LEVEL OF AWARENESS OF COUNSELLOR'S DUTIES AND RESPONSIBILITIES AMONG SECONDARY SCHOOL STUDENTS IN ZARIA METROPOLIS

By

ROSE O. OSAKWE

Faculty of Education
Ahmadu Bello University
Zaria

AUGUST, 2007

LEVEL OF AWARENESS OF COUNSELLOR'S DUTIES AND RESPONSIBILITIES AMONG SECONDARY SCHOOL STUDENTS IN ZARIA METROPOLIS

By

ROSE O. OSAKWE

A THESIS SUBMITTED TO THE POSTGRADUATE SCHOOL, AHMADU BELLO UNIVERSITY, ZARIA, IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE MASTERS OF EDUCATION DEGREE IN GUIDANCE AND COUNSELLING

Faculty of Education
Ahmadu Bello University
Zaria

AUGUST, 2007

DECLARATION

I hereby declare that this thesis is a record of my own research work. It has not been presented partially or wholly anywhere in any previous application for a higher degree in the University or any other institution. Information derived from published work of others have been duly acknowledge in the text.

Rose O. Osakwe Candidate	Date

CERTIFICATION

This thesis titled "*Level of Awareness of Counsellor's Duties and Responsibilities among Secondary School Students in Zaria Metropolist*", by Rose O. Osakwe, meets the regulation governing the award of the degree of Masters of Education degree in Guidance and Counselling , Faculty of Education, Ahmadu Bello University Zaria, and it is approved for its contributions to scientific knowledge and literary presentation.

Dr. (Mrs.) Raliya Muhammed Bello Chairperson, Supervisory Committee	Date
Prof. F.D. Kolo Member, Supervisory Committee	Date
Dr. Sadiq Mohammed Head, Department of Education	Date
Prof. S.A. Nkom Dean, Postgraduate School AHMADU BELLO UNIVERSITY, ZARIA	Date

DEDICATION

This thesis is dedicated to God Almighty and to

my parents, husband and children.

ACKNOWLEDGEMENTS

To God be the glory, honor and adoration for making it possible for me to complete this study. My profound gratitude goes to my main supervisor, Dr. (Mrs.) Raliya Muhammad Bello, for reading through the manuscript of this thesis and for her patience in guiding me throughout the period of this study. I am also thankful to Prof. F.D. Kolo, my second supervisor, project adviser for his careful and painstaking assistance during all the phases of this study. I extend my gratefulness to Dr. Mamman Musa, who provided valuable guidance and encouragement. My sincere gratitude also goes to Rev. Dr. Oliagba for his useful suggestions during the crucial stage of the study.

My profound gratitude goes to my husband Engr. B.N. Osakwe and my family members for their concern, encouragement and endless support throughout the period of this study. My thanks also go to the principals, staff and students of the secondary schools used as respondents for this study.

Finally, I will like to thank Mr. John A. Obemeata who helped in data analysis.

ABSTRACT

The research work assessed the level of awareness of counsellor's duties and responsibilities among secondary school students in Zaria metropolis. The research was motivated by the researcher's observation on the low level of awareness of counsellors' duties and responsibilities among secondary school students in Zaria.

The subjects of the study were senior secondary schools in Zaria metropolis. The populations for the study were 30,000 from which a sample of 540 respondents comprised. The instruments used for data collection on level of awareness of counsellors duties and responsibilities were questionnaire constructed by the researcher. The validity of the instrument was ascertained by experts in psychological testing. The instrument was personally administered by the researcher to the respondents. T-test statistics was used to test the six hypotheses at 0.05 level of significance. The result of the data analyzed revealed that one hypothesis was retained while five hypotheses were rejected. There was no significant difference on the level of awareness of counsellors' duties and responsibilities with regards to observed and expected mean scores, gender, age, religion and private and public variables. The findings also revealed that most of the secondary school students do not patronize the counsellors in their schools. Students should be made to know the importance of counsellors in the school. Also the principal should be educated on the need to encourage student to approach counsellors whenever they are faced with problems.

TABLE OF CONTENTS

Page

Title Page ii

Declaration iii

Certification iv

Dedication v

Acknowledgements vi

Abstract vii

Table of Contents viii

List of Tables xi

CHAPTER 1

THE PROBLEM 1

1.1 Introduction 1

1.2 Statement of Problem 3

1.3 Objective of the Study 4

1.4 Research Questions 5

1.5 Research Hypotheses 5

1.6 Basic Assumptions 6

1.7 Significant of the Study 7

1.8 Delimitation of the Study 7

1.9 Summary 8

1.10 Operational Definition of Terms 8

Page

CHAPTER 2

REVIEW OF LITERATURE **10**

2.1 Introduction 10

2.2 Definitions of Guidance 11

2.3 The Need for Guidance in Nigerian Education 13

2.4 Types of Guidance Services 17

2.4.1 Information service 18

2.4.2 Orientation service 18

2.4.3 Planning, placement and follow-up service 19

2.4.4 Appraisal service 21

2.4.5 Referral service 21

2.5 Responsibilities Toward Guidance 21

2.5.1 Teacher's responsibilities towards guidance 22

2.5.2 Students' responsibilities towards guidance 23

2.5.3 Community responsibilities towards guidance 24

2.6 Counsellor as a Professional 25

2.7 Perception of the Counsellor 27

2.8 Principal's Perception of the Counsellor 29

2.9 The Relationship between the Principal and the Counsellor 29

2.10 Teachers Perception of the Counsellor 31

2.11 The Relationship between the Counsellor and Teachers 32

2.12 Students' Perception of the Counsellor 38

Page

2.13 The Relationship between the Counsellors and the Students 39

2.14 Review of Empirical Studies 43

2.15 Summary 46

CHAPTER 3

METHODOLOGY 48

3.1 Introduction 48

3.2 Research Design 48

3.3 Population of the Study 48

3.4 Sample and Sampling Technique 49

3.5 Research Instrument 49

3.6 The Result of Pilot Study 50

3.6.1 Validity of the instrument 51

3.6.2 Reliability of the instrument 51

3.7 Procedure for Data Analysis 52

3.8 Administration of the Instrument 52

3.8.1 Scoring 52

3.9 Summary 53

CHAPTER 4

DATA ANALYSIS AND DISCUSSION 54

4.1 Introduction 54

4.2 Analysis of the Demographic Variable of the Respondents 54

Page

4.3 Evaluation of Respondent's Awareness of Counsellors' Role in Secondary Schools 57

4.4 Test of Hypotheses 68

4.5 Discussions 74

4.6 Implications of the Findings 78

4.7 Summary 79

CHAPTER 5

SUMMARY, CONCLUSION AND RECOMMENDATIONS 80

5.1 Summary 80

5.2 Conclusion 84

5.3 Recommendations 85

5.4 Suggestions for further Studies 86

REFERENCES 87

APPENDIX I 91

LIST OF TABLES

Table Page

4.1 ..... Frequency and Percentages of Subjects by Sex and Ownership of School 55

4.2 Distribution of the Respondents by their Class and Age Range in the Secondary Schools..... 55

4.3 Distribution of the Respondents by their Religious Affiliations and Type of Schools 56

4.4 Students Level of Awareness of the Role Counselors in Schools.....57

4.5 T-test on Observed and Expected Means of Students' Awareness 68

4.6 T-test between Males and Females on the Levels of Awareness of the Counsellors' Role in Secondary Schools..... 69

4.7 T-test on the Levels of Awareness of the Counsellors' Role in Secondary Schools by Students' Religious Affiliation..... 70

4.8 T-test on the Levels of Awareness of the Counsellors' Role in Secondary Schools by Day and Boarding Students..... 71

4.9 One Way Analysis of Variance on Awareness by Ages of Students 72

4.10 Mean Scores of the Age Groups and the Result of the Scheffe Test 73

4.11 T-test between Levels of Awareness of the Counsellors' Role in Secondary Schools by Ownership of School..... 73

CHAPTER ONE

THE PROBLEM

1.1 Introduction

Since the early 1960's the Nigeria educational system has been under great pressure for change. The reasons for this might be classified as the need for educational, economic, technological and social changes. Shertzer and Stones (1976), states the major activities of counsellors in secondary school as the provision of a helping relationship to students, which will enable them to examine and cope with their developmental concern. With the assistance of counsellors in our educational system, the country will produce youths that are occupationally competent, psychologically well adjusted, morally healthy and capable of making their own decisions in life.

This new system involves a shift in emphasis towards pre-vocational and vocational training. Already, the Universal Free Primary Education (UPE) of 1976 brought children with different abilities, different family background, various potentialities and mental abilities to school. Guidance counsellors have become more necessary for post primary school candidates and primary school leavers who will have access to secondary education. Many important problems would arise which will require that the students need the assistance of guidance counsellors.

The development of skills and other necessary competences that are required for technological development, cannot be guaranteed unless proper guidance is made towards their noble objective. Amidst recent reports from various states and national level call for educational reform initiatives to raise academic standards, add course requirements, require competency testing, and otherwise upgrade the quality of our schools but very little attention has been given to the need for improving guidance and counselling services. Yet effective learning can take place only within a supportive environment of which developmental guidance is a crucial component. When students have problems, they turn to those whom they know best, and who they think can help them most. Surveys have shown that the adults to whom students of all ages are most likely to turn to, after their parents, are teachers. A teacher advisor program (TAP) is therefore one very effective way of directly involving teachers in developmental guidance within Nigerian secondary schools.

Most schools are far from having enough school counsellors or other specialists to provide a comprehensive program for development. As it is, counsellors' hands are normally full as a result of dealing with high-risk students who have special needs or emotional problems, and most other students are lucky if they can gain access to a counsellor more than a few times during a school year. Yet all students, especially at the middle school level, need the support of a friendly adult who cares about them personally; someone they can confide in, who can help them deal

with the problems of growing up, keeping up with their studies, and planning their careers.

It is against this background that this study focuses on students' level of awareness of counsellor's roles in the secondary school. The study intended to look at the duties of guidance counsellors in some selected secondary schools in Zaria metropolis to know the views of the students on counsellors in terms of his or her personality and functions in the school. Recognition has already been demonstrated in the policy statement of the National Policy on education. The emphasis is on the selection of guidance counsellors in secondary school (1975 and 1980), where the federal government stressed the need for youths to be assisted in making their choice of careers and correct subjects choice leading to their intended field of study.

1.2 Statement of Problem

Effective and successful program of guidance in a school requires the support of the school principal. He is the one single person who can facilitate or inhibit the development of the guidance services in the school. He is the person who provides the financial and material needs for the guidance program. He is the one to interpret the guidance philosophy and introduce the guidance program to the teachers, students and the community in general. Also, the introduction of the counsellor and his duties to parents, teachers and students by the principal will create awareness for the success of the school guidance program.

Denga (1983), opines that many people including the students see the school counsellor's duties with scepticism. He further stated that the school principals as well as teachers hardly refer students for counselling. The lukewarm attitudes of the principal towards guidance counselling and guidance programs negatively affect the students' awareness of the importance of the roles of the counsellor. This study therefore was carried out to determine the level of awareness of counsellors' role and responsibilities among secondary school students in Zaria metropolis of Kaduna State.

1.3 Objectives of the Study

The objectives of this study are as follows:

(1) To determine students' level of awareness of the counsellors' role in secondary schools in Zaria metropolis.

(2) To assess the effects of sex of students on their level of awareness of counsellors role in secondary schools.

(3) To investigate the role of students religious beliefs and their perception of the role of counsellors in secondary schools.

(4) To examine the effects of type of schools on the level of awareness of counsellors role in secondary schools.

(5) To examine the effects of student age on the level of awareness of counsellors role in secondary schools.

1.4 Research Questions

The research questions for this study are stated below:

(1) How do the students in Zaria metropolis perceive the role of counsellors in their schools?

(2) Do male students differ significantly from female students in the level of awareness of the role of counsellors in secondary schools?

(3) Does students' religious belief affect their level of awareness of the counsellors in secondary schools?

(4) Do day secondary schools differ in their level of awareness of the role of counsellors from their counterparts in boarding schools?

(5) What are the effects of student's ages on their level of awareness of the role of counsellors among secondary schools in Zaria.

1.5 Research Hypotheses

For testing this study, the following hypotheses were raised:

(1) There is no significant difference between the mean responses of student on the role of counsellors in Zaria metropolis secondary schools and the expected mean on the role of counsellors.

(2) There is no significant difference between male and female students in their level of awareness of the role of counsellors in secondary schools.

(3) There is no significant difference between Christians and Muslims in their level of awareness of counsellors' role in the secondary schools.

(4) There is no significance between day and boarding secondary schools with regards to the role of counsellors in their schools.

(5) There is no significant difference between the students of different ages in their opinion of the role of counsellors in secondary schools.

(6) There is no significant difference between students from public and private schools in their level of awareness of counsellors' roles in secondary schools.

1.6 Basic Assumptions

This study is carried out on the assumption that:

(1) Students' level of awareness of the school counsellors is the same across schools and gender.

(2) The male and the female respondents have the same level of awareness on counsellors.

(3) The needs of a school counsellor affect the students' level of awareness of the counsellor.

(4) Factors like class, age and location are likely to affect students' level of awareness of the school counsellor.

1.7 Significant of the Study

Guidance and counselling programs are established in secondary schools to serve the interest and needs of students. The findings of this study will form the basis for helping to correct misconceived impression and helping students to know the responsibilities of professional counsellors. It will stimulate the counsellors to have the knowledge of students' level of awareness of counsellors' roles, which will serve as an insight into the professional life of the counsellor and eventually yield

improvement in counselling practices in the school system. The study will also assist counsellors to extend their activities in helping the students relate their studies effectively to their future vocations since emphasis of the new educational system is placed on training of the youth.

1.8 Delimitation of the Study

The study is undertaken to find out the way students level of awareness of counsellors roles and responsibilities in senior secondary schools in Zaria metropolis which involves Zaria and Sabon Gari Local Government Area of Kaduna State. The schools selected for the study were schools with organized guidance and counselling programs with trained counsellors. Also, students of SSI, II, III who have one time or the other visited the counselling centres. The responses of the students to the questionnaire administered to them in the course of the research formed the bases of the finding report.

1.9 Summary

Guidance and counselling services are measures oriented towards helping the individuals to understand and cope with his education, vocation and personal needs and problems. The counsellor has a lot of roles to play in seeing that a functional guidance program succeeds in secondary schools. The growing complexities in modern life call for more awareness on the need for guidance in schools, hence the authorities should not allow the program to die.

1.10 Operational Definition of Terms

Awareness: It is a state of knowing that something exists.

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.

Counsellor: Is a guidance specialist who is technically trained and experienced, ready to assist, to develop skills of solving their problems?

Guidance: Is assistance made available by a qualified and trained person to an individual, to help him manage his own points of views and thereby gaining personal satisfaction by making his own decisions.

Roles: A complex behaviour of counsellors resulting from multiple expectations and institutional directives as determined by external and internal factors affecting the counsellors such as values, needs, attitudes, disposition and external factors such as students.

CHAPTER TWO

REVIEW OF LITERATURE

2.1 Introduction

The needs for the guidance counsellor have become increasingly pressing as social, economic and educational studies are being pursued in the country. A lot of people expect counselling to produce solutions to their problems. Those who want to go to the college view the counsellors as one who would be granting them admission. Each student expects counselling to strengthen his or her own abilities, to make wise choice and to face problems encountered in the society.

The way students perceive the counsellors will determine to a large extent how they will relate to the counsellors. Strong (1968: 4) supported the idea when he asserted that "counsellors who present themselves in such a way that clients see them as attractive, trustworthy, and experts are more influential than those counsellors who are not perceived as such by students. In the course of this study, an attempt was made to find out students perception on counsellors in Zaria metropolis in Kaduna State.

For the purpose of this work, the chapter will focus attention under the following sub-headings:

(a) Definitions of guidance

(b) Types of guidance services

(c) Need for guidance in Nigerian education

(d) Responsibilities towards guidance

(i) Principal's responsibilities towards guidance

(ii) Teachers' responsibilities towards guidance

(iii) Students' responsibilities towards guidance

(iv) Community's responsibilities towards guidance

(e) The counsellor as a professional

(f) Perception of the counsellor

(i) Principals' perception of the counsellor

(ii) Teachers' perception of the counsellor

(iii) Students' perception of the counsellor

(iv) Community's perception of the counsellor

2.2 Definitions of Guidance

Bulus (1990: 3) defines guidance as "assistance made available to an individual by personally qualified and adequately trained men or women to an individual of any age to help him/her manage his own life, activities, develop his own point of view, make his own decisions, and carry his own burdens". Shertzer and Stone (1974: 20) define "guidance as an interaction process which facilitates meaningful understanding of self and environment and results in the establishment and in clarification of goals and values for future behaviours". Durojaiye (1972) is of the opinion that "guidance is a complex process which encompasses the total needs of the individual students to be directed or guided". Guidance is concerned primarily with the personal development of the

individual, guidance is oriented towards co-operation, it is built upon recognizing the dignity and worth of individuals as well as their right to choose. Guidance, assist parents and teachers to understand their children's educational progress and to understand the opportunities available to them. That is why Oladele (1966: 19) "argues that the purpose of guidance in the new educational system is to render a service to individual, such a service is not distinct from but identical with education".

Guidance according to Shertzer and Stone (1976) is a process of helping individuals to understand themselves and their world. In other words, it is a process of development in nature by which an individual is assisted to understand, accept and utilize his abilities, aptitudes, interests and attitudinal patterns in relation to his aspiration. In his own contributions, Denga (1983) defines guidance counsellor as a cluster of formalized educational services aimed at assisting individual children to attend the fullest self-development and realization of their potentials.

Guidance is seen as the understanding of one's abilities, interest, physical, mental, special characteristics and personal needs for maximum development and realisation as a unique individual. Miller (1968) defines guidance as a process of helping the individual to achieve self-understanding and self-direction necessary to make maximum adjustment to school, home and the community. According to Oladele (1987), guidance is an umbrella term which refers to all that is done to protect and guide the development of a student. It is the assistance given

to one person by another in making choice, adjustment and solving a problem.

Okon (1979) observes that counselling is a relationship between a professionally trained competent counsellor and the individual seeking help with personal concern, problem and decision-making skills, which are used to help the client grow in self-understanding and to behave in more effective and satisfying manner.

2.3 The Need for Guidance in Nigerian Education

The importance of guidance in Nigeria schools, colleges and universities cannot be over emphasized. Guidance in its totality is meant to serve the students in particular, the administrators, teachers, and parents and the community at large. Furthermore, the advent of western education has brought about many rapid changes in the Nigerian society thus leading to various social, economic, political and psychological problems.

Akinboye (1982) lists some of the work of guidance counsellors in helping adolescents and youths in the occupational information and helping them in vocational development. Other function of the counsellor he listed included providing remediation of educational deficiencies, carrying out referral and staff counselling, overcoming students' maladaptation. He pointed out that the counsellors would help them to benefit from the services instead of rather other misconception along this line.

According to Bakare (1991), 'the Counselling Association of Nigeria has long felt the need to articulate more precisely the desired function of its school counsellors. It seems clear that without such precise formulation of counsellors and teachers within the school system, the counsellors could be considered under employed, loafers who should be made to earn their pay by being given full teaching loads or odd jobs including the running of errands'. Writing further, he stated that the counsellors perform social counselling, appraisal services and other functions in the schools where they operate. The need for guidance is numerous as listed below:

Educational needs

According to Kolo (1990: 14), "Nigeria has been and is still on the process of implementing the new National Policy on Education. This policy document has made some innovative changes in the school system". Guidance becomes more necessary in post-primary school institutions where a good number of primary school leavers will have access to secondary education. Many important problems will arise which will require students needing guidance. That is why Oladele (1986: 15), stressed the "many of the problems will arise in the transition from junior to senior secondary or vocational schools".

A number of studies carried out in Nigeria showed that many students knew very little about themselves, their education and the world of mark, studies by Akintade (1977) and Denga (1975) confirmed

that "students have a high degree of unrealistic aspirations without actually knowing the implications of their high aspirations". This shows that students cannot make realistic plans and decisions without the assistance of experts, i.e. counsellor.

Vocational needs

It has been discovered by some Nigerian writers that proper vocational guidance is lacking in our schools, hence students have not been able to choose subjects that could lead to their future vocational aspirations. For example, Denga (1974) in his studies discovered that students made choices above their ability levels and also that there was a significant differences between the students aptitudes, abilities and career choices "that the students in their studies have high professional and vocational aspiration but with little or no relationship with their choice of subject.

These discoveries showed that students have received little or no vocational guidance and their disciplines have not reflected in the choice of vocation. These are pathetic situations, which call for urgent need in guidance services in our schools. The establishment of the new system of education, which is the 6-3-3-4 intensified the need for counsellors to guide the youth in making the most appropriate educational and occupational decisions. The counsellors as prospectors of talents are needed to appraise the potential abilities, interests and other

characteristics of the individual in order to help channel them into the best suitable educational programme.

Personal needs

Students need help to resolve their social problems. The need to assist students in resolving these problems arises out of the need for counsellor and other professionals to team up together and provide services which are essential for the comfort of students . Okon (1984: 2) observed that "teachers, parents and other in the helping in profession must be encouraged to help children and youth gain adequate knowledge and understanding about skills, attitudes, values, that they must cultivate in order to live comfortably in a society constantly in a state of change". Kolo (1990: 1) also noted that among other social ills that are prevalent in the society include lack of respect for elders by the younger generation. Although Nigeria is fitting towards development, our values, norms such as respect for others should not go with development. These values may be restored if guidance and counselling becomes operational right from early stages of the child's development". The school counsellor has an important role to play in guiding the youths.

2.4 Types of Guidance Services

Bulus (1990: 10) stated that "the counselling service is often regarded as the heart or the core of the guidance programme". Counselling is the process of helping a person to develop and accept an integrated picture of his aptitude, interest and personal needs so that he

will be able to understand and achieve maximum adjustment to the environment. Okon (1984: 23) also supported the view that counselling is a collaborative, intimate relationship that permits the counsellors and the client to freely express and explain themselves and the problems which they experience. Kolo (1990: 71) stressed that counselling, though a service in the guidance programme is the spiral of the guidance programme, that it is only in counselling relationship that an individual is accepted without conditional restrictions".

Counselling is a face to face, an open ended, problem-solving situation within which a student with professional assistance, can focus and begin to solve his own problems. Counselling provides a forum for interaction, a link between the client and the counsellor. Students' development is aided in counselling, it increases his self-understanding, his intellect is sharpened and his emotions properly utilized for a higher level of maturity. Counselling could be an effective tool for changing students' behaviour for the better and this will allow them has more accurate perception of themselves.

2.4.1 Information service

Information services according to Bulus (1990: 14), involve the collection, interpretation and analysis of valid and usable data pertaining to the individual's educational, vocational and personal social need (Shertzer and Stone, 1971 and in Bulus, 1990). It was asserted that

information service is fundamental if students are to be equipped with the basic knowledge needed to think through important issues.

Information service assists students to see the interrelationship among various fields of work. It acquaints students with some of the problems encountered in choosing a vocation. It helped the youngsters to explain job fields, provide experiences which will acquaint youths with many different types of workers. Sources of information include prospectus from institutions, use of guest speakers, visitation to establishments, advertisement from Newspapers and publication from commercial sources.

2.4.2 Orientation service

Kolo (1990), stated that orientation service is sometimes referred to as adaptive services in a guidance programme. He stressed that orientation service can be interpreted to mean that assistance given to individual that will make them to understand and adjust to the new environment. Oladele (1985) observed that "the purpose of orientation is to help students feel emotionally secure in a new setting". Proper orientation could also enhance the child's adjustment from one class to another or from one school to another.

It assists the students to get used to his or her new social surrounding, know the staff and fellow students. It helps the new and old students to understand better, their role in the school, history, traditions, rules and policies.

2.4.3 Planning, placement and follow-up service

According to Kolo (1989), "placement is an assistance given to an individual in order to put him or her in a position that best suits him or her". Okon (1984: 23) stressed that "there is a need to help students in their planning". Denga (1991) in his own contribution states that academic counselling is not peculiar to the new educational system in Nigeria. The school counsellor in any educational system needs to help students in choosing the right subject combination, the right educational programme to help them overcome tests and examination anxiety. The new educational system makes extra demands for academic counselling. It concerns itself with the assistance rendered to the student in order to remove or minimize study problems with emphasis on effective study methods and skills.

Oyetayo (1991) was of the view that school counsellors supervise the studies of students, administers tests on academic matters, scores, interpret the scores and use them for counselling intervention. The counsellor also arranges remedial tuition for appropriate students in consultation with the parents or at their request. All these function relating to education, which the counsellor performs places him at a central position in the academic life of the students.

Oyetayo (1991) also stated that counsellors foster vocational development in students arrange career talk, vocational visit to professional and vocation centres. Shertzer and Peters (1979) saw the major activity of counsellor in secondary school as counselling that

provides a helping relationship with student to enable them examine and cope with their developmental concern. The counsellor's role does not only end up in the students' educational and vocational adjustment but also in his personal social adjustment. Iwuama (1991) feels that personal social counselling concerns itself with helping the individual to get along or maintain cordial interpersonal relationships with others. In other words, the counsellor in the school system plays pivotal roles. With the various functions of the school counsellor pointed out, the misconception, that he or she is idle will be divorced from the minds of those he works with.

2.4.4 Appraisal service

It is a process of collecting data, processing it and storing it for use. According to Kolo (1990: 55) "appraisal service is in fact a key service in guiding students who comes to benefit from this service as well as used it to help parents and teachers to understand the learner better and to know the areas in which assistance could be provided for him or her.

2.4.5 Referral service

Referral service means referring some cases to the appropriate agencies and place for future expert knowledge and specialized attention. The counsellor does not know everything. He makes references with the consent of the client on matters outside his competencies.

Bulus (1990: 25) stressed that "referral service involves the transfer of an individual with a peculiar problem to a person or agency inside or a different method and procedures of assistance". The counsellor is expected to follow-up communication within the referral source.

2.5 Responsibilities Toward Guidance

The principal is a person to serve as a Messiah between the Ministry of Education and the school counsellor soliciting for the guidance needs. He is the one to make an effective representative to the Education Minister about the material needs of a guidance counsellor. The principal can interpret the goals of guidance, the roles and functions of the counsellor are not only to the teachers and students but also to the community which his school is serving. Shertzer and Stone (1971: 379) stressed that'

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

Oladele (1986: 77) observed that "it is obvious, and has been, since the beginning of schooling that the teacher is, the key and most important in professional in the school setting. "The support from teachers and their participation are crucial to guidance programme. He therefore stated some of the guidance roles of the teachers, as to identify

students with counselling need and refer them to the counsellor for counselling".

2.5.1 Teacher's responsibilities towards guidance

The teacher is the most important single individual in the life of a child outside his home. His personal relationship with individual child should be characterized by warmth, acceptance and friendliness. This relationship is necessary in the teaching-learning process and in emotional and mental state of individuals. Since the teacher is the person most conveniently accessible for understanding and assisting a child. She has very important guidance responsibilities which include learning to provide for individual differences among student and organizing class work in ways which will help each student understand clearly his strengths, weaknesses, needs problems and how to meet those needs problems and resolve them. Using classroom opportunities to demonstrate genuine respect for the worth and dignity of individual student. Encouraging each student to achieve personal freedom confidence in himself and a healthy self-image. Helping to mould school and community attitudes towards guidance and counselling, helping students develop effective study habits and comprehension skills developing interest to increase the number of personal contacts with students so that their needs might be satisfied. There is need for co-operation and understanding between counselling and teachers.

2.5.2 Students' responsibilities towards guidance

The way students perceive the counsellors will determine to a large extent how they will relate to the counsellors. Strong (1968) supported the idea when he said that "counsellors who present themselves in such a way that clients see them as attractive, trustworthy and experts are more influential than those counsellors who are not perceived as such by students". If students perceive counsellors as those who can offer help to them, obviously they will have the confidence of going to counsellors for help but if not they will not go for help. Counsellors were viewed as more warm and friendly. Students regarded counsellors as likely to help them achieve personal development and gain knowledge of their strength and weakness. If students perceive counsellors as people who are capable of helping them, then counselling will help the students to learn what is needed to choose and subsequently make choice. Counselling should not be just for students who are anxious, unhappy, or unable to cope with the circumstance of their school lives. Counselling is for every student troubled and non-troubled.

2.5.3 Community Responsibilities towards guidance

The community and its agencies shall understand what is going on in the schools and how they can become involved in the guidance programme. The school must find ways to utilize the members of the community more effectively to help in the education process. The guidance counsellor should collect data about the various organizations and business establishments in the community, the services they provide

and how they could contribute to the guidance activities and the education process in general. There is need for an effective use of the abilities of teachers and other members to provide effective guidance services for student and parents.

2.6 Counsellor as a Professional

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 decision and living with the consequence of such decisions. The researcher sees a develop skills of solving their problems and to become achievers. Many people may know all that the counsellor knows, but to be a counsellor implies flexibility since at times, the counsellor must be deeply personal immersing him/her in the relationship while at other times must be an objective observer studying the process carefully. The professional counsellor should have the following as part of the professional attributes:

- getting acquainted/orientation
- study skills and habits
- self-assessment
- communication skills
- decision-making and problem-solving
- peer relationships
- motivation

- conflict resolution
- personal hygiene and wellness
- career awareness and development
- educational planning
- community involvement

According to Ellis (1990), these units may be organized sequentially according to a school guidance calendar and the major events of the school year. For example, orientation and study skills units would be scheduled early in the year to allow students to get to know the school and one another, and to get off on the right track academically. A self-assessment unit would follow, enabling the students to map out their personal strengths and identify the areas where they need to grow. While some of these topics can be covered in a single class period (such as "getting acquainted"), others can become recurrent focal points for group discussion, such as motivation, conflict resolution, communication skills, and study skills. Some sessions should be carefully structured to build group cohesiveness or to introduce important development concepts. Other sessions should be left open-ended, allowing discussion to focus on students' particular interests and needs.

The professional school counsellor possesses many excellent communication skills that can, and should be shared and taught to teachers, administrators, students, and others. The "cognitive knowledge" aspect of the above described model can easily be generalized to the school setting. There are many effective ways that students can obtain knowledge about other cultures, e.g. outside speakers from

different cultural backgrounds, culturally distinct student panels, field trips and so on. Learning about other cultures should be a major component of any guidance curriculum, regardless of the school level. In addition, self-awareness, awareness of others and sensitivity to self and others with regard to diversity can and should be a major component of any comprehensive school guidance programme. Many guidance activities can be developed and delivered by various modes with these themes in mind (Wittmer, 1992).

School counsellors know how to communicate effectively with others regardless of their or the other person's cultural background. They are skilled in how to "tune in to" the feelings of others, how to put the speaker at ease by clarifying the content of what was just said, how to show interest in others through the use of open-ended questions, etc. and the research is clear, these skills can be taught to students of all ages, i.e., there is considerable evidence that peers can become very effective in helping other peers (Myrick and Folk, 1991). Through structured guidance and counselling approaches all students and teachers can be taught these facilitative communication skills.

2.7 Perception of the Counsellor

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 substituting for the principal, research on classroom teachers tests and preparing transcripts for colleges.

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. 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 absentee, checking the halls and washrooms and substitution for absent teacher.

2.8 Principal's Perception of the Counsellor

A guidance programme in a school needs the blessing of the principal. The principal is the person to serve as a liaison between the Federal Ministry of Education and the schools. He is the person to

interpret the guidance programme to teachers, student, and the community. But they often the enthusiasm of the counsellor upon arrival in the school is sobered by the lukewarm attitude of some principal, towards guidance service. A change is being noticed as many principals show eagerness and concern to facilitate guidance services in the schools. But the positive attitude is not yet widespread and some principals are yet to positively view the role of the counsellor. The study has revealed that some principals regard the counsellor as a professional rival due to the popularly the counsellor a masses students as a helping person.

2.9 The Relationship between the Principal and the Counsellor

As regards the perception of the counsellor by the principal in the school, it is generally believed that some guidance leadership is expected from principals. The school exists not only to promote effective teaching and learning but also to produce an integrated citizenry well adjusted and cared for (Cookey, 1969). Meeting the needs of students is also the concern of school counsellors. The counsellors are professional trained to meet students' needs in the area of educational choices, vocational preferences and personality adjustments needs. Principal and counsellor have a common ground namely, to help students realize their full potentials thereby achieving school objective. According to Okon (1984) both the principal and counsellor help both students and teachers to feel secure within the school. This is because the development requires well-

behaved and adjusted students. Boguwoje (1997), identified the following areas:

(i) Interpreting the school's guidance programme to students, members of staff and community in general.

(ii) Encouraging teachers to attend workshops and conferences on guidance and counselling.

(iii) Making provision for guidance services on the time table for each class and to see that such periods are appropriately used.

(iv) Vigorous administrative leadership for guidance.

(v) Encouraging school guidance counsellor to interact frequently with the school staff and members of the community so that they may understand the nature and purposes of counsellors and their roles in the entire school programme.

School counsellors can also and do assist the school principal in curbing undisciplined behaviours through counselling and other psychological approaches, which takes cognisance of the needs of the students. Example are when students are motivated to study through helping them to see the various career opportunities available to them and knowing what it takes to achieve them. When students are able to perceive the benefits of taking part in curricular activities, they realize that mature behaviour attract reinforcements. Whereas immature socially unapproved behaviours, attract none, then the entire school atmosphere is likely to be more peaceful and less stressful for the gateman and security workers in the school, since they would not need to

struggle to keep students from leaving school without permission. There is a unique symbiotic relationship between the counsellor and principal or administration of the school.

2.10 Teachers Perception of the Counsellor

Patterson (1967: 134) states that

> "it is difficult for the classroom teacher to accept the need for specialists in human relations in the school. For, to admit that counsellors are necessary is to imply that teachers have certain limitations which they are reluctant to acknowledge".

This quotation clearly points out why hostile and sometimes jealous feelings can be unleashed against the counsellor by classroom teachers. The counsellor may be exempted from full participation in class teaching by a very understanding principal who knows what the roles of the counsellors should be. This exemption from teaching makes teachers feel that the counsellor enjoys an easy time by withdrawing from the "firing line" of teaching into idleness where he only talks about students problems and the refusal to appreciate the magnitude of the counsellor's responsibilities, and branding him as an idle staff.

Although, it will be unfair and perhaps premature to make absolute conclusions at present regarding the teacher's perception of the school counsellor in Nigeria. This is because of the newness of the counselling profession in Nigeria. As counselling becomes more recognized, the roles of the counsellor will become more understood and

appreciated, and more positive perception of the counsellor's role will be expected from teachers.

2.11 The Relationship between the Counsellor and Teachers

Although teachers may lack the professional training of counsellors, school teachers have a long tradition of helping students with personal problems. They also interact with the students on daily basis, and thus are in an excellent position to provide personal direction. In fact, many teachers share the same traits as effective counsellors. They have the ability to emphasize with students, patience and flexibility, excellent interpersonal skills, openness to new ideas, and awareness of individual differences. Good teachers also habitually promote and sustain positive group interaction in their classes, and develop a helping relationship with both students and parents. In all these ways, the teacher's role is closely allied to that of the counsellor (Ellis, 1990).

Teachers and counsellors need a working relationship which would enhance both their jobs resulting in achievement of the total school objectives. Counsellors do counsel teachers and work a lot with parents, as they liaise between parents and teachers when students have a problem. The counsellors could be an integral part of the school curriculum. Just as the teacher needs the counsellor to help him handle cases of emotional disturbances, problems with vocational choices and students academic problems, so also the counsellor needs the teachers

records to provide useful and basic information about the students for his/her own smooth operations. Teachers and counsellors receive basic training and orientation in some counselling skills, required for handling students. Teachers need these skills in order to be able to handle emergencies, recognize serious cases for referrals and be more effective. Professionally trained counsellors alone cannot do an effective job in view of their small numbers compared to the teachers and in view of the very many students to be attended to in the school system. According to Bojuwoye (1997) teachers are more fully involved in the development of students' educational skills but they need to be more involved also in the development of students' personal and social skills if they expect to produce balanced individuals who are matured, self-reliant, resourceful and happy.

Amid all the other counsellor can assist teachers who are having trouble managing their groups by modelling group guidance skills and serving as consultants to the teachers. In fact, counsellors often assume leadership roles in TAP, coordinating the teachers and providing resources for them.

The relationship between teachers and counsellors especially in the area of providing assistance for one another is important to achieving organisational success in school. The counsellor needs teachers in the area of records, continuous assessment and training students in effective study habits, teachers also need the counsellor when they encounter difficult problems requiring serious counselling intervention for which

they need to make referrals. The guidance clinic and the classroom have complementary roles to perform within the school system. Both teachers and counsellors normally engage in longitudinal child study and diagnosis and so would readily need to work together to achieve the school goals (Shertzer and Stone, 1971).

Elementary school teachers, who work closely with young children in a single classroom, generally accept the idea that developmental guidance is an integral part of their responsibility to students. But middle and secondary school teachers work with a larger number of students and usually spend no more than an hour a day with each class. Due to the fact that their teaching is limited to specialized fields, they tend to emphasize academic skills, and have little time to spend getting to know their students or talking about students' needs, interests, or problems. Yet adolescents at the middle and high school level need personal attention and guidance as much as, if not more than, young children. A trusted high school teacher is often the student's first choice as someone to turn to in discussing personal problems (Ellis, 1990).

According to Wittmer (1992), counsellors can also conduct in-service training with the teachers in their respective schools to incorporate a counselling model in a school which could be termed Teachers Advisory Programme (TAP). For example, teachers can learn the facilitative skills and learn how to put them into practice in their every day subject matter classes (Wittmer and Myrick, 1989). It has been demonstrated that teachers can and want to learn how to put "group

facilitative skills" to work in their classrooms. That is, teachers can learn how to have students "tune in to", "listen with empathy", etc. to one another on a daily, routine basis. This increases student awareness of and sensitivity toward others regardless of race or cultural background. Not only will this create a classroom environment more conducive to learning, it ensures that students learn new skills which will ultimately lead to a better understanding of others and to a valuing of diversity in the school. School counsellors held the key to the teaching and the valuing of diversity (Wittmer, 1992).

There has not been a consensus opinion among educationist whether teachers would actually accept this role or not. According to Myrick and Myrick (1990), "in spite of the advantages of a Teacher Advisor Programme, many teachers are reluctant to support such a programme, because they are either sceptical about its utility or wary of the extra preparation that such a programme would involve". According to Myrick and Myrick (1990), it is estimates, for example, that in most schools 20% of the teachers would immediately support such a programme while 20% would be strongly opposed to it. It is therefore important he pointed out, to move to the middle 60% toward supporting TAP and developmental guidance and counselling service model. He argued that, "if most teachers are to support a Teacher Advisory Programme, they must clearly understand and embrace the essential concepts of developmental guidance underlying the programme and the curricular goals. They also need preparation in guidance and

interpersonal skills, so that they can effectively facilitate class discussions that help students think about personal problems and explore alternative courses of action".

According to the report by Myrick and Myrick (1990), the second aspect is that, if a TAP is to be anything more than a formally, the time commitment needs to be adequate. Group meetings of once a week or less are not likely to allow valuable helping relationships between teachers and their advisees to develop, nor do they give teachers the opportunity to establish continuity or consistency. TAP works best when it is scheduled every school day, or at least two or three times a week; otherwise, teachers tend to view TAP as an added encumbrance, peripheral to their major duties. Besides an adequate allotment of time, TAP also must have a developmental guidance curriculum with clearly articulated objectives, and with supporting materials and activities that can stimulate student participation. If teachers have an organized guidance handbook, which they are at liberty to follow, adapt, or modify as they see fit, they are more likely to "buy into" the guidance programme as a whole.

Finally, teachers need to be assured of full support and cooperation from both the administration and the counselling staff, so that they won't feel as if the burden of student guidance has been unfairly shifted to their shoulders. For this reason, TAP should be monitored and evaluated by students, teachers, counsellors, and administrators every year to ensure that the programme is meeting its goals.

These teacher-counsellor relationship has many advantages which according to Myrick and Myrick (1990). One of them is that Teacher Advisor Programmes compensate for the high counsellor-student ratios that make it impossible for school counsellors to know all students personally. But beyond this compensatory role, TAP strengthens teacher-student relationships and creates a supportive learning environment in which teachers and counsellors can work together to respond to students' academic and personal needs.

However, the cooperation is not without some disadvantages. The major disadvantage of Teacher Advisor Programmes is that not all teachers are able or willing to work effectively with students in an advisory role. Such programmes are therefore often viewed as a passing fad or an infringement on academic time. To be successful, a Teacher Advisor Programme must therefore have a clearly defined purpose, reflected in a well-conceived curriculum, and it must enlist the full support of administrators, teachers, and counsellors alike (Myrick and Myrick, 1990).

2.12 Student's Perception of the Counsellor

The way students perceive the counsellors will determine to a large extent how they will relate to the counsellors. Strong (1964: 4) supported the idea when he said that "counsellor who present themselves in such a way that clients see them as a attracting trustworthy, and experts are more influential than those counsellors who are not perceived

as such by student". If students perceive counsellors as those who can offer help to them, obviously they will have the confidence of going to counsellors for help but if not they will not go for help. Strong and Darvin (1971: 234) compared 67 female college students view of counsellors and advisers and concluded as follows:

> Counsellors were viewed as more warm and friendly than psychiatrists – students regarded counsellors as likely to help them achieve personal development and gain knowledge of their strength and weakness.

If students perceive counsellors as people who are capable of helping them, then counselling will help the students to learn what is needed to choose and subsequently make choices in the way that students become independently able to cope with future decisions. Counselling should not be just for students who are anxious, unhappy, or unable to cope with the circumstances of their school lives. Counselling is for every student troubled and non-troubled.

2.13 The Relationship between the Counsellors and the Students

The counsellors may hold what could be termed a noble role in the school's students may not patronize them even for their own advantages. In this relation, Wittmer (1990), attributed such disposition in the report to what could be termed the "awareness of self and others". According to Wittmer (1990), self-aware individuals avoid a condescending attitude and do not patronize cultural different persons. To patronize implies the belief that we hold a superior position to them, we come across to them as being "better" than they, and members of other cultural groups view this

as disrespectful. Relatedly, some Anglo Americans seem to have a characteristic that could best be described as "assumed similarity". That is, they assume that people either ought to be like them or want to be like them! Self-aware individuals do not hold such assumptions (Wittmer, 1990). Students of all ages can be taught, through various guidance and counselling activities, to be more aware of self and others (Wittmer and Scott, 1991).

Another factor which could make the students more favourably disposed towards the counsellors is what Wittmer (1990), called the "sensitivity and communication skills." According to the report, our sensitivity toward and willingness to understand others is a major key to effective communication with the culturally different. We need to be aware of others' thoughts and feelings, regardless of their race, creed or cultural background. Effective, multicultural communicators are aware of other persons' frames of reference, their views of the world; and they understand that worldviews are influenced by culture.

The argument was that people can learn communication skills that will assist them in understanding how others view their worlds and react to them, as opposed to telling them how they should react and behave toward their own worlds! Their world views may be very different from ours, but they are based on their perceptions which are their "realities". And, their reality determines how they feel, think and behave.

How sensitive one is to his own or her own views of those who are different? Do you view other cultures as equally valuable to yours? Is

your cultural group superior to another? Are you culturally sensitive to your own heritage and the possibility that you were taught (perhaps unconsciously) to be prejudiced as a part of your upbringing? Do you value and respect differences? Are you aware of your own values and biases and how they affect those who are culturally different? Do you avoid stereotyping and labelling? Do you monitor your own assumptions about those different from you? Are you willing to accept someone of a different race into your organization, i.e., your sorority, your fraternity, your church? It is important that each of us examine ourselves concerning these questions if we hope to become culturally skilled communicators (Wittmer, 1992).

The emerging sense of worth of members of culturally distinct populations can no longer be neglected. Learning about their different values, attitudes, desires, aspirations, and beliefs is necessary because it affects all of us. Learning skills to help us communicate effectively with people from different cultures will speed up this necessary learning process.

The counsellors should also have what Wittmer (1992), referred to as the "knowledge of the culturally different". The reasons for this according to the argument are that feelings, thoughts, non-verbal behaviours, and ideas are important in interpersonal communication and are culturally influenced and learned (Wittmer, 1992). As noted, empathy, interest in others, caring, personal awareness, sensitivity and understanding are stressed as important to effective interpersonal

communication and to learning to value diversity. However, having these core conditions present is not always enough for effective communication with a person from another race or culture. We also need "cognitive" empathy. That is, knowledge of that person's culture, or knowing "where that person is coming from" is also extremely important (Wittmer, 1992).

Students of all ages can be taught to be culturally skilled. A culturally skilled communicator is willing to gain cognitive knowledge about different cultures, i.e., their history, cultural values, current problems and lifestyles and how this impacts on their respective worldview. This may be the most important thing we can do in becoming more effective intercultural communicators. Counsellors play many different roles in today's schools, from primary grades through high school (Hootman, 2006). According to her, twenty years ago, school counsellors in the United States worked to get students ready to leave high school and go to college. Today, they assist students with personal, family, educational, mental health, and career decisions and help them solve problems. The duties of today's school counsellors are defined by the students they serve and the settings in which the counsellors works.

Hootman (2006), had a counsellor who put it thus "I came on board in the counselling area when the big push was to put a counsellor in every school…" "Today, counsellors have to show that they are a vital part of the staff and how they impact the students' learning abilities. I see my role as one that involves the students, staff, and community". One of the primary assignments of the counsellors is to serve as advocates for

students. They work with students, including those with academic and social development problems and those with special needs. Counsellors advocate for students and work with other individuals and organizations to promote the academic, career, personal, and social development of children and young adults. According to Hootman, there are friendship problems, missing family members, and grief from death or separation. Parents are really busy today, working long hours, and sometimes children don't have enough one-on-one attention to get through a problem without help.

2.14 Review of Empirical Studies

Stanciak (1995), carried out a study on the role of counsellors in the United States of America (USA). Among his major objective was the reformation of the role of counsellors in High Schools in the United States of America. His findings were that among other roles, the counsellor in schools should look and concentrate on the understanding of the school environment by students as well as problem-solving among students. He also observed that interpersonal communication between students on one hand and between students and teachers on the other was as well important. Other areas of utmost need observed in the study were school success, career awareness among students and educational planning community development. Decision-making and self-development were also some of the areas in which it was observed that counsellors should not neglect.

Sidney (1985), carried out a study which was reported in International Journal for the Advancement of Counselling. The study was designed to compare the attitude of teachers, administrators and principals towards counselling and the counsellor as personnel in the school. A total of 275 respondents were involved in the study. It was observed from the study that the administrators were more favourably disposed towards the school counsellors than the teachers and the principals. The different between the administrators and the teachers was statistically significant. It was observed that teachers did not seem to recognized or understand the roles the counsellors were playing in the schools. Also, it was reported that students require some form of clarifications on the role of counsellors in the schools.

Mousa (1985), carried out an investigation titles 'school counselling in Israel: Issues and Developments'. The objective was to determine how teachers viewed counsellors in the school. The findings revealed that teachers did not really favour the role counsellors played in the school. It was also observed that students favoured the counsellors and tended to understand and appreciate their roles in the school.

Ateji (2005), carried out a study on role of counsellors in ameliorating early marriage in Igala land. The objective of the study was to determine the awareness of the role of counsellors among the people and evaluate the extent they would appreciate the service of counsellors on the problem of girl child marriages among Igala people. The finding revealed that the young girls in the school in most cases along with their

parents were not aware of the role of counsellor and that they would appreciate such services. It was this lack of awareness and the absence of the counsellors that was attributed to one of the major problem of the girl child marriage. It was this lack of awareness and the absence of the counsellors that that was one of the factors of the gender disparity in education among the Igala people.

Rosenbaum, Miller and Krei (1996), study the changing roles of the counsellors in the United States of America from 1960 to early 1990s. The objective of the study was the changing role of counsellors in the selection process of students into high schools. The study examined whether the role of counsellors has changed in light of past criticisms of their role in channelling and the vast expansion of community colleges. The study involved 27 counsellors in eight highly different high schools. The findings revealed that counsellors do not like giving students bad news about students' future prospects, do not want the responsibility, and do not believe they have the authority to do it, especially when parents have opposing views. Instead, they advocate college for all and emphasize personal counselling, which allows them to avoid addressing unpleasant realities. That does not mean that students face no barriers in pursuing their goals but that counsellors' unwillingness to act as gatekeepers can prevent students from getting the information and advice they need to prepare for their futures.

In related study reported in the Journal for Guidance and Counselling Association, a study of 155 counsellors was carried out in

other to determine how the counsellors viewed their role in schools. The finding revealed that most counsellors in schools reported spending greater amounts of time doing educational and vocational guidance. Differences found were examined in relationship to expectations set forth in professional guidelines.

2.15 Summary of the Chapter

Some related literatures to the topic of research are discussed in this chapter. Various authors definitions of some concepts and their attempts to investigate into the level of awareness of counsellors and counselling among secondary students in schools have been carefully examined.

In most of the findings, it is noted that different times and areas, the level of awareness of 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 counsellor and counselling in the school.

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

CHAPTER THREE

METHODOLOGY AND PROCEDURE

3.1 Introduction

The population sample uses for this study and the method with which it was obtained is described in this chapter. The chapter also contains the description of the instrument used in the collection of the data and the statistical method adopted in analyzing the data collected.

3.2 Research Design

The study adopted a survey design aimed at determining the level of awareness of counsellors and counselling among secondary school students in Zaria area of Kaduna State. According to Akuezeilo and Agu (2003) a survey research is one in which a group of items are studied by collecting and analyzing data from only a few people or items considered to be representative of the entire group. The research is a descriptive type using specifically a survey design, it is a descriptive survey because the researcher utilized a questionnaire to gather the required data from the concerned number of respondents.

3.3 Population of the Study

The study was carried out in Zaria Educational Zone which consists of two local government areas (Sabon-Gari and Zaria Local Governments), in Kaduna State. There are 27 secondary schools owned mainly by state and federal government. The population of the study

consists of mainly senior secondary school students between SSI and SSIII. In the study area, the total population is estimated to be within the range of 30,000 students consisting of both boys and girls.

3.4 Sample and Sampling Technique

A total number of 10 schools would be randomly selected from the 27 schools in the study area. Out of these 10 schools, the stratified random sampling method (Steel and R.G.D. Torrie H, 1980) would then be applied to select the designed number of subjects among the students. This would then constitute the sample that would be used for the study.

3.5 Research Instrument

The instrument used for this study consisted of mainly a questionnaire made up of 30 items from demographic variables of the respondents. In the questionnaire, the Likert system was used in measuring the students' level of awareness. The responses on the modified Likert scales are as follows:

Strongly agree	5 points
Agree	4 points
Undecided	3 points
Disagree	2 points
Strongly disagree	1 points

It is intended that the respondents who have higher level of awareness will score higher points on the modified Likert's scale while those with

lower level of awareness will score respectively according to their level of awareness more on the disagreement options.

3.6 The Result of Pilot Study

Thirty students were randomly selected in Total Child Secondary School for this pilot study. The use of this school was purposive and it will not be included in the main study. The questionnaires were administered to the student and were timed to determine their completion of the filling of the instrument. Most of them completed the questionnaire within 10 to 20 minutes. Their responses were then collated and subjected to statistical analysis.

The purpose of the analysis was the determination of the internal consistency of the items within the instrument. Also to be determined was the reliability coefficient of the instrument and the inter-item correlations. The Statistical Package for the Social Sciences (SPSS) was used for the analysis.

The Guttman and the split half options were selected for the reliability coefficient along the inter-item correlation. The result showed a reliability coefficient of 0.9764 for the split half while the Guttman option yielded reliability coefficient of 0.9830. The inter-items correlation matrix is attached as Appendix II.

From these observe coefficients, the instrument could be considered to be reliable and internally consistent for the study. Also, the time taken by the respondent to answer the questions in the instrument

revealed the feasibility and ease with which the instrument could be considered to be suitable for the study.

3.6.1 Validity of the instrument

The designed instrument by the researcher was given to professionals within the field and study and experts in the Faculty of Education for a face valicy of the instrument. The instrument was subjected to secreting and amendments were carried out on the recommended areas respectively. The instrument was therefore considered valid for the study (Anastayi, 1968).

3.6.2 Reliability of the instrument

The data collected from the respondents were subjected to reliability test using the Cobra Alpha procedure. The result revealed reliability coefficient of 0.725. This reliability coefficient indicated that the instrument is reliable and internally consistence. This implies that the instrument is suitable and valid for this study and other studies of this nature.

3.7 Procedure for Data Analysis

Data collected for this study would be subjected to statistical analysis using summary statistics such as frequency, mean, standard deviation and standard arrow in describing the responses of students to the various items in the questionnaire. In the test of the hypotheses, a t-

test and analysis of the variance will be applied as deemed necessary. All hypotheses will be accepted or rejected at 0.05 level of significance.

3.8 Administration of the Instrument

The researcher contacted the respondents after obtaining permission from the school authority to administer the questionnaire. The researcher then personally distributed the questionnaire to all the respondents in the school for completion. The questionnaire was then collected for scoring and analysis.

3.8.1 Scoring

Each item on the inventory was awarded marks ranging from 1 – 5 a maximum of 150 marks and a minimum of 30 marks to assess the level of awareness of counsellors' role and responsibilities among secondary school students. The tentative interpretation for the total score was as follows:

60 and below = low

90 and above = high

3.9 Summary

The researcher investigated the level of awareness of counsellors' role and responsibilities among secondary school students in Zaria metropolis of Kaduna State. Questionnaire was the main instrument for data collection and the questionnaire was personally distributed by the researcher to the secondary school students in Zaria metropolis. A 0.05

level of statistical significance was used for rejection and retaining of the null hypothesis.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION

4.1 Introduction

The responses of the students on the awareness of the role of counsellor in secondary school are statistically analysed in this chapter. The data are analysed in tables of frequencies and percentages in the demographic section of the research instrument (see Appendix I). On the levels of awareness, the items within the section are presented in a table long the modified Likert scale system used in the instrument. Where it was necessary to present a conclusive statement on the subject responses, the two options for 'strongly agree' and 'agree' were added together for agreement while 'disagree' and 'strongly disagree' were added together for disagreement. The hypotheses raised in the study were tested within the chapter. The discussion of the findings from the analysis of the data was then presented with solutions suggested to the research questions.

4.2 Analysis of the Demographic Variable of the Respondents

Five hundred and forty (540) students selected from 10 secondary schools in Sabon-Gari Local Government Area of Kaduna State were involved in this study. Among the total respondents,249 or 46.1% of them were from private schools while the remaining 291 or 53.9% of the total respondents were from public schools. Table 4.1 shows the respondents by their ownership of school and sex of the students.

Table 4.1. Frequency and percentages of subjects by sex and ownership of school

Sex of respondents			Ownership of schools		
Sex	Frequency	Percentage	School ownership	Frequency	Percentage
Male	269	49.8	Private	249	46.1
Female	271	50.2	Public	291	53.9
Total	540	100.0	Total	540	100.0

The table shows that 269 or 49.8% of the respondents were males while 271 or 50.2% of them were females. Both male and female students could be said to have proportionate representation as well as the schools they attended as indicated in the table.

Table 4.2. Distribution of the respondents by their class and age range in the secondary schools

Classes of the respondents			Ages of the respondents		
Class	Frequency	Percentage	Age range	Frequency	Percentage
SS I	153	28.3	<14 years	23	4.3
SS II	184	34.1	14 – 16 years	393	72.8
SS III	203	37.6	>17 years	124	23.0
Total	540	100.0	Total	540	100.0

The distribution in the table shows that 153 or 28.3% of the students were in SSI at the time of this survey. One hundred and eighty four or 34.1% of the students were in SS II while 203 or 37.6% of them were in SS III. The skewness towards the senior classes and SS III students in particular was deliberate since, among others they were expected to utilize the services of the counsellors more because of their choice of career and the relevant subjects in their final examinations in the secondary schools.

The age distribution in the table shows that the 14 to 16 years age range was the dominant group among the students. This group accounted for 72.8% of the total number of students involved in the study while the next ranking age range were those in the 17 years and above age bracket. Only 4.3% of the total students were below 14 years. It would be expected therefore that most of the students would be familiar with the concept of counsellorship and the personnel responsible for the operation.

Table 4.3 shows the religious affiliations of the respondents and the type of school in which they were at the time of this survey.

Table 4.3. Distribution of the respondents by their religious affiliations and type of schools

Religious affiliation			Type of schools		
Religion	Frequency	Percentage	School	Frequency	Percentage
Christian	236	43.7	Day	283	52.4
Islam	304	56.3	Boarding	257	47.6
Total	540	100.0	Total	540	100.0

Islamic religion is shown in the table to be the dominant religion of the subjects. It accounts for 56.3% of the total respondents while Christianity accounted for 43.7%. The dominant of one religion is not intentional but rather a reflection of the area where the sampled population was obtained. The table also shows that most (52.4%) of the students were from day secondary schools while 47.6% where from boarding schools. The day secondary school is the dominant school system in the sampled area.

4.3 Evaluation of Respondent's awareness of counsellors' role in Secondary Schools

The students were expected to have some levels of awareness of the counsellor as a staff in the school as well as the role she or he performs in the school. In this section, the awareness of the students is evaluated. Thirty items were suggested for this evaluation of the students' awareness of the role of counsellors in the secondary schools. The level of awareness was measured in the five points Likert Scale system (SA = Strongly Agree, A = Agree, Undecided, D = Disagree and SD = Strongly Disagree). Table 4.4 presents the responses of the students on the suggested items. In the table the frequencies scores and their corresponding percentage enclosed in brackets.

Table 4.4. Students level of awareness of the role of counsellors in schools

Suggested items on students' awareness of the roles of a counsellor	SA	A	U	D	SD
1. Counsellor helps students to select or choose school subject they can do best	354 (65.6)	21 (3.9)	2 (0.4)	139 (25.7)	24 (4.4)
2. Guidance helps students and other people in the school to feel happy about themselves	298 (55.2)	52 (9.6)	1 (0.2	143 (26.5)	46 (8.5)
3. The guidance counsellor assists students with information about the occupation opportunities	365 (67.6)	61 (11.3)	4 (0.7)	70 (10.0)	40 (7.4)
4. Counsellor listens very well to whatever problem you take to him or her	479 (88.7)	30 (5.6)	2 (0.4)	21 (3.9)	8 (1.5)
5. The counsellor would assist teachers improve their classroom management	342 (63.3)	61 (11.3)	3 (0.6)	101 (18.7)	33 (6.1)

Table 4.4. Students level of awareness of the role of counsellors in schools (cont'd.)

Suggested items on students' awareness of the roles of a counsellor	SA	A	U	D	SD
6. Counsellors do help students in identifying strength and weakness	288 (53.3)	66 (12.2)	12 (2.2)	154 (28.5)	20 (3.7)
7. The counsellor is helpful to the students in planning for the future career	269 (49.8)	68 (12.6)	1 (0.2)	155 (28.7)	47 (8.7)
8. The guidance counsellor can assist students relate better with their fellow students	487 (90.2)	32 (5.9)	1 (0.2)	10 (1.9)	10 (1.9)
9. Guidance counsellor helps students to form acceptable social relationship with the fellow students of the opposite sex.	25 (4.6)	141 (26.1)	3 (0.6)	233 (42.5)	141 (26.1)

10.	Our school counsellor can help bring about smooth educational progress	446 (82.6)	56 (10.4)	1 (0.2)	27 (5.0)	10 (1.9)
11.	Counsellors help students to solve problems related to their studies	430 (79.6)	33 (6.1)	3 (0.6)	60 (11.1)	14 (2.6)
12.	The guidance counsellor is very honest to the students and other people in the school	351 (65.0)	39 ((7.2)	2 (0.4)	97 (18.9)	51 (9.4)
13.	Guidance counsellor helps students in difficulties related to their future career choice	349 (64.6)	55 (10.2)	3 (0.6)	74 (13.9)	59 (10.9)
14.	Disciplinary problems among students can be reduced with the help of the school counsellor	263 (48.7)	80 (14.8)	7 (1.3)	120 (22.2)	70 (13.0)
15.	Through the help of the school counsellor, students are made aware of their educational opportunities	196 (36.3)	100 (18.5)	1 (0.2)	167 (30.9)	76 (14.1)
16.	Guidance counsellor is a person with special professional knowledge and skill of helping people.	227 (42.0)	74 (14.1)	1 (0.2)	146 (27.0)	92 (16.7)
17.	Guidance counsellor assists the students to adjust to the school environment	279 (51.7)	75 (13.9)	4 (0.7)	123 (22.8)	59 (10.9)
18.	Guidance counsellor helps students to resolve problems they would not have been able to resolve themselves	237 (43.9)	94 (17.4)	2 (0.4)	135 (25.0)	72 (13.3)
19.	Guidance counsellor is very important in a school	274 (50.7)	76 (14.1)	1 (0.2)	141 (26.1)	49 (9.1)
20.	Guidance counsellor helps students to understand their strength and weakness so that they make a wise and realistic occupational decision.	216 (40.0)	106 (19.4)	3 (0.6)	153 (28.3)	62 (11.5)
21.	The counsellor helps the students to read and understand their books	106 (19.6)	69 (12.8)	3 (0.6)	201 (37.2)	141 (29.8)
22.	Guidance counsellor can help to reduce conflicts and frictions among students	297 (55.0)	107 (19.8)	2 (0.4)	78 (14.4)	56 (10.3)

Table 4.4. Students level of awareness of the role of counsellors in schools (cont'd.)

Suggested items on students' awareness of the roles of a counsellor		SA	A	U	D	SD
23.	The counsellor helps students to live peacefully with their fellow students of different culture and religion	363 (67.2)	86 (15.9)	1 (0.2)	60 (11.1)	30 (5.5)
24.	Guidance counsellor is a working partner with the school principal and teachers	122 (22.6)	68 (12.6)	13 (2.4)	200 (37.0)	137 (25.4)
25.	The school counsellor keeps any personal information he gets about the students and other clients (secret)	183 (33.9)	76 (14.1)	5 (0.9)	160 (29.7)	116 (21.5)
26.	Guidance counsellor helps students on how to look for a job	528 (97.8)	3 (0.6)	-	2 (0.4)	7 (1.3)
27.	Our school counsellor assists us to choose school subjects related to our career interest	462 (85.6)	39 (7.2)	1 (0.2)	14 (2.6)	24 (4.4)

28. Guidance counsellor could help to reduce problems of unemployment in the society	473 (87.6)	24 (4.4)	2 (0.4)	27 (5.0)	14 (2.6)
29. If the need arises, counsellor acts as referees to students	412 (76.3)	12 (2.2)	3 (0.6)	96 (17.7)	17 (3.1)
30. The school counsellor accompanies students on excursions and other places of interest	502 (93.0)	18 (3.3)	2 (0.4)	8 (1.5)	10 (1.9)

Most (65.6%) of the students strongly agreed that counsellors help students to select or choose their school subjects they can do best in their subject combinations in the respective schools. Twenty one or 3.9% of the students also agreed with the opinion. But 139 or 25.7% of the students disagreed with this opinion and 24 or 4.4% of them strongly disagreed with the suggestion that the counsellor help students to make a choice of their subjects. Only 0.4% of the respondents refuse to express their opinion on the subject.

It could also be seen that 298 or 55.2% of the students strongly agreed that the services of the counsellor help students and other people in the school feel happy about their individual personalities. Fifty-two or 9.6% of the students agreed with the opinion while 143 or 26.5% of the students disagreed and 46 or 8.5% of the students strongly disagreed with the opinion.

In relation to occupational opportunities, 365 or 67.6% and 11.3% of the total respondents strongly agreed and agreed respectively that the counsellor help to provide students information about occupational opportunities while in school. Only 70 or 13.0% of the students disagreed with this role of the counsellor in the secondary school and 40 or 7.4% of

them strongly disagreed with the suggested role of the counsellor in the school.

Most (88.7%) and 5.6% of the students strongly agreed and agreed respectively that the counsellor listen very well to whatever problem is taken to her or him by the students. Only 3.9% and 1.5% of the students disagreed and strongly disagreed respectively with this suggestion that the counsellors listen carefully to students' problems. Three hundred and forty-two or 63.3% and 11.3% of the students strongly agreed and agreed respectively that the counsellor sometime assist the class teacher in improving their classroom management in the secondary schools. This percentage of disagreement here were 18.7% and 6.1% for disagree and strongly disagree respectively. But 53.3% and 12.2% of the students strongly agreed and agreed that counsellors do help students to identify the areas of the strength and weaknesses in their academics programmes in the secondary school. Though 28.5% and 3.7% of the students disagreed and strongly disagreed with this suggestion. These were in the minority and 2.2% of the students did not express their opinion.

The percentages (49.8% and 12.6%) of the students who strongly agreed and agreed that the counsellors is helpful to the students in planning their future career showed that the students have an idea of the counsellor's role in secondary schools. As indicated in the table, only 28.7% and 8.7% of the students respectively disagreed and strongly disagreed that the counsellor has not role in students' planning of their future career.

In terms of personal interaction of the students within the school, 90.2% and 5.9% of the students strongly agreed and agreed respectively that the counsellor can assist students to relate better with their fellow students. Only 1.9% and 1.9% of the students disagreed and strongly disagreed with this opinion respectively. However, most (42.5% for disagree and 26.1% for strongly disagree) did not believe that the counsellor helps students to form acceptable social relationship with their fellow students of the opposite sex. Only 4.6% and 26.1% of the students strongly agreed and agreed respectively with this suggested role of the counsellor in the secondary school.

As for the role of the counsellor in enhancing the educational progress of the school, 82.6% of the students strongly agreed that their school counsellor can help to bring about smooth educational progress in their schools. Also 10.4% of the students agreed that the school counsellor is capable in enhancing such progress in the schools. But 5.0% of the students did not agree with this suggested capability of the school counsellor and 1.9% of the students strongly disagreed that the counsellor was capable of such enhancement in the schools.

It was the opinion of 79.6% and 6.1% of the students that counsellors help students to solve problems relating to their studies in the school. Only 11.1% and 2.6% of the students refuse to share this role of the counsellor in the secondary schools. However, 65.0% of the students strongly agreed that the counsellor was very honest to students and most people in the school. Thirty-nine or 7.2% of the students also

agreed that the counsellor was honest to students and most people in the school. Only 18.3% of the students disagreed with this opinion on the counsellor and 9.4% of the students strongly disagreed with the opinion also.

Three hundred and forty-nine or 64.6% of the students strongly agreed that the counsellor's role in the secondary school included helping students who have difficulties relating to their future career choice. Fifty-five or 10.2% of the students also agreed with this opinion on the role of the counsellor in the secondary school. But 13.9% of the students disagreed with this suggested role of the counsellor in the secondary school and 10.9% of the students strongly disagreed that the counsellor performs the suggested role in their schools. Most (48.7% and 14.8%) of students strongly agreed and agreed respectively that disciplinary problems among students could be reduced with the help of the school counsellors. Though 22.2% disagreed with this suggested ability of the counsellor and 13.0% strongly disagreed with the expressed opinion about the counsellor, they were a minority view among the students. The number of students who believe that the counsellor could make students aware of their educational opportunities was relatively low though still above the half of the total number of the entire students who responded to the questionnaire. While 36.3% of the students strongly agreed with the suggestion, 18.5% agreed but 30.9% disagreed with the suggestion while 14.1% strongly disagreed with it. Thus making it one of the

counsellor's role which did not seems to have general comprehensiveness among the students.

There was however a recognition of the personality of the counsellor by most of the students. More than half of them (42.0% for strongly agree and 14.1% for agree), about 56.1% of the total number agreed that the counsellor is a person with special professional knowledge and skills for helping people. Only 27.0% and 16.7% of the students disagreed and strongly disagreed with this suggested uniqueness of the counsellor among the staff in the secondary school.

The students seem also to recognize the role of the counsellor in helping students to adjust to the school environment. As indicated in the table, 51.7% of the students strongly agreed that the counsellor help the students to adjust to school environment. Towing the same line 13.9% of the students agreed that the counsellor actually help students to adjust to school environment. But 22.8% of the students disagreed with the suggested role of the counsellor in the secondary schools while 10.9% strongly disagreed with the opinion as a role of the counsellors in secondary schools. Following the same pattern, 43.9% of the students strongly agreed that the counsellors help students to resolve problems they (students) would not have been able to solve by themselves. Ninety-four or 17.4% of the students also agreed with this expressed opinion of the counsellor's role in the secondary school. But 25.0% of the students did not agree with the opinion and 13.3% of them strongly disagreed with the notion that the counsellor helps student resolve problems they would

not have been able to resolve themselves. With regard to these accepted function of the counsellor in the secondary school, 50.7% of the students strongly agreed that the counsellor is very important in a school while role in agreement with the 14.1% of them agreed that the counsellor was important in the secondary school. Only 26.1% of the students disagreed with this accepted importance of the counsellor in the secondary school and 9.1% of them strongly disagreed with the opinion that the counsellor is very important in secondary school.

Two hundred and sixteen or 40.0% of the students strongly agreed that the counsellor helps students to understand their strength and weakness so that they would be able to make a wise and realistic occupational decision in their educational endeavour. The percentage of the students who also agreed with this expressed opinion was 19.4%. Some (28.3% and 11.5%) of the students disagreed and strongly disagreed respectively with the opinion.

The ability to read and understand books did not seems to be a recognized role of the counsellor as indicated by the high percentage of disagreement in the table. While 37.2% of the students disagreed that the counsellor cannot help students to read and understand, 29.8% of them strongly disagreed with the notion. Thus making 67.6% of the total students who did not agreed that the role of the counsellor involve making students to read their books and understand. Only 19.6% and 12.8% of the students strongly agreed and agreed respectively that the counsellor could make students read and understand their books.

It was more or less a unanimous agreement by most of the students (55.0% for strongly agree and 19.8% for agree) that the counsellor can help to reduce conflicts and friction among students. A minority of the students 14.4% and 10.3% disagreed and strongly disagreed with this opinion on the role of the counsellor in the secondary school. But 67.2% of the students strongly agreed that the counsellor help students to live peacefully with their fellow students of different culture and religious orientation in secondary school. The percentage of disagreement to this expressed role of the counsellor in the secondary school was relatively low. However, 37.4% and 25.4% of the students disagreed and strongly disagreed respectively with the opinion that the counsellor is a working partner with the school principal and teachers. Only 22.6% and 12.6% of the students strongly agreed and agreed respectively that the school counsellor is a working partner with the school principal. The percentage of the respondents who did not express their opinion on this item was 2.4%.

From the expressed responses of the students item 25 in the table, most students did not believe that the counsellor usually keep their personal information secret. Only 33.9% and 14.1% of the students making 48.0% of the total number strongly agreed and agreed that the school counsellor to keep their personal information secrete. For 29.7% and 21.5% of the students, the counsellor does not keep personal information secrete.

There was a consensus opinion among the students on the counsellor's role in providing necessary information on job opportunity to students. Almost all (97.8%) of the students strongly agreed with this suggested role of the counsellors in the secondary schools. In line with this role of the counsellor in assisting students on job opportunities, 85.6% of the students strongly agreed that the school counsellor assist them in choosing the subjects that are related to the career interest. Thirty-nine or 7.2% of the students also agreed that the school counsellor help students in choosing the related subjects to their career interest. Only 2.6% and 4.6% of the students disagreed and strongly disagreed with this expressed role of the counsellor in the secondary school.

In a reflection of the above stated role, 85.6% of the students strongly agreed that the school counsellor could help to reduce the problem of unemployment in the society. Twenty four or 4.4% of the students also agreed with this opinion but 5.4% of them disagreed while 2.6% of the students strongly disagreed. Thus 76.3% of the students strongly agreed that the counsellor could act as students' referee if the need arise. Only 17.7% and 3.1% of the students had a contrary opinion to this general expression of the students. And 93.0% of the students strongly agreed that the school counsellor usually accompany students on excursions and to other places. While 3.3% of the students were also in agreement, 1.5% of them disagreed with the opinion and 1.9% of the students strongly disagreed.

4.4 Test of Hypotheses

Six null hypotheses were raised in this study. These were aimed at determining the effects of some demographic variables of the students on the level of their awareness of the counsellor's role in secondary school. Among the variables was sex of the students, religion, type of school, the ages of the students and the ownership of the secondary schools involved in the study. The hypotheses were as follows:

Hypothesis I: *There is no significant difference between the observed mean responses of the students on the role of the counsellor in Zaria metropolis secondary schools and the expected mean on the role of the school counsellors.*

The mean of the responses to the items in Table 4.4 above were used for the test of this hypothesis. The expected mean is 60 based on the computation that if a respondents score 2 for disagreement in all the items the total would be 2 multiplied by 30. On the modified Likert scale used in the study 3 would stand for agreement. The one tail t-test was used for the test because of the need to compare the constant value (expected) with the observed mean value. Table 4.5 shows the result of the test.

Table 4.5: T-test on observed and expected means of students' awareness

Variables	Mean	SD	SE	DF	t-value	P	t-critical
Observed	96.096	8.1000	0.360	539	17.66	0.000	1.96
Expected	120.00	0.0000	0.0000				

Note: SD = Standard Deviation, SE = Standard Error, DF = Degree of Freedom, P = Observed level of significance.

The result in the table shows that the observed mean of the students' awareness of the role of the counsellors in the secondary schools is significantly lower than the expected mean of 150 (P<0.05). Observed value of t (17.66) in the table is higher than the critical value (1.96) and the observed significant level (P) is higher than the fixed level of 0.05. The null hypothesis could thus be rejected. This is a proof that the awareness level of the students is not high enough to meet the level of awareness of the counsellor's role that was expected of them.

Hypothesis II: *There is no significant difference between male and female students in their perception of the role of counsellors in secondary schools.*

The opinion of the female students and that of the male students on Table 4.4 above are compared in the test of this hypothesis. The t-test was used because of the two categories of the independent variable (male and female). Table 4.6 shows the result of the test.

Table 4.6: T-test between males and females on the levels of awareness of the counsellors' role in secondary schools.

Variables	Mean	SD	SE	DF	t-value	P	t-critical
Observed	94.623	8.130	0.480	538	4.71	0.000	1.96
Expected	97.812	7.530	0.480				

Note: SD = Standard Deviation, SE = Standard Error, DF = Degree of Freedom, P = Observed level of significance.

The result shows that awareness level of the female students was higher than that of the male students on the role of the counsellor in the selected secondary schools. This is indicated by the higher mean score of the female students in the tale and the observed t-value (4.71), which turns out to be higher than the critical value of 9.96 at the same degree of freedom. The observed level of significance is less than 0.05 (P<0.05). The

null hypothesis could be rejected since significant differences exist between the two groups.

Hypothesis III: *There is no significant difference between Christians and Muslims in their opinion on the role of counsellors in the secondary schools.*

In this test of hypothesis, the expressed opinions of the respondents in Table 4.4 is tested according to the religious orientation of the students in order to determine the role religion of students play in the level of their awareness of the role of the counsellors in the secondary schools. The t-test procedure was used in this test because the professed and expressed religious of the students were either Christians or those who practice the Islamic faith. Thus the independent variable, religion has only two classes or levels. Table 4.7 shows the t-test result.

Table 4.7: T-test on the levels of awareness of the counsellors' role in secondary schools by students' religious affiliation.

Variables	Mean	SD	SE	DF	t-value	P	t-critical
Observed	96.096	8.1000	0.360	539	17.66	0.000	1.96
Expected	120.00	0.0000	0.0000				

Note: SD = Standard Deviation, SE = Standard Error, DF = Degree of Freedom, P = Observed level of significance.

The Christian students had a higher mean score in the table than their Moslem counterpart. From the t-value and the observed significant level, the two means are significantly different from each other ($P<0.05$). The null hypothesis cannot therefore be retained since the two groups differed significantly in the level of their awareness of the role of the counsellor in the secondary schools. The higher score observed in the test could be attributed to the level of patronage of the students in the services of the counsellors in the secondary schools. Where such

patronage is not exercised the tendency to have a better perception of the role of the counsellor may not be very high.

Hypothesis IV: *There is no significant difference between Day and Boarding Secondary Schools with regards to the role of counsellors in their schools.*

In the test of this hypothesis, the opinion of the students in boarding schools is compared to that of the students in Day Secondary School. The t-test was again used here because of the two level of the independent variable. Table 4.8 shows the result of the test.

Table 4.8: T-test on the levels of awareness of the counsellors' role in secondary schools by day and boarding students.

Variables	Mean	SD	SE	DF	t-value	P	t-critical
Day	96.1410	9.030	0.540	538	0.140	0.891	1.96
Boarding	96.0480	6.750	0.420				

Note: SD = Standard Deviation, SE = Standard Error, DF = Degree of Freedom, P = Observed level of significance.

The means scores by the two groups in the table did not show any significant difference (P>0.05). The observed t-value is lower than the critical value shown in the table and the observed significant level is greater than 0.05, which was the accepted level. The null hypothesis could thus be retained since no significant difference was observed between the two groups.

Hypothesis V: *There is no significant difference between the students of different ages in their opinion of the role of counsellors in secondary schools.*

The ages of the students were classified into three groups as indicated in Table 4.2 above. The test was carried out with the one way analysis of variance because of the more than two levels of the

independent variable (age) involved in the test. Table 4.9 shows the one way analysis of variance model.

Table 4.9: One way analysis of variance on awareness by ages of students

Source	DF	Sum of square	Mean squares	F-ratio	P
Between groups	2	12.936	6.468	3.0375	0.0488
Within groups	537	1143.366	2.130		
Total	539	1156.299			

Note: DF = Degree of Freedom; P = Observed significant level.

The observed F-value in the table is 3.0375 and the observed significant level is 0.0488 ($P \leq 0.05$). The null hypothesis could thus be rejected on this note. This result shows that the students differ in their perception according to their age classifications. Since the age groups are in three categories, it becomes necessary to determine the age group that are significantly different from the other(s) in their awareness of the role of the counsellors in the secondary schools. To effect this mean separation test, the mean scores for the three age groups were subjected to a post hoc test using the Scheffe procedure. The result is shown in Table 4.10 below with the Scheffe result indicated with alphabetical letters along the means.

Table 4.10: Mean scores of the age groups and the result of the Scheffe test

Age groups	Mean	Standard Deviation	Standard Error
Below 14 years	94.548b	6.6040	0.7740
14 – 16 years	96.540ab	7.8690	0.3960
Above 16 years	96.870a	6.4470	1.3440
Total	96.096	8.0220	0.3450

Note: Means with the same letters are not significantly different at 0.05.

The result of the Scheffe test shows that the students in the lower age groups of below 14 years were less aware of the counsellor's role than those in the age bracket of 14 and 16 years. No significant difference was observed between students in 14 and 16 years age range and those above 16 years in their means scores. Also students below 14 years did not differ significantly in their mean score from the scores of those within 14 and 16 years.

Hypothesis VI: *There is no significant difference between the mean scores of students in private schools and those in the public schools.*

This hypothesis was tested with the two-tail t-test because of the reason earlier advanced for a two level categories of an independent variable. The mean score on the awareness of the role of the counsellors by the two groups are compared in Table 4.11.

Table 4.11: T-test between levels of awareness of the counsellors' role in secondary schools by ownership of school

Ownership	Mean	SD	SE	DF	t-value	P	t-critical
Private	97.8180	7.530	0.480	538	4.71	0.000	1.96
Public	94.623	8.130	0.480				

Note: SD = Standard Deviation, SE = Standard Error, DF = Degree of Freedom, P = Observed level of significance.

The result shows that the two groups differ significantly in their mean scores on the level of their awareness of the counsellor's role in the secondary schools. The observed significant level in the table is 0.000 and the observed t-value is higher than the table or critical value (1.96) which all point to the fact that the two means are significantly different from each other. The null hypothesis could thus be rejected. A look at the

means would reveal that students from private schools had a higher mean and could therefore be regarded as more aware of the role of the counsellors in the secondary schools than students from private schools.

4.5 Discussions

The aim of this study among others was assessment of secondary school students' level of awareness of the counsellors' role in the secondary schools within Kaduna State. This objective was informed by the low level of students' participation or patronage of the counsellors in the various secondary schools within the state. While in some schools, the patronage of the counsellor could be said to be encouraging, in some there is little or no patronage of the school counsellors. This could not be attributed to the absence of problems among the secondary school students, rather it is could be attributed to lack of awareness among the students. From the discussions from the data above and the various tests especially in hypothesis I, it was observed that the lack of patronage could be attributed partly to ignorance of the students on the role of the counsellor in the school. This was tested in Hypothesis I, the result showed that the students' awareness of the role of the counsellors in the secondary schools was not high enough to encourage their patronage. The implication of this observation is that the students could be said to be not aware of the role of counsellors in secondary schools in Zaria metropolis. This in effect means that their apparent lack of patronizing the school counsellors could be attributed to their lack of knowledge of the role of

the counsellors in the secondary schools. This result, is contrary to the findings of Mousa (1985), where it was observed that students were aware of the role of counsellor in their schools and really appreciates the personnel in their schools.

One other of objective that the study was aimed at achieving was the identification of factors responsible for the students' low level of level of awareness of counselling services in the selected secondary schools. Among the factors that were discovered to determine or affect students patronage or participation in counselling in the secondary schools identified from the test of the hypotheses carried out in the study were sex, religion age type of school and the school ownership.

The female students were observed to have higher scores in the test of Hypothesis II. This means that the female were more aware and participate more in counselling services in the secondary schools. The male were less involved and therefore less active in counselling services in the secondary schools. Religion was another variables which emerged here as a significant factor of patronage. Two religious groups were observed among the students in the selected secondary schools involved in the study. From the test of Hypothesis III, it was observed that the students who belonged to the Christian religion tended to participate more in counselling than those who belongs to the Islamic religion. The difference between the two groups was observed to be significant as indicated in Hypothesis III. This observation tended to revealed the low level of participation in counselling services among the students when

considered against the background that Moslems were the dominant group among the students as indicated in Table 4.2 above. This result is a reflection of what Wittmer (1992) referred to as a diversity, which was attributed to personality traits of individual cultures and related orientations. In the report, it was pointed out that certain individuals in certain orientations may not want to listen or take advice from another because they want or think the other person should be like them or because they think they are better than the person giving the advice.

In the test of Hypothesis IV, it was observed that boarding schools students tended to have higher level of awareness of the counsellor's role than the day students. This is another factor that accounted for the low level of participation of the students in counsellor services. The implication here is that whether students are in a Day Secondary School or in a Boarding School does not really play a significant role in their perception of the role of the counsellors in their schools. The general operation of most secondary schools in Kaduna State is based on the 'day student' system. Schools with boarding facilities are relatively few. This not to say, that all secondary schools must go boarding before they can actually patronize the services of the counsellors. The point is that, the personnel present in the day schools are less patronize probably because the students have access to their parents and guardians at the end of the school day. The day students could get the necessary guidance from their parent and guardians while those in the boarding house may have to wait till the holiday period before such an opportunity could arise.

Ownership of schools also plays an important role in the level of students' participation in counselling services. Students in private school were observed from their score to be more aware and therefore participate in counselling services than those in public schools. This could be attributed to the study orientation give to students in private secondary schools. Moreover, the students in private secondary school tended to be closer to the school administration than those in public schools. This difference could account for the significance observed between the students in their levels of awareness of the school counsellors.

Another observation from the result of the data analysis is the effect of age on the students' level of awareness of the role of the school counsellors. Participation of awareness of counselling services by students was observed to increase relatively with increase in the students' age. This observation was made in the test of Hypothesis V. Thus age is another factor of students' level of awareness of the counsellors' role and participation in counselling services in secondary schools.

4.6 Implications of the Findings

The findings from this study revealed that the apparent lack of awareness of the role of counsellors among students in secondary schools has something to do with the type of orientation given to students and the students' background and the low level of their awareness of the

counsellor's role in the secondary schools. These factors bear some significant influences on the type of patronage the students would indulge in as far as the counselling services are concerned.

From this study, it has been observed that some demographic characteristics of the students were the dominant factors of their awareness and participation in counselling services. To engender the students' participation therefore some of those factors must be addressed in order to enhance their patronage of the counselling services in the respective schools.

4.7 Summary

The chapter presented the result of the statistical analysis of data collected for the study. In the chapter, six null hypotheses were tested. Among the statistical tools used were summary statistics, which were used in the description of the demographic characteristics of the students and in the presentation of the scores on the individual items along the modified Likert scale used in the study. In the test of the hypotheses, the one-tail t-test and the two tail t-test were used in respect of testing observed mean with expected mean and in the differences between the two levels of the independent variables used in the test. The one-way analysis of variance was used in testing the differences in the students' age categorization. In all five of the hypotheses were rejected while one was retained.

A discussion of the findings was presented in relation to the research questions raised in the study and the study's objectives. The implications of the findings were also given at the end of the chapter followed by this summary.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

This study investigated the level of awareness of the roles of secondary school counsellors among secondary schools students in Zaria municipality. In chapter one, the background to the study was given. This was followed with the objectives of the study. The research questions and hypotheses intended to provide solutions to the objectives of the study were also stated within the chapter. The limitation and scope of the study were given at the end of the chapter.

Chapter two was made up of the review of related literature to the study. Among the topics for which the literatures were related are the concepts of counselling and the counselling personnel. This was followed by the counsellors' responsibilities in the school. The view of the teachers, the principals and students on the role of counselling and the counsellors were also reviewed. In the chapter, the attitudes of the counsellors to their responsibilities in the school were also reviewed. The chapter ended with a review of some empirical studies related to this study.

Chapter three described the instrument used for the collection of data from the sampled population. The test for validity and reliability of the instrument were reported within the chapter. The method of statistical analysis used in the study was equally specified within the chapter with the specification on how the findings from the data could be

validated in terms of significance for the rejection or acceptance of the study's hypotheses.

Chapter four contains the statistical analysis of the data collected for the study. Six hypotheses were tested in this chapter. The hypotheses were as follows:

The first hypothesis was a null hypothesis and it tested the level of students' awareness of the role of counsellors in the selected secondary schools. The finding from the test of this hypothesis revealed that the students' awareness level was not up to the expectation where they could easily utilize the services of the school counsellor.

The second hypothesis was in the null state and it tested the awareness level between the male and the female students in the secondary schools. The test of this hypothesis revealed some significant difference between the male and the female students. The female students were observed to have higher levels of awareness than the male students. The hypothesis was rejected.

In the third hypothesis, the effect of religion was tested and the test revealed that the two major religions differed significantly in the levels of awareness. This difference was attributed to the attitudinal dispositions, which basically reflected the doctrines of the two faiths. This hypothesis, which was in a null state was rejected.

The fourth hypothesis was in the null form and it tested the level of awareness of the counsellors' role in the secondary schools between Day and Boarding students. The test did not reveal any significant

difference between the two groups. This finding shows that school type was not really a factor of awareness of counsellor's role in the secondary school by students. The hypothesis was accepted.

The fifth hypothesis was a null hypothesis and it tested the effect of age on the awareness level of the students as regard to the role of the counsellor in the secondary school. Significant difference was observed between the different ages of the students. The result showed that awareness increases with students' age. The younger students tended to have lower awareness level than the older students. The hypothesis was rejected.

The sixth hypothesis tested the effect of school type (Public and Private) on the students' awareness level of the role of counsellor in the secondary school. The hypothesis was a null one. The result showed that students in private schools were more aware of the role of a counsellor than those in the public schools. This difference was attributed to the type of orientation received by the student from the school administrations.

The chapter also contains the solutions provided for the research questions raised in the study. At the end of the chapter, a discussion of the findings from the analyzed data was presented and an attempt was made to give satisfactory solutions to the objective for the study.

A total of 540 students made up students from public and private schools were involved in the study. The schools also consisted of Boarding

and Day schools as well as male and female students. Among the problem which the data collected from the students were expected to provide answers were, why students did not participate in counselling services as would be expected in the secondary schools. Also to be determined was the level of awareness of the students of the counsellors' role in secondary schools. The study also investigated the effects of the students' demographic variables on their participation in the counselling services in the secondary schools.

Six hypotheses were raised in the study to provide some statistical validation to the findings from the collected data. From the analysis of the students' responses, it was observed that most of the students were aware of the role of counsellors in the selected secondary schools. However, it was observed that the levels of awareness and participation of students in counselling services differed significantly by sex, religion, type of school, the ages of the students and the school ownership.

In the case of sex, the female students were discovered to have higher levels of awareness of the counsellors' role more than the male students. Consequently, the female participated more in counselling services than the male students. Two religious groups were encountered in the study area. These were the Christian and Islamic religions. The findings revealed that the Christians were more conversant and patronized counselling services in the schools than students of the Islamic faith. Private schools and Boarding schools were also observed to have better awareness and participation in counselling services in the

selected schools than students from public schools and Day students respectively. These factors were discovered to significantly affect the students' levels of awareness and participation in counselling services in the selected secondary schools.

5.2 Conclusion

From the findings of the data collected for this study, some facts have emerged. Among these facts are that the apparent low participation of students in counselling services in the secondary schools within the state is not a direct result of their ignorance of the counsellor's role in secondary school. The low participation of students in counselling services could be attributed to some factors among which are the students demographic variables like the age, sex and type of school attended by the students. These factors determine the students' level of awareness and participation in counselling services in secondary schools.

5.3 Recommendations

The findings from this study revealed that students were aware of the counsellor's role in secondary schools within the Zaria metropolis but were not really patronizing their services as they ought to do. In view of this development, the researcher wishes to recommend as follows:

1. Since the study revealed that students level of awareness of counsellors' role is low. It is suggested that there should be orientation programme in the school.

2. School counsellors should assist the students to become aware of themselves as well as the counsellors.
3. The school counsellors ought to be aware that regular orientation is viable sources of improving the level of awareness of counsellors' roles in the secondary school.
4. That all classes within the secondary school should be made to be aware of the counselling services provided in the school.
5. The school authorities of day secondary schools should live up to their expectations on the awareness of the school counsellor.

5.4 Suggestions for further Studies

There are more areas to be investigated into as far as this subject matter is concerned.

1. Studying the increasing awareness of the need for counselling services in our society.
2. Investigating into what to be done to improve the level of awareness of counsellors' duties and responsibilities among students, because the result of this research shows low level of awareness. It was not impressive because most schools in the area of this study have professional counsellors.
3. A study of the attitude of the Ministry of Education on counsellors' duties and responsibility can be looked into.

REFERENCE

Ali, A.A. (1976). Chairman's Speech to the Counselling Association of Nigeria at her Launching Ceremony. *The Counsellor*. Vol. 1, 2, pp. 151-154.

Anagbogu, M.A. (1988). *Foundation of Guidance and Counselling in College and Universities*.

Adams, J.F. (1982). Problems in Counselling: A Case Study Approach. New York, Macmillan.

Audu, V.N. (1998). *Attitudes of Teachers and Students towards Counsellors and Counselling in Lagos State*. An unpublished M.Ed. Thesis, Faculty of Education, Ahmadu Bello University, Zaria.

Brammer, L.M. (1973). *Therapeutic Psychology*. New York: N.J. Prentice Hall, Inc.

Bolarin, W.V. and Azonabor, C. (1995). *The Physical Setting of a Counselling Room*. An unpublished seminar paper on Annual Conference of Counselling Association of Nigeria (CASSON).

Bojuwoye, J.O. (1975). *Analysis and Appraisal of Current Guidance Services in Kaduna State Secondary Schools.* An unpublished M.Ed. Thesis, Faculty of Education, Ahmadu Bello University, Zaria.

Brance, A.A. (1974). *Psychology: Nature of Man*. United State of American: Boston Press.

Bulus, I. (1990). *Guidance Practice in Schools*. Jos Ehindero Nig. Ltd.

CASSON (1991). *roles and Functions of School Counselling*, Ibadan: Wemilore Press.

Denga, D.I. (1982). *Educational and Vocational Guidance in Nigeria Secondary Schools.* Jos: Savanna Press Ltd.

Denga, D.I. (1983). *The School Counsellor in a Developing National Problems and Prospects*. Jos Savanna Publishers.

Edibo, Y. (1996). *Guidance Services in Primary Schools, a Tool for Quality Education in Nigeria*. An unpublished paper presented at the School of Education Seminar, Kogi State College of Education, Ankpa.

Federal Republic of Nigeria (1981). *National Policy on Education*. Lagos: Nigeria Educational Research Council Press.

Gesinde, S.A. (1976). The problem and prospects for counselling services in developing countries, the case of Nigeria. *The Counsellor*, Vol. 1, pp. 1-47.

Howard, N.J. (1977). "A Survey of Students' Attitudes towards Counselling at Predominantly Black University". *Journal of Counselling of Psychology*, 24(2): 162-164.

Ikeme, T.N. and Nonyel, C.O. (1986). "Students Perception of Roles of Counselling in Secondary Schools". *The Nigerian Journal of Guidance and Counselling*, 3(1&2): 50-61.

Iketunoye, A.I. (1983). *Guidance for Schools: An Introduction*. Zaria: Hudahuda Publishing Company.

Ipaye, T. (1983). *Guidance and Counselling Practice*. Ile-Ife: University of Ife Press.

James, E. Rosenbaum, Shazia Rafiullah Miller, Melinda Scott Krei (1996). High School Counsellors' Views of their Influence on Students' College Plans. American Journal of Education, Vol. 104, No. 4 (Aug. 1996), pp. 257-279.

Kolo, F.D. (1992). *Guidance and Counselling in Perspective.* Zaria; Kawai Salama Press.

Kolo, F.D. and Yaroson, M. (1995). *Professional Utilization of Human Resources in Counsellors Working Environment.* An unpublished paper presented at the 19th Annual National Conference of Counselling Association of Nigeria (CASSON) held at Federal College of Education, Yola.

Kolo, F.D. (1999). *Components of a Functional Schools in Nigeria: Counsellor's Perspective*. Kaduna: Jofegan Associates.

Makinde, O. (1978). "Introducing the Counselling Association of Nigeria". *The Counsellor*, Vol. 1, No. 2.

Nworgu, B.G. (1991). *Educational Research Basic Issues and Methodology*. Ibadan: Wisdom Publishers Ltd.

Okobiah, O.C. (1982). Perception and multiple roles of the school counsellor and his ethical Code of Conduct. Paper presented at the

Orientation Course for Teacher-Counsellor at Nsukka Secondary School.

Okoli, C.E. (1988). Ideal Counsellor Role held by Secondary School Principals and Counsellor in Imo State of Nigeria. Unpublished Thesis.

Olajide, J.A. (1988). *The School Counsellor*, Lagos: Beulah Publishers.

Olayinka, M.S. (1993). *Guidance and Counselling for Nigeria Schools*. Lagos: Lileramed Publication Limited.

Onyemaechi, O.J. (1977). *Behaviour Attributes and Functions of the Secondary School Guidance Counsellor*. Nsukka: East Quality Press and Series Publishers.

Okon, S.E. (1981). Counselling in the Faculty of Education of Ahmadu Bello University; Progress Report 1980. International Journal for the Advancement of Counselling.

Patterson, C.M. (1961). Humanistic Education; the Challenge of the Counsellor. British Journals of Guidance Counselling, Vol. 2, No. 1.

Patterson, B.G. (1971). "Students Speak Out". *The School Counsellor*, 19: 137-138.

Schmidt, L.D. (1962). "Concept of the Role of Secondary School Counsellors". *Personnel and Guidance Journal,* 40: 600-605.

Shyder, J.R., Hill, C.E. and Derksen, T.P. "Why some Students do not Use University Counselling Facilities". *Journal of Counselling Psychology*, 19: 263-268.

Shertzer, B. and Stones, S.C. (1976). *Fundamentals of Guidance*, Boston: Houghton Mifflin Company.

Strongly, S.R., Hendel, D.D. and Bratton, J.C. (1971). College Students' Views of Campus Help-Givers: Counsellor Advisers and Psychiatrists. *Journal of Counselling Psychology*, 18: 234-238.

Tyler, L. (1969). *The Work of the Counsellor*. Englewood Cliffs: Prentice Hall, 3rd edition.

Wrenn, G.C. (1962). The Counsellor in a Changing World. Washington: *American Personal and Guidance Association,* 137.

Wrenn, G.C. (1961). Counselling in British University. *Personnel and Guidance Journal*, 40: 266-271.

Wrenn, G.C. (1973). The Counsellor in a Changing World. Washington: American Personnel and Guidance Association.

APPENDIX I

Dear Respondent (Sir/Madam)

I am a postgraduate student of the Ahmadu Bello University, Zaria undertaking a research on the Counsellor in Secondary Schools in Zaria. This questionnaire is in furtherance of the research. All information provided by you here will enhance this objective and all information is for research only.

Thanks for cooperation.

SECTION A

Personal Data

Instructions: Please write or tick as appropriate.

1. Name of School.....

2. Class: .....

3. Age:.....

4. Sex: Male [ ] Female [ ]

5. Religion: Christian [ ] Islam [ ] Other [ ]

6. Type of Student: Day student [ ] Boarding student [ ]

7. School ownership: Public [ ] Private [ ]

SECTION B

8. The following section is structured into a four point scale of strongly agree (4); (3) Disagree (2); and Strongly disagree (1). Please tick the option that best express your feeling on any of the statements in the table.

Suggested items on students' awareness of the roles of a counsellor	SA	A	U	D	SD

Suggested items on students' awareness of the roles of a counsellor	SA	A	U	D	SD
1. Counsellor helps students to select or choose school subject they can do best	354 (65.6)	21 (3.9)	2 (0.4)	139 (25.7)	24 (4.4)
2. Guidance helps students and other people in the school to feel happy about themselves	298 (55.2)	52 (9.6)	1 (0.2	143 (26.5)	46 (8.5)
3. The guidance counsellor assists students with information about the occupation opportunities	365 (67.6)	61 (11.3)	4 (0.7)	70 (10.0)	40 (7.4)
4. Counsellor listens very well to whatever problem you take to him or her	479 (88.7)	30 (5.6)	2 (0.4)	21 (3.9)	8 (1.5)
5. The counsellor would assist teachers improve their classroom management	342 (63.3)	61 (11.3)	3 (0.6)	101 (18.7)	33 (6.1)
6. Counsellors do help students in identifying strength and weakness	288 (53.3)	66 (12.2)	12 (2.2)	154 (28.5)	20 (3.7)
7. The counsellor is helpful to the students in planning for the future career	269 (49.8)	68 (12.6)	1 (0.2)	155 (28.7)	47 (8.7)
8. The guidance counsellor can assist students relate better with their fellow students	487 (90.2)	32 (5.9)	1 (0.2)	10 (1.9)	10 (1.9)
9. Guidance counsellor helps students to form acceptable social relationship with the fellow students of the opposite sex.	25 (4.6)	141 (26.1)	3 (0.6)	233 (42.5)	141 (26.1)
10. Our school counsellor can help bring about smooth educational progress	446 (82.6)	56 (10.4)	1 (0.2)	27 (5.0)	10 (1.9)
11. Counsellors help students to solve problems related to their studies	430 (79.6)	33 (6.1)	3 (0.6)	60 (11.1)	14 (2.6)
12. The guidance counsellor is very honest to the students and other people in the school	351 (65.0)	39 ((7.2)	2 (0.4)	97 (18.9)	51 (9.4)
13. Guidance counsellor helps students in difficulties related to their future career choice	349 (64.6)	55 (10.2)	3 (0.6)	74 (13.9)	59 (10.9)
14. Disciplinary problems among students can be reduced with the help of the school counsellor	263 (48.7)	80 (14.8)	7 (1.3)	120 (22.2)	70 (13.0)
15. Through the help of the school counsellor, students are made aware of their educational opportunities	196 (36.3)	100 (18.5)	1 (0.2)	167 (30.9)	76 (14.1)
16. Guidance counsellor is a person with special professional knowledge and skill of helping people.	227 (42.0)	74 (14.1)	1 (0.2)	146 (27.0)	92 (16.7)
17. Guidance counsellor assists the students to adjust to the school environment	279 (51.7)	75 (13.9)	4 (0.7)	123 (22.8)	59 (10.9)
18. Guidance counsellor helps students to resolve problems they would not have been able to resolve themselves	237 (43.9)	94 (17.4)	2 (0.4)	135 (25.0)	72 (13.3)
19. Guidance counsellor is very important in a school	274 (50.7)	76 (14.1)	1 (0.2)	141 (26.1)	49 (9.1)
20. Guidance counsellor helps students to understand their strength and weakness so that they make a wise	216 (40.0)	106 (19.4)	3 (0.6)	153 (28.3)	62 (11.5)

Suggested items on students' awareness of the roles of a counsellor	SA	A	U	D	SD
and realistic occupational decision.					
21. The counsellor helps the students to read and understand their books	106 (19.6)	69 (12.8)	3 (0.6)	201 (37.2)	141 (29.8)
22. Guidance counsellor can help to reduce conflicts and frictions among students	297 (55.0)	107 (19.8)	2 (0.4)	78 (14.4)	56 (10.3)
23. The counsellor helps students to live peacefully with their fellow students of different culture and religion	363 (67.2)	86 (15.9)	1 (0.2)	60 (11.1)	30 (5.5)
24. Guidance counsellor is a working partner with the school principal and teachers	122 (22.6)	68 (12.6)	13 (2.4)	200 (37.0)	137 (25.4)
25. The school counsellor keeps any personal information he gets about the students and other clients (secret)	183 (33.9)	76 (14.1)	5 (0.9)	160 (29.7)	116 (21.5)
26. Guidance counsellor helps students on how to look for a job	528 (97.8)	3 (0.6)	-	2 (0.4)	7 (1.3)
27. Our school counsellor assists us to choose school subjects related to our career interest	462 (85.6)	39 (7.2)	1 (0.2)	14 (2.6)	24 (4.4)
28. Guidance counsellor could help to reduce problems of unemployment in the society	473 (87.6)	24 (4.4)	2 (0.4)	27 (5.0)	14 (2.6)
29. If the need arises, counsellor acts as referees to students	412 (76.3)	12 (2.2)	3 (0.6)	96 (17.7)	17 (3.1)
30. The school counsellor accompanies students on excursions and other places of interest	502 (93.0)	18 (3.3)	2 (0.4)	8 (1.5)	10 (1.9)