

**RESEARCH PAPER****Assessment of Guidance and Counseling Services in School and Non-School Settings****Margaret K. Soetan, Oyinloye O.A. and Ademikanra Adedayo O.**

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Email: m.ksoetan@yahoo.comReceived: 3rd January 2018, Revised: 30th January 2018, Accepted: 1st February 2018**ABSTRACT**

The study was on the assessment of guidance and counseling services in schools and non-school settings. A survey research design was used in this study. The population comprised both school and non-school settings in Ondo state. The sample consisted of one hundred and four settings which are twenty-five public secondary schools, fifteen private secondary schools, fourteen public primary schools, forty-two private primary schools and seven non-school setting in Ondo East and West local government areas of Ondo state. A questionnaire tagged "Assessment of Guidance and Counseling Services Questionnaire" was used to collect data. Data collected were analyzed using simple percentages. Result showed that there was inadequate provision of man power and material resources for guidance and counseling services in both school and non-school settings. The study also confirmed that guidance counselor enjoy support and encouragement from management and colleagues. Also, considerable number of clients come and responds to counseling. In the light of the above findings, there should be more awareness on the importance of guidance and counseling services in both school and non-school settings and there should be adequate provision of man power and material resources for effective service delivery.

Key words: *Counseling Service, School, Non-School Settings*

INTRODUCTION

Nwachuku (2009) has described guidance and counseling as one of the leading professions in the present day institutional capacity building and in general human resource development. Guidance and counseling also belongs to the occupational group known as the 'helping services'. Guidance and counseling practice is concerned with the ways of assisting the individual to understand himself, the world around him, be able to utilize his potentials to the fullest, live a normal and well-adjusted life. These submissions show that there is no setting that is not in need of these helping services so far individuals are involved.

Guidance counselors in Nigeria are professionals whose services are largely associated with school settings. The services of counselors however are needed and could be provided for people in various formal and non-formal settings. According to Denga (1986), Counseling services are required not only in the school. They are needed in non-school settings such as hospitals prisons, remand homes, rehabilitation centres, churches, industries, families etc. Counselors, in whatever setting, exist to assist individuals in coping with varieties of personal, social, emotional and psychological problems for healthy personal development.

Idowu (1986) viewed counseling as a process in which an individual or a group of individuals with problems are led by a professional guidance counselor to have insight into their behavior, so that they can function effectively in the world around them. Counseling is a dynamic and purposed relationship between two people who approach a mutually defined problem with mutual consideration of each other to the end that the younger or less matured or more troubled of the two is aided to self-determined resolution of his or her problem (Sharma, 2007).

Counseling types were identified by Sambo (2008) as educational counseling, career counseling, marital counseling, rehabilitative counseling, crisis counseling, personal/social counseling and industrial counseling. Ali (2002) considered guidance and counseling as services available to each student to facilitate his academic success in school, to help better understand his strengths and limitations, to identify his interests, to aid him in his planning for attaining realistic goals. Guidance

and counseling services enhance students performance, improve students attitudinal determinants, reduce student dropout rates and prepare students for the world of work and life (Chireshe, 2006). Border and Drury (1992) stated that students who receive guidance and counseling services have shown significant increases in academic persistence and achievement, school attendance, classroom behavior, better self-concepts and improved attitudes towards school work and peers.

Considering the usefulness of guidance and counseling services in assisting individuals to cope with varieties of personal, social, emotional and psychological problems for healthy personal development, it is important to assess the availability of these services for better performance. To guide this paper, the following research questions were raised-

1. What is the assessment of guidance and counseling services in school and non-school settings?
2. Are there differences between public and private secondary schools in the assessment of guidance and counseling services?
3. Are there differences between public and private primary schools in the assessment of guidance and counseling services?
4. What is the assessment of guidance and counseling services in non-school settings?
5. What do you think your institution or establishment need for effective guidance and counseling services?

METHODOLOGY

This study adopted the descriptive survey design which involved data collection from a given population in an attempt to explore their opinions. One hundred three settings comprising twenty-five public secondary schools, fifteen private secondary schools, fourteen public primary schools, forty-two private primary schools, and seven non-school settings in Ondo East and West Local Government Areas of Ondo state were sampled for the study. The non-school settings consisted of two prisons, three public hospitals and two private hospitals.

A self-constructed questionnaire tagged 'Assessment of Guidance and Counseling Services Questionnaire' (AGCSQ) was used as instrument for the study. The questionnaire consisted of a combination of close and open ended questions. Trainee-counselors in the university who were able to get the views or the opinions of participants written down were used to administer the questionnaires. Quantitative data gathered from the close-ended questions were analyzed by using simple percentages while the qualitative data were subjected to content analysis which involves sorting, categorizing and tallying the data.

RESULTS

RESEARCH QUESTION- 1 AND ITS CLARIFICATION:

What is the assessment of guidance and counseling's services in school and non-school settings? To answer this question, the responses of the sample selected for this study were analysed using simple percentage.

Table 1: Assessment of guidance and counseling services in school and non-School settings

S.No.	Item	Yes	%	No	%
1	Do you have Guidance counselor in your institution, establishment?	52	50.96	51	49.04%
2	If yes, is there private office for the counselor	52	50.9%	51	49.04%
3	Are facilities available in the office?	41	40.4%	62	59.6%
4	Are the facilities adequate?	31	30.8%	72	69.2%
5	Do people /students come for counseling	68	66.35%	35	33.65%
6	Do you enjoy the cooperation and support of the school authority /management	75	73.1%	28	26/99
7.	Do you enjoy the cooperation and support of colleagues	74	72.12%	29	27.88
8.	Are the clients responding counseling	66	64.4%	37	35.66
		Educational /Academic		Vocational /Career	Personal/ Social
9	Which problems is the commonest brought by the counselees	37 /35.6%		13/12.5%	24/23.1%

Table 1 shows that 50.96% of both school and non-school setting has guidance counselors and private office for counseling. 40.4% has facilities while only 30.8% has adequate facilities. 66.35% indicates that client come for counseling. 35.6% indicates educational/academic as the commonest problem brought by the counselees while 12.5% is for personal or social guidance, counselors enjoy the support and co-operation of management and colleagues with high percentage of 73.1% and 72.12% respectively. Also, 64.4% indicates that clients are corresponding to counseling.

RESEARCH QUESTION- 2 AND ITS CLARIFICATION:

Are these differences between public and private secondary schools in the assessment of guidance and counseling services?

Table 2: Assessment of guidance and counseling services in public and private secondary Schools

S.No.	Item	Public Secondary Schools				Private Secondary Schools			
		Yes	%	No	%	Yes	%	No	%
1	Do you have Guidance counselor in your institution, establishment?	22	88%	3	12%	9	60%	6	40%
2	If yes, is there private office for the counselor	22	88%	3	12%	7	46.7	8	53.3
3	Are facilities available in the office?	14	56	11	44	7	46.7	8	53.3
4	Aare the facilities adequate?	9	36	16	64	4	26.7	11	73.3
5	Do people /students come for counseling	22	88	3	12	12	80	3	20
6	Which problems is the commonest brought by the counselees	22	88	3	12	13	86.7	2	13.3
7	Do you enjoy the cooperation and support of the school authority /management?	22	88	3	12	12	80	3	20
8	Do you enjoy the cooperation and support of colleagues	22	88	3	12	10	66.7	5	33.3
9	Which problems is the commonest brought by the counselees	Public Secondary School				Private Secondary School			
a.	Educational /Academic	13/52%				8/53%			
b.	Vocational /Career	8/32%				1/6.7%			
c.	Personal /Social	1/4%				6/40%			

Table2 shows the differences between public and private secondary schools in the assessment of guidance and counseling services. From Table 2, 88% of the public secondary schools have guidance counselors and private office for counseling. 56% has facilities while only 36% has adequate facilities, 88% indicates that students come for counseling guidance counselor enjoy the support and co-operation of management and colleagues with high percentage of 88%. Also, 88% indicates that clients are responding to counseling. 52% indicates educational/academic as the commonest problem brought by the counselees while 32% is for vocational/career and 4% for personal/social.

On the other hand, from table two, 60% of the private secondary schools have guidance counselors but 46.7% has private office with facilities for counseling. Only 26.7% has adequate facilities. 80% indicates that student come for counseling. Guidance' counselors enjoy the co-operation of management and colleagues with high percentage of 86.7% and 80% respectively. Also 66.7% indicates that clients are responding to academic as the commonest problem brought by the counselees while 6.7% is for vocational/Career and 40% for the personal/social.

RESEARCH QUESTION- 3 AND ITS CLARIFICATION:

Are there differences between public and private primary schools in the assessment of guidance and counseling services?

Table 3 shows the differences between public and private primary schools in the assessment of guidance and counseling services. From Table 3, 21.43% of the public primary schools have guidance counselors with 28.57% having private offices for counseling. 14.3% has facilities which are adequate, 50% indicates that students come for counseling, 35.7% indicates that guidance counselors enjoy the support and cooperation of management as well as colleagues. Also 46.86% indicates that clients are responding to counseling, 7.16% indicates education/ academic and

vocational/ career is the commonest problem brought by the counselees. While 35.7% is for personal/ social.

Table 3: Assessment of guidance and counseling services in public and private primary schools

S.No.	Item	Public Primary Schools				Private Primary Schools			
		Yes	%	No	%	Yes	%	No	%
1	Do you have Guidance counselor in your institution, establishment?	3	21.43	11	78.57	14	53.3	28	64.3
2	If yes, is there private office for the counselor	4	28.57	10	71.43	15	35.7	27	64.3
3	Are facilities available in the office?	2	14.3	12	85.7	15	35.7	27	64.3
4	Are the facilities adequate?	2	14.3	12	85.7	13	31	29	69.2
5	Do people /students come for counseling	7	50%	7	50	23	54.8	19	45.2
6	Which problems is the commonest brought by the counselees	5	35.7	9	64.3	31	73.8	11	26.2
7	Do you enjoy the cooperation and support of the school authority /management?	5	35.7	9	64.3	31	73.8	11	26.2
8	Do you enjoy the cooperation and support of colleagues	6	42.86	8	52.14	26	61.9	16	38.1
9	Which problems is the commonest brought by the counselees	Public Primary Schools				Private Primary Schools			
a.	Educational /Academic	1/7.1%				15/35.7%			
b.	Vocational /Career	1/7.1%				9/21.4%			
c.	Personal /Social	5/35.7%				5/11.9%			

On the other hand, from Table 3, 33.3% of the private primary schools has guidance counselors with 35.7% having private office but 31% has adequate facilities. 54.8% indicates that students come for counseling. 73.8% indicates that guidance counselors enjoy the support and cooperation of management as well as colleagues. Also, 61.9% indicates that clients are responding to counseling. 35.7% indicates educational/academic as the commonest problem brought by the counselees while 21.4% is for vocational/career and 11.9% for personal/social.

RESEARCH QUESTION- 4 AND ITS CLARIFICATION:

What is the assessment of guidance and counseling services in non-school settings?

Table 4: Assessment of Guidance and Counseling Services in Non-School Settings

S.No.	Item	Yes	%	No	%
1	Do you have Guidance counselor in your institution, establishment?	4	57.14	3	42.86
2	If yes, is there private office for the counselor	4	57.14	3	42.86
3	Are facilities available in the office?	3	42.86	4	57.14
4	Are the facilities adequate?	3	42.86	4	57.14
5	Do people /students come for counseling	4	57.14	3	42.86
6	Which problems is the commonest brought by the counselees	4	57.14	3	42.86
7	Do you enjoy the cooperation and support of the school authority /management.	4	57.14	3	42.86
8	Do you enjoy the cooperation and support of colleagues	3	42.86	4	57.14
		Educational /Academic		Vocational /Career	Personal/Social
9	Which problems is the commonest brought by the counselees	-		-	4/57.14.1%

Table 4 shows that 57.14% of non-school settings has Guidance Counselors and private office counseling. 42.86% has facilities that are adequate. 57.14% indicates that clients come for counseling. 57.14% indicates that Guidance Counselors enjoy the support and cooperation of both

management and colleagues. 42.86% indicates that clients are responding to counseling, 57.14% indicates personal/social as the commonest brought by the counselees.

RESEARCH QUESTION- 5 AND ITS CLARIFICATION:

What do you think you need for effective services?

An open ended question revealed the opinions of respondents concerning things needed for effective guidance and counseling services. The summary is as follows:

1. Professional counselors and counseling offices
2. Adequate facilities and conducive environment
3. Cooperation of pupils and parents
4. Encouragement from the school management
5. Period fixed for guidance and counseling on school time table
6. Educational and counseling materials
7. Fund
8. Government support and co-operation
9. Cooperation of the school authority
10. Counseling laboratory
11. Openness of the client
12. Need for counselors to attend seminars to update their counseling techniques and acquire more knowledge
13. Timely delivery of drugs and vehicles for mobility (from hospital settings)

DISCUSSION

The results of this study showed that 50.9% of both school and non-school setting has guidance counselors with private office for counseling. 40.4% has facilities, while only 30.8% has adequate facilities. This is an indication that not all settings have recognized the importance of guidance and counseling services and that facility for counseling are not adequate. When guidance and counseling is considered as helping services which is concerned with the ways of assisting the individual to understand himself, the If, the world around him, be able to utilize his potentials to the fullest, live normal and well-adjusted life as asserted by Nwachukwu (2009); all settings should have this service available with adequate facilities. The fact that clients come and are responding to counseling shows that people are ready for the services. Therefore, counselors should be made available in all settings whether school or non-school.

This study also showed that guidance counselors are available in public secondary schools with 88% more than private secondary schools with 60%. 88% has private office but only 36% has adequate facilities in public secondary school while 46.7% has private offices in private secondary schools but only 26.7% has adequate facilities. This finding corroborates that of Isiugo Abanihe and Adeniyi (2001) who found that facilities for guidance and counseling in secondary schools are inadequate. Clients come and respond to counseling in both public and private secondary schools. This is an indication that guidance counselors should be made available in all schools to provide the services. Guidance counselors enjoy the support and cooperation of management and colleagues in both private and public secondary schools. This is in line with Amao Kehinde (2011), finding in which initiation and maintenance of productive working relationships with students, staffs, parents and community was ranked number one as perceived best practices of school counselors.

Arijesuyo (2012) in his study found deficiencies in the required number of full-time counselors and counseling resources for the implementation of counseling programme in the nation's universities. The fact that educational/academic ranked first as the commonest problem brought by the counselees was corroborated by Soetan, Ademikanra and Adebayo (2014) who found the same as most indicated counseling need of fresh students in tertiary institutions.

The findings of this study showed a very low percentage in the provision of guidance counselors and counseling resources in both private and public primary schools. This is a reflection of the stand of the Nigeria national policy of education as regards provision of guidance and counseling services in which the emphasis is on post-primary institutions. It was also indicated that pupils

have problems or needs as personal/social as was the commonest brought by public primary school pupils while educational/academic was the one for private primary school pupils. Since guidance and guidance counseling features in teacher education programme, all primary school teachers are expected to be para-counselors in order to take care of the needs of these pupils.

Lastly, the findings of the study indicated low percentage of Guidance Counselors and counseling facilities in non-settings which are hospitals and prisons. This confirms that counselors in Nigeria are professionals whose services are largely associated with the school setting. But this has been argued by Denga (1986) that the services of counselors are needed and could be provided in other various non-formal settings. Counseling services are generally concerned with assisting individuals and group of individuals to cope and live meaningful lives. All settings can benefit from guidance and counseling services so far human being are involved.

CONCLUSION AND RECOMMENDATIONS

The study concludes that there is inadequate provision of guidance counselors and counseling facilities in both school and non-school settings. Considerable numbers of clients come for and respond to counseling. Also, there is high level of support and encouragement from both management and colleagues for counselors.

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

1. There should be more awareness on the importance of guidance and counseling services in both school and non-school setting as helping service to people
2. Both federal and state government should make professional counselors available in all schools with adequate facilities for effective service delivery
3. Private institution should be encouraged and mobilized to employ professional counselors and made adequate facilities available for them
4. Guidance and counseling services should not be confined to school settings, other settings like prisons and hospitals should be encouraged, embrace, and employ the service to assist individual in coping and living meaningful lives
5. All counselors should equip themselves with the skills and techniques of helping individuals to solve educational, vocational and personal/social problems.

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