counsellors and counselling in the school.

To some of the studies, where teachers and students are aware of the clear role of the counsellors and counselling in school, the counsellors were accepted and the positive attitudes of the teachers and students towards the counsellor and its programme brought about meaningful success to guidance programmes in schools.

According to most of the literatures reviewed, the place of the teacher in guidance programme is vital for a successful, effective and efficient counselling services to the development of the students learning and problem solving skill from the counsellor. To this end therefore, the negative attitude of the teachers towards the counsellor and counselling will not only mar the guidance programme but will as well avail the students the chances/opportunity of gaining from the services, which is meant for them.

Chapter 3

METHODOLOGY AND PROCEDURE

3.1 Introduction

The purpose of this chapter is to present study population, the sampling procedure, instrument for data collection, administration and the steps used in analysing the data are briefly presented.

3.2 Research Design

The study was designed to investigate the attitude of students and teachers towards counsellors and counselling in some selected Secondary Schools in Mainland Local Government Area of Lagos State. The research was a descriptive type using specifically a survey design. It is a descriptive design because the researcher collected information that allowed the researcher to describe the situation as it existed as far as the attitudes are concerned. It was also a descriptive design because it involves the use of questionnaire for a large number of respondents.

3.3 Population

The target population comprises of all teachers in secondary schools in the four secondary schools of Mainland Local Government Area of Lagos State. A total of 320 teachers from these four schools were the target population. Also all students in the senior secondary school two (SSS 2) and all students in Junior Secondary School three (JSS 3) were part of the population for the study. A total population of 1,200 students was the target population from the four schools. These were the students in JSS III and SS II only.

3.4 Sample

In educational research, it is not always possible to have access to the whole population, especially if such a population is very large. Dalen (1973) recommended sampling as a way out. In his opinion, sampling helps the researcher to select a representative unit from which he or she can gather data that enables him or her to draw an inference about the nature of the entire population. The total sample of 500 students and 200 teachers we used in this study. This is in line with what Roscoe (1969) suggested in a social science research such as this. To select this, simple random sampling was used.

3.4.1 Sampling of Schools

To sample the schools for the study, the list of the secondary schools in the Mainland Local Government Area was collected from the Mainland Local Educational District (LED). The total number of secondary schools are 30 and 10 out of the 30 schools have trained counsellors and a well organised Guidance and Counselling Programme. Out of the 10 schools, two are boys schools, one mixed school and the rest seven are girls schools. Four schools were purposefully sampled from the 10 that has organised guidance programme. From these 4 schools, 2 were for girls, one for boys and one school was a mix school.

3.4.2 Sampling of Teachers

The total number of 320 teachers are in the four schools selected and those willing to participate in the study were 300 teachers. In order to select the teachers, the researcher used stratified random sampling.

The researcher collected the names of the teachers that were willing to participate in the research from the principal of the school. From the time book, the list of their names was compiled by the researcher and numbers assigned to each teacher's

name according to their schools one after the other. Using a table of random numbers, the names of 50 teachers from each school were chosen as the sample size, totalling 200 teachers out of 300 of them that were willing to participate and that represents 66.6% of the entire populations.

3.4.3 Sampling of Students

The students in senior secondary school two (SSS 2) and Junior Secondary School three (JSS 3) in each school selected formed the target population and the schools have 300 students in both SSS-2 and JSS-3 respectively. The researcher further selected from students in these classes only those students who had contact with the counsellor and the counselling services in the school. Most especially, those students that have visited the counselling centre for counselling up to 5 sessions, since they were admitted into the school. This was done with the help of the school counsellor register and file in the counselling centre.

The researcher then compiled the names of these students in paper for each school and a table of random numbers was used to select the students which consistituted the sample size for the research. 500 students selected represented 41.9% of the entire populations in JSS 3 and SSS 2 in the four schools.

3.5 Research Instrument

A set of questionnaire was used for data collection in this study. Ikeme and Nonyely (1986) in their presentation constructed a 24 item questionnaire with five (5) point likert scale which they used to investigate the student's perception of the role of counsellors and counselling, as well as the questionnaire used by Day (1983) in his research on attitudes towards counselling in the Middle East was modified to meet the researcher's need. Wordings in the instruments were replaced with more relevant sentences so as to seek for correct opinion of the respondents. Moreso, the instrument was reconstructed by RASPA VICKO Consultancy since the researcher is not sure of its validity and reliability.

The first page of the instrument is an intfoductory appeal letter to the respondent in order to solicit free responses and the provision for the names of the respondents will be avoided. However, the gender of the respondents are required. Other necessary information required included the name of the school, the respondent's age, class, qualification, years of teaching experience and subjects taught in the school.

Section B and C of the instruments consist of questions with provision for option following each of the question. Also, the options were allocated point values as follows:-

Very much	-	5 points value
Much	-	4 points value
Averagely	-	3 points value
Little	-	2 points value
Very little	-	1 point value.

The questionnaire in section B has to measure the attitude of students and teacher towards the counsellor with 13 items while that of section C deals with their attitudes towards counselling and has 15 items.

3.6 Validity and Reliability of the Instrument

For an instrument to produce its desired result, its validity and reliability must be ascertained. After the construction of the instrument, the help of the thesis supervisor and a statistician was requested. They checked if the test items in the instrument were concerned with all the aspects of the research. This gave the instrument a face validity.

The content validity and reliability test checks if the instrument to be used will be reliable, efficient and suitable to measure what the research expevts, so as to minimise errors and misinterpretations. Here again, the researcher depended on the expert advice of the thesis supervisor and statistician. The approval of the contents of the instruments by the two experts mentioned above, served as an estimate for the content validity and reliability of the instrument.

3.7 Administration of Instrument

The researcher used one method in the administration of the questionnaire to the schools. She personally contacted the respondents after obtaining permission from the school authority to administer the questionnaire with the assistance of the school counsellor. The researcher then personally distributed the questionnaire to all the respondents in the school for completion. All questionnaires were then collected by the researcher for scoring and analysis.

3.8 Data Analysis

In the analysis of data, tables were used to present the results. The hypotheses were tested by using analysis of variance and a t-test statistics. In determining the significant difference between the attitudes of students and teachers, ANOVA and t-test were employed at level of significance of 0.05.

Roscoe (1969) stated that if a researcher is interested in differences/comparism between group as in the case of male/female, teacher/students and other related variables, the best statistics to use is t-test statistics.

3.9 Summary

The researcher investigated into the attitudes of students and teachers towards counsellors and counselling in Lagos State. The Mainland Local Government Area was covered by this research. Questionnaire was the main instrument for data collection and the questionnaire was personally distributed by the researcher to the four secondary schools with organised guidance programme and trained counsellors. The study sample population, was 200 teachers and 500 students which was suggested by Roscoe (1969) for a social science research like this.

Finally, the statistics used were the ANOVA and t-test statistics because the researcher compared the means of various variables. A 0.05 level of statistical significance was used for acceptance or rejection of the null hypotheses.

Chapter 4

RESULT AND DISCUSSIONS

4.1 Introduction

The researcher, attempts to present the results of the analysed data to answer the research questions and test the stated hypotheses. The data collected from the respondents was analysed with t-test and statistical techniques used in the study included the descriptive as well as the inferential.

The chapter is therefore having two main sections to it. The first deals with the results while the second section, deals with the discussions of the results.

4.2 Descriptive Analysis

4.2.1 Teachers Attitude Towards the Counsellor from the four Schools

The data collected from the teachers who responded to the instrument on their attitudes towards the counsellor was computed and presented in table 4.1.

Table 4.1: Summary Statistics of Teachers Attitude Towards the Counsellor by School.

Variable	$\bar{X}$ Mean	SD	N	Median	Minimum	Maximum
Our Lady of Apostles	53.04	3.813	49	53.00	45.00	66.00
Queens College	47.22	4.293	49	48.00	35.00	54.00
International College	52.53	5.561	49	53.00	33.00	64.00
St. Finbers College	50.67	6.019	49	52.00	32.00	62.00

From table 4.1, the highest mean score comes from Our Lady of Apostles with the mean ($\bar{X}$ = 53.04). Whereas the teachers from Queens College have the lowest mean score ($\bar{X}$ = 47.22). In all, from the computation, it is observed that 32 points was the minimum score and it was from St. Finbers College while the maximum point of 66 score for section B under a discussion and it comes from Our Lady of Apostles.

4.2.2 Teachers Attitude Towards Counselling from the four Schools

The data collected from the teachers who responded to the instrument on attitudes towards counselling was computed and presented in table 4.2 below.

Table 4.2: Summary Statistics of Teachers Attitude Towards Counselling by School.

Variable	$\bar{X}$ Mean	SD	N	Median	Minimum	Maximum
Our Lady of Apostle	50.02	4.824	49	50.00	37.00	61.00
Queens College	61.45	4.463	49	62.00	50.00	71.00
International College	61.53	4.500	49	61.00	48.00	71.00
St. Finbers College	61.93	5.410	49	63.00	48.00	74.00

From table 4.2, the highest mean score comes from St. Finber's College with the mean score of ($\bar{X}$ = 61.98). Where as Our Lady of Apostle have the lowest mean score of ($\bar{X}$ = 50.02). From the computation, it was observed that in all, 37 points was the minimum score and it was from Our Lady of Apostle, whereas 74 points which was the maximum score for section C under discussion and it comes from St. Finber's College.

4.2.3 Students Attitude Towards the Counsellor in the four Schools

The data collected from students who responded to the instrument on their attitude towards the counsellor in section B, was computed and presented in table 4.3 below.

Table 4.3: Summary Statistics of Students Attitude Towards the Counsellor by School.

Variable	$\bar{X}$ Mean	SD	N	Median	Minimum	Maximum
Our Lady of Apostle	45.73	4.692	97	45.00	33.00	66.00
Queens College	45.44	6.575	133	46.00	25.00	59.00
International College	42.59	5.043	102	42.00	26.00	60.00
St. Finbers College	38.67	11.62	100	42.00	16.00	76.00

From table 4.3, the highest mean score comes from Our Lady of Apostles with the mean of ($\bar{X}$ = 45.73) whereas students from St. Finber's College have the lowest mean score of ($\bar{X}$ = 38.67). From the computation, it was observed that in all, 16 points was the minimum score and this was from St. Finber's and 76 point which was the maximum score for section B under discussion as well comes from St. Finbers College.

4.2.4 Students Attitude Towards Counselling in the four Schools

The data collected from students who responded to the instrument on their attitude towards counselling in section C, was computed and presented in table 4.4 below.

Table 4.4: Summary Statistics of Students Attitude Towards Counselling by School.

Variable	$\bar{X}$ Mean	SD	N	Median	Minimum	Maximum
Our Lady of Apostle	49.40	5.848	96	49.50	32.00	62.00
Queen's College	50.28	8.045	138	51.00	22.00	66.00
International College	48.13	7.596	126	48.00	0.000	67.00
St. Finbers College	41.26	17.19	100	46.00	0.000	70.00

From table 4.4, the highest mean score comes from Queen's College with the mean of ($\bar{X}$ = 50.28) whereas students from St. Finber's College have the lowest mean score of ($\bar{X}$ = 41.26). From the above computation, it was observed that in all, 0.000 point was the minimum score and it comes from both International College and St. Finber's College respectively and 70 points which is the maximum score for section C under discussion comes from St. Finber's College.

4.3 Hypotheses Testing

The eight formulated hypotheses for the study are here tested, at 0.05 level of significance.

Hypothesis 1

This hypothesis states that there is no significant difference between the teachers and students attitude towards the counsellor.

To test this hypothesis, t-test statistics was used. The summary of the computations are contained in table 4.5 below.

Table 4.5: Summary of t-test on Teachers and Students Attitude Towards the Counsellor.

Variable	N	X	SD	t-Value	df	P-Value
Teachers	199	52.94	3.986			
				8.36	638	0.000
Students	441	45.37	4.932			

From table 4.5, the observed t-value (t-8.36, P = 0.00) was significant at = 0.05 with df = 638. Hence the null hypothesis (NH) was rejected. It is therefore concluded that there is significant difference between the mean score on attitude of teachers and students towards the counsellor.

Hypothesis 2

There is no significant difference between the teachers and students attitude towards counselling. To test this hypothesis, t-test statistics was used. The summary of the computations are contained in table 4.6 below.

Table 4.6: Summary of t-test Teachers US Students Attitude Towards Counselling.

Variable	N	X	SD	t-Value	df	P-Value
Teachers	199	61.24	4.706			
				10.88	638	0.000
Students	441	49.14	6.201			

From table 4.6, the observed t-value (t -10.88, P = 0.000) was significant at = 0.05 with df = 638. Hence the null hypothesis (NH) was rejected. It was therefore concluded that there is significant difference between the mean attitudes of teachers and students towards counselling.

Hypothesis 3

This hypothesis states that there is no significant difference between the attitude of male and female respondents towards the counsellor.

To test this hypothesis, t-test statistics was used. The summary of the computations are contained in table 4.7 below.

Table 4.7: Summary of t-test Male US Female Respondents on the Counsellor.

Variable	N	X	SD	t-Value	df	P-Value
Male	230	47.14	6.569			
				0.15	628	0.3106
Female	410	46.92	6.235			

From table 4.7, the observed t-value (t -0.15), P = 3106) was not significant at = 0.05 with df = 628. Hence the null hypothesis (NH) was retained. It was therefore concluded that there is no significant difference between the attitudes of the male and female respondents towards the counsellor.

Hypothesis 4

There is no significant difference between the attitude of male and female respondents towards counselling.

To test this hypothesis, t-test statistics was used. The summary of the computations are contained in table 4.8 below.

Table 4.8: Summary of t-test Male US Female Respondents Attitude Towards Counselling.

Variable	N	X	SD	t-Value	df	P-Value
Male	230	52.81	9.715			
				-0.12	628	0.8728
Female	410	53.06	8.145			

From table 4.8, the observed t-value (t = -0.12, P = 0.8728) was not significant at = 0.05 with df - 628. Hence the null hypothesis (NH) was retained. It was therefore concluded that there is no significant difference between the attitude of male and female respondents towards counselling.

Hypothesis 5

There is no significant difference between the attitude of male and female teachers towards the counsellor.

To test this hypothesis, t-test statistics was used. The summary of the computations are contained in table 4.9 below.

Table 4.9: Summary of t-test Male US Female Teachers Attitude Towards the Counsellor.

Variable	N	X	SD	t-value	df	P - Value
Male	90	51.64	5.872			
				0.97	197	0.3373
Female	109	50.62	4.580			

From table 4.9, the observed t-value (t = 0.97, P = 0.3373) was not significant at = 0.05, with df = 197. Hence the null hypothesis (NH) was retained. It was therefore concluded that there is no significant difference between the attitude of male and female teachers towards the counsellor.

Hypothesis 6

There is no significant difference between the attitude of male and female teachers towards counselling.

To test this hypothesis, t-test statistics was used. The summary of the computations are contained in table 4.10 below.

Table 4.10: Summary of t-test Male VS Female Teachers Attitude Towards Counselling.

Variable	N	X	SD	t-value	df	P-Value
Male	90	55.50	8.272			
				-0.01	197	0.9367
Female	109	55.52	5.963			

From table 4.10, the observed t-value (t = 0.01, P = 0.936) was not significant at = 0.05 with df = 197. Hence the null hypothesis (NH) was retained. It was therefore concluded that there is no significant difference between the attitude of male and female teachers towards counselling.

Hypothesis 7

There is no significant difference between the attitude of male and female students towards the counsellor.

To test this hypothesis, t-test statistics was used. The summary of the computations are contained in table 4.11 below.

Table 4.11: Summary of t-test male VS female students attitude towards the counsellor.

Variable	N	X	SD	t-value	df	p-Value
Male	140	45.37	3.953			
				-0.84	439	0.4060
Female	301	46.16	4.375			

From table 4.11, the observed t-value (t = -0.84, P = 0.4060) was not significant at = 0.05 with df = 439. Hence the null hypothesis (NH) was retained. It was therefore concluded that there is no significant difference between the attitude of male and female students towards the counsellor.

Hypothesis 8

There is no significant difference between the attitude of male and female students towards counselling.

To test this hypothesis, t-test statistics was used. The summary of the computations are contained in table 4.12 below.

Table 4.12: Summary of t-test Male VS Female Students Attitude Towards Counselling.

Variable	N	X	SD	t-value	df	P-value
Male	140	49.34	5.636			
				-0.64	439	0.5449
Feamle	301	50.56	5.994			

From table 4.12, the observed t-value (t = -0.64, P = 0.5449) was not significant at = 0.05 with df = 439. Hence the null hypothesis (NH) was retained. It was therefore concluded that there is no significant difference between the attitude of male and female students towards counselling.

4.4 Discussions

From the summary statistics of teachers attitudes towards the counsellor and counselling according to school of the descriptive analysis, shows that the teachers of Our Lady of Apostles in Yaba have more positive attitude towards the counsellor than teachers of other schools having the mean score (X = 53.04) while the attitude of the teachers of St. Finber's College towards counselling is positive with mean score of

(X = 61.98). In all, it shows that the teachers of Our Lady of Apostles relate more to the personnel of guidance than his/her service while St. Finber where teachers are third in attitude towards the counsellor, relates more positively to the counselling service. This result could be possibly due to the fact that at St. Finbers, teachers make more referral of problem students to the counsellor. For this, they have more positive attitude towards counsellor for accepting their units. It also means that teachers are now involved in refering students to counsellor, which is different from Denga's (1975) findings that teachers allienated themselves from anything that concerns counselling since counsellor is part of counselling.

From the summary statistics of students attitude towards the counsellor and counselling according to schools, the table shows that students from Our Lady of Apostle have more positive attitude towards the counsellor with mean score of (X = 45.73) while St. Finbers College has the lowest mean of (X = 38.67). This could be as a result of the school being an all boys school. For the students attitude towards counselling, the result shows that Queen's College girls has the highest mean of (X = 50.28) which means their attitude towards counselling is more positive while St. Finbers College has the lowest mean of (X = 41.26) which shows that their attitude tends towards negative.

In this analysis, the first two hypotheses were rejected in that there existed a significant difference between the attitude of the teachers and that of students towards the counsellor and counselling. One of the reasons for this difference, could be because of the level of educational exposure and awareness of the teacher of the societal need of guidance programme in our schools.

Another reason for this difference may be the teachers realising that there is a limit they can go in handling the student's problem so referral is made when it is "out of this depth" Olayinka (1993). Teachers now help the counsellors in identifying students who have problems since teachers are in front line because they have continuous contact with all the students in the class. For this service the counsellor provides for the teachers, there is the tendency of the teachers to have more positive attitude towards the counsellor and counselling as probing to their inner self. Also the students are on the receiving end of the counselling and if the experience with the counsellor has not been rewarding, they may not have a much needed positive attitude to the counsellor and the counselling. This interpersonal contact the teachers may not have with the counsellor and counselling.

Furthermore, to the difference between the students attitude and that of the teachers may be because students are

yet to be fully aware of the need and role of the counsellor and counselling in schools. Also the fear of being taged "problem student" limits the students interaction with the counsellor. Yet another reason scould be the dual role played by the counsellor, when he/she is assigned to discipline a child instead of the helping service, could be a factor to the students negative attitude towards the counsellor and counselling.

The rest of the six (6) hypotheses were retained meaning that there is no significant difference between the attitude of the male and female teachers towards the counsellor and counselling, as well as the attitude of male and female students towards the counsellor and counselling. These findings could be as a result of many reasons, few of which were mentioned. With the teachers level of exposure, they no longer see counsellor as an idle or lazy person or one that creates more work for them after counselling. They see the counsellors now as colleague working on the same field and for the same purpose in the educational system. Therefore as teachers who see the counsellor and counselling as such no significance difference is seen in the attitudinal scores of both sexes to the school counsellor and counselling.

They now believe that counsellors are not over pamparing students as such, they do proper referral service to the counsellor when a problem student is identified. In contrast with Denga's (1975) findings which indicated the teachers

reluctance to take their personal and social problems to the counsellor who they feel were incompetent to handle such problems. From the teachers positive attitude towards the counsellor and counselling as found in this study, it shows that most teachers have tried the counsellor with their problems and the counsellor handled it well, from their visit, they now find out that counsellors are competent and that counselling in itself was enough work for a counsellor. The students on the other hand, may have change their negative conceptions about the counsellor and their services, especially when they see their teachers relating well with counsellor as well as making referrals to the counsellors. Also in a well organised guidance programme where the counsellor is very resourceful, the placement, streamlining and information given to the students both academically and vocationally may help in handsfurning the students former misconceptions.

Principals too, who are exposed and know the needs of guidance personnel may have helped in inculcating new orientation into the minds of teachers and students. The principal may have brought to the awareness of the students that the counsellor is the best person to see in times of problems.

4.5 Summary

In this chapter, the results of the data collected were presented after analysing them. A total of twelve (12) tables were presented. Four tables were for the descriptive analysis while the other eight were for hypothesis testing. The findings in the chapter reveal mainly that both students and teachers attitude to counsellors and counselling are changing towards positive side. The reasons for this are provided in the discussion section of the chapter as possible explanations to the findings.

Chapter 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The researcher attempts to provide an overall summary and recommendations arising from the findings in this chapter. The summary involves both summaries of the main findings while the recommendations focused on those areas that need to be improved.

5.2 General Summary

Research reports on attitude of teachers and students towards the counsellor and counselling services had revealed both negative and positive attitudes in time past. It is based on this, that the researcher has to investigate into the attitudes of teachers and students towards the counsellor and counselling currently in four selected secondary schools in Mainland Local Government Area of Lagos State.

In pursuit of this objective, the research was guided by eight (8) main research questions which had to do with attitudes towards the counsellor and counselling. Also

eight (8) hypotheses were formulated for testing at 0.05 level of significance. The hypotheses were concerned with sex, schools and attitudes of teachers and students towards the counsellor and counselling.

A number of related literatures were consulted in the researchers efforts to review other similar works. To this end therefore, the literature reviewing was done under the following sub-headings:-

(a) The definition and components of attitude.

(b) The concept of counsellor and counselling.

(c) The perception of counsellor role.

(d) The need for a trained counsellor.

(e) The students attitude towards the counsellor and counselling.

(f) The teachers attitude towards the counsellor and counselling.

With the completion of the review of related literature, the methodology and procedure of conducting the research was presented in chapter 3. This research focused on population with trained counsellors and a well organised guidance programme.

The sample size of the study, was total of 320 teachers of the four selected secondary school and a total of 1,200 students of both JSS 3 and SSS 2 only as the focal population

from the four schools selected. A self-constructed questionnaire which was reconstructed by experts with 28 item questions, 13 for the counsellor and 15 for counselling with options and allocated point value of likert scale items was used. The data collected was collated and analysed using Analysis of Variance (ANOVA) and a t-test statistics.

In chapter four of this thesis, the result were presented in tables. The descriptive analysis and infernecial statistics were used. A discussion of the result, was also made to advance probable reasons for the findings.

5.3 Summary of Findings and Conclusion

Based on the results presented in chapter four of the study and with in the sampled population, the following main findings resulted.

(a) Teachers attitude towards the counsellor and counselling in these selected schools was positive.

(b) That the attitude of both the male and female respondents (teacher and students) are the same.

(c) That the attitude of both the male and female teachers towards the counsellor and counselling are the same.

(d) That the attitude of both the male and female students towards the counsellor and counselling are as well the same.

The summary of the above findings inspired the researcher to generally conclude by saying that the attitude of teachers and students towards the counsellor and counselling is generally positive. It shows that teachers as well as students are now becoming aware of the need, value, function and importance of counsellors and guidance and counselling services in our society and schools in particular.

5.4 Recommendations

5.4.1 Federal and State Ministry of Education

1. The Ministry of Education should try to increase the publicity on the awareness and nedd of counsellors and counselling in our secondary schools.
2. They should with the aid of qualified personnel in Counselling Association of Nigeria, write out a defined role and function of the counsellor and sent to schools for the principal to study and implement.
3. Also money should be given out to schools in order to provide a very good office and instruments and infrastructures for the guidance programme in schools, most of the school in these study, have well trained counsellor but no well/good counselling office.

5.4.2 The School

The school authority should realise at the posting of a counsellor to the school, that the counsellor are professional and that he/she has not come to disrupt their authority. The principals should once a while attend some refresher courses on administration, where some guidance and counselling courses are taken. Not only this, they should be encouraged to attend conferences on guidance and counselling. This exposed them to whom the counsellor is and their function/roles in schools. With the principals knowledge of guidance and counselling, they will then place the counsellor properly and be able to talk to students or even still enlighten them. Not only that, they should advocate for a better office and allow them for further in-service training and time out for national and state seminars.

5.4.3 Guidance Personnel

The counsellor should be a resource person even ready to read and gather information for the school. They should try as much as possible to 'sell' their services to all around them. The counsellor should attend seminars, in-service training and at times create an interesting, but educative indoors training for students. No matter the type of environment the counsellor finds him/herself, try and adjust to it and make out the best out of it. As much as possible,

be friendly to all. The counsellor must be current with happenings study more in order to be able to help other. Do not be satisfied with sitting in the counselling centre, move around for there might be a soul to help, scout around for necessary information for the students and school at large.

5.4.4 Further Research

There are more areas to be investigated into as far as this subject matter is concerned. For instance to look into why some schools till now do not have any guidance programme. Studying the increasing awareness of the need for counselling services in our society. Investigating into what to be done to improve the attitude of people towards the counsellor and counselling because the result of this research, though positively okey but with reference or reflection to the gravity of the need of guidance and counselling in our society, it was not impressive because most schools even in the area of these study, have no trained counsellors talk of an organised guidance programme.

5.5 Summary

A general summary of this thesis is presented in this chapter. Some major findings were also summarised and recommendations made to the Federal and State Ministry of Education, the schools, guidances personnel (counsellor) and research topics were also presented in the chapter.

The reading of this thesis is hoped will enlighten personnels of guidance programme to understand that the attitudes of their colleagues and clients towards them and their efficience and effectiveness.

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APPENDIX

ATTITUDE TO COUNSELLING AND COUNSELLOR SCALE (ACCS)

Instructions

Below are items developed to sample your attitude towards counsellor and counselling in school. The items are categorised into three parts, A, B and C. Part A deals with personal data while part B consists of 13 items attitude towards the counselling and part C consists of 15 items attitude towards the counsellor.

You are requested to respond to each item as honestly as you can and to the best of your knowledge. Your honest and candid responses will be of assistance to the researcher which can be used to improve the image of the counsellor and the counselling in schools.

Thank you for responding.

Mrs. Audu

SECTION A: Personal Data

Name of School: _____

Sex: Male ( ) Female ( )

Age: _____

Class (Students only):

J.S.S. _____

S.S.S. _____

Qualification(s) (Teachers only): Tick ( ) as appropriate.

WASC/GCE ( )

OND ( )

T.C. II ( )

N.C.E. ( )

H.N.D. ( )

B.A/B.Ed. ( )

Masters ( )

Ph.D. ( )

Others _____

Years of Teaching Experience - Tick ( ) as appropriate.

0 - 5 years ( )

6 - 10 years ( )

11 - 15 years ( )

16 - 20 years ( )

21 years and above ( )

Subject being taught as a teacher: _____

SECTION B

Below is a 13 items questionnaires with 5 pair likert scale on counselling. For each item, there are 5 responses.

Very much (VM)

Much (M)

Averagely (A)

Little (L)

Very Little (VL)

Choose one response that best reflects your attitude by ticking ( ) one of the given options.

		VM 5	M 4	A 3	L 2	VL 1
1.	I like discussing my problems with the counsellors during counselling periods.					
2.	I like the counselling environment provided in my school.					
3.	I will like counselling to be made compulsory for every student in the school.					
4.	I will like counselling to take place in the school even at weekends.					
5.	I will like the teachers to support or assist the counselling services in the school.					
6.	I like the way counselling is being provided in the school					

	VM 5	M 4	A 3	L 2	VL 1
7. I like counsellor to deal with placements and disciplinary problems in school.					
8. I hate going for counselling any time I have problems.					
9. I like recommending my friends for counselling any time the need arise.					
10. I do not like coming out when I go in for counselling.					
11. I like counsellors because of their resource fullness generally when counselling.					
12. Counsellors help me cope with my anxiety, with the counselling I receive, it helps me.					
13. I will like counselling to be taught as a subject in school by the counsellors.					

SECTION C

Below is a 15 items questionnaires with 5 points likert scale on counsellors. For each item, there are 5 responses.

Very much	(VM)
Much	(M)
Averagely	(A)
Little	(L)
Very little	(VL)

Choose one response that best reflects your attitude by ticking ( ) one of the given options.

	VM 5	M 4	A 3	L 2	VL 1
1. I will like counsellors to assist teachers in improving their teaching methods and classroom management procedures.					
2. I will like counsellors to accept the fact that they do not have answers to all problems.					
3. I like my school counsellor(s) because he/she keeps my secrets.					
4. I like my school counsellors because he/she is of the same sex with me.					
5. I like my school counsellors because he/she assist students very much in the problem of subject selection.					
6. I like my school counsellors because he/she listens very well to whatever problem you take to him or her.					
7. I like my school counsellor because she/he is very neat in dressing.					
8. I will like the school counsellors to try harder and sell this service to students and staff.					
9. I will like school counsellors to be removed from the schools because teachers and students, hates them.					
10. I will like the counsellors not to over protect and pamper students.					
11. I will like another teachers in my school to handle students and teachers problems that are not related to career and subject choices.					

	VM 5	M 4	A 3	L 2	VL 1
12. I like counsellors because they help one in identifying ones educational interest and ability.					
13. I will like counsellors to be posted to every schools that do not have one already.					
14. I will like the counsellors to be given a good offices in the school.					
15. I will like the counsellor in the school to be given more working materials and support for the usefulness of the students.					