AVAILABILITY AND UTILIZATION OF RESOURCES FOR COUNSELLING AMONG PARA-COUNSELLORS IN SENIOR SECONDARY SCHOOLS IN BAUCHI STATE, NIGERIA

BY

Marliyyatu TATA
B. Ed Hausa (BUK 2001)
M. ED/EDUC/6275/2011-2012

A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY ZARIA IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTERS DEGREE IN GUIDANCE AND COUNSELLING, DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELLING, FACULTY OF EDUCATION, AHMADU BELLO UNIVERSITY,

ZARIA

April, 2016

AVAILABILITY AND UTILIZATION OF RESOURCES FOR COUNSELLING AMONG PARA-COUNSELLORS IN SENIOR SECONDARY SCHOOLS IN BAUCHI STATE, NIGERIA

BY

Marliyyatu TATA
B. Ed Hausa (BUK 2001)
M. ED/EDUC/6275/2011-2012

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELLING,

FACULTY OF EDUCATION,

AHMADU BELLO UNIVERSITY, ZARIA

April, 2016

DECLARATION

I declare that this dissertationentitled 'AVAILABILITY AND UTILIZATION OF RESOURCES FOR COUNSELLING AMONG PARA-COUNSELLORS IN SENIOR SECONDARY SCHOOLSIN BAUCHI STATE, NIGERIA' wascarried out by me in the Department of Educational Psychology and Counselling. The information derived for the literature has been duly acknowledged in the text and list of references provided. No part of this thesis had previously been used for another degree or diploma at any University.

_____ _____

Tata, Marliyyatu Date

CERTIFICATION

This dissertation entitled 'AVAILABILITY AND UTILIZATION OF RESOURCES FOR COUNSELLING AMONG PARA-COUNSELLORS IN SENIOR SECONDARY SCHOOLS IN BAUCHI STATE, NIGERIA ' by Marliyyatu TATA meets the regulations governing the award of Master's Degree (M. Ed) Guidance and Counsellingof Ahmadu Bello University, Zaria, and is approved for its contribution to knowledge and literary presentation.

_____ _____

Dr M. I. Abdullahi Date
Chairman Supervisory Committee

_____ _____

Dr. (Rev) D. O. Oliagba Date
Member SupervisoryCommittee

_____ _____

Dr A. I. Mohammed Date
Head, Department of Educational
Psychology and Counselling

_____ _____

Prof K. Bala Date
Dean, School of Postgraduate Studies

DEDICATION

This work is dedicated to my parents- late AlhajiMalam Ibrahim KhalilandHajiyaHalima Ibrahim. It is also dedicated to my Late Husband AlhajiDayyabuDahiru and Late SisterMabruka I. Khalil

ACKNOWLEDGEMENTS

All praises are due to the Almighty Allah for His guidance, assistance, protection and benevolence all these years. Allah is indeed kind to His servants.

I acknowledge my supervisors Dr A. I. Mustapha for his guidance during the writing of this thesis. If it were not for his guidance, this work could not have been a success. The assistant by Dr (Rev) D. A. Oliagba is also acknowledged. May the almighty reward you all.

I appreciate the contributions made by the staff of Guidance and counselling Unit; Prof (Mrs) R. M. Bello, Prof. Sani Sambo and Dr J. O. Bawa. The appreciation also go to the Head of Department;Dr. A. I. Mohammedand my lecturers in the department; Prof. Musa Balarabe, Prof. E. E. Adeniyi, Prof K. Mahmud, Others are Dr. H.A Tukur,Dr.Y. Umaruand Mr. L Maude. You have all in one way or the contributed in making a new me, may the Almighty reward you.

I wish to appreciate my brothers and sisters for their moral and financial support; they are Alh. Ahmad I.khalil, Alh.SafiyuddeenI.khalil, Dr.Hadikhalil, Haj. Fatima I. khalil, Mal. Adamu Waziri. To My children- Sadiya, Shu'aibu and Sadiq, I appreciate the understanding, may Allah bless you and reward you also with obedient children

I cannot forget the contributions of my friends Haj. JummaiGajere,Haj. SuguraKamel, Haj. HauwaDajiand Haj. Halima Yusuf. The contributions of other people like Mustapha Umar, KabirSa'idsufiBabayoM.Asha. Mukhtar Shehu is also appreciated.

I also acknowledge Ibrahim Bala Bauchi for his assistance in administering the questions in Bauchi town. The assistance of Mallam Ahmed Yusuf Jibrin of the Institute of Education, Ahmadu Bello University, Zaria is also appreciated.

Finally, I thank and appreciate the data Analyst; Mr Ojoof IyaAbubakar computer centre and Mall. Muazu Ahmad of Educational Psychology and Counselling Department, Faculty of Education, Ahmadu Bello University, Zaria.

Abstract

This study assessed the Availability and Utilization of Resources for Counselling Among Para Counsellors in Secondary Schools in Bauchi State. The study adopted the survey design. Population of the study consisted of all the Para-counsellors in secondary schools located in Bauchi state numbering 200 (119 public and 81 private schools). The instrument used for data collection is a questionnaire designed by the researcher titled 'Availability and Utilization of Resources for Counselling (AURC). Section B consists of 23 questions on availability of resources for counselling while Section C consists of 29 questions on the utilization of resources for counselling. It srequires respondents to select between Yes or No. In testing the six null hypotheses Man Whitney test was used. All hypotheses were tested at 0.05 level ofsignificant. Results indicatedthat Resources for counselling are grossly unavailable in the secondary schools, there was no significant difference between para counsellors of public and private secondary schools ($Z = -0.86$, $p = 0.36$), There is no significant difference in availability of counselling resources between para counsellors of Urban and Rural secondary schools ($Z = -0.76$, $p = 0.45$), There is no significant difference in availability of counselling resources between para counsellors of day and boarding secondary schools ($Z = -1.83$, $p = 0.7$), There is no significant difference in utilization of counselling resources between para counsellors of public and private secondary schools ($Z = -0.93$, $p = 0.35$), There is no significant difference in utilization of counselling resources between para counsellors of Urban and Rural secondary schools ($Z= -1.39$, $p= 0.17$)and that There is no significant difference in utilization of counselling resources between para counsellors of day and boarding secondary schools ($Z= -1.23$, $p= 0.22$). Based on the findings, recommendations include Urgent steps should be taken by Bauchi State Government to build counselling centers in all the secondary schools all over the state and equip them with required resources.

TABLE OF CONTENTS

Title Page	I.
Declaration	II
Certification	III
Dedication	IV
Acknowledgement	V
Abstract	VI
Table of Contents	VII
Operational Definition of Terms	VIII

CHAPTER ONE: INTRODUCTION

1.1 Background to the Study.	1
1.2 Statement of the Problem	3
1.3 Objectives of the Study	4
1.4 Research Questions	5
1.5 Hypotheses	5
1.6 Basic Assumptions	6
1.7Significant of the Study	7

1.8 Scope and Delimitation of the Study 8

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Introduction 9

2.2 Conceptual Frame Work 9

2.2.1. Concept of Resources for Counselling 9

2.2.2 Concept of Teacher Counsellor 10

2.2.3. Availability of Resources 11

2.3Nature of Resources for Counselling 11

2.3.1 Types of Resources for Counselling 13

2.3.2 Technology in the Counselling Center 32

2.3.3 Using the Internet in the Counselling Center 37

2.3.4 Career Resources 40

2.3.5 Sourcing for Resources for Counselling 42

2.3.6 Effective Utilization of Resources for Counselling 46

2.4Theoretical Framework 57

2.4.1 Information Processing Theory 57

2.4.2 Social Learning Theory 61

2.4.3 Rationale for Choice of Theories 62

2.5 Counselling Resource Center 63

2.5.1 Planning a Counselling Resource Center 66

2.6 Review of Empirical Studies 77

2.6 Summary 79

CHAPTER THREE: METHODOLOGY

3.1 Introduction 81

3.2 Research Design 81

3.3 Population of the Study 81

3.4 Sample and Sampling Technique 82

3.5 Instrument for Data Collection 82

3.6 Validity of Instrument 82

3.6.1 Reliability of Instrument 82

3.7 Procedure for Data Collection 83

3.8 Procedure for Data Analysis 83

CHAPTER FOUR: RESULTS AND DISCUSSION

4.1 Introduction 84

4.2 Demographic Data 84

4.3 Research Questions 86

4.4 Hypotheses Testing 90

4.5 Summary ofMajor Findings 96

4.6 Discussion of Findings 96

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction 100

5.2 Summary 100

5.3 Conclusions 102

5.4 Recommendations 103

5.5 Suggestions for Further Studies 103

References 105

Appendices 107

LIST OF TABLES

Table 3.3 Population of the Study 81

Table 4.01 Demographic Characteristics 84

Table 4.02.: Mean Descriptive statistics on the availability of counselling resources among para counsellors of public and private secondary schools 86

Table 4.03: Mean Descriptive statistics on the availability of counselling resourcesamong para counsellors of urban and rural secondary schools 86

Table 4.04: Mean Descriptive statistics on the availability of counselling resourcesamong para counsellors of day and boarding secondary schools 87

Table 4.05: Mean Descriptive statistics on the utilization of counselling resourcesamong para counsellors of urban and rural secondary schools 88

Table 4.06. Mean Descriptive statistics on the utilization of counselling resources among para counsellors of public and private secondary schools 88

Table 4.07.Mean Descriptive statistics on the utilization of counselling resourcesamong para counsellors of day and boarding secondary schools 89

Table 4.08: Mann-Whitney Test ondifference in availability of counselling resources among para counsellors of public and private secondary schools 90

Table 4.09: Mann-Whitney Test ondifference in availability of counselling resourcesamong para counsellors of urban and rural secondary schools 91

Table 4.1**:** Mann-Whitney Test ondifference in availability of counselling resourcesamong para counsellors of day and boarding secondary schools 91

Table 4.2: Mann-Whitney Test ondifference in utilization of counselling resourcesamong para counsellors of urban and rural secondary schools 92

Table 4.3: Mann-Whitney Test ondifference in utilization of counselling resourcesamong para counsellors of public and private secondary schools 93

Table 4.4: Mann-Whitney Test ondifference in utilization of counselling resourcesamong para counsellors of day and boarding secondary schools 94

OPERATIONAL DEFINITION OF TERMS

The following are the operational definition of terms:

Resources for Counselling: Human and materials resources that could be used by the Para counsellors in the process of counselling

Para Counsellor: Teachers who offer vocational Guidance in the schools in the absence of trained Counsellor

CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

With appropriate guidance programme in the secondary schools, students' educational, vocational and personal-social needs can be met. In order to integrate guidance programme in the secondary schools, the counsellor requires certain resources; the resources could be human or material; example of very important material resources includes psychological tests, career album, information board, counselling office, projectors, television set and other electronic materials. Resources to Counsellors are what instructional materials are to teachers. Counselling resources provide a useful, additional tool for Counsellors wanting to provide as wide-ranging a service as possible to all their clients. Resources can also enhance a counsellor's personal skills and increase the level and amount of knowledge and support a counsellor can offer through the practice of their skills. They will become more confident in their ability to provide clients with the best possible counselling service, and also be able to offer other avenues the client can explore. Using resources also allows the professional counsellor an opportunity to explore his own abilities, career development and personal skills and requirements. Reflective research explores the counsellor's skills and self-awareness and may provide renewed interest in the expansion of a counsellor's career. Being able to access information about the latest developments in the field of counselling also supports further training.

Studies have shown that learning largely depends on available resources in educational institutions which the learners interacts with, Ojo and Olaniyan (2004) found out that instructional materials do enrich students' performance, stimulate and motivate students interest in learning and help them to develop a continuity of reasoning, coherence of thought and in concretizing abstract issues or topics. A soldier cannot be effective without a gun so is a farmer

without a hoe. Hence a guidance counsellor cannot effectively discharge his duties without resourcesfor counselling. Varieties of Human and material resources are abound both within the school and the community, an effective counsellor would comb the environment to identify and access the available resources, then make their maximum utilization for the benefits of his/her clients. For effective counselling activities to thrive, there must be adequately furnished and conducive spacious office facility for group and individual counselling sessions and to accommodate two auxiliaries to the counsellor. A situation where the counsellor shares the general staff room with the rest of the school staff should be stopped.

The counsellor needs cabinet, shelves and other hardware for data storage. In view of the realities of globalization, a computer outfit is necessary for easy storage and retrieval of data. The management of huge amount of data is facilitated by the use of computer and its accessories. Again, there are a number of computer software packages that can aid information retrieval and appraisal services. Furthermore, the work of the counsellor can be greatly enhanced with the availability of telephone and other communication gadgets. The realities of globalisation demand that the counsellor's office be fitted with the state-of-the-art facilities to aid communication around the world. As the world is gradually turning into a global village, counsellors in Nigeria need Internet services, to assist them be in touch with the latest information technology around the world as they are in a position to pass across these information to the students.

Finally, for the counsellor to prosecute functional guidance programmes such as the careers day, field trips, guidance workshops and seminars, adequate funds are needed. According to Adana (2004) the provisions of these facilities are of utmost importance for the counsellor to carry out his/her functions in the school guidance programme; otherwise manpower/human resource development in Nigeria will remain a mirage.

For the para counsellor to use resources for counselling, the resources have to be made available. Making resources available entails sourcing for the materials; sourcing strategies would imply the methods of looking for. A creative counsellor would have to design strategies of finding or looking for materials either with the setting's management or with the outside agencies. It is however important that counsellors note that the way they are responded to by any agency approached through any of these strategies or any others depend to a large extent on one's level of social interaction and communication.

Resources for counselling on their own cannot bring about the achievement of the goals set for the school guidance programme, the resources must be put to use. Utilization of resources for counselling entails making maximal and judicial use of the resources. The para counsellor for example use the human resources within and outside his/her counselling setting to give career talks aimed at creating awareness about the different careers in the secondary school students, Kolo and Adamu (2001) suggested that the human resources should be used in planning and evaluating the guidance programme in addition to other effective use of both human and material resources.

1.2 Statement of the Problem

Quality guidance and counselling services require a number of facilities. These include: office space, bookshelves, drawers, files, finance, time, reference books, guidance and counselling manuals, psychological test materials among other things. Despite the importance of resources in the success of the guidance programme, the most important resource in counselling; the counsellor, is grossly inadequate, majority of secondary schools in Bauchi state had no trained counsellors. The counselling positions in all the public secondary schools are occupied by career masters who are not trained counsellors but Para-counsellors. It is assumed that trained teachers

can serve as providers of guidance and counselling service in secondary schools. This initself is a serious setback to implementation of effective guidance and counselling programme in the schools.

Related to this is the dearth of counselling centres talk less of the materials required in the counselling centres. This in the view of the researcher is likely to hinder the effectiveness of the guidance programme in the secondary schools. The importance of making resources for counselling available and utilized by the counsellor is that professional and effective counsellors can foster real and lasting changes in their clients only if they can harness and utilize the environmental resources judiciously. It is therefore necessary to examine the extent of availability and utilization of resources in Bauchi State

1.3 Research Objectives

The following objectives guided this study:

1. To find out the difference in availability of counselling resources between para counsellors of public and private secondary schools in Bauchi State
2. To determine the difference in availability of counselling resources between para counsellors of Urban and Rural secondary schools in Bauchi State
3. To investigate the difference in availability of counselling resources between para counsellors of day and boarding secondary schools in Bauchi State
4. To find out the difference in utilization of counselling resources between para counsellors of public and private secondary schools in Bauchi State
5. To determine the difference in utilization of counselling resources between para counsellors of Urban and Rural secondary schools in Bauchi State

6. To investigate the difference in utilization of counselling resources between para counsellors of day and boarding secondary schools in Bauchi State

1.4 Research Questions

The study provided answers to the following questions

1. What is the difference in availability of counselling resources between para counsellors of public and private secondary schools in Bauchi State?
2. What is the difference in availability of counselling resources between para counsellors of Urban and Rural secondary schools in Bauchi State?
3. What is the difference in availability of counselling resources between para counsellors of day and boarding secondary schools in Bauchi State?
4. What is the difference in utilization of counselling resources between para counsellors of public and private secondary schools in Bauchi State?
5. What is the difference in utilization of counselling resources between para counsellors of Urban and Rural secondary schools in Bauchi State?
6. What is the difference in utilization of counselling resources between para counsellors of day and boarding secondary schools in Bauchi State?

1.5 Hypotheses

The following hypotheses were tested at 0.05 level of significant:

HO_1: There is no significant difference in availability of counselling resources between para counsellors of public and private secondary schools in Bauchi State

HO_2: There is no significant difference in availability of counselling resources between para counsellors of Urban and Rural secondary schools in Bauchi State

HO_3: There is no significant difference in availability of counselling resources between para counsellors of day and boarding secondary schools in Bauchi State

HO_4: There is no significant difference in utilization of counselling resources between para counsellors of public and private secondary schools in Bauchi State

HO_5: There is no significant difference in utilization of counselling resources between para counsellors of Urban and Rural secondary schools in Bauchi State

HO_6: There is no significant difference in utilization of counselling resources between para counsellors of day and boarding secondary schools in Bauchi State

1.6 Basic Assumptions

For the purpose of this study, it is assumed that:

1. There may be varieties of human and material resources within and outside the school setting.

2. The Para-counsellors may not effectively put to use the available human and material resources.

3. There may be differences in the availability and utilization of resources for counselling based on gender of the Para-counsellors.

4. There may be differences in the availability and utilization of resources for counselling based on the type of school of the Para-counsellors.

1.7 Significant of the Study

An assessment of the availability and utilization of resources for counselling by Para-counsellors in the provision of quality guidance and counselling services is of paramount importance, hence this study. Findings of this study will be beneficial to the following stake holders:

The students: The guidance programme is aimed primarily for the benefit of the students, the students from the findings of this work, will be direct beneficiaries if the resources for counselling aremade available by the Para-counsellors and effectively utilized in the counselling process, the benefits they can derive from the programme if established in the schools and how the services can alleviate the psychological traumas faced by the students cannot be quantified.

The counsellors; the findings of this study will highlight problems faced by counsellors in effective utilization of resources, solutions would be proffered which will go a long way in assisting the counsellors in making their work easier for the benefit of the students as well as the staff of the school and the entire community at large

The Government; up till now, there is no blue print on the function of the counsellor in the schools; as such Counsellors are overloaded by teaching job in the few schools where they exist without the necessary resources to make the counsellors work easier. The government from the findings of this study will see the need for such blue print. In addition, it will provide vital information to education planners which can be used to come up with a policy on how to strengthen guidance and counselling programmes in secondary schools - through provision of adequate resources besides organizing seminars and workshops for guidance and counselling teachers. The results from this study can also assist education administrators to understand the need for having trained Para-counsellors as well as the need to support guidance and counselling programmes in secondary schools.

As reference point for further Research; findings of this study will increase literature related to availability and utilization of resources for counselling. Would-be researchers could make reference to the findings of this study

1.8 Scope and Delimitation of the Study

This study will cover all the public and private junior secondary schools in Bauchi State; the study will focus on Para-counsellors in senior secondary schools in the state, it will involve male and female para-counsellors. Only resources for counselling would be assessed hence other resources would not be considered, also other teachers and personnel in the schools will not be involved in the state.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviewed related literature on resources for counselling under the following sub-headings:

- Conceptual Framework
- Concept of Resources for Counselling
- Concept of Para-counsellor
- Availability of Resources
- Theoretical Frame Work
- Empirical Studies
- Summary

2.2 Conceptual Frame work

2.2.1 Concept of Resources for Counselling

A resource is something that can be used for support or help: The local library is a valuable resource. An available supply that can be drawn on when needed. Often used in the plural, the ability to deal with a difficult or troublesome situation effectively; initiative: a person of resource, Means that can be used to cope with a difficult situation. Often used in the plural: resource satisfies human wants and brings human welfare. That is to say, resource is something functional to man. The term 'functional'' denotes functional character, i.e., the capacity of satisfying human wants

The Wikipedia free encyclopedia defined resource as a source or supply from which benefit is produced. Typically resources are materials, services, staff, or other assets that are transformed

to produce benefit and in the process may be consumed or made unavailable. Implying that resources for counselling are human and materials that are at the disposal of a counsellor which can be utilized by the counsellor in the process of counselling. Human, financial and political resources are required at the implementation stage of the guidance programme. Human resources include the counsellor/student ratio, and the number of committee members and teachers who actually offer their services. Financial resources include the school budget for Guidance and Counselling, other sources of finance, and the adequacy of Guidance facilities. Finally, political resources are related to policies and procedures, resistant staff members, implementation guidelines and administrative support.

2.2.2Concept of Para-Counsellor

A school counsellor, also known as a guidance counsellor, offers academic, career, college, and social advice and guidance to children in primary schools through tertiary institutions. A school counsellor might assist a student with social challenges such as dealing with bullying, or might help a student find a tutor, or deal with problems at home (Ebgule, 2002). A school counsellor also assists students in setting academic goals, and may also help students prepare themselves for college or careers. School counsellors may also help mediate student/teacher conflicts, and help students through challenging situation taking place at home or school. Many schools Counsellor's have studied psychology at the undergraduate level. Others receive a Master's Degree from the Council for Accreditation of Counselling and Related Education Programs (CACREP).

Due to shortages of trained counsellors, some teachers who undergo training in some aspects of principles and practice of guidance and counselling are appointed in the secondary schools to perform the duties of a guidance counsellor. Most of these Para-counsellors only offer career

guidance to students and not all aspects of guidance and counselling. The teachercounsellors are themselves inadequate as far as counselling practice is concerned, but they are useful in the educational setting as they assist in creating career awareness among the students. If the Para-counsellors are assisting in understanding the process of acquisition and utilization of resources for counselling their work will be enhanced and the target population who are the students will be benefit immensely from their services

2.2.3 Availability of Resources

Resources availability is Characteristic of a resource that is committable, operable, or usable upon demand to perform its designated or required function. It is the aggregate of the resource's accessibility, reliability, maintainability, serviceability, and securability. Manly, Mcdonald, Thomas, Erickson (2002:1) defined the availability of a resource as "the quantity accessible to the animal (or population of animals) during that same period of time." Similarly, Johnson (as cited in Judge and Hurst, 2008) defined "the availability of that (resource) component is its accessibility to the consumer." Samuel and Fuller (as cited in Besley, 2002) noted that "availability represents the amount of area of each habitat type that is available for use by the population or an individual animal." With each definition, there is an assumption, either stated **or** implied, that availability considers the amount and accessibility of a set of resources to the animal or population under study.

2.3Nature of Resources for Counselling

School Guidance and Counselling services become effective only if administrators support the Guidance team by providing resources. For example, by providing career books, allowing time for guidance and counselling activities and providing space for confidential, uninterrupted counselling. A separate room clearly labelled 'Guidance and Counselling' should be set aside

preferably away from the administration block. Effective School Guidance and Counselling services are hindered by lack of referral resources, school counsellors are negatively affected by the lack of resources for counselling. In addition to material and equipment resources available to the counsellor, human beings are a primary resource. Without adequate human support, all the other resources will make little difference. This statement was corroborated by UNESCO that both human and material (books, computers, and office space) are resources for effective school counselling services (UNESCO 2000:17). Also, according to Gysbers and Henderson (2001:252) personnel in effective and comprehensive counselling services include administrators, teachers, parents; other student services specialists, student helpers and the school counsellors themselves. School counsellors with successful comprehensive services ,are to recruit volunteers for the school, generate support from business and industries who will donate money arid materials to the service, use student helpers to network with their peers and co-operate with .other student team members such as school psychologists and social workers. Severe economic constraints among other problems have led to the marginalisation of the School Guidance and Counselling services and the demoralization of its practitioners.

There is generally a shortage of appropriate reference materials for School Guidance and Counselling services in Nigerian schools, UNSECO (2000:18) states that lack of necessary resources negatively affects the School Guidance and Counselling services. A key factor that has been found to affect the 'effectiveness of School Guidance and Counselling services is time. School counsellors' heavy teaching loads and other responsibilities such as administrative and clerical duties in the school leave little time for them to meet students needing guidance and counselling services .this coupled with the fact that school counsellors complain that counsellor-student ratios are too high and as such this negatively affect the School Guidance and

Counselling services. This situation is not peculiar to Nigeria as Gysbers and Henderson (2001) stated that American Counselling Association complained that there are not enough school counsellors in America to handle all the needs of the students whilst American school counsellors alone cannot provide all the School Guidance and Counselling services and experiences that students need, in Canada, high counsellor-student ratios also prevent school counsellors from effectively performing their duties. In Malaysia, schools have less time for counselling duties as much of the time is spent on teaching duties. Besley (2002:61) advocates for the employment of full-time school counsellors in Scottish schools to overcome the shortage of time. In Finnish schools, most ofthe school counsellors work as full-time school counsellors hence they have more time for the students. Trevisan and Hubert (2001:225) cite authors who state that lack of time in schools negatively affect the evaluation of School Guidance and Counselling services.

2.3.1 Types of Resources for Counselling

Human, financial and political resources are required at the implementation stage of the guidance programme. Human resources include the counsellor/student ratio, and the number of committee members and teachers who actually .offer their services. Financial resources include the school budget for Guidance and Counselling, other sources of finance, and the adequacy of Guidance facilities. Finally, political resources are related to policies and procedures, resistant staff members, implementation guidelines and administrative support.

Human Resources

It is important to have a good counsellor/student ratio. This will depend on the organization of guidance services in a given school. It will depend on whether there is a part time or full-time guidance teacher/school counsellor. Despite the 'large numbers that guidance teachers/school

counsellors work with, they are expected to implement the programme, and ensure that its goals are achieved. It is important that thought be given to the provision of a suitable ratio, as too many students can prevent the counsellor/guidance teacher from giving good service (Judge and Hurst, 2008)

For someone to carry out duties efficiently, he needs to have a clear job description. The roles and functions of guidance personnel must be clearly outlined as this allows them to use their education and talents to good purpose. All implementers should have clearly defined roles, as this enables administrators to understand the skills required when recruiting staff. Professionals, para-professionals and support staff should have the competence to run well-balanced and comprehensive guidance programmes. For any programme to achieve success its implementers should be helped to reach their full professional potential. The programmeleader should be personally suitable, and educationally prepared, to assume the leadershiprole, and should have a professional and productive relationship with students.

Financial Resources

For a programme to be sustainable, financial resources are needed. It is, therefore importantto determine the cost so that a feasible budget can be drawn up. This avoids unnecessary over-expenditure and disappointment. A budget enables the programme leader to operate within defined funding limits.

It is important to explore other possible funding opportunities or sources. Non-governmental organizations and donor agencies such as SIDA, USAID and UNESCO, may be willing to fund certain activities. Such organizations may want-to fund activities such as career resource centres, video production, life skills programmes, research, and many others. Kolo and Adamu (2001) noted that there is a-need to explore such opportunities. Although such organizations may not

fund an entire programme, they often provide the necessary support, which goes a long way towards supplementing state funds. The provision of such funds requires a detailed project proposaland a plan of action.

When writing the proposal and plan, the programme leader must only emphasize the areas ofinterest to the sponsor. There is a risk of including other areas since there might be a fear thatthe funds may be diverted. A report is required on the use of donated funds.

Programme activities determine the materials and equipment required. It is important for theprogramme leader to ensure that all these are readily available. The materials chosen willhelp the students/pupils to attain the outcomes identified at the planning stage.

Apart from materials, it is also necessary to ensure that there are adequate facilities andequipment. Such facilities include counselling rooms, and resource rooms. For example, students will use the counselling service when an adequate, comfortable and private room is available for counselling(Kolo and Adamu, 2001). The availability of the necessary facilities also has a positive impacton teachers and parents. They attach value to "the programme when financial support andrecognition are given.

The four components of guidance demand proper facilities for effective implementation.

Functional physical facilities are necessary, and they should provide adequate space, privacy and accessibility, which are the cornerstones of a good quality guidance programme. A guidance centre would be an appropriate location for services. Such a centre can be used for individual activities which enable students to work on their own, or with teachers and/or parents.

The identification of the resources helps determine the financial implications of programme implementation. Adequate financial support is crucial, since the services provided are related to the costs available. Programme outcomes should match costs.

Political Resources

The policies and procedures governing the implementation of a programme should be well known to the implementers. An understanding policy will enable the programme leader todeal with resistance and matters of shared responsibility. For instance, in Nigeria there is nopolicy statement that specifies the duties of a school counsellor, as such counsellors sent toschool for the purpose of counselling are over loaded with teaching responsibilities. The provision and understanding of policy ensures shared responsibility when the need arises. Italso gives implementers the ability to distinguish between issues.

Kolo and Adamu (2001) observed that when guidance teachers involve other beneficiaries, it is important that they know and understand their responsibilities, to avoid any clash of interest. Guidance teachers should know the appropriate links and channels of communication on various issues affecting their clients. Inability to connect, and to refer issues to relevant beneficiaries, may retard progress.

Guidance teachers must understand their role, as a lack of understanding may adversely affect the programme. Open communication in programme implementation is essential, and goes a long way towards ensuring that their concerns and fears about the implementation of theprogramme are addressed. Implementation calls for the programme leader to commend thosewho make a conscious effort to give support, and ensure that the programme moves in theright direction. This is an effective strategy, as it motivates them to work toward theachievement of positive results.

Kolo andAdamu (2001) listed the following as types of resources for counselling:

Levels and Types of Resources

A. The School/Establishment Based Resources

There are a number of resources based in the setting where the guidance programme is resident, whether the setting is an industrial, medical, prisons or educational. Both human and material resources which are not specifically attached to the guidance programme but could be utilized by the guidance programme can be identified.

AI. Human Resources at School/Establishment

A number of important human resources can be found within the school that the head of the guidance programme can use to the advantage of the programme. Among according to Kolo and Hadiza, (2001.29) them are:

(a) The trained professional counsellors who are still teaching other school subjects.

(b) The head of the school/establishment.

(c) The teaching and non-teaching staff.

(d) The staff/students or management/junior staff.

What each of these categories of the human resources could do for the effective delivery of the guidance programme are itemized below using the school system.

- **The Counsellor**

As rightly observed by Peterson and Nisenholz (as cited in Kolo and Adamu (2001), the counsellor is an important human resource the guidance programme has. However many guidance programmes though designed by the counsellor themselves, seem to forget about themselves as a crucial factor to the operation of the programme. Combs et al; and Bugental (as cited in Kolo and Adamu (2001) also stated that the basic tool counsellors" have at their

immediate disposal for the guidance programme delivery is themselves. The counsellor as an instrument was described by Jersilel (as cited in Kolo and Adamu (2001.29) when he said:

A person's self is the sum total of alt he can call his. The self includes among other things, a system of ideas, attitudes, values and commitments.' The self is a person's total subjective environment: it is the distinctive center of experience and significant. The self-constitutes a person's inner world as distinguished from the outer world consisting of other things.

Furthermore Satir (as cited in Kolo and Adamu, 2001) opined that "the use of the self by the therapist is an integral part of the therapeutic process and it should be used consciously for treatment purposes". The counsellor like any other human being is blessed with personal resources like the eyes, ears and intuitive senses but specifically endowed with skills on how to use these resources within him in picking up non-verbal as well as verbal cues, noting inconsistencies among tone of voice, body posture and verbal content. Not only this, the counsellor is trained to have the energy to enter the world of the troubled client, to self-disclose comfortably to the client and he is supposed to be disciplined enough to help the client state specifically their concerns. These resources within the counsellor make them therapeutic in themselves and so must see themselves as a focal point to the effectiveness and otherwise of the guidance programme. The ineffective way the counsellors themselves handle their roles in a guidance programme essentially accounts to a certain extent for the ineffectiveness of the programme in schools (Kolo 1995). It is therefore worthwhile to notethat counsellors release themselves from previously held assumptions and misconceptions about our central role in any guidance programme so that we know our roles and be opened to new experiences. Knowing oneself and directly appreciating the unlimited potentials one has as a counsellor are crucial in the application of one's self as an important human resource in the entire guidance programme.

Also other professional counsellors within the system we operate but are not charged with guidance responsibility' should be the close aids for the guidance programme. They should therefore be utilized effectively to the extent of getting them reassigned primarily to the programme.

Job Responsibilities of School Counselors

The primary function of school counselors in South Carolina is to provide a comprehensive developmental guidance and counseling program for all public school children at all grade levels, from prekindergarten through grade twelve; to consult with parents/guardians, teachers, and other school staff members to enhance their effectiveness in guiding and supporting students in progressing through the grade levels and in planning their careers; and to provide support for the other education programs in the individual schools.

Major Responsibilities (Kolo and Hadiza, 2001)

1. Implementing the guidance curriculum

Examples of key duties:

• conducting lessons in each teacher’s classroom and/or systematically conducting developmental counseling programs for each grade level in the particular school throughout the year

• consulting with and/or providing resources to teachers to facilitate their teaching of counseling content in their regular lessons

• participating as a member of the interdisciplinary curriculum team

2. Counseling individual and small groups of students toward academic/educational growth and career development

Examples of key duties:

• working with teachers in preparation for students' transition from one school to another

• conduct, coordinating, and/or overseeing career awareness activities

• participating in the beginning-of-the-year orientation activities

3. Counseling individual and small groups of students toward personal, social, and emotional growth

Example of key duties:

• conducting goal-oriented counseling sessions in systematic response to the identified needs of individuals or groups of students regarding such issues as academic failure, family problems, child abuse, attendance and/or behavior problems, peer problems, and substance abuse

4. Participating in the intervention-team process

Example of key duties:

• assuming an advocate role in designing, implementing, monitoring, and adjusting education plans for individual students

5. Consulting with and training students, parents, and staff regarding the developmental needs of students

Examples of key duties:

• participating in student intervention/assessment meetings

• conducting in-service programs for faculty

• acting as a resource person for faculty, staff, and parents

• conducting conferences with teachers and/or parents

• conducting or providing opportunities for parent-education programs

• writing articles for parent newsletters

• assisting families with school-related problems

• serving as a student advocate and resource for guidance/counseling issues and concerns

6. Referring students and their families to special programs, specialists, and/or community agencies and consulting with parents regarding referrals when appropriate

Examples of key duties:

• consulting with and coordinating efforts with in-district and community-based specialists such as nurses, physicians, and psychologists

• consulting with parents regarding referrals when appropriate

7. Participating in, coordinating, and conducting activities that contribute to the effective operation of the school and its counseling program

Examples of key duties according to Kolo and Hadiza, (2001):

• contributing to the district and school goals for enhancing education

• acting as an advocate for groups or individual students as system decisions are made

8. Planning and evaluating the counseling program

Examples of key duties:

• reviewing the counseling program annually with the other staff and administrators

• establishing the counseling department master calendar

• documenting and evaluating guidance-learning activities as they are implemented

• completing an annual counseling-program evaluation and follow-up studies on recent graduates

9. Pursuing continuous professional growth

Examples of key duties:

• attending district, state, and locally sponsored staff-development offerings

• reading professional journals and joining professional associations

• taking postgraduate courses

• attending relevant workshops and conferences sponsored by professional organizations and the South Carolina Department of Education

• contributing to professional literature and/or giving conference presentations

• becoming knowledgeable about multicultural and legal/ethical issues in education

• collaboration and exchanging knowledge and resources with counseling colleagues

- **The School/Establishment Head**

The school head or the principal is a crucial human resource to the guidance programme. The head of the school is regarded and responsible for all the educational and administrative functions in the school He has the same responsibilities to the guidance programme as h has to other educational services in the school because the within him in picking up non-verbal as well as verbal cues, noting the inconsistencies among tone of voice, body posture and verbal content. Not only this, the counsellor is trained to have the energy to enter the world of the troubled client, to self-disclose comfortably to the client and he is supposed to be disciplined enough to help the client state specifically their concerns. These resources within the counsellor make them therapeutic in themselves and so must see themselves as a focal point to the effectiveness and otherwise of the guidance programme.

The ineffective way the counsellors themselves handle their roles in a guidance programme essentially accounts to a certain extent for the ineffectiveness of the programme in schools (Kolo, cited in Kolo and Adamu (2001). They suggested that "it is therefore worthwhile to notethat counsellors release themselves from previously held assumptions and misconceptions about our central role in any guidance programme so that we know our roles and be opened to new experiences". Knowing oneself and directly appreciating the unlimited potentials one has as a counsellor are crucial in the application of one's self as an important human resource in the

entire guidance programme. Also other professional counsellors within the system we operate but are not charged with guidance responsibility[1] should be the close aids for the guidance programme. They should therefore be utilised effectively to the extent of getting them reassigned primarily to the programme.

- **The School/Establishment Head**

The school head or the principal is a crucial human resource to the guidance programme. The head of the school is regarded and responsible for all the educational and administrative functions in the school. He has the same responsibilities to the guidance programme as he has to other educational services in the school because the guidance programme for either the school or non-school setting.

The relevance of this important segment of the human resources to the guidance programme can be understood from two dimensions (Kolo and Adamu, 2001). Firstly they could serve as supportive or what may be termed as para-professional staff to the guidance programme. In this dimension they could be used by the guidance programme to assist in specific guidance activities that could be organized for the establishment. They could serve in committees, and also be a source for ideas generation for the guidance programme. They could also be assigned specific assignments such as identifying and inviting important personalities for specific guidance activities in an establishment. They could be sources of information on particular uses orissues in the setting.

In another dimension this group of personnel could be regarded as the primary group whichwill be the focal point of the guidance programme. In an industrial setting the guidance programme may be focused on the workers as the primary clients for such programme. In this dimension the human resources in this group serve as the clients unlike in schools where the primary clients are

the students and secondarily the staff. Where such staffs are the primary clients, their relevance to the guidance programme become much more pronounced forwithout client's the whole programme no matter how professionally it is designed becomes invalid.

Shrivastava, (2003) listed the following as human resources located in the school

The Coordinator of Guidance Services

For any guidance programme to function smoothly and successfully, it is imperative that the various services be coordinated by a director of guidance for the entire school system or by a dean, a chairman of guidance, a head counsellor, or a guidance coordinator attached to an individual school.Besley (2002) highlighted the following:

Responsibilities

The director of guidance of a whole school system can be regarded as a liaison officer who, working out of the central office, co-operates with the personnel of individual schools in providing special services for them and in helping guidance departments improve their programme offerings. The remainder of this discussion is concerned with the work of the school guidance coordinator or chairman.

With the approval of the principal and in co-operation with his staff, the coordinator establishes the guidance policies and implements them. He assists other staff members in solving difficult problems of adjustment; he keeps the teachers informed about the activities of the programme, and enlists their cooperation in matters such as making referrals and administering remedial measures; he maintain an attitude of friendly interest in and co-operation with pupils; directly or indirectly, he supervises testing programs, pupil admissions, pupil programming, and out-of-class pupil activities; he meets and discusses with parents their children's interests, plans, and problems; and he serves as the liaison officer between the school and other community agencies.

Personal Qualities

A person who is interested in young people, who has leadership qualities, and who does not resent hard work and much apparent failure is guidance chairman material. The coordinator's responsibilities are many, his hours are long, and his degree of patience must approach that of Job. He must be all things to all people.

He must be able to meet a frown with a smile and to remain calm and emotionally controlled amidst unbridled emotionalism on the part of pupils, parents, or teachers; he must at all times be tolerant, understanding, objective, self-possessed, co-operative, and ready to pour oil on troubled waters.

At the same time, he must be a human being who has known what it means to endure suffering, to face disappointment, to take unjust criticism. His own experiences should serve to make him sympathetic toward the weaknesses of others.

Above all, he must know how to meet his own emotion-arousing problems of adjustment and to solve them with a reasonable degree of objective behaviour.

The co-ordinator should always maintain an attitude of cheerfulness born of sincerity and desire to serve. Although he may sympathize with an offender, he should not condone the offense.(Shrivastava, 2003). By precept as well as by example, he should strive constantly to encourage attitude of honesty, industry, cooperation, and other high ethical standards among those with whom he is associated.

The School Psychologist

A psychologist with training and experience in education can utilize his specialized knowledge concerning child development, learning, learner-evaluation, and interpersonal relationships to help counsellors and teachers gain a greater understanding of their pupils, especially those who

are exceptional. Although in some schools psychologists serve as fulltime members of the guidance department, it is more common for psychological services to be available to individual schools as the need for them arises.

The chief responsibility of a school psychologist is to administer, correct, and interpret the results of whatever standardized instrument of evaluation are used to determine the learning readiness of pupils or to discover something about their interests, attitudes, or behaviour trends.

The Psychiatrist

A young person's emotional difficulties may be so serious and deep-rooted that a school guidance staff or a psychologist is unable to cope with the problem. In a situation of this kind, the service of a well-trained psychiatrist is needed. Every school should have the opportunity to obtain such psychiatric treatment for pupils who seem to be evidencing symptoms of incipient or serious mental illness.

Health Service Personnel

The part-time services of a physician are needed for periodic checks of the physical status of pupils. A periodic health examination by a physician is common in elementary schools. In many high schools the members of the health education department are responsible for this phase of guidance. However, an increasing number of secondary schools are beginning to recognise the value of having a physician on call.

Vocational and Placement Counsellor

In some junior and senior high schools, interested and relatively well-qualified teacher-counsellors have the responsibility of giving vocational guidance and of placing pupils in jobs, either part time while they are attending school or full-time after graduation (Shrivastava, 2003). Such an arrangement is rarely successful. The para counsellor must combine vocational guidance

with a part-time teaching load. The tasks of acquainting pupils with vocational opportunities, helping them in their vocational choices, locating jobs, and making appropriate placements are time-consuming. Pupils' class schedules and employers' convenience must be taken into consideration, as well as the teacher-counsellor's teaching periods.

The Teacher

It has been said that guidance begins and ends with the teacher. It is the alert teacher who, recognizing a pupil's need for out-of-classroom help, refers him to an appropriate counsellor; it is the co-operative teacher who carries out in his classroom relations with the maladjusted pupil the recommendations of the counsellor.

The Librarian

Modern educational curriculums and procedures are placing an increasing emphasis on research by pupils in connection with learning activities. Hence the librarian, who in some school systems has the training and designation of teacher librarian, is a valuable member of the guidance staff. Through helping young people find reference materials as they engage in research projects, she can come to know them rather intimately. Not only does she guide their learning activities, but she also can and very often does bring the results of her observation of their attitudes and behaviour to the attention of the dean or appropriate counsellor. On many occasions, the teacher-librarian gives great assistance in meeting serious problems of pupil adjustment.

Among the resource materials that should be in a school library are a wide selection of books and other reading materials, and audio-visual materials, including a diversified selection of films, film strips, and records. The library can be considered a work laboratory for learners and teachers alike. The librarian then becomes the center of many curriculum activities. The effectiveness of the librarian according to Shrivastava, (2003.86)depends on his

(1) interest in children,

(2) acquaintance with the content of various courses,

(3) concern for the individual needs of learners and teachers, and

(4) ability to select and interpret material that have direct bearing on adjustment.

A2. **School/Establishment Based Material Resources**

A number of material resources which can be effectively used for the guidance programmecan be found within the setting in which the programme operates. These material resourcesmight not be specifically allocated to the guidance programme but could still be tacticallymade available to the counsellor on request for specific purpose. These materials include the followings:

- **The Records.**

In any establishment there is always a record of each individual. Such records could be in one's personal or and secret files or what in the school setting may be referred to as cumulative folder for the students. In addition to these types of records, there could be staffer management meeting minutes which could also be of assistance to the counsellor in that setting. A god record keeping on individual either as a student or staff is essential and significant to the counsellor in that setting for purposes of counselling. As rightly pointed out by Kolo (as cited in Kolo and Adamu 2001) effective records in an establishment could be a helpful source for identifying potential clients who may not wish to come for counselling on their own. Also, they observed that an effective record on each individual "makes it unnecessary to spend precious interview time in the collection of factual information". So records are essential material resources that are resident within the establishment in which counselling is provided.

•The Stationeries.

These are vital materials needed for effective, practical and professional counselling. Stationeries are needed to write letters and reports, type handouts and make captions which are counselling oriented. They are also needed to record information gathered from other sources for the benefit on the client. This could also involve pencils or biros where possible for clients who may engage in writing during counselling process.

•Furniture.

These could be in terms of chairs, tables for both writing and counselling. It also includes shelves for books or magazines and special chairs for special clients like children and handicap clients. Some of these furniture like chairs and tables could be loaned from other offices for use until a time when the establishment could provide specific ones for the counselling centre.

•Spacious Rooms.

These types of rooms are needed for group guidance or testing. Conference rooms or halls within the establishment could be used for such purposes: Where halls are not available classrooms in case of a school setting could be utilised.

B. Community Based Resources

In this aspect, the two types of resources are to be briefly highlighted (Kolo and Adamu, 2001). These are the human and material resources. No matter the location of a guidance programme, there will be a specified community from which the programme' can tap certain resources that are not available to it within the setting.

Bl. Community Human Resources

A lot of these types of resources are available within the given community in which the guidance, programme exists. The availability of the resources is unlimited and their willingness to assist the functionality of the guidance programme is undoubted. However much have not be

gotten from these various human resources for any given guidance programme because of either or a combination of the following reasons. Firstly, it might be that the programme as developed by the counsellor did not take the community dimension into consideration. Where this is the problem, it may be difficult to get the best from the human resources within the community. The guidance programme as discussed in chapter six is supposed to benefit the community as they would in turn benefit from the community. Where the community does not benefit from a guidance programme specifically and systematically, it would be difficult for such a programme to derive maximum benefit from the community human resources available.

Another reason might be that the guidance personnel in the community do not know how to effectively source for the human resource within the community for the guidance programme. An inappropriate technique for sourcing the cooperation of the various human resources could inhibit their effective participation in the programme. Furthermore a monotonous use of the human resources could also hinder their effective participation.

When these issues that could hinder the community human resources participation in the guidance programme are resolved, the counsellor could through effective approach, lobby or solicit for the active participation of the following human resources resident in the community.

•Security Human Resources.

Among them are: the Police, the Armed Forces, the Customs and Immigration personnel, the Prison Warders and the Security .guards in various establishments example Niger guards Then participation in the guidance programme can be in various dimension depending on the creativity of the counsellor.

•Medical Human Resources.

These include the human and veterinary doctors, the nurses, the ward attendants, the mid-wives, and the pharmacists.

•Judiciary Human Resources

These are the magistrates, justices, lawyers, and the registrars of courts.

•Psychological Human Resources.

Among them are psychologists, psychiatrists, other practicing counsellors, physiotherapists

•Social Services Human Resources.

These include the religious leaders, the finance institution personnel such as accountants, business managers, clubs and societies, members of voluntary organizations and even town criers.

B2 community Material Resources

Abundant material resources are available within the counsellor's community especially the town based communities. Some of the material resources include:

•The electronic materials.

These can be radio, television and video appliances. The counsellor in a setting can rent these items in the community for use in counselling if the counselling center does not have such facilities. The television houses could be approached to cover certain events or activities or talks of the guidance" programme for the public consumption. Such programmes could be televised or aired in radio houses from which the guidance programme can even get hold of their own recorded cassettes and tapes.

•Reading Materials.

These include books, magazines, newspapers, journals and other non-classified materials. These reading materials can be gotten from public and organization libraries, and establishments.

Newspapers can be obtained on request from security, social welfare and community leaders' offices. If these materials cannot be taken away, they can be read, summarized and handwritten for the clients when valuable information is found in them.

•Notice Boards.

Apart from the schools or the establishment notice boards, most establishments and organizations within a community have a means of disseminating information. Such public notice boards could be used to disseminate information to the public about guidance programme. It could also be used as a psycho-educational instrument for the community especially where the guidance programme has specific activities for the community.

•Psychological Tests.

In a situation where the counselling office is lacking in this, some could be found either in the social welfare offices or in a medical setting. A well-organized prison services and police officers are expected to possess some where they involve psychologists in their operations.

•Office and Furniture

Some rooms can be acquired from the community for guidance programme's use. These rooms could be on permanent or as-need-be basis. The same can be applicable to furniture. As previously said the availability of these resources depend on the profitability of the community from the guidance programme.

2.3.2 Technology in the Counselling Centre

Computers have become indispensable for the effective functioning of counselling departments, career centres and libraries. Their integration has brought a higher level of service to both staff

and users. For staff, word processing, desktop publishing, database management and Internet capabilities have dramatically improved administrative, promotional and client services. For clients, access to software and, of course, to the Internet, has added new dimensions to their career and educational planning.

But computers do not solve all problems and, in fact, often create some of their own, particularly with regard to technical difficulties. They do have limitations and must, therefore, be implemented wisely and carefully into career centres.

Ways of Using Computersin the Counselling Centre

Computers have become such an integral part of the work world that "doing things by hand", or accessing information manually seems outdated and inefficient in this "high-tech" age. Even in the smallest setting, there is usually at least one computer available for administrative purposes. (Besley, 2002).

Whether the centre will have a stand-alone microcomputer or a multi-stationed, state-of-the-art, networked system, it is always advisable to talk to people who have been involved in bringing computers into similar centres. They can outline the problems they have encountered and their knowledge and advice can be very useful in making decisions.

Qualified guidance may also be available from the parent institution's Information Technology (IT) Department.

A career information centre can derive maximum benefit from implementing a computer system, for both staff and client use. Career centres use computers for career and educational planning, producing resources and marketing materials and office administration. For staff, the potential uses are among the following:

- providing computer-assisted guidance through software or the Internet

- accessing related databases such as mentors' or speakers' lists
- creating a job referral database where students/clients can be matched with employers
- producing an employer database for employers in a particular community
- printing recruiting schedules
- posting jobs
- creating personal marketing tools
- preparing bibliographies and handouts
- producing newsletters, announcements and flyers
- preparing presentation materials
- scheduling workshops
- ordering, cataloguing and circulating materials
- sending overdue notices for borrowed items
- maintaining budgets
- writing reports
- developing mailing lists
- printing address labels
- keeping track of graduates who have obtained jobs

When considering computer applications, programs specifically designed for small libraries should be examined, as well as general word processing, database management, spreadsheet, presentation and electronic searching applications.

Software packages (such as **Microsoft Office**) provide most of these features bundled into one package.

A computer is a must for these functions alone, saving an enormous amount of time for staff, especially in a centre that produces bibliographies, handouts, flyers and similar literature. Word processing packages.

Microsoft Word or Publisher) may be used for writing letters and reports, creating lists of materials, producing catalogue cards, making calendars and forms, or publishing newsletters and information. Adding email or fax applications will improve the communication functions of the centre significantly. Since there are many word processing programs on the market and, at present, most of them are capable of performing the same functions, it is important to select one that is familiar or that the parent institution supports.

Database management is one of the major applications for microcomputers. A database management system (DBMS) makes it relatively easy for someone with a limited knowledge of computers to set up an inexpensive record-keeping system. It enables the career information specialist to produce a database for the centre and set up files for many purposes. Data can be entered, manipulated and recalled easily. For example, in an educational setting, a database management system can store student records, providing information on educational background, work experience, language capability and other factors. Placement officers can search these records for individuals who match company requirements. For example, a list of engineering majors who speak French, or a listing of students who have experience in the field, is then easy to obtain (Judge and Hurst, 2008).

A database management system is excellent for answering the unplanned question. It assembles appropriate information quickly from the database.

Within a career resource centre, such a software system might be used for reference, cataloguing, inventories, circulation, periodicals control, acquisitions and administration.

Database management programs are also ideal for computerizing the centre's catalogues. The traditional catalogue is quickly being replaced by on-line public access catalogue systems. The on-line catalogue, with its video display units, provides an effective means for locating materials in a collection and for finding bibliographic information.

DBMS programs such as **Microsoft Access**, **Lotus Approach**, **askSam** and **ProCite** allow career information specialists to develop bibliographic index-card systems specifically suited to their own centre's needs (information on these programs is contained in Chapter 6 in the section on cataloguing, under the title: *Database ManagementSoftware for Career Centres*).

A spreadsheet is a worksheet of horizontal rows and vertical columns used for analyzing data; it is another major application for microcomputers in the career centre. Spreadsheet packages (such as **Microsoft Excel**) are useful for many administrative activities that involve the storage and manipulation of numerical tables and data.

Such programs can be adopted for budgeting, statistical analyses, keeping financial records and other such tasks. They can be useful for gathering statistics on users or for providing circulation statistics.

Charts can be created to display relevant data in graph form for presentation purposes.

Presentation software (example**Microsoft Power Point**) can turn a computer into anelectronic slide projector for a presentation or atalk, or provide a new way of displayinginformation traditionally shown on transparenciesor slides. The presenter controls the flow ofinformation by the “point and click” method,which makes the presentation more dynamic andfocused. In addition, handouts can be generated(Judge and Hurst, 2008).

Before the advent of electronic technology, users searched manually through a card catalogue for items on career planning. Nowadays, they can search catalogue databases electronically (such as the ***Clearinghouse on Adult, Career, and***

Vocational Education at **www.cete.org**); they can pop a CD (example**Career Cruising**) into a disk drive, or access an unending number of career and educational web sites through the Internet.

In only a few years, the Internet has revolutionized access to career and educational material for clients and professionals alike. Those commercial database services and CD's that are not currently available through the Internet will soon be on sale on a subscription basis.

Whether or not electronic resources are accessible in their centres, career information specialists must become aware of the vast range that is available. Electronic resources offer information on career and educational subjects such as: • self-assessment • job search • decision-making • résumé writing • academic planning • cover letters • interviewing • college/university selection • financial aid • employer information • career exploration • job opportunities • occupational choice • study skills

Checking with similar centres and asking the Information Technology

Department for assistance are two methods of ensuring that the centre's software and hardware are best suited to its needs.

Career information specialists can set up various folders for clients containing bookmarks such as job search sites, sites that provide labour market information, etc. Clients can also access interactive assessment programs, use the computers to create personal marketing documents and fill out on-line job applications (Judge and Hurst, 2008).

An electronic mailing list can be created to inform clients of new resources as they are added to the centre's collection.

2.3.3 Using the Internet in the Counselling Centre

In 1970, when Richard Bolles was writing the first edition of ***What Color Is Your Parachute?*** He found only fourteen other books on career/work-search topics(Judge and Hurst, 2008). Times have changed and there has been an explosion of materials covering career exploration and assessment, labour market trends, demographics, work search and the skills necessary for survival in the workplace of the 21st century. The career information specialist's challenge is to be knowledgeable in these areas and to be able to assist clients in learning how to find appropriate information.

During their lifetime most people will have a number of different jobs, possibly in a variety of occupations.

In the on-going search for current, useful information on the Internet and elsewhere, knowing how to research is a necessary skill that must be acquired by everyone. A word of caution: although the Internet can connect users to a seemingly unlimited amount of information, it can also be very time-consuming.

Career information specialists (and clients) must keep in mind that the information on the Internet is only complete, current and accurate to the level of those who keep the sites up-to-date. But the lure of so much information at one's fingertips is hard to resist and, as long as the Internet's advantages as well as its limitations are firmly kept in mind, there is no need to.

Given the temptation of easily-accessing a plethora of information, some thought should be given to installing a filtering program that prevents clients from using the computers for non-career related purposes. computer with a minimum of 1 Gig of RAM, based on the operating

system; data line; network card; 1 gig of free hardware space; CD and/or DVD drive; Firewall/router; Internet service provider: ISPs provide a dedicated (DSL-T1 or ISDN) connection to theInternet and other Internet services such as e-mail. ISPs can be public or private and the cost varies depending on which services they provide. Check advertisements in magazines, newspapers and the Internet itself.

What you need to get started

As well as the cost of the computer and the ISP, one must also consider the "hidden" costs of computer maintenance: time spent in training staff, communication lines, server hardware, software, printer and paper supplies. By far, the biggest cost is staff time spent assisting patrons and answering questions.

Another major consideration is the comfort level of both staff and clients with technology. It is important to emphasize that, although the Internet can be overwhelming, there are ways to provide starting points for guiding people. Once users realize that they can find all kinds of information (on any area of interest), they are usually "hooked". It should also be kept in mind that the Internet is relatively new and growing at such a rate that no one can know it all Besley, (2004)..

However, with some practice and patience, staff and clients can access information that can change not only the way they work, but also the way they think and live.

For career information specialists who are less familiar with the Internet, this section will provide some ideas of the ways in which the Internet can be an effective research tool in a career

information centre. It is not intended as a detailed study of the Internet. There are a number of excellent books and videos that provide a basic understanding of this technology.

Browser: Graphic interface program that can be used for travelling through the World Wide Web. *Netscape Navigator* and *Microsoft Internet Explorer* are popular browsers.

World Wide Web: An area of the Internet that is organized into Web sites.

Web site: A location on the Web representing an individual, an organization, a company or a collection of information.

URL's: Uniform Resource Locators are the addresses of Web sites. For instance, the URL for the *CCIA/ACADOP* Web site is: http://www.ccia-acadop.ca

Search Engines: These are databases of documents. Not all search engines have the same information, so searching on different data bases will give users different results. Some popular search engines are Google, Yahoo, Yahoo Canada, AltaVista, Excite,

Metasearch Engines: These let you use several search engines at once, thereby broadening the area of the search. Dogpile and Metacrawler are the two most popular.

Hypertext Links: These words are underlined, presented in a different colour, or both. Clicking on them will take the user to a new page with related information.

Discussion Groups and Electronic Mailing Lists: These allow users to discuss and share information on topics of mutual interest, or to post questions.

Newbie Dome: This Web site provides basic lessons on internet use and great links. http://www.candleweb.net/newbie

2.3.4Career Resources

Human capital resources can be defined as one's ability to meet the performance expectations for a given occupation (Fugate et al., 2004; Inkson and Arthur, 2001). They include factors such as education, experience and training, and cognitive ability (Coleman, 1994) within the broader category of work-relevant knowledge, skills, abilities, and other characteristics (KSAOs). Available information resources are indirectly included in this category because they can enhance a person's knowledge and abilities. As shown in the above review and summarized in Table 1, human capital resources are primarily stressed in models of employability and career competencies.

Social resources (often referred to as social capital) mean "the goodwill available to individuals or CAREER groups" (Adler and Kwon, 2002, p. 23).Its source lies in the structure and content of an individual's social relations, and its effects flow from the information, influence, and solidarity it makes available to the person (Adler and Kwon). The availability and characteristics of a mentor is one prominent form of social capital (Allen, Eby, Poteet, Lentz, and Lima, 2004). Recently, social capital is also more broadly regarded in terms of one's developmental network, which can be characterized according to its structure and diversity (example, range and density) and quality or strength (Higgins and Kram, 2001). This resource is different from the other four because its source lies outside of the individual. This acknowledges that available environmental support is also a major factor that enables SDCM.As is the case with human capital resources, the importance of social resources for coping with career development tasks is primarily stressed in models of employability and career competencies.

Psychological resources refer to the positive psychological traits and states, like the cognitions, motivations, and effect of the person, which are generalized and expressed in different contexts and more specifically in relation to the work role. Hence, psychological resources influence

career development and range from more trait-like (such as neuroticism, extraversion, conscientiousness, openness to experience, core self-evaluations, proactive personality, or positive and negative affect; example, Judge and Hurst, 2008; Rogers, Creed, and Ian Glendon, 2008)to more state-like(such as career self-efficacy beliefs or vocational hope; example, Avey, Luthans, and Youssef, 2010; Diemer and Blustein, 2007). As shown in Table 1, although the specific constructs vary greatly, almost all of the concepts reviewed here propose that some form of psychological resource is pivotal for successful career development.

Finally, *career identity resources* mean resources related to one's conscious awareness of oneself as a worker, of one's occupational interests, abilities, goals and values, of the importance of one's work, and of the structure of meanings in which such self-perceptions are linked with career roles (Ibarra and Barbulescu, 2010). At the core of career identity is the question "Who am I and how is my work meaningful to me?" Hence, career identity resources can be distinguished from more general psychological resources in the sense that they specifically refer to how one consciously views oneself in relation to one's work. The above presented review shows that career identity resources (example, self-insight, commitment) are stressed in virtually every model of SDCM.

2.3.5Sourcing for Resources for counselling

Sourcing strategies would imply the methods of looking for. A creative counsellor would have to design strategies of finding or looking for materials either with the setting's management or with the outside agencies. It is however important that counsellors note that the way we are responded to by any agency approached through any of these strategies or any others depend to a large extent on one's level of social interaction and communication. The following strategies were suggested by Kolo and Adamu (2001) in sourcing for resources for counselling:

(a) Writing

(b) Personal contacts

(c) Lobbying strategy

(d) Special programme launching

(e) Programme marketing.

Each of the strategies indicated are highlighted briefly to show how they could be used and a few disadvantages of each pointed out for the counsellor's guide.

(a) **Writing**

A professional counsellor can use his writing skills to source for resources for the guidance programme. Writings could be addressed to the management of the establishment in which the programme is located. Writing could also be addressed to the various beneficiaries of that establishment. For example in a school setting, the letters of appeal for resources could be sent to the parents whose children are benefiting from the guidance programme. In an industrial setting, distributors could be written to for assistance in certain materials to help the programme so that workers could be assisted in order to enhance their productivity in the establishment.

In writing for materials for guidance programme, the letter needs to be detailed and precise so that what the materials are needed for and why they are needed could be understood by the reader. In writing, also the counsellor has to be rational, logical and speak to the level of those being addressed in the letter. This is re the transactional analysis of Eric Berne becomes essential to counsellor. Ulterior and crossed communication should be avoided in the letters of appeal to any person, agency or groups of individual.

An advantage in writing is that it can get to many people with less cost. However the counsellor should note that despite the ease writing, responses to writing are either very slow or not given at all. Apart from this, it is likely that the letters may not get to the appropriate person especially if they have to be posted or go through many hands before it getting to the appropriate person in the establishment for action.

(b) Personal Contacts

The counsellor is trained in assisting individuals not only in the cognitive problems areas but also in interpersonal relationship problem areas. He therefore has to use the skills in getting in contact personally with those within and outside the setting to solicit for resources for the programme too. In coming in contact with individuals or agencies, the level of commitment to the programme, sincerity, honesty and genuineness which he demonstrate to clients must also be demonstrated to those he seeks assistance from.

In persona] contact with people, the counsellor must master, his programme of guidance in the setting very well. This becomes necessary so that explanations on the programme could be made as a rationale for soliciting for resources.

However in as much as the counsellor's personal contact as a strategy for sourcing for the materials is important, this strategy could be a disadvantage for a shy and unverbalizing counsellor. Such counsellor who are weak in verbalization or who are not bold and confident in discussing or convincing people may go into contact with those who are ready to assist them but due to poor approach and communication could not get the assistance. It is therefore advisable that such counsellors reassess themselves before using the approach.

(c) **Lobbying**

"Lobby" as defined by Herby, Gatenby and Wakfield (as cited in Kolo and Adamu, 2001) is trying to influence other members to get something. Counselling is an influencing interaction. Also Kell and Mueller opined that counselling interaction has a reciprocal influence on the client and the counsellor. If counselling is seen in this fusion, then counsellors are therefore professionally prepared to influence people hence the concept of lobbying cannot be underscored in their efforts to get the needed resources.

For the counsellor to effectively lobby for resources which is operational among counsellors in western countries, such a Counsellor must demonstrate a high sense of authenticity and a high Capacity for intimacy.

(d) **Launching of Special Programmes**

This strategy could be useful in sourcing for materials for the guidance programme. Launching could be done for the whole guidance programme and also for special guidance programme. For example if there if an outreach counselling programme on drug abuse, such programme could be launched and people are invited to come and donate towards effective implementation of the programme.

In launching special programme, the counsellor needs to go into consultation with both the management of the setting and those to be invited for launching. The operational cost of launching and the dividends ought to be considered. Also the programme to be launched must be seen to be relevant to the society, community or the establishment's needs. Such a programme needs to be professionally prepared in a way to motivate people to donate towards its realization.

Apart from launching of programmes, exhibitions could be made of guidance materials available in order to attract for more materials. Career albums, posters and captions and even

psychological tests could be displayed for people to see. At such exhibitions, individuals or agencies could be appealed to for more support to enable the programme implement more of what has been designed for the setting.

(e) **Marketing the Programme**

Counsellors (especially Nigerian Counsellors) tend to lose sight of the fact that they are in a market to "sell" their goods or services (Kolo and Adamu, 2001). The desire of any establishment to want to have a counsellor in an establishment depends on how well we can market our services. This is why Lewis and Lewis (as cited in Kolo and Adamu, 2001) said that Counselling as marketing is predicted on the notion of solving feel problems andmeeting felt needs. To attract more resources to the guidance programme in any setting, the counsellor must be "aggressively" out to market the programme. Since this is the case, the programme to be marketed in order to attract resources must be professionally prepared (Kolo and Adamu, 2001). A guidance programme should be marketed in the sense that:

1. Services rendered meet the needs of the targeted setting.

2. Establishment's decision makers become convinced of the efficacy of these services.

It is therefore necessary for professional counsellors to note that to "sell" their services to attract more patronage hence more resources, they must not fail to transfer their planning and counselling skills to this new strategy in resources for counselling sourcing.

2.3.6 Effective Utilization of Resources for counselling

The level of the professional counsellor's effectiveness in the counselling profession depends not only on the extensiveness of (the theoretical and practical knowledge acquired but also on the ability to utilise the resources identified and sourced for. Kolo and Yaroson (as cited in Kolo and Adamu, 2001) opined that an effective and also a professional counsellor is identified by the

creative use of the resources (both human and material) available to them in assisting the client resolve the issues at stake.

To many professional counsellors, they expect the entire needed infrastructure for an ideal counselling environment to be present before they can feel comfortable" to practice counselling. While we continue to struggle for the ideal working environment in which counsellors could have a very comfortable office, personal secretary, reading or writing room, refrigerators and the television sets, to mention a few, a professional counsellor can still effectively utilize what are available to attract what are needed. However, it should not be taken for granted that professional counselling do not need basic resources to make them functional. In recognition of the importance of basic resources, Azonabor (1995) suggested that the counselling Association of Nigeria (CASSON) should work with relevant agencies to establish a minimum standard for the counsellors' working environment.

The human resources are often used monotonously by the counsellor. A brief survey in Zaria and Kaduna township schools where guidance programme is operational revealed as reported by Kolo and Yaroson (1995) that most of the human resources are used mainly for career talks in the guidance programme. Guidance counsellors are mainly for career talks, these human resources will find their functions in the programme very monotonous and unchallenging. The situation could also lead to rejecting the invitation to serve. On the light of this, the following-areas are also very essential in using the human resources found within and outside our immediate environments as professionals.

•As Co-Therapists

All human resources could be used as co-therapist in various areas of counselling such as family, vocational, pre-marital and marital to mention a few. Human resources especially parents could

be used-in monitoring the extinction of maladaptive behaviours in children and progress in the acquisition of new behaviour acquired in the counselling sessions. These areas of utilization of human resources have been researched into and the literature is full of research evidences of its effectiveness. Therefore as professional counsellors, there is a need to utilise the human resources in our environment as, co-counsellors in the process of assisting clients where a need for such arises. The use of these resources at this level does not imply that they are trained counsellors but their roles as co-counsellors could be in terms of giving information, and monitoring the client on what has been agreed upon during the counselling session. The use of parents who are part of the community human resources has been proved effective both in Nigeria and abroad.

•As Data Bank

Most of the information needed for effective counselling of a client resides to a large extent with the human resources within and; outside the immediate environment. The teenagers who come for , pre-marital counselling of whom the counsellor does not know much I concerning their background and possibly has no any source of information about them in records could rely on human resources to gather the needed data. Parents, peers, leaders of thought and integrity could be consulted about the two individuals who want to marry themselves and the information gathered could be effectively used to assist the intending couples make decisions. Information from such individuals must be screened so that witch hunting would not be the case. It is therefore necessary as opined by Peterson and Nisenholz (as cited in Kolo and Adamu, 2001) that through seminars, workshops, the public be made aware of what is involved in counselling and how the public could be brought in to assist the effort of the programme. In such an

enlightenment crusades, the human resource's roles as data bank for counselling services should be made known and clear to them.

Utilizing the human resources in this way bring variety into the functions expected of these human resources surrounding the counsellor.

•As Co-Programme Developers and Initiators

There may be a need for the guidance committee to extend invitation to all various human resources to participate by brain storming during the development of the guidance programme. Such an involvement does not only create an awareness about the programme but paves way for support during the implementation.

Also from the participation of the various groups of human resources, certain programmes which might specifically benefit a particular agency, establishment or group of people could be initiated by such participants. With them initiating a programme, an avenue for sponsorship of such a programme can be opened. It is therefore very essential for professional counsellors to think beyond the use of human resources within and around them for only career talks but engage them in programme development too.

•As Material Providers for Guidance Programme

Human resources within the reach of the professional counsellors should be used in the provision of material resources to the guidance programme. They could be specifically invited to come and donate materially or financially for the guidance programme. This aspect of utilizing the human resources becomes easier and rewarding to these human resources when they become actively involved in the guidance programme development. Since they are pro-active in the early stages of programme development, when they are called upon or their agency to contribute for the materials needed to implement the programme developed bythem, the call will receive attention.

Also this aspect of utilization by the guidance programme of the human resources becomes more appreciated if according to Frank (in Kolo and Adamu, 2001) the counsellors do not communicate in an antagonizing manner with those human resources they are trying to utilise.

The various materials that could be provided by the human resources could include offices, furniture, stationeries, wall clocks, radio recorders, television set, notice boards, career albums, reading materials, psychological tests. These materials could be provided easily by the human resources or their agencies if in addition to the earlier stated involvement, the guidance programme specifically addresses the needs of these human resources.

•As a Source of Placement

The counsellor can use both within and outside human resources for placement services of the clients. For example within a school setting; students needing week-end jobs to earn a living while at school could be assisted by workers within the school They could do some gardening work, and other activities to earn some money to keep them going. Also well placed individuals who have had clear understanding of the guidance programme could be approached for placements either temporarily or permanently where possible. Another placement utility of the human resource is through the provision of sponsorship for certain category of staff they may need in their establishment. The guidance programme can make establishments or organizations also to sponsor students who are gifted but lack the resources to forge ahead. Such organizations could be invited to specifically address the guidance programme audience on the sponsorship facilities available in their establishment. Apart from this, individuals or organizations can also sponsor educational and career tours of students. They can also sponsor work-schemes or part-time jobs for practical experiences for those intending to go into certain careers but lack adequate and practical information of the role expectations in such careers.

•As a Source of Enlightenment Campaign.

All human resources can be effectively used for public enlightenment of the guidance and counselling activities. They could be used to display guidance and counselling posters, use electronic media under their control to enlighten the public about guidance and counselling. Seminar, workshops and conferences for enlightenment could also be sponsored by certain groups of the human resources within the community. Individuals who have benefited from the guidance programme should also be encouraged to reach out to those whom he/she thinks has similar issues disturbing them so as to go for counselling. Such encouragement helps in making the services spread quickly to the community,

Special groups could also launch specific programmes where guidance and counselling could be the focus. For example the medical personnel could launch a campaign on AIDS and bring in the counsellors as such the counsellor's programme concerning AIDS can be made public at such gathering. The Police could also launch a campaign on Crime in society and bring in counsellors and how they could assist in anti-social behaviour remediation. In this capacity, the traditional town criers can be used to announce certain information to the community on certain issues and events that affect them. The community could also be given guidelines of what to do in* such situations through the town criers.

- **As Co-Evaluators of the Programme**

As co-programme developers, the human resources should also be used in .evaluating the programme. At specific periods, these human resources could be called upon to assess the performance of the programme so far and is re offer suggestions for improvement (Kolo and Adamu, 2001). Such evaluation could be through questionnaires, observation and interviews. It is also possible that within the human resources found within and outside the setting where the

guidance is resident are specialist People. They can be used to get video tapes on counselling like the British Council Libraries and also United States Information Service Libraries. Stationeries are also necessary for report writings, appointment forms, making of handouts for clients, writing invitation and appreciation letters. These duties are crucial to the effective running of the guidance programme. Some invitees may not honour any invitation that is not officially communicated neither will they come another time when the last one was not appreciated through an official letter. The counsellor cannot do these without the availability of stationeries. Client's appointment forms are essential to the orderly time allocation for the clients so that they do not congest the counsellor's office. Also at times stationeries are needed to write psychological reports on certain clients as may be demanded by the referral agent. So the availability of stationeries to the counsellor has multi-purpose function in the counselling programme. The role of psychological tests cannot be over emphasized for a professional counsellor. These tests are needed for initiation of counselling process, valid data collection and also prediction of client's performances in future.

UNESCO (2002) suggested the following techniques in effective utilization of resources for counselling:

1, Extended Registration

This occurs when certain topics are addressed by class teachers during the registration period. Other teachers may alternate, or team-up with, the class teacher. These sessions allow the teachers and students to know each other, and for the students to consider the class-teacher to be a confidante. It is important that these sessions are planned so that they meet the needs of the students effectively.

2, General School Assembly

School assembly may be used to provide general guidance and information on various topics. Such topics may be thematically arranged. Teachers' and students may alternate in providing this service. Such general talks complement what happens in class, and allow for the covering of a wider programme.

3, Time Tabling

It is important to provide time for the provision of guidance. This allows for continuity. It provides an opportunity for schools to address the needs of the students, and formalize theprogramme. It allows for the provision of information which makes programme evaluationeasier. The time tabling of Guidance and Counselling in schools allows it to have arecognized place in the school, rather than be relegated to an extracurricular activity. Oneperiod per week has been found effective when complemented by activities outside the classroom.

4, Community Involvement

The invitation of guest speakers to visit schools helps the community to understand its role in the implementation of the programme. This enables the programme leader to address those needs that cannot be dealt with in a classroom setting. External resource persons also add value to the programme, and help students to realize the link between education and the world outside. It offers an opportunity to network with community members from whom they may need more information.

The invitation of external resource persons requires planning to guarantee the success of such activities. There is a need to plan with the beneficiaries so that clashes are avoided. This provides an opportunity to invite role models who will have a positive impact on students.

School Use of Community Resources

The Present emphasis on breadth as well as intensity of educational offerings points out the need to use many resources to supplement classroom study. In most communities various individuals or organizations are willing to co-operate with the schools by demonstrating certain skills or by furnishing specific information that will broaden learners' understandings.

According to Shrivastava, (2003) Such persons include supervisory personnel in special fields, nurses, doctors, religious leaders, representatives of local health centers, fire and police departments and citizen groups, such as the Rotary and Kiwanis Clubs.

School guidance staffs avail themselves of the services of physical and mental health clinics, community welfare, recreational, religious, vocational, and employment agencies. Various individuals, corporations, foundations, and business or philanthropic organizations offer scholarships to qualified high school graduates or grants to schools for special projects.

Children's courts are being established in an increasing number of communities. Although punitive measures sometimes need to be employed, these courts are interested primarily in the rehabilitation of young offenders. The schools and the children's courts work together closely.

In some communities members of the school system function as full-time liaison officers between the courts and schools.

The school furnishes the court with background information about the young person in question. If the individual is remanded in the custody of a probation officer, the school cooperates with the latter in helping the delinquent get a new start.

The court may commit the child or adolescent to an institution or may recommend clinic treatment. Unfortunately, as in other areas of service, inadequate budgetary appropriations retard the community's meeting of recognized needs.

Involvement of School and Community in Family Group Consultation

According to Shrivastava, (2003) the guidance counsellor is responsible for helping youth grow into socially adequate and economically productive adults.

The complex society of the twentieth century leaves youth and parents behind unless the education programme is an education function of a specialized nature. The relevant specialization for consideration here is the management function.

The guidance counsellor can involve community agencies with the school through a parent education programme. This requires some management and administrative organization but the dividends are valuable.

Pendleton, Oregon, has had such a programme in operation for the past several years. It takes two full years to get such a programme underway. This includes getting community and school personnel to support the efforts of family group consultation.

Sharing in the experience of family group consultation and visible results are the two ways the guidance counsellors get community and school support. Parents want their children to learn and welcome opportunities to work with the school as partners.

5. *Educational Tours*

Another implementation strategy includes visits and educational tours. Resource centres, work places and others places of interest, help to explore all opportunities that have an impact on students. Activities such as job shadowing may be used here. This is when a student is attached to a career or occupational mentor. The mentor allows the student to observe and ask questions, so that he/she can gain practical knowledge of the job.

Shadowing can last from one day to about a week. It allows students to think and make realistic decisions. This has proved successful in career exploration and decision making. This exposure to reality has a greater impact than the provision of information. It is important to prepare

students adequately for such tours. That is, they should know the purpose, and know what information to obtain.

6. Research Projects

Guidance teachers/school counsellors should encourage students to carry out small research projects on their own. This will empower them to know how to gather data, and systematically arrange it in an understandable form. Students will also be trained to be more curious and able to gather information for themselves rather than wait to be spoon-fed. It prepares them adequately, and allows them to take pride in themselves. Preparing students to carry out their own research serves multiple purposes. The documentation of the research findings enables other students to benefit. If properly arranged and monitored, students may gain much from this exercise.

7. *Career Fairs/Seminars*

These are common activities in Guidance programmes. They enable external resource persons to provide career information, facilitate career planning, exploration and decision-making. The activity can be run at a school, or at the regional or national level. It helps students to develop a vision, and study for a purpose. Various ways of running such an activity can be explored depending on the resources available.

8. Curriculum Infusion

Guidance concepts are such an integral part of the general school curriculum that it is difficult to separate them. All subject teachers need to play a part in infusing guidance concepts in their subjects, and help augment the programme. Subject teachers who are not guidance- and counselling-oriented, need to change their attitude because this implies a lack of concern for students.

Effective teaching cannot take place in a vacuum. Students should understand the relevance of each subject to life outside the school. This allows them to establish a link between education and employment. There is a purpose in studying the subjects in the school curriculum and this should be clearly understood by students. Infusion helps students understand, and develop, a more positive attitude towards the various subjects they are taught.

9. Workshops

These should be run for students, teachers, parents and community members. The need for support from other beneficiaries is important, and this is more likely if people are well informed, and educated to see how they fit into the structure. Such activities can be operated in the same programme. Unless people understand what the programme entails, they will not willingly support it. A successful workshop depends on good planning and organization.

10 .Peer Counselling

Young people can be trained to offer guidance and counselling to their peers. This is based on the understanding that students tend to relate more to those peers with whom they are comfortable. The peer counsellor also assists in identifying and making referrals to theGuidance teacher. Days should be set aside for them to share experiences and information with their peers, through various means such as dramas, role-playing, talks, poetry, etc.

11. Bulletin Board and the School Library

These can be used to disseminate information. They can be made the responsibility of the students on a rotation basis. The provision of such an opportunity will help to cover areas that the programme might not have planned. A wealth of information can be shared among students through such boards and libraries. It is at this point that a resource room for Guidance can be well equipped with up-to-date information including books, career manuals, videos and other

resources. Providing access to such information will allow students to search for information of interest to them.

2.4Theoretical Framework

The theoretical approaches adopted for this study are Eclectic Counselling Theory- F C Thorne and the Social Learning Theory- Bandura

2.4.1Eclectic Counselling Theory-F C Thorne

Coordinative methods are used, The counsellor is neither active like Directive counselling nor passive like Non Directive counselling, The need and personality of the client are studied and then he selects the techniques, The main techniques are used are reassurance, giving information, case history, testing and Both counsellor and client are active and cooperative, they participate in conversation turn wise and solve the problem (Norcross, Hedges, Prochaska, 2002).

In eclectic counseling-the counselor can alternate between directive and non-directive methods-counselor study the personality of the client-needs, situation, etc. selects suitable method- start with directive counseling then change to non-directive counseling- use reassurance, giving, information, testing, etc. It is economical and effective technique.

An integrative approach to counseling and psychotherapy is best characterized by attempts to look beyond and across the confines of single-school approaches in order to see what can be learned from, and how clients can benefit from, other perspectives (Norcross, Hedges, Prochaska, 2002). Integrative counseling is the process of selecting concepts and methods from a variety of systems. The integrative approach can ideally be a creative synthesis of the unique contributions of diverse theoretical orientations, dynamically integrating concepts and techniques that fit the uniqueness of a practitioner’s personality and style.

Since the early 1980s, psychotherapy has been characterized by a rapidly developing movement toward integration. This movement is based on combining the best of differing orientations so that more complete theoretical models can be articulated and more efficient treatments developed (Arkowitz, 1997). The Society for the Exploration of Psychotherapy Integration is an international organization formed in 1983. Its members are professionals who are working toward development of therapeutic approaches that transcend single theoretical orientations.

One reason for the trend toward psychotherapy integration is the recognition that no single theory is comprehensive enough to account for the complexities of human behavior, especially when the range of client types and their specific problems are taken into consideration. Because no one theory has a patent on the truth, and because no single set of counseling techniques is always effective in working with diverse client populations, some writers think that it is sensible to cross boundaries by developing integrative approaches as the basis for future counseling practice (Lazarus, 1996).

A large number of therapists identify themselves as "eclectic," and this category covers a broad range of practice. Perhaps at its worst, eclectic practice consists of haphazardly picking techniques without any overall theoretical rationale. This is known as *syncretism,* wherein the practitioner, lacking in knowledge and skill in selecting interventions, grabs for anything that seems to work, often making no attempt to determine whether the therapeutic procedures are indeed effective. Such a hodgepodge is no better than a narrow and dogmatic orthodoxy. Pulling techniques from many sources without a sound rationale can only result in syncretistic confusion (Lazarus, 1986, 1996; Lazarus, Beutler, and Norcross, 1992).

There are multiple pathways to achieving an integrative approach to counseling practice. Three of the most common are technical eclecticism, theoretical integration, and common factors

(Arkowitz, 1997). *Technical eclecticism* tends to focus on differences, chooses from many approaches, and is a collection of techniques. This path calls for using techniques from different schools without necessarily subscribing to the theoretical positions that spawned them. In contrast, *theoretical integration* refers to a conceptual or theoretical creation beyond a mere blending of techniques. This path has the goal of producing a conceptual framework that synthesizes the best of two or more theoretical approaches under the assumption that the outcome will be richer than either of the theories alone.

The *common factors* approach attempts to look across different theoretical systems in search of common elements. Although there are differences among the theories, there is a recognizable core of counseling composed of nonspecific variables common to all therapies. This perspective on integration is based on the premise that these common factors are at least as important in accounting for therapeutic outcomes as the unique factors that differentiate one theory from another. While there are advantages to incorporating a diverse range of techniques from many different theories, it is also possible to incorporate some key principles and concepts from the various theoretical orientations. There are some concepts from the experiential approaches that can blend quite well into the cognitivebehavioral approaches. For example, the experiential approaches emphasize here-and-now awareness, the therapeutic relationship, and exploration of feelings—all concepts that can be incorporated into the action-oriented therapies. Clients can be asked to decide what they want to do with present awareness, including making behavioral plans for change. All the action-oriented therapies depend on a good rapport between client and therapist (Moursund and Erskine, 2004).

Techniques will not take root if there is not a good working relationship, and clients are more likely to cooperate with a therapist's cognitive and behavioral interventions if they feel the therapist is genuinely interested in their welfare.

Steps in Eclectic counseling

1. Intake interview – establish rapport – collect case history from parents, teachers or other concerned persons – plan is formulated for diagnosis.

2. The collected information is given to the client to improve his self-understanding.

3. The counselee has to achieve emotional release and insight (understanding). He has to change his perception and attitude about himself and his situation (environment).

4. During the closing phase, the counselee makes decisions and plans, changes behavior and solves his problems.

2.4.2 Social Learning Theory (Bandura)

People learn through observing others' behaviour, attitudes, and outcomes of those behaviours. "Most human behaviour is learned observationally through modelling: from observing others, one forms an idea of how new behaviours are 'performed, and on later occasions this coded information serves as a guide for action." (Bandura). Social learning theory explains human behaviour in terms of continuous reciprocal interaction between cognitive, behavioural, and environmental influences. According to Kumpulainen and Wray (2002) Social learning theory posits that learning is a cognitive process that takes place in a social context and can occur purely through observation or direct instruction, even in the absence of motor reproduction or direct reinforcement

Necessary conditions for effective modelling:

1. Attention — various factors increase or decrease the amount of attention paid. Includes distinctiveness, affective valence, prevalence, complexity and functional value. One's characteristics (example sensory capacities, arousal level, perceptual set, past reinforcement) affect attention.

2. Retention — remembering what you paid attention to. Includes symbolic coding, mental images, cognitive organization, symbolic rehearsal, motor rehearsal

3. Reproduction — reproducing the image. Including physical capabilities, and self-observation of reproduction.

4. Motivation — having a good reason to imitate. Includes motives such as a past (i.e. traditional behaviourism), promised (imagined incentives) and vicarious (seeing and recalling the reinforced model)

Bandura believed in "reciprocal determinism", that is, the world and a person's behaviour cause each other, while behaviourism essentially states that one's environment causes one's behaviour, Bandura, who was studying adolescent aggression, found this too simplistic, and so in addition he suggested that behaviour causes environment as well. Later, Bandura soon considered personality as an interaction between three components: the environment, behaviour, and one's psychological processes (one's ability to entertain images in minds and language).Social learning theory has sometimes been called a bridge between behaviourist and cognitive learning theories because it encompasses attention, memory, and motivation.

The choice of the theory is made on the premise that to modify a behaviour, the counsellor requires varieties of resources; both human and materials.

2.4.3 Rationale for the Choice of the Theories

The information processing theory equates human mind to the computer, in which information has to be received, processed before it is stored in memory; either short term or long term. In assisting students get information appropriately stored, the para counsellor require both human and material resources which makes the task of the counsellor easier due to the fact that presenting for example a medical doctor with his lab coat and stethoscope will convey more message than if the counsellor is trying to explain who a medical doctor is andthe official uniform. The amount of words that will be wasted in the explanation of the different profession will be minimised by the appearance of such professionals and will be more effective.

In the same vein, Social learning theory is based on the premise that Most human behaviour is learned observationally through modelling: from observing others, one forms an idea of how new behaviours are performed, and on later occasions this coded information serves as a guide for action. Use of human resources; especially dressed in their official uniforms will serve as motivation for a student to indicate interest in such profession. If such a student do not have the opportunity to observe these resources, the student may not be motivated in choosing such profession.

2.5 Counselling Resource Center

Information plays an important part in the wider learning process – helping health workers to understand the context of their work, follow new approaches, undertake new responsibilities, improve their practice and remind them of basic concepts (Manley et al. 2002).

Learning takes place not only at workshops or on training courses, but also through discussions with colleagues, practical experience, and consulting newsletters, books and audiovisual materials. Counselling Resource Centers can support a wide range of learning activities by

making information available. By helping health workers learn, they can play a valuable part in improving the health of a nation.

A concern for equity – a key principle of primary health care – means that information, like health care, should be accessible to all. But in many developing countries, access to information is limited, especially information relevant to local conditions. Locally produced information is often unavailable, while information produced outside the local area may be inappropriate or too expensive.

Counselling Resource Centers have an important part to play in improving access to information. A Counselling Resource Center collects and organizes materials that are useful to a particular group of people, such as health workers. Materials may be very varied, including training manuals, handbooks, reference books, directories, leaflets, posters, games, videos and samples of equipment.

However, a Counselling Resource Center is much more than a collection of well-organized materials. A Counselling Resource Center actively seeks to share the information that it contains. Counselling Resource Center staff encourage people to use the materials. For example, they not only help people to find the materials they need, but they also disseminate information in the Counselling Resource Center by producing and distributing locally adapted materials and information packs, holding training or discussion workshops, or arranging exhibitions.

According to Manley, Macdonald, Thomas and Erickson (2002), a Counselling Resource Center should aim to:

- create a pleasant environment for learning
- contain a relevant and accessible collection of resource materials (based on the actual needs of users)

- provide a range of information services
- encourage people to use the information in the Counselling Resource Center
- help users gain access to information from other sources.

Development organisations usually prefer the term ‘Counselling Resource Center’ to ‘library’ to emphasise that this is an active, attractive place where people can relax and enjoy themselves, talk to each other and take part in meetings and training activities.

A Counselling Resource Center can be any size, from a trunk of books or a few shelves, to a whole room or several rooms. A Counselling Resource Center may be part of an organization or an organisation in its own right. It may serve staff within the same organisation, people from other organisations, members of the public, or a mixture. It may be staffed by a volunteer or someone for whom it is only part of their job, or by a team of professional librarians and information scientists who are responsible for different aspects of managing the collection and providing information services. A collection of materials in a hospital or health centre meeting room, a few shelves in a room at a training institution, or a room in a community centre – all these are Counselling Resource Centers.

The larger the Counselling Resource Center, the more important it is to have systems for knowing what materials it contains and where to find them. With a small Counselling Resource Center consisting of a couple of bookcases, it is easy for someone to look at all the materials and find what they need. Perhaps all that is needed is for the materials to be grouped together by subject, and the shelves to have labels showing which subjects are where. In a larger Counselling Resource Center, however, it would take too long to look through all the shelves, so it becomes necessary to classify materials in more detail and list them in a catalogue (for a mediumsizedCounselling Resource Center) or on a computer database (for a large Counselling

Resource Center). Whatever the size, all Counselling Resource Centers have the same aim – to meet the information needs of a particular group, or groups, of people.

Uses of Counselling Resource Center

1. Make information accessible

- collect and organise materials

- provide access to materials that are up-to-date and relevant to users

- provide a pleasant environment for learning and training.

2. Encourage the use of information

- assist users to find relevant information and suggest how they can use it in their work

- provide materials to support training and health promotion

- provide information to those responsible for planning, managing and implementing health programmes, including district health management teams and community groups

- produce information packs and resource lists

- organise participatory workshops that use materials as tools for problem-solving

- work with teachers and trainers to identify resource materials for training activities

- offer an information and enquiry service

- develop ways to reach potential users.

3. Produce materials

- work with health teams and community groups to document their experience

- adapt, translate and produce health learning materials.

4. Strengthen links with other organizations

List local, national, regional and international organisations working in health and related fields; develop contacts between organisations working in similar fields, such as the Ministry of

Education, Ministry of Water and Sanitation, nongovernmental organisations (NGOs) and community organisations

Identify other sources of information.

2.5.1 Planning a Counselling Resource Center

Planning is important to ensure that the Counselling Resource Center will serve a useful purpose. Planning starts with finding out what information people need, and deciding how to meet their information needs. It includes developing clear aims for the Counselling Resource Center, and deciding what activities to carry out to meet these aims. Planning also includes deciding how to evaluate the Counselling Resource Center, to see how far it is meeting its aims.

Planning is not something that only happens once at the beginning, but is part of a continuing process. The results of evaluation should be used to draw up new plans for developing the Counselling Resource Center further. This section includes:

1.1 Assessing information needs

1.2 Planning

1.3 Developing an action plan

1.4 Interviewing Strategic tips and sample questionnaires

Assessing information needs

It is important to find out about the people who will use the Counselling Resource Center.

This includes finding out what information they need, what information is provided by other organisations, and how far their needs for information are being met. This is known as carrying out a needs assessment.

After the Counselling Resource Center has been established, a needs assessment should be carried out every one or two years, to ensure that the Counselling Resource Center continues to meet the information needs of its users.

A needs assessment looks at:

1. Who the users will be

Their age, sex, educational level, literacy level and type of work they do

2. What their information needs are

What main subjects they need information about

What other subjects they need information about

What they will use the materials in the Counselling Resource Center for (in order of priority)

Which activities the materials will be most useful for

How important local/national/regional/international information is

What formats of materials will be useful:

Articles (for writing reports and getting new ideas for activities); books and other documents (for getting a comprehensive picture of a topic); Personal advice (to help plan activities); training manuals (to assist with a training activity); videos (for training and health education); abstracts of published articles (to keep up-to-date on new developments and know what to follow up); newsletters (to find out what new developments are taking place in the subject area, and what other organizations are doing).

3. Available Materials

What other sources of published and unpublished materials exist How much materials cost, and whether health workers can afford to buy them What gaps there are (in terms of subject, type of

material, such as training manual, reference material), language, format (such as book, audiovisual), and educational level

What other sources of information exist:

- government services and departments
- non-governmental organisations (NGOs)
- mass media (newspapers, radio, television)
- e-mail and Internet services.

4. How information can be disseminated

What methods for disseminating information would best suit Counselling Resource Center users (such as resource lists, current awareness bulletins or document supply services)

How feasible these methods are.

A needs assessment can be carried out by interviewing people individually, organising a focus group discussion (a structured discussion with a small group of potential users) or by asking potential users to complete a questionnaire.

Interviews and discussions are better, as they provide an opportunity to meet people and discuss their needs. If a questionnaire is used, it should be made easy for people to complete. This can be done by listing the most likely answers, so that people only need to tick a box or circle a word.

It is important to collect only essential information. Too much information can be confusing (Besley, 2002).

As well as assessing users' information needs, it is important to find out what information is provided by other organisations. This will help to ensure that the Counselling Resource Center will fill a gap and not duplicate the work of others. It will also provide an opportunity to contact other organisations working in related areas, which could be useful for future work. Networks

and networking). Staff of other organisations can be either interviewed or asked to complete a questionnaire.

1. **Strategic planning**

A resource centre needs a clear purpose and overall plan of activities for the longer term. This is known as a strategic plan. The strategic plan provides a framework for making shorter-term plans and decisions. It describes:

- the overall aim or aims of the resource centre during a particular period, such as the next five years (usually one or two broad statements)
- objectives (usually about four to six statements describing different ways in which the resource centre will fulfil its overall aim)
- plans for specific activities (action plans) that will enable the resource centre to meet its objectives.

The strategic plan needs to reflect the resource centre's mission. The mission is usually expressed as a broad statement describing the resource centre's values and what it is setting out to achieve in the long term.

It is important that staff and users are involved in developing the strategic plan, to ensure that their knowledge feeds into it. It is also important for staff to be aware of the strategic plan, so that they understand what the resource centre is aiming to do, whom it is for, what services are available, and why some services are given higher priority than others.

A strategic plan needs to be reviewed and revised regularly. It needs to allow some flexibility for the resource centre to change over time, in response to new needs and circumstances. An annual review helps to incorporate changing needs and circumstances into the plan.

How to develop a strategic plan

The strategic plan should be developed by the resource centre officer, members of the resource centre advisory committee and/or other users, and management staff of the organisation that the resource centre is part of. Overall responsibility for the strategic plan lies with management (Judge and Hurst, 2008)

It is best to set aside a day for a strategic planning meeting. Decide whom to ask to the meeting (preferably between five and ten people) and explain the purpose of the meeting to them in advance.

Decide who will facilitate the meeting and who will take notes. Try to hold the meeting in a room where you will not be disturbed. It is useful to have a flipchart and marker pens, and adhesive material or pins for putting up large sheets of paper. It is worth providing refreshments.

Allow as open a discussion as possible. Write up all the ideas, and note those where there is agreement. You may find that you come up with 'ideal' objectives that then have to be modified to make them possible to achieve. Objectives should be 'SMART': Specific, Measurable (so you can tell whether they have been achieved), Achievable, Relevant and Time-limited (to be achieved by an agreed time).

You may not be able to finalise the strategic plan at the meeting. You may need to take away the notes and use them to draft a strategic plan, which you can then circulate for approval or comments.

Key questions for planning a resource centre

1. Vision

What do you want the resource centre to be in five years?

What do you need to enable this to be achieved (in terms of human resources, equipment and financial resources)?

2. External environment

What trends in the health sector or other sectors are likely to influence the resource centre?

Who are the key information providers working in the health sector and related sectors?

What links with other organisations might be important?

What impact might other organisations have on your resource centre?

What impact might technological developments have?

What will be the effect of people knowing about the resource centre?

3. Mission

What are the resource centre's values?

Who will the resource centre serve?

What are their needs?

How will the resource centre meet the needs of these people?

4. Aim

What should the broad, long-term aim be?

How will it support the mission?

5. Objectives

What should the objectives be for the next few years?

How will they support the overall aim?

Are they specific, measurable, achievable, relevant and time-limited?

6. Action plan

What activities need to be carried out to achieve the objectives?

How will these activities be carried out?

Who will carry them out?

When will the activities be started and completed?

Will the activities have measurable ‘milestones’ and results?

How will you know when they are finished?

What resources (such as staff, funds and equipment) are necessary, and are they available?

7. Communication

What are the different audiences that need to be communicated with?

What messages need to be communicated to them?

How can these messages be communicated?

How will plans for communication fit into the overall strategic plan?

8. Contingencies

Have ‘what if’ situations been worked out and alternative plans been considered?

Are they realistic?

9. Policies and procedures

Have written operating policies been produced for the resource centre?

Will existing policies and procedures support the action plan?

Will new policies be needed?

10. Resources

Are resources (funds, equipment and staff) available to implement planned activities?

If not, can they be acquired?

Are estimates of resources needed realistic?

Can the action plan be used to develop budgets?

11. Monitoring and evaluation

How will the strategic plan be monitored and evaluated?

Who will be responsible for monitoring and evaluation?

2. Developing an action plan

Developing an action plan means turning ideas raised during strategic planning or evaluation into reality. It means identifying the steps that need to be taken to achieve the resource centre's aims. The resource centre officer and their manager or supervisor should develop the action plan, in consultation with members of the resource centre advisory committee and/or other users.

It is useful to have action plans for each area of the resource centre's work, such as:

- Fundraising
- selecting and ordering materials
- organizing materials
- computerization
- providing information services
- promoting the resource centre
- Networking and cooperation.

How to develop an action plan

An action plan consists of seven steps: setting objectives, assessing the objectives, identifying action required to meet the objectives, working out how to evaluate the activity, agreeing a time-frame for action, identifying resources (human, financial and technical), finalising the plan, and evaluating the results.

1. Set objectives

You need to identify clear objectives that will guide your work to achieve the resource centre's aims. Objectives need to be achievable – do not be overambitious.

They need to be measurable (for example, a certain number of activities carried out within a certain period), so that you can know whether you have achieved them. Ask yourself:

What do we want to achieve?

Example of an aim: To disseminate information that will improve local health workers' knowledge of local health problems.

Example of an objective: To produce and distribute an information pack on malaria diagnosis and management to all health clinics in the district within the next three months.

2. Assess the objectives

Assessment helps to determine whether or not the objective is appropriate. It may result in confirming the objective, abandoning it or revising it. Ask yourself:

- Is the objective compatible with the resource centre's aims and objectives?
- Are the necessary resources (funds, equipment, staff) available to reach this objective? If not, are they obtainable?
- What problems might arise in working to achieve this objective?

Example of resources needed to carry out the objective: staff time, relevant materials in the resource centre or obtainable from elsewhere, stationery, photocopier, postage.

Example of revised objective: To produce and distribute an information pack on malaria diagnosis and management to 20 health clinics and training institutions within the next six months.

3. Identify action required to achieve the objective

A series of tasks needs to be identified for the objectives to be achieved. List these as steps. Ask yourself:

What tasks are necessary, in what order, to meet the objective?

Example:

1. Plan the content of the information pack and decide how to distribute the packs, in consultation with other staff and users.

2. Calculate costs and staff time, and make sure that funds and time are available.

3. Allocate responsibilities.

4. Gather information for the pack (search resource centre, contact other organisations).

5. Request permission from publishers to photocopy material.

6. Photocopy material and prepare packs.

7. Distribute packs.

4. Work out how to evaluate the activity

Plans for finding out how far the activity has achieved its objectives need to be built into the action plan. Ask yourself:

How will we know whether we have achieved our objectives?

8. Contact five clinics to see whether they have received the packs.

9. Include an evaluation form in the pack, asking health workers whether the information has improved their knowledge, how they have used the information, and how future packs could be improved. Assess the feedback from the forms.

Then incorporate plans for evaluation into your action plan.

*Example (showing plans for evaluation in **bold italics**):*

1. Plan the content of the information pack, ***including evaluation forms***, and decide how to distribute the packs, in consultation with other staff and users.

2. Calculate costs and staff time, and make sure that funds and time are available.

3. Allocate responsibilities.

4. Gather information for the pack (search resource centre, contact other organisations).

5. Request permission from publishers to photocopy material.

6. ***Prepare evaluation forms.***

7. Photocopy material, prepare packs.

8. Distribute packs.

9. ***Contact clinics to see if they have received packs.***

10. ***Revise plans for distributing packs if they have not reached some clinics.***

11. ***Assess the feedback from the evaluation forms and use it to plan future work.***

5. Agree a time frame

As you identify each task, work out how long it will take and when it needs to be done. This will help you to see whether your action plan is on schedule or whether you need to modify the schedule. Ask yourself:

- What is the actual time required for each individual task? (Be careful not to under-estimate)
- When will each step be completed?

Example: Total of 18 days over a three-month period.

6. Assess the action plan

Ask yourself:

- How will you know whether the individual tasks have been achieved?
- Have you allowed for possible interruptions?
- Have you tried to do too much or too little?

An action plan must be realistic if it is to work. It is easy to over-estimate what you can do, leading to disappointment and failure. For example:

1. Leaflets that you had planned to include in the pack may have run out and need to be reprinted. Can you substitute something else, or will you need to arrange for them to be reprinted before you can finish preparing the packs?

2. The member of staff preparing the pack will take annual leave for six weeks during the period in which the pack was planned to be prepared. Can you re-schedule the work, or can someone else do it?

7. Finalize the action plan

Revise the action plan. Obtain feedback and comments from colleagues, and revise it again if necessary.

2.6Empirical Studies

The findings of the study titled Assessment of Challenges facing Secondary School Guidance and Counselling Teachers in Nyamira District, Kenya by Nyamwange, Nyakanand Kisii (2012) indicate that the available guidance and counselling facilities are inadequate. The study indicates that although 61.9% of the guidance and counselling personnel had an office, 38.1% which is a high percentage did not. This is a great challenge which conforms to Achieng's (2003) views that without a private accommodation delivery of counselling services will not be effective. Besides, contrary to Kiragu's (2002) recommendation, most school counsellors' offices do not have the basic guidance and counselling facilities such as reference books, guidance and counselling manual and career resource materials. This is related to the findings of a study by Nyamwaka, Ondima, Nyamwange, Ombaba and Magaki (2013) shows that the majority of counsellors have stationery (57.1%) and posters and pamphlets (71.4%). However, only a few of them have access to a counselling office (42.9%), reference materials (42.9%) and electronic devices such as television, radio or video(28.6%) for screening film strips. On the part of Para-counsellors, while

28.6% felt that the resources were adequate, the majority (71.4%) were of the opinion that they were inadequate. A majority of head teachers (71.4%) considered the available resources inadequate while 2 respondents (28.6%) stated that they were adequate.

Another study by Alemu (2013) showed that almost all of the schools (except one) had one guidance and counselling officer. Some of these practitioners had training in Psychology, School counselling or sociology whereas others did not have any forms of training in guidance and counselling. Most school guidance and counsellors reported that they did not have private counselling room. The school principals also confirmed that they had serious shortage of offices and they were forced to share offices among staff.

A survey by Kolo and Yaroson (1995) showed that in most schools in Kaduna and Zaria where guidance programme is operation, the counsellors only use the human resources mainly for career talks in the guidance programme.

A study on evaluation of guidance and counselling resources in secondary schools in Oyo state by Isiugo-Abanihe and Odeniyi (2011) reveals that only 41.9% of the sampled schools had career album, 25.6% had psychological tests such as VII, SPI MOPS. Also only 46.5% of the sampled schools had record of daily activities. They also found out that attendance of workshops and seminars by the counsellors was not encouraged as only 55.8% of the counsellors attended seminars or work shop. Many schools in the state had not integrated guidance programme in the school academic programme and the Guidance programme in most of the schools is poorly funded, they concluded that this could affect the efficiency of the guidance programme.

Because all these studies separately studied availability or utilization of available resources, the current study intends to combine both variables that is; availability and utilization, of resources

for counselling. Moreover, no study of this nature has been undertaken in the northeast geo-political zone of the country.

2.7 Summary

The chapter reviewed related literature to availability and utilization of resources for counselling. The concepts of Resources for counselling and para counsellor were discussed. The study is hinged on two theories; the Eclectic Counselling Theory- F C Thorneand Social Learning Theory.In eclectic counseling-the counselor can alternate between directive and non-directive methods-counselor study the personality of the client-needs, situation, etc. selects suitable method- start with directive counseling then change to non-directive counseling- use reassurance, giving, information, testing, etc. It is economical and effective technique.

An integrative approach to counseling and psychotherapy is best characterized by attempts to look beyond and across the confines of single-school approaches in order to see what can be learned from, and how clients can benefit from, other perspectives (Norcross, Hedges, Prochaska, 2002). Integrative counseling is the process of selecting concepts and methods from a variety of systems. The integrative approach can ideally be a creative synthesis of the unique contributions of diverse theoretical orientations, dynamically integrating concepts and techniques that fit the uniqueness of a practitioner's personality and style.

the para counsellor require both human and material resources which makes the task of the counsellor easier due to the fact that presenting for example a medical doctor with his lab coat and stethoscope will convey more message than if the counsellor is trying to explain who a medical doctor is and the official uniform. The amount of words that will be wasted in the explanation of the different profession will be minimized by the appearance of such professionals and will be more effective.

In the same vein, Social learning theory is based on the premise that Most human behaviour is learned observationally through modelling: from observing others, one forms an idea of how new behaviours are performed, and on later occasions this coded information serves as a guide for action. Use of human resources; especially dressed in their official uniforms will serve as motivation for a student to indicate interest in such profession. If such a student do not have the opportunity to observe these resources, the student may not be motivated in choosing such profession.

CHAPTER THREE
METHODOLOGY

3.1 Introduction

This chapter presented the methodology adopted for this research work, the research design; population of the study, sample and sampling technique. Other sub- themes discussed were instrumentation, validity and reliability, procedures for data collection and analysis.

3.2Research Design

The research design for this work was the survey. Survey design is the process of collecting representative sample data from a larger population and using the sample to infer attributes of the

population. The main purpose of choosing the survey method is to enable the researcher estimate, with significant precision, the percentage of population that has a Specific attribute by collecting data from a small portion of the total population (Nworgu, 1991). The researcher sought to find out from the population their view on availability and utilization of resources for counselling among Para-counsellors in Bauchi State.

3.3 Population of the Study

Population of the study consists of all the Para-counsellors in senior secondary schools located in Bauchi state. There are 200 para-counsellors in 121 public and 79 private senior schools in Bauchi State as shown on table 3.3:

Table 3.3 Population of the Study

S/No.	Zone	No. of Public Schools	No. of Private Schools	Total
1.	BAUCHI NORTH	32	15	47
2.	BAUCHI CENTRAL	23	8	31
3.	BAUCHI SOUTH	66	56	122
4.	**Total**	**121**	**79**	**200**

Source: Bauchi State Ministry of Education (2014)

3.4 Sample and Sampling Techniques

The focus of the study were the para-counsellors, since there are no qualified trained counsellors; the researcher made use of all the Para-counsellors in 114 schools located in the state. They served as the sample for the state. This is made up of 10 public schools and 11 private schools in Bauchi North Educational Zone, 15 public schools and 8 private schools in Bauchi central; and 21 public schools and 40 private schools in Bauchi South Educational Zone.

3.5Instrumentation

The instrument used for data collection is a structured questionnaire called the Para- Counsellors Question Items on Availability and Utilization of Resources for counselling (PQAURC) developed by the researcher and it consists of three sections, Section A requests for the demographic information of the respondents while Section B consists of 23 questions on the availability ofresources for counselling. The section is based on options of Available and Not Available. Finally Section C consists of 29 questions on the utilization of resources for counselling. Section C requires respondents to select between Yes or No

3.6 Validity of the Instrument

The questionnaire was subjected to scrutiny by the supervisors and two others lecturers in the Department of Educational Psychology and Counselling who made corrections and amendments to the instrument such as the options changed from Adequate/Inadequate for availability of instruments, while Strongly Agree, Agree, Disagree and Strongly Agree was changed to Yes/No.for utilization of recourses

Reliability of the Instrument

To determine the reliability of the instrument, a pilot test was conducted at Government Comprehensive Secondary School, Azare which is not one of the schools involved in the study using the split half method, and the score's collected were correlated in order to establish its reliability index. Data collected were analyzed using Spearman's coefficient correlation. A coefficient correlation of 0.81 was obtained. This according to Ali (2009) is reliable

3.7 Procedure for Data Collection

The researcher collected a letter of introduction from the department of educational psychology and counselling and proceeded to the schools to be studied. Permission was sought from the school principals of the selected schools and a date was fixed for each school to administer the

instrument. On the approved date the counsellor personally visited the schools to administer the instrument and offered explanation when the need arises.

3.8 Procedure of Analysis

Descriptive statistics of Frequency counts, mean ranks and sum of ranks are the descriptive statistical tools used in answering the research questions. In testing the six null hypotheses, the Non parametric test of Man Whitney test was used, this is because the variables are in form of ordinal perception, between two independent groups, hence the appropriate test of non-parametric test of Man Whitney rank test. All hypotheses are tested at 0.05 level ofsignificant.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

The study aims primarily at investigating theAvailability and Utilization of Resources for Counselling among Para-Counsellors in Juniour secondary schools in Bauchi State, Nigeria. A total of 200 respondents were selected for this study. The analysis is presented in three sections. The first section present descriptive statistics of frequencies and percentages to determine distribution of respondents by their Gender, Location, type of school and system of education. The second section answers the research questions with item frequencies means, standard deviations, standard errors and item frequencies. In testing the six null hypotheses, the Non parametric test of Man Whitney test was used, this is because the variables are in form of ordinal perception, between two independent groups, hence the appropriate test of non-parametric test of Man Whitney rank test. All hypotheses are tested at 0.05 level ofsignificant. Summary of findings and recommendations was also included in this chapter.

4.2 Demographic Characteristics of the Respondents

Results obtained for the demographic characteristics of the respondents are presented on table 4.01

Table 4.01 Demographic Characteristics

Variable	Frequency (N)	Percentage (%)
Zone		

Bauchi North	47	23.5
Bauchi Central	31	15.5
Bauchi South	122	61.0
Type of School		
Public	121	60.5
Private	79	39.5
Location of School		
Urban	129	64.5
Rural	71	35.5
System of School		
Day	120	60.0
Boarding	80	40.0
Total	**200**	**100.0**

The zone of the respondents' school showed that while 47 or 23.5% are from Bauchi North, 31 representing 15.5% are from Bauchi central and the rest 122 representing 61.09% are from Bauchi South. This shows that the three senatorial district of the Bauchi state are well represented in this study.

On respondent's type of school, while 121 of them representing 60.5% are from public secondary schools the rest 79 representing 39.5% are from private secondary schools. This shows that both public and private secondary schools are well represented in this study.

Location of the school shows that 129 respondents representing 64.5% are in the urban areas while 71 respondents representing 35.5% are in the rural areas.

Finally, in the system of schooling, 120 respondents representing 60.0% are in day schools while 80 respondents representing 40.0% are in the boarding schools. This makes a total of 200 respondents representing 100%

4.3 Research Questions

Frequency counts, mean ranks and sum of ranks are the descriptive statistical tools used in answering the research questions

Research Question One:
What is the difference in availability of counselling resources between para counsellors of public and private secondary schools in Bauchi State?

Table 4.02: Mean Descriptive statistics on the availability of counselling resources between para counsellors of public and private secondary schools

Ranks	**Type of School**	**N**	**Mean Rank**	**Sum of Ranks**
Availability of Counselling Resources	Public	121	97.66	11816.50
	Private	79	104.85	8283.50
	Total	**200**		

There is no difference between Public and Private schools in the availability of counselling resources between para counsellors of public and private secondary schools. Their mean ranking on availability of counselling resources were 97.66 and 104.85 in public and private schools respectively.

Research Question Two:
What is the difference in availability of counselling resources between para counsellors of Urban and Rural secondary schools in Bauchi State?

Table 4.03: Mean Descriptive statistics on the availability of counselling resources between para counsellors of urban and rural secondary schools

Ranks	Locations	N	Mean Rank	Sum of Ranks
Availability of Counselling Resources	Urban	129	98.21	12669.00
	Rural	71	104.66	7431.00
	Total	**200**		

There is no difference between urban and rural schools in the availability of counselling resources. Their mean ranking on availability of counselling resources were 98.21 and 104.66 5 in urban and rural schools respectively.

Research Question Three:
What is the difference in availability of counselling resources between para counsellors of day and boarding secondary schools in Bauchi State?

Table 4.04: Mean Descriptive statistics on the availability of counselling resources between para counsellors of day and boarding secondary schools

Ranks	School System	N	Mean Rank	Sum of Ranks
Availability of Counselling Resources	Day	120	106.60	12792.00
	Boarding	80	91.35	7308.00
	Total	**200**		

There is no difference between day and boarding schools in the availability of counselling resources between para counsellors of public and private secondary schools. Their mean ranking on availability of counselling resources were 106.60 and 91.35 in day and boarding schools respectively.

Research Question Four:

What is the difference in utilization of counselling resources between para counsellors of urban and rural secondary schools in Bauchi State?

Table 4.05: Mean Descriptive statistics on the utilization of counselling resources between para counsellors of urban and rural secondary schools

Ranks	Locations	N	Mean Rank	Sum of Ranks
Utilization of counselling Resources	Urban	129	97.68	12600.50
	Rural	71	105.63	7499.50
	Total	**200**		

There is no difference between urban and rural schools in the utilization of counselling resources between para counsellors of urban and rural secondary schools. Their mean ranking on utilization of counselling resources were 97.68 and 105.63 by urban and rural schools respectively.

Research Question Five:
What is the difference in utilization of counselling resources between para counsellors of Urban and Rural secondary schools in Bauchi State?

Table 4.06: Mean Descriptive statistics on the utilization of counselling resources between para counsellors of public and private secondary schools

Ranks	Type of School	N	Mean Rank	Sum of Ranks
Utilization of Counselling Resources	Public	121	95.91	11605.00
	Private	79	107.53	8495.00
	Total	**200**		

There is no difference between Public and private schools in the Utilization of counselling resources. Their mean ranking on utilization of counselling resources were 95.91 and 107.53 by public and private schools respectively.

Research Question Six:

What is the difference in utilization of counselling resources between para counsellors of day and boarding secondary schools in Bauchi State?

Table 4.07: Mean Descriptive statistics on the utilization of counselling resources between para counsellors of day and boarding secondary schools

Ranks	School System	N	Mean Rank	Sum of Ranks
Utilization of Counselling Resources	Day	120	104.59	12551.00
	Boarding	80	94.36	7549.00
	Total	**200**		

There is no difference between day and boarding schools in the Utilization of counselling resources. Their mean ranking on utilization of counselling resources were 105.59 and 94.36 by day and boarding schools respectively.

4.4 Hypothesis Testing

In testing the six null hypotheses, the Non parametric test of Man Whitney test was used, this is because the variables are in form of ordinal perception, between two independent groups, hence the appropriate test of non-parametric test of Man Whitney rank test.

Hypothesis One:

There is no significant difference in availability of counselling resources between para counsellors of public and private secondary schools in Bauchi State

Table 4.08: Mann-Whitney Test on difference in availability of counselling resources between para counsellors of public and private secondary schools

Ranks	**Type of School**	**N**	**Mean Rank**	**Sum of Ranks**
Availability of Counselling Resources	Public	121	97.66	11816.50
	Private	79	104.85	8283.50
	Total	**200**		

Test Statistics[a]	AvailabilityofCounsellingResources
Mann-Whitney U	4435.50
Wilcoxon W	11816.50
Z	-.86
. Sig. (2-tailed)	.39

a. Grouping Variable: Type of School

There is no significant difference between Public and Private schools in the availability of counselling resources. Reason being that the calculated p value of 0.39 was found to be higher than the 0.05. Their mean ranking on availability of counselling resources were 97.66 and 104.85 in public and private schools respectively. The null hypothesis is hereby retained

Null Hypothesis Two:

There is no significant difference in availability of counselling resources between para counsellors of Urban and Rural secondary schools in Bauchi State

Table 4.09: Mann-Whitney Test on difference in availability of counselling resources between para counsellors of urban and rural secondary schools

Ranks	LOCATIONS	N	Mean Rank	Sum of Ranks
Availability of Counselling Resources	URBAN	129	98.21	12669.00
	RURAL	71	104.66	7431.00
	Total	**200**		

Test Statistics[a]	AvailabilityofCounsellingResources
Mann-Whitney U	4284.00
Wilcoxon W	12669.00
Z	-.76
. Sig. (2-tailed)	.45

a. Grouping Variable: LOCATIONS

There is no significant difference in the difference between urban and rural schools in the availability of counselling resources. Reason being that the calculated p value of 0.45 was found to be higher than the 0.05. Their mean ranking on availability of counselling resources were 98.21 and 104.67 in urban and rural schools respectively. The null hypothesis is hereby retained.

Null Hypothesis Three:

There is no significant difference in availability of counselling resources between para counsellors of day and boarding secondary schools in Bauchi State

Table 4.1: Mann-Whitney Test on difference in availability of counselling resources between para counsellors of day and boarding secondary schools

Ranks	school system	N	Mean Rank	Sum of Ranks
Availability ofCounsellingResources	Day	120	106.60	12792.00
	Boarding	80	91.35	7308.00
	Total	200		

Test Statistics[a]	Availability ofCounsellingResources
Mann-Whitney U	4068.00
Wilcoxon W	7308.00
Z	-1.83
Sig. (2-tailed)	.07

a. Grouping Variable: school system

There is no significant difference in the difference between day and boarding schools in the availability of counselling resources. Reason being that the calculated p value of 0.07 was found to be higher than the 0.05. Their mean ranking on availability of counselling resources were 106.60 and 91.35 in day and boarding schools respectively. The null hypothesis is hereby retained.

Null Hypothesis Four:

There is no significant difference in utilization of counselling resources between para counsellors of Urban and Rural secondary schools in Bauchi State

Table 4.2: Mann-Whitney Test on difference in utilization of counselling resources between para counsellors of urban and rural secondary schools

Ranks	LOCATIONS	N	Mean Rank	Sum of Ranks
Utilization of counselling Resources	URBAN	129	97.68	12600.50
	RURAL	71	105.63	7499.50
	Total	200		

Test Statistics[a]	Utilization of counselling Resources
Mann-Whitney U	4215.500
Wilcoxon W	12600.500
Z	-.93
Sig. (2-tailed)	.35

a. Grouping Variable: LOCATIONS

There is no significant difference between urban and rural schools in the Utilization of counselling resources. Reason being that the calculated p value of 0.35 was found to be higher than the 0.05. Their mean ranking on utilization of counselling resources were 97.68 and 105.63 by urban and rural schools respectively. The null hypothesis is hereby retained.

Null Hypothesis Five:

There is no significant difference in utilization of counselling resources between para counsellors of public and private secondary schools in Bauchi State

Table 4.3: Mann-Whitney Test on difference in utilization of counselling resources between para counsellors of public and private secondary schools

Ranks	Type of School	N	Mean Rank	Sum of Ranks
Utilization_of_counselii	Public	121	95.91	11605.00
ng_Resources	Private	79	107.53	8495.00
	Total	200		

Test Statistics[a]	Utilization of counselling Resources
Mann-Whitney U	4224.00
Wilcoxon W	11605.00
Z	-1.39
Sig. (2-tailed)	.17

a. Grouping Variable: Type of School

There is no significant difference between Public and privateschools in the Utilization of counselling resources. Reason being that the calculated p value of 0.17 was found to be higher than the 0.05. Their mean ranking on utilization of counselling resources were 95.91 and 107.53 by public and private schools respectively. The null hypothesis is hereby retained

Null Hypothesis Six:

There is no significant difference in utilization of counselling resources between para counsellors of day and boarding secondary schools in Bauchi State

Table 4.4: Mann-Whitney Test on difference in utilization of counselling resources between para counsellors of day and boarding secondary schools

Ranks	school system	N	Mean Rank	Sum of Ranks
Utilization_of_counselii	Day	120	104.59	12551.00
ng_Resources	Boarding	80	94.36	7549.00
	Total	200		

Test Statistics[a]	Utilization of counselling Resources
Mann-Whitney U	4309.00
Wilcoxon W	7549.00
Z	-1.23
Sig. (2-tailed)	.22

a. Grouping Variable: school system

There is no significant difference between day and boarding schools in the Utilization of counselling resources. Reason being that the calculated p value of 0.22 was found to be higher than the 0.05. Their mean ranking on utilization of counselling resources were 105.59 and 94.36 by day and boarding schools respectively. The null hypothesis is hereby retained

4.5 Summary of Major Findings

The following are the findings of the study:

1. Resources for counselling are grossly unavailable in the secondary schools, the unavailability has no significant difference among para counsellors of public and private secondary schools.
2. There is no significant difference in availability of counselling resources between para counsellors of Urban and Rural secondary schools.
3. There is no significant difference in availability of counselling resources between para counsellors of day and boarding secondary schools.
4. There is no significant difference in utilization of counselling resources between para counsellors of public and private secondary schools.
5. There is no significant difference in utilization of counselling resources between para counsellors of Urban and Rural secondary schools.
6. There is no significant difference in utilization of counselling resources between para counsellors of day and boarding secondary schools.

4.6 Discussion of Findings

Based on the findings of the study, the following is the discussion:

Null hypothesis one sought to find out the difference in availability of counselling resources between para counsellors of public and private secondary schools in Bauchi State, it was found out that Resources for counselling are grossly unavailable in the secondary schools, the unavailability has no significant difference among para counsellors of public and private secondary schools. Null hypothesistwo sought to find out the difference in availability of counselling resources between para counsellors of Urban and Rural secondary schools in Bauchi State, it was found out that There is no significant difference in availability of counselling resources between para counsellors of Urban and Rural secondary schools. Null

hypothesisthreesought to find out the difference in availability of counselling resources between para counsellors of day and boarding secondary schools in Bauchi State, it was found out that There is no significant difference in availability of counselling resources between para counsellors of day and boarding secondary schools.

These findings are in agreement with the findings of the study titled Assessment of Challenges facing Secondary School Guidance and Counselling Teachers in Nyamira District, Kenya by Nyamwange, Nyakanand Kisii (2012) indicate that the available guidance and counselling facilities are inadequate.

The study indicates that although most of the guidance and counselling personnel had an office, a lot which is a high percentage did not. This is a great challenge which conforms to Achieng's (2003) views that without a private accommodation delivery of counselling services will not be effective. Besides, contrary to Kiragu's (2002) recommendation, most school counsellors' offices do not have the basic guidance and counselling facilities such as reference books, guidance and counselling manual and career resource materials. This is related to the findings of a study by Nyamwaka, Ondima, Nyamwange, Ombaba and Magaki (2013) shows that the majority of counsellors have stationery and posters and pamphlets. However, only a few of them have access to a counselling office, reference materials and electronic devices such as television, radio or video for screening film strips. On the part of Para-counsellors, while few of them felt that the resources were adequate, the majority were of the opinion that they were inadequate. A majority of head teachers considered the available resources inadequate while 2 respondents stated that they were adequate. Also, study by Alemu (2013) which showed that almost all of the schools (except one) had no guidance and counselling officer. Some of these practitioners had training in Psychology, School counselling or sociology whereas others did not have any forms of training

in guidance and counselling. Most school guidance and counsellors reported that they did not have private counselling room. The school principals also confirmed that they had serious shortage of offices and they were forced to share offices among staff. Also a survey by Kolo and Yaroson (1995) showed that in most schools in Kaduna and Zaria where guidance programme is operation, the counsellors only use the human resources mainly for career talks in the guidance programme. Similarly, a study on evaluation of guidance and counselling resources in secondary schools in Oyo state by Isiugo-Abanihe and Odeniyi (2011) reveals that only few of the sampled schools had career album, 25.6% had psychological tests such as VII, SPI MOPS. Also only few of the sampled schools had record of daily activities. They also found out that attendance of workshops and seminars by the counsellors was not encouraged as only some of the counsellors attended seminars or work shop. Many schools in the state had not integrated guidance programme in the school academic programme and the Guidance programme in most of the schools is poorly funded, they concluded that this could affect the efficiency of the guidance programme.

Null hypothesisfoursought to find out thedifference in utilization of counselling resources between para counsellors of public and private secondary schools in Bauchi State, it was found out that There is no significant difference in utilization of counselling resources between para counsellors of public and private secondary schools. Null hypothesis fivesought to find out thedifference in utilization of counselling resources between para counsellors of Urban and Rural secondary schools in Bauchi State, it was found out that There is no significant difference in utilization of counselling resources between para counsellors of Urban and Rural secondary schools. Null hypothesissix sought to find out thedifference in utilization of counselling resources between para counsellors of day and boarding secondary schools in Bauchi State, it

was found out that There is no significant difference in utilization of counselling resources between para counsellors of day and boarding secondary schools. These findings are in agreement with a survey by Kolo and Yaroson (1995) showed that in most schools in Kaduna and Zaria where guidance programme is operation, the counsellors only use the human resources mainly for career talks in the guidance programme.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The study aimed at finding out the availability and utilization of resources for counselling among para counsellors in Bauchi State. This chapter presents the summary of chapters, conclusions and recommendations.

5.2 Summary

Chapter one presented the background to the study, statement of the problem, six objectives that served as a guide to this study were set based on availability and utilization of resources for counselling among para counsellors in Bauchi State. Related to these are six research questions and sixnull hypotheses. Significant of the study was stated, basic assumptions made and finally, the scope and delimitation of the study were highlighted.

Chapter two reviewed related literature to availability and utilization of resources for counselling. The concepts of Resources for counselling and para counsellor were discussed. The study is hinged on two theories; the Eclectic counselling Theory and Social Learning Theory.In eclectic counseling-the counselor can alternate between directive and non-directive methods-counselor study the personality of the client-needs, situation, etc. selects suitable method- start with directive counseling then change to non-directive counseling- use reassurance, giving, information, testing, etc. It is economical and effective technique.

An integrative approach to counseling and psychotherapy is best characterized by attempts to look beyond and across the confines of single-school approaches in order to see what can be learned from, and how clients can benefit from, other perspectives (Norcross, Hedges, Prochaska, 2002). Integrative counseling is the process of selecting concepts and methods from a variety of systems. The integrative approach can ideally be a creative synthesis of the unique contributions of diverse theoretical orientations, dynamically integrating concepts and techniques

that fit the uniqueness of a practitioner's personality and style. In the same vein, Social learning theory is based on the premise that Most human behaviour is learned observationally through modelling: from observing others, one forms an idea of how new behaviours are performed, and on later occasions this coded information serves as a guide for action. Use of human resources; especially dressed in their official uniforms will serve as motivation for a student to indicate interest in such profession. If such a student do not have the opportunity to observe these resources, the student may not be motivated in choosing such profession.

Chapter three presented the methodology adopted for the study, the study adopted the survey design. Population of the study consists of all the Para-counsellors in secondary schools located in Bauchi state. There are 200 para-counsellors in 119 public and 79 private schools in Bauchi State, all the para counsellors are used for the study. The instrument used for data collection is a structured questionnaire called the Counsellor Teachers Question Items on Availability and Utilization of Resources for counselling (TCQAURC) developed by the researcher and it consists of three sections, Section A requests for the demographic information of the respondents while Section B consists of 23 questions on the availability of resources for counselling. The section is based on options of Available or Not Available. Finally Section C consists of 29 questions on the utilization of resources for counselling. Section C requires respondents to select between Yes or No.

Chapter four presented data collected from the field, descriptive statistics of frequencies and percentages were used to determine distribution of respondents by their Gender, Location and type of school. The research questions were answered with Frequency counts, mean ranks and sum of ranks are the descriptive statistical tools used in answering the research questions. In testing the six null hypotheses, the Non parametric test of Man Whitney test was used, this is

because the variables are in form of ordinal perception, between two independent groups, hence the appropriate test of non-parametric test of Man Whitney rank test. All hypotheses are tested at 0.05 level of significant. It was found out that Resources for counselling are grossly unavailable in the secondary schools, the unavailability has no significant difference among para counsellors of public and private secondary schools (Z = -0.86, p = 0.36), There is no significant difference in availability of counselling resources between para counsellors of Urban and Rural secondary schools (Z = -0.76, p = 0.45), There is no significant difference in availability of counselling resources between para counsellors of day and boarding secondary schools (Z = -1.83, p = 0.7), There is no significant difference in utilization of counselling resources between para counsellors of public and private secondary schools (Z = -0.93, p = 0.35), There is no significant difference in utilization of counselling resources between para counsellors of Urban and Rural secondary schools (Z= -1.39, p= 0.17)and that There is no significant difference in utilization of counselling resources between para counsellors of day and boarding secondary schools (Z= -1.23, p= 0.22)

5.3 Conclusions

Based on the findings of this study, the following conclusions are reached:

Human Resources for counselling; especially the trained counsellors are not available in secondary schools located in Bauchi state, in place of these para- counselors who do not have the requisite qualification undertake the functions of a counsellor and only one per school. If these personnel can be given adequate training, they would be in a better position to assist the secondary school students who are in dare need of guidance services especially that most of the students are in their early adolescent stage which has been described as the stage of stress and storm.

Due to their lack of requisite training in basic guidance and counselling operations, the para-counselors could not effectively utilize the abundant human and material resources available within and outside the school settings. If adequately trained in the use of the resources for counselling, they will fill gap of trained counsellors who are grossly inadequate in the schools.

5.4 Recommendations

Based on the findings and conclusions of this study, the following recommendations are made:

1. Urgent steps should be taken by Bauchi State Government to build counselling centers in all the secondary schools all over the state and equip them with required resources.

2. Counsellors; under the auspices of the Counselling association of Nigeria, should be encouraged to produce psychological tests, the available psychological tests are grossly inadequate

3. The para counsellors currently acting as counsellors should be sponsored to obtain a degree in Guidance and counselling.

4. Workshops should be organized for the para counsellors on basic guidance and counselling skills, the will broaden their knowledge of the practice.

5.5 Suggestions for Further Studies

A single study on availability and utilization of counselling resources will not be enough as it will reveal so many areas unexploited which could be taken advantage of by would-be researchers. The following suggestions are made

A study could be undertaken to cover the North eastern states or the whole of the northern Nigeria states

Another study could be conducted using the quasi experimental or even true experimental methods

Another study could also include educational qualification and working experience of the counsellors

References:

Achieng, A. A. (2007) *Guidance and Counselling*. *An Introduction*. Nairobi: Exact Concepts Publishers.

Adana, B. S. (2004). The School guidance programme. In A. I. Idowu (Ed) Guidance and Counselling in education, Ilorin: INDEMAC Publishers.

Adler, P., and Kwon, S. (2002). Social capital: Prospects for a new concepts. *Academy of Management Review, 27*(1), 17-40.

Alemo, Y. (2013) Assessment of the Provisions of Guidance and Counselling Services in Secondary Schools of East Harerge Zone and Hareri Region, Ethiopia, *Middle Eastern and African Journal of Educational Research,* Issue 2 year 2013 (28).

Arkowitz, H. (1997). Integrative theories of therapy. In P. L. Wachtel and S. B. Messer (Eds.), *Theories of psychotherapy: Origins and evolution* (pp. 227–288). Washington, DC: American Psychological Association.

Avey, J. B., Luthans, F., and Youssef, C. M. (2010). The additive value of positive psychological capital in predicting work attitudes and behaviors. *Journal of Management, 36*(2), 430-452. doi: 10.1177/0149206308329961

Besley, A. C. (2002) Into the 21st Century: The McCrone and McConnell Reports-Opening the Possibility for Introducing Full-Time School Counsellors into Scottish Schools. In Scootish Educational Review, 34 (1), p.16-75.

Egbule, J. F. (2002). *Principles and Practice of Guidance and Counselling*. Owerri: Whyte and Whyte Pubblishers

Gysbers N. C. and Henderson, P. (2001) Comprehensive Guidance and Counselling Programmes: A Rich History and a Bright Future. In *Professional School Counselling*, 4(4), p.246-256.

Higgins, M. C., and Kram, K. E. (2001). Reconceptualizing mentoring at work: A developmental network perspective. *The Academy of Management Review*, *26*(2), 264-288.

Ibarra, H., and Barbulescu, R. (2010). Identity as narrative: Prevalence, effectiveness, and consequences of narrative identity work in macro work role transitions. *Academy of Management Review, 35*(1), 135-154.

Judge, T. A., and Hurst, C. (2008). How the rich (and happy) get richer (and happier): Relationship of core self-evaluations to trajectories in attaining work success. *Journal of Applied Psychology, 93*(4), 849-863. doi: 10.1037/0021-9010.93.4.849

Kiragu, T. M. (2002) An Investigation of the b Extent of Guidance and Counselling Programmes in some Secondary Schools in Thika District, Kenya. Unpublished Masters Project: Kenyatta University.

Kolo, F. D. and Adamu, H. (2001) Professional Counselling and Resources. Jos Joefegan Associates.

Kumpulainen, K., Wray, D. (2002). Classroom Interaction and Social Learning: From Theory to Practice. New York, NY: Routledge Falmer.

Lazarus, A. A. (1996). The utility and futility of combining treatments in psychotherapy. *Clinical Psychology: Science and Practice,3*(1), 59–68.

Makinde, O. (1983). *Fundamental of Guidance and Counselling.* London: Macmillan.

Manley, B. F. J., Mcdonald, L. Thomas, L., Erickson, E. P. (2002). *Resources Selection by animals: Statistical Design and Analysis of Field Studies.* Second Edition. Kluwer Academic Publishers, Dordrechut, The Netherlands.

Moursund, J. P., and Erskine, R. G. (2004). *Integrative psychotherapy: The art and science of relationship.* Pacific Grove, CA: Brooks- Cole/Wadsworth.

Norcross, J. C., Hedges, M., and Prochaska, J. O. (2002). The face of 2010: A Delphi poll on the future of psychotherapy. *Professional Psychology: Research and Practice, 33*(3), 316-322.

Nyamwaka, E. O., Odima, P. C., Nyamwange, C. Ombaba, S. and Magaki, K. (2013). Assessment of Implementation Levels of Guidance and Counselling Programme in Kenya Secondary Schools: A Case of Sotik District, Bomet Country, *Kenya. Journal of Education and Practice*www.iiste.org ISSN 2222-1735 (Paper) ISSN 2222-288X(Online) Vol. 4, No. 3, 2013.

Nyamwage, C. B.; Nyanka, P. O. and Kisii, C. O. (2012) Assessment of Challenges Facing Secondary School Guidance and Counselling Teachers in Nyamira District, Kenya. *Journal of Education and Practice* ISSN 222-1735 Vol 3, No 16.

Ojo, R., and Olaniyan, I., (2004)Existential psychotherapy. In R. J. Corsini and D. Wedding (Eds.), *Current psychotherapies* (6th ed., pp. 273–302). Itasca, IL: F. E. Peacock.

Olayinka, M. S. (1972). *The Role of Guidance and Vocational Counselling in Nigerian Education*. University of Lagos.

Rogers, M. E., Creed, P. A., and Ian Glendon, A. (2008). The role of personality in adolescent career planning and exploration: A social cognitive perspective. *Journal of Vocational Behavior, 73*(1), 132-142. doi: 10.1016/j.jvb.2008.02.002

Samuel, M. D., and Fuller, M. R. (1994). Wildlife Radiotemetry. Pages 370-418 *in* T. A. Bookhout, Editor. *Research and Management Techniques for Wildlife and habitats*. Fifth edition. The Wildlife Soceity, Bethesda, Maryland, USA.

Shrivastava, K.K. (2003) Principles of Guidance and Counselling. New Delhi: Kanishka Publishers

Trevisan, M. S. and Hubert, M. (2001) Implementing Comprehensive Guidance Programme Evaluation Support: Lessons Learned. In *Professional School Counselling,* (3), p.225-228.

Taylor, H. I. F. (1971): *School Counselling*. Macmillan Publishers. Glasgow, London.

Unanka, G. O. (2001). *National Development: Approaches and Perspectives* Owerri: ALL-AGES.

UNESCO (2002) *Terms of Reference:The first International Conference on Guidance, Counselling and Youth Development in Africa, 22-26 April 2002.* Nairobi, Kenya.

Appendix

Para- Counsellors Question items on Availability and Utilization of Resources for Counselling (PQAURC)

Dear Respondent,

This is an academic exercise, kindly respond objectively to the following statements, any data

Provided by you will be used solely for the purpose it was intended and will be treated with utmost confidentiality.

Section A: Demographic Data

Name of School:_____

Type of School: Public [ ] Private [ ]

Nature of schooling Day [ ] Boarding [ ]

Location of school Urban [ ] Rural [ ]

Section B: Kindly tick (√) against the availability and extent of availability of the following Resources for counselling in your school:

AVAILABILITY

S/N	Resources	Available	Not Available
	Psychological Tests		
1.	Mental ability tests		
2.	Achievement tests		
3.	Personality tests		
4.	Aptitude tests		
5.	Interest inventories		
	Counselling room		
6	Furniture		
7	Storage facilities (filing cabinet where only the counsellor have the key)		
8	Tape Recorder		
	Career Resource Center/Library		
9	Radio, television and Video sets		
10	Availability of internet Facilities		
11	Computer for operations and data storage		
	Funding for Running Guidance Programme		
12	Monthly allocation from the Ministry		
13	Monthly allocation by principal		
14	Donations by community		

15	Guidance programme levy		
	Time Allocated for Guidance		
16	Assembly		
17	Career week/day		
18	End- of Year		
	Counsellor/Para Counsellor		
19	The school has a Para-counsellor who performs the duties of a counsellor		
20	Security Resources example Army, police present in the community		
21	Medical Resources example Doctors, nurses available in the community		
22	Judiciary Human Resources e.g Lawyers, Judges, court clerk		
23	Other Professionals		

Section C: Utilization of Resources for Counselling

S/No		Yes	No
	Psychological Tests		
1	Do you administer Mental ability tests to students to determine their IQ?		
2	Do you use Achievement tests for counselling students with academic problems?		
3	Do you administer Personality tests when students come for counselling?		
4	Do you administer Aptitude tests is to new students seeking admission to the school?		
5	Do you administer Interest inventories to students when they come for assistance in career choice?		
	Counselling room		
6	Do you use the counselling room for group counselling		
7	Do you use the counselling room as store for storing materials for counselling?		
8	Do you use the counselling room for individual counselling?		
9	Do you use the counselling room for storing student's records?		
10	Do you use the counselling room as rest room for the students?		
	Career Resource Center/Career Library		
11	Do your Counselling Resource Center makes information available to the students?		
12	Do your Counselling Resource Center Produces materials for the students?		
13	Do your Counselling Resource Center Helps students Identify other sources of information?		
14	Do your Counselling Resource Center Improves linkages with other organizations?		

15	Do your Counselling Resource Center allows Students go to play at the center?		
	Funds for Guidance Programme		
16	Do you use Funds allocated for counselling in purchasing material resources e.g stationaries, psychological tests?		
17	Do you use Funds allocated for counselling in organizing career day/week?		
18	Do you use Funds allocated for counselling in taking students on career excursion?		
19	Do you use Funds allocated for counselling in organizing orientation for new students?		
20	Do you use Funds allocated for counselling in paying supporting staff salaries?		
	Time Allocated for Guidance		
21	Do you use time allocated for guidance in career teaching?		
22	Do you use time allocated for guidance for group counselling?		
23	Do you use time allocated for guidance for disseminating information?		
24	Do you use time allocated for guidance for encouraging students to go for counselling?		
25	Do you use time allocated for guidance for discussion on general students' problems?		
	Human Resources		
26	Do you use Human Resources available to you For Creating Career awareness?		
27	Do you use Human Resources available to you as Co-Therapists?		
28	Do you use Human Resources available to you as Co-Programme Developers and Initiators?		
29	Do you use Human Resources available to you as Material Providers for Guidance Programme?		