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# **Module for Post-Graduate Diploma in Education Programme**

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## **EPS 731A: PRINCIPLES OF GUIDANCE AND COUNSELLING**

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**REV. DR. KWASI OTOPA ANTIRI  
COSMOS OSEI OKYERE**



**REPUBLIC OF GHANA**



**INSTITUTE OF EDUCATION, UCC**

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## **UNIT 1: SCOPE AND NATURE OF GUIDANCE AND COUNSELLING**

This unit introduces you to definitions of guidance and counselling. The unit also highlights the aims of guidance, the differences and similarities between guidance and counselling. The unit will also discuss some key issues in counselling. Finally, the unit will discuss some misconceptions about counselling.

### **Learning outcome(s)**

By the end of the unit, the participant will be able to:

- (a) Understand the meaning of guidance
- (b) Understand the meaning of counselling
- (c) Provide the differences between guidance and counselling
- (d) Identify some similarities between guidance and counselling
- (e) Identify some misconceptions about counselling
- (f) Point out the need for students counselling on campus
- (g) Identify some effective counsellor characteristics

## **SESSION 1: DEFINITIONAL ISSUES**

In this session, we will focus on the meaning of guidance and the meaning of counselling. We would also discuss the difference between guidance and counselling. Specifically, we will discuss some misconceptions about counselling.

### **Learning outcome(s)**

By the end of this session, the participant will be able to:

- (a) explain in own words the meaning of guidance;
- (b) explain in own words the meaning of counselling;
- (c) differentiate between guidance and counselling
- (d) identify some misconceptions about counselling

### **What is Guidance?**

Guidance is usually defined to convey author opinion and view and multiplicity of authors cashing in on the new field, the word has come to be rendered virtually meaningless.

So then, what is guidance?

Describe what it is in your jotter and compare it with ours later.

According to laymen or dictionary definition, guidance means to **guide, direct, pilot, manage, steer, assist, lead, inform, instruct** etc. This made most parents and other lay persons to view the guidance personnel as one who **directs or steers** children into or away from certain occupations or educational endeavors. This is very much an inadequate view.

According to Arbuckle (1966), Peter & Farewell (1967) cited in Kankam & Onivehu (2000), guidance denotes three important elements i.e. guidance can be used as a concept, as an educational construct and as an educational service. As a concept, guidance means using an idea or viewpoint to help another person. Guidance as an educational construct refers to the provision of experiences that lead to total personal growth and self-acceptance. As a service, guidance denotes the procedure organized to achieve a helping relationship. This implies that ideas, experiences and procedures organized will promote a helping relationship.

There are Ghanaians who have also defined guidance, Taylor and Buku (2006) also defined guidance as a programme designed to help the individual to make diligent and useful decisions of life and to relate well with people.

Pecku (1991) further defines guidance as the systematic professional process of helping the individual through educative and interpretive procedure to gain a better understanding of his or her potentialities and relate to him/herself more satisfactorily to social requirements and opportunities.

Finally,§ according to Shetzer and Stone (1976), guidance is the process of helping an individual to understand himself and his world. From all the above quoted definitions, guidance may be seen as the provision of the assistance individuals need to develop the qualities of managing problems effectively and making well informed decisions.

### **Aims of Guidance**

From the previous discussions, guidance is a means of equipping people to become productive to themselves and their community. Let us look at Holdsworth's (1982) aims of guidance which we need to adopt. These are:

1. Increasing understanding of self, the world and others.
2. Encouraging people to work co-operatively towards shared identified goals.
3. Opening people to internal and external influences for change.
4. Enabling people to take and confirm decisions, and to implement them.
5. Helping people to receive information, reflect on them and act accordingly.

6. Helping people to use problem solving strategies rather than "scape goating or focusing on faults.
7. Allowing people to have access to those whose decisions have bearing on their lives.
8. Using methods that are consistent with goals.
9. Helping individuals to have effective and sensitive line of communication.
10. Helping to always be open to and examine alternatives.

### **What is counselling**

To the layman, counselling is giving advice, consultation, discussion, exchange of ideas or decision. Counselling is more than this. Counselling is a service designed to help an individual to analyse himself by relating his capabilities, achievements, interest and mode of adjustment to the decision made or has to be made.

According to Denga (1986), counselling is a personalised dialogue, interview or interaction between a client or counsellee experiencing a problem and the counsellor who tries to render help. Taylor and Buku (2006) also defined counselling as a relationship bringing together the counsellee who needs help and the counsellor who is professionally trained and educated to give this help.

Counselling therefore denotes the fact that there is a client who is disturbed, confused or need assistance to clear away certain difficulties and a counsellor who is educated to assist the client out of the difficulties.

### **Some Key Issues in Counselling**

The following are some key issues in counselling

1. Counselling is a professional service offered by a trained counsellor.
2. It is a relationship or interaction between a client in need and a counsellor who is ready to offer assistance.
3. It is concerned with choice or decision making.
4. It is concerned with solving problems or handling other issues of concern.
5. It involves behaviour modification or behaviour change.
6. It thrives on confidentiality.

### **Difference between Guidance and Counselling**

1. Guidance embraces a number of services rendered in the educational system. Counselling on one hand is one of the services in Guidance. It is the core service of Guidance.
2. Guidance is knowledge based. It deals with facts, principles, methods and cognition whereas Counselling is affective. It is value oriented, deals with perception, motivation, needs and feeling.
3. Guidance is less personal and less intimate. It is usually structured and more public. Counselling on one hand is more personal, intimate and less structured. It is interpersonal, private and confidential.

4. Guidance is informative and didactic. Counselling is largely emotionally stable and less didactic.
5. Guidance is usually initiated by the counsellor. Counselling is usually initiated by the client.

### **Some Misconceptions of Counselling**

People generally have certain misconceptions about counselling. Perceiving counselling wrongly would not allow people to practice it well or benefit from the service. The following are some misconceptions of counselling:

1. Counselling is not advice giving. Effective counselling is not to give advice or prescribe a line of action for the client to follow. Counselling provides a number of alternatives for the client to make his own choice.
2. Counselling is not interviewing clients. Counselling is a form of interaction between the client and the counsellor. It is not interviewing clients as journalists or media personnel do. Information is only solicited to assist the client to overcome certain difficulties.
3. Counselling is not just to assist people out of difficulties. There are other reasons why counselling services are offered. Counselling also equips people with knowledge and skills that prepare them to face issues of life themselves. Counselling could therefore be organised whether there are problems or not.
4. Counselling is not to influence the values, beliefs, interest or decisions of the client. Counselling is not to exert pressure on clients or force them to act contrary to their values, beliefs or interest. The client should be respected to take his/her own decision.

### **Key Ideas**

- Guidance is the process of helping an individual to understand himself and his world.
- Counselling as a relationship bringing together the counsellee who needs help and the counsellor who is professionally trained and educated to give this help.
- Counselling is a professional service offered by a trained counsellor.
- It is a relationship or interaction between a client in need and a counsellor who is ready to offer assistance.
- Guidance embraces a number of services rendered in the educational system. Counselling on one hand is one of the services in Guidance.
- People generally have certain misconceptions about counselling. Perceiving counselling wrongly would not allow people to practice it well or benefit from the service

## Reflections

- What are some of the school related problems you have gone through at the basic level(s)? How have these experiences shaped your perception about guidance and counselling

### Discussion

- How is guidance different from counselling?
- How can you contribute in changing the misconceptions people have about counselling?
- How can you contribute to achieving the aims of counselling?

## SESSION 2: SIMILARITIES BETWEEN GUIDANCE AND COUNSELLING

As we discussed in the previous session the difference between guidance and counselling, both concepts share some things in common. In this session we shall introduce you to some similarities between guidance and counselling. let us consider the objectives for this session.

### Learning outcome(s)

By the end of the session, the participant will be able to:

- a) Identify some similarities between guidance and counselling;
- b) The need for students counselling on campus
- c) identify some effective counsellor characteristics

### Similarities between guidance and counselling

1. They are both person centered.
  2. They both make use of trained qualified personnel to help the individual.
  3. Both are geared towards positive change in the individual.
  4. Both endorse client's own choice and satisfaction.
  5. Both take place over a period of time.
  6. Both have confidentiality as their basis
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1. They are both person centred. Guidance and counselling is more concerned about the individual who needs assistance to overcome a problem. The individual is the focus of therapy.
  2. They both make use of qualified personnel. A person who is professionally trained and has the expertise provides guidance and counselling to clients and not any lay person.



3. Both guidance and counselling are geared towards positive change in the individual. The goal of guidance and counselling is to bring about positive change in the behaviour of people so that they can grow towards fulfilling lives.
4. The choice of the client or the individual is paramount in guidance and counselling. It is the client who has come to you needs to be satisfied in life hence your work as a counsellor should be geared towards that.
5. Both guidance and counselling takes place over period of time. They are not a one shot activity or a single episodic event.
6. Guidance and counselling have confidentiality as their basis. The hallmark of guidance and counselling is confidentiality. This means whatever is discussed should be between the expert and the other who has come to share his/her problem.

### **THE NEED FOR STUDENTS TO BE EXPOSED TO COUNSELLING ON CAMPUS**

Counselling deals with the **needs and problems of students** as there are numerous needs and problems all over. Students therefore need counselling because of:

1. There is the need to **understand themselves** as individual.
2. There is the need **to understand their immediate environment and the world.**
3. The need to **achieve academic excellence**
4. The need to **adjust well** wherever they are.
5. The need for **decision making** in life.
6. There is the need to **achieve realistic goals.**

### **Effective Counselling Characteristics / Attributes**

The following are some of the attributes or qualities a good or effective counsellor should possess.

- A.** The American National Vocational Guidance Association has proposed that general characteristics should include:
  1. A deep interest in people.
  2. Patience with clients and sensitivity to the attitudes and behaviour of others.
  3. Should possess emotional stability
  4. Show objectivity
  5. A capacity of being trusted by others and
  6. Respect for facts.
- B.** The Association for counsellor Education and Supervision identify six basic qualities effective counsellors must possess as:

1. Belief in each individual
2. Commitment to individual human values
3. Alertness to the world (current trends and changes)
4. Open mindedness
5. Understanding of self and
6. Professional commitment.

C. Okoye, Adejumo and Achebe (1990) also suggested the following:

1. Counsellors who have **above average intelligence** are more effective than those with less intelligence: Effective counsellors must possess **problem solving skills and knowledge about human beings** and how they respond to various environmental situations. Counsellors must know **the psychological principles** underlying human behaviour, the causes of **major problems** and **how they could be handled**.
2. A **humane** and **sensitive** approach to human problems enables counsellors to handle clients and accord them with **dignity and consideration**. Effective counsellors should have the ability to handle clients with care and “**feel the pulse**” of their problems. The **facial expression** and **overall comportment** of the counsellor should be appropriate and avoid being carried away by **emotions**.
3. An **empathic approach** to people who have problem is **critical** to counsellor effectiveness; being empathic refers to the ability to perceive other people’s problems from their own perspective or point of view.
4. **Patience**: Being patience to people and their problems is vital for counsellor effectiveness. The counsellor should **not rush**, interrupt or communicate boredom. This will make the client to ‘recoil into his shell like a snail’.
5. **Having a transparent interest in people**. An effective counsellor should understand people and show genuine interest in people. Clients often draw closer to those who have interest in them.
6. **A strong will power**. Counsellors should persevere and never give up when the solution to a problem is not forthcoming

### Key Ideas

- Guidance and counselling are person centred and also make use of qualified personnel.
- Counselling deals with the needs and problems of students as there are numerous needs and problems all over therefore need counselling.
- Counsellors should possess attributes or qualities to be effective

## Reflections

- What are some of the characteristics that you must possess to become an effective counsellor
- What will make you see a counsellor in your life.

## Discussion

- How similar is guidance and counselling?
- Why do you think there is the need for counselling in our various schools and place of work?
- What are some of the effective counsellor characteristics that you must possess in order to help your students to overcome their challenges?

## **UNIT 2: THE HISTORY OF GUIDANCE AND COUNSELLING IN GHANA**

This unit introduces you to the historical development of Guidance and Counselling in Ghana. We shall trace the beginning of guidance and counselling in Ghana and highlight some pioneers in the field and their contribution to the discipline. Finally, we shall discuss some approaches to guidance and counselling.

### **Learning outcome(s)**

By the end of the unit, the participant will be able to:

- (a) Trace the history of guidance and counselling in America
- (b) Trace the history of guidance and counselling in Africa
- (c) Trace the history of guidance and counselling in Ghana
- (d) Discuss the four approaches to guidance and counselling

### **SESSION 1: HISTORY OF GUIDANCE AND COUNSELLING**

In this session, we will focus on tracing the historical development of guidance and counselling in America, Africa and in Ghana. We will trace the contributions made by individuals in formalising guidance and counselling in Ghana.

### **Learning outcome(s)**

By the end of this session, the participant will be able to:

- a) Give an account of the history of guidance and counselling in America
- b) Trace the history of guidance and counselling in Africa
- c) Trace the history of guidance and counselling in Ghana

## **A BRIEF HISTORY OF GUIDANCE AND COUNSELLING IN AMERICA**

Guidance was first started in large industrial cities in the United State of America. Some of these cities are New York, Chicago, Boston, Detroit among others.

In 1885, George Merrill started guidance services in San Francisco and was counselling students for job placement and follow up of the graduates. In 1908, Frank Parson also organized the Vocational Bureau in Boston to provide vocational assistance to young people and to train teachers, to serve as vocational counsellors. Parson's efforts and publications brought into being guidance and counselling.

## **A BRIEF HISTORY OF GUIDANCE AND COUNSELLING IN AFRICA**

The development of guidance and counselling in Africa was informal or traditional where traditional practitioners functioned basically as advisors who advised on various aspects of social life such as work, marriage, morals etc. The service was also provided by traditional medicine men, fetish priest, witch doctors who try to alleviate people from problems, issues or challenges. These practices were not refined and unsystematic (Taylor and Buku 2006). As education started spreading in Africa guidance and counselling also had a place in Africa.

## **EARLY YEARS GUIDANCE IN GHANA**

The beginning of guidance and counselling in Ghana dates as far back as 1955 when the government attempted to organize a **national system of vocational guidance** by establishing **Youth Employment Services** for all youth under 20 years who hold Middle School Leaving Certificate. This system was designed to **give vocational guidance** to help young people to find suitable employment. The strong need for vocational guidance led the Chief Education Officer and the Minister of Labour to established a **National System of Vocational Guidance** following the recommendation of a visiting consultant from Britain. He recommended that:

1. Introduce occupational literature into the schools through the Minister of Education.
2. Develop lines of communication between various ministries and the Employment Services Centre.
3. Provide officers employed in the public employment centres with course work in counselling and supervised experiences.
4. Incorporate clerical labour to ensure selection that is more efficient and placement procedures.
5. Improve contact between the Ministry of Labour and the Ministry of Education

## **THE NEED FOR GUIDANCE**

The need for meaningful education led to the proposed New structure and content of education in Ghana (1974). This new structure of education stressed the needs of the **individual**, his **community** and the **nation** as a whole. It also sought to bring out the **best in every** individual and equip him/her with useful skills.

Therefore in addition to the existing content, **vocational technical** and **business** subjects were added to the school curriculum. The students then had a **wide choice to make** but **needed guidance** to make the right choice.

## **ESTABLISHMENT OF SCHOOL GUIDANCE**

The Ghana Education Service issued the **first directive on November 4<sup>th</sup> 1976** to establish guidance and counselling programmes in second cycle institutions in Ghana. These institutions are **Secondary, Technical, Commercial, Vocational schools and Teacher Training Colleges**. Two other directives were issued in 1980 and 1982 for the introduction of guidance and counselling in **first cycle schools** (Ackumney 1988).

With the introduction of guidance and counselling in 1<sup>st</sup> and 2<sup>nd</sup> cycle schools, the guidance and counselling unit which was formally with the CRDD was transferred to the Physical/Special Education Division to be in charge of all matters concerning guidance and counselling in Pre-University Institutions.

### **THE NEED FOR TRAINED GUIDANCE AND COUNSELLING CO-ORDINATORS**

The 1976 directive establishing guidance and counselling in schools made University of Cape Coast (UCC) responsible for the training of counselling personnel. As a temporary measure, the Institute of Educational Planning and Administration (IEPA) of UCC started conducting intensive 8-week in-service training courses in Guidance and Counselling for teachers of second cycle institutions who on completion, became school counsellors and were designated Guidance Coordinators. In 1990, the Guidance and Counselling Unit of the Ghana Education Service started organizing one week in-service training courses for schools and district-based guidance and counselling coordinators. since the IEPA of UCC had stopped the 8-week courses it was organizing. The need for more counsellors became urgent with the implementation of the New Educational System and the inception of the FCUBE system.

### **COUNSELLOR TRAINING INSTITUTION**

The University of Cape Coast offers courses in Guidance and Counselling for all undergraduate students who offer Bachelor of Education programme. The university also offers M. Phil, M.A., Med, PhD in Guidance and Counselling. The University of Education, Winneba offers Guidance and Counselling of all students offering 4-year B.Ed programmes. Additionally, the University organizes a 2-year Post Diploma B.Ed programme in guidance and counselling. There is also M.Ed and M.Phil programmes in guidance and counselling. Other institutions such as Methodist University, Maranatha University College and Catholic University.

### **Key Ideas**

- The beginning of guidance and counselling in Ghana dates as far back as 1955
- The Ghana Education Service issued the first directive on November 4th 1976 to establish guidance and counselling programmes in second cycle institutions in Ghana.
- The University of Cape Coast, University of Education, Maranatha University College and Catholic University are some counsellor training institutions.

## Reflections

- What are some of the experiences (problems of students) I went through at the basic school that required any of the four approaches to counselling.

## Discussion

- How different is crisis counselling from facilitative counselling?
- Trace the history of guidance and counselling in Nigeria?
- Trace the history of guidance and counselling in Ghana?

## SESSION 2: APPROACHES TO GUIDANCE AND COUNSELLING

In this session, we will focus on the four main approaches to guidance and counselling.

### Learning Outcome(s)

By the end of this session, it is expected that students will be able to:

1. Show a clear understanding of each of the four approaches to Guidance and Counselling.
2. Give examples of circumstances that require each of the approaches to Guidance and Counselling.

There are four types of counselling when it comes to approaches as identified by Pietrofesa et'al 1978. These are Crisis counselling, Facilitative or Remedial counselling, Preventive counselling and Developmental counselling.

## CRISIS COUNSELLING

Crisis counselling occurs when the counsellor is confronted by a client who is in a state of disorganization. Such a person is unable to cope with events in his life and consequently, may be wracked by destructive feelings of self-doubt, anxiety, guilt and may be engaging in hurtful behaviour. Crisis according to Brammer (1973) is a state of disorganization in which the client faces frustration of important life goals or profound disruption of his life cycle and method of coping with stress.

People in crisis need immediate attention to avoid further personality destruction or behavioural deterioration. Common crisis may involve death of a close relative, an impending divorce (broken heart) infidelity, drug abuse, loss of job, chronic illness, terminal disease, *frequent disappointment*

in life etc. Clients in crises have intense emotional disturbance and this offers a simple challenge to the counsellor to use his professionalism to assist the client and make the necessary follow up.

### **FACILITATIVE/REMEDIAL COUNSELLING**

This is a type of counselling where appropriate techniques are employed to bring to normalcy a person involved in anti-social acts or unacceptable behaviour. This is to bring positive adjustment in the individual. When a counsellor engages in the measurable weaknesses of clients and tries to remediate them (Myrick, 1993). This approach tries to avoid possible crises in the area concerned.

### **PREVENTIVE COUNSELLING**

Preventive counselling is the provision of assistance to individuals to enable them **avoids falling into unpleasant situations** or adopting behaviour which might later give them problems (Taylor and Buku 2006). In the preventive model of guidance and counselling, the counsellor tries to anticipate generic problems and to prevent them from happening (Myrick 1993). This is programmatic and directed towards specific concerns.

For example, **drug awareness and sexual education programmes attempt to prevent** the development of problems (lunacy, unwanted pregnancy, sexually transmitted infections) in the future. Other relevant programmes may include drug abuse, smoking, stress, marriage problems etc.

### **DEVELOPMENTAL COUNSELLING**

This type of counselling is concerned with helping individuals to achieve positive self and personal growth at any stage of their lives. It is an assistance given to individuals to cope with problems associated with developmental stages in life (Taylor and Buku, 2006). It is therefore designed to occur throughout one's lifetime. It is more proactive than the three other approaches to guidance and counselling. The counsellor attempts to aid individuals of all ages to develop in a relaxed non-pressured, and non-crises atmosphere and also to take useful or meaningful decision.



### **UNIT 3: THE ROLE OF GUIDANCE FUNCTIONARIES**

This unit introduces you to the roles of functionaries involved in the Guidance and Counselling Process. Some of these functionaries are headteacher, school counsellor, Teacher, Health Personnel, Parent teacher Association, District Co-ordinators, communities and NGOs.

#### **Learning outcome(s)**

By the end of the unit, the participant will be able to:

- (a) Explain the roles of guidance functionaries involved in the Guidance and Counselling Process.
- (b) Fit into one or more aspects of the functionaries.

### **SESSION 1: THE ROLE OF THE HEAD TEACHER, SCHOOL COUNSELLOR, TEACHER AND HEALTH PERSONNEL AS GUIDANCE FUNCTIONARIES.**

#### **Learning outcomes**

By the end of the session, the participant will be able to

- (a) Identify the role of the head teacher as a functionary.
- (b) Outline the role of the school counsellor as a functionary
- (c) Identify the role of the teacher as a functionary
- (d) Identify the role of the health personnel as a functionary

### **THE HEADMASTER/HEADMISTRESS/ ADMINISTRATOR**

1. Headmasters, Headmistresses and administrators first role is to recognise and encourage the guidance programme in their schools.
2. To secure adequate numbers of competent counsellors for their schools.
3. To make sure that roles of counsellors are defined and that the counsellor/staff members are able to function in these roles.
4. To provide physical facilities for the work of the counsellor e.g., office, furniture, tape recorders, etc.
5. To establish and encourage a school guidance committee to serve as an advisory and policy –recommending body.
6. To consult with teachers and counsellors on specific needs and problems of the school; for example, Discipline, Conflicts or divisions among staff and Academic problems

### **THE ROLE OF THE SCHOOL COUNSELLOR**

1. The school counsellor is supposed to plan and develop the guidance programme according to the needs of students.
2. The counsellor should offer counselling to students and staff.

3. The counsellor is to offer consultation services to teachers, parents, school administrators and other professionals.
4. They are to provide information services for students. Such information could be in three parts;
  - a) Educational information
  - b) Personal-social information
  - c) Career/vocational information
5. The counsellor should provide placement services and all other guidance services to the students, teachers and even parents of students.
6. The counsellor serves a public relations officer (PRO) for the school and the community, agencies and organizations.
7. The counsellor also conducts research on social issues like suicide, divorce, HIV/AIDS, teenage pregnancy, etc.

### **THE ROLE OF THE TEACHER**

1. To serve on the school guidance committee or appraisal committee which may be directed by the counsellor.
2. Help to appraise students' characteristics for purposes of adjustment and placement under the supervision of the counsellor
3. Assist in identifying the problems of students and refer such problems to the counsellor.
4. Help counsellor to study and diagnose the problems of students
5. Arrange special guidance and remediation courses for students to overcome their learning difficulties in specific areas.

### **THE ROLE OF THE HEALTH PERSONNEL**

1. Paying visits to the homes of referred students to her to gather their complete health history.
2. Accepting referrals from teachers, case workers and counsellors
3. Giving treatment for cases which are within her professional competence
4. Referring difficult cases for appropriate medical attention elsewhere.
5. Helping the school administration to develop a sound and effective health policy and procedures to ensure a high standard of health conditions in the school.

### **Key Ideas**

- The Headmasters, Headmistresses and administrators first role is to recognise and encourage the guidance programme in their schools
- The school counsellor is supposed to plan and develop the guidance programme according to the needs of students.
- The health Personnel's key role is to pay visits to the homes of referred students to her to gather their complete health history
- The teacher is to help counsellor to study and diagnose problems of students.

## Reflections

- What are some of the roles you can play as a teacher to support guidance and counselling in your school?

## Discussion

- What are the roles of the school counsellor as a functionary?
- What are the roles of the teacher as a functionary?

## **SESSION 2: THE ROLE OF THE PARENT TEACHER ASSOCIATION, DISTRICT CO-ORDINATORS, COMMUNITIES AND NGOS.**

### **Learning outcome(s)**

By the end of the session, the participant will be able to:

- (a) Identify the role of the parent teacher association as a functionary
- (b) Identify the role of the district co-ordinator as a functionary
- (c) Identify the role of the community as a functionary
- (d) Identify the role of NGO's as a functionary

### **THE PARENT/TEACHER ASSOCIATION (PTA)/ SMC**

1. Providing financial help to the guidance programme
2. Making their observations of students or pupils undesirable behaviours in the community to the counsellor for necessary actions.
3. Serving as resource persons for giving talks to students (career talks, social-personal talks)
4. Helping to link the school to agencies, institutions and organisations in the community.

### **THE ROLE OF THE DISTRICT CO-ORDINATOR**

1. Organisations and development of guidance services in the 1<sup>st</sup> and 2<sup>nd</sup> cycle institutions.
2. See to professional matters of guidance coordinators within his/her district
3. Organisation of district in-service courses, workshops and seminars for school coordinators.
4. Development and promotion on career guidance and career development programmes.
5. Dissemination of information on new trends and techniques in guidance and counselling and placement services to guidance coordinators.
6. Establishment of guidance and counselling projects in the educational institutions.

## THE ROLE OF THE COMMUNITIES

1. The communities are supposed to provide facilities (e.g. library, health needs, recreation, etc.) that will promote development among the students.
2. They establish scholarships, bursaries, etc., schemes for the students.
3. The opinion leaders and professionals in the communities could assist the school as resource persons
4. Providing financial support for guidance and counselling activities in the school.

## THE ROLE OF NGO'

1. They could serve as resource persons by giving talks to students e.g. PPAG, World Vision etc.
2. They provide financial support to the students.
3. Offering internship and part time employment opportunities to facilitate their career development.

## Key Ideas

- The P.T.A. has to provide financial help for the school's guidance programme
- The District Coordinator is responsible for organisation and development of guidance services in the 1st and 2nd cycle institutions.
- Communities are supposed to provide physical facilities and funds for guidance programme.
- The NGOs' in the communities need to serve as resource persons for the guidance programmes.

## Reflections

- How can you assist your district coordinator to make guidance activities successful in your district?

## Discussion

- What are the roles of the NGOs as functionaries?
- What are the roles of the community as a functionary?

## **UNIT 4: BASIC PRINCIPLES OF GUIDANCE AND ETHICAL ISSUES IN COUNSELLING**

This unit introduces you to some basic principles undergirding the practice of guidance and counselling. The unit also highlights some ethical issues in guidance and counselling.

### **Learning outcome(s)**

By the end of the unit, the participant will be able to:

- a) Explain the basic principles undergirding guidance and counselling
- b) Explain ethical issues in guidance and counselling.

### **SESSION 1: BASIC PRINCIPLES OF GUIDANCE**

In this session, we will concentrate on some basic principles of guidance. Specifically we will consider ten (10) principles of guidance.

### **Learning outcome(s)**

By the end of the session, the participant will be able to

- a) Discuss the principles undergirding guidance.

### **Introduction**

Different disciplines have their own principles on which practice is based. Guidance and counselling as a helping profession operate on principles that guide the activities of its practitioners. A principle is a fundamental truth accepted by most authorities as characteristic of the guidance function. These principles in most cases include statements of assumptions, aims and practices. Psychologists like Gibson, Mitchell, Shertzer and Stone, Pecku, Miller, Peters etc., have outlined the following as basic principles of Guidance and counselling practice.

#### **1. Guidance is concerned primarily and systematically with the personal development of the individual:**

This principle implies that the guidelines concept should seek to develop the totality of the individual. Also, the attitude and behaviour of the individual must be looked at due to the complexity of personality. It is also important for the individual to marshal intelligence about the self through systematic enquiry. The focus of the school lies on intellectual development of the individual which is a limitation to the total development of a person. Growth in this instance implies total growth of individual the academic, social, moral, etc.

## **2. Guidance is for all:**

The notion that guidance should be provided for all youth in the school situation is often taken for granted. The fact is, it is too often offered only to the troubled youth or those who may be identified as such. This should, however, not be the case. It must be planned in such a way that all students/children in the school benefit from the programme. One should also not lose sight of the fact that education is meant for all educable members of the society. If guidance is a necessary part of education, then it is necessary for all those who stand to be educable to benefit from guidance services.

## **3. The primary mode by which guidance is conducted lies in individual behavioural processes:**

Since the programme is concerned with personality development, the practitioner's subject matter is the personal world of each student. Practitioners utilise personal interview counselling relationship, test interpretation sessions etc. to advance students' understanding of their personality.

## **4. Guidance is a continuous process or guidance is a programme for all ages:**

Guidance is considered a continuous, sequential, educational process which is development in nature. To render guidance services preventive the programme must start early from childhood and continue to adulthood and even beyond. To be precise, Guidance must begin from Kindergarten through primary, junior and senior high schools to university, so as to bridge the gap from one educational level to the other. The programme should be continuous because the learning of certain behavioural patterns and the acquisition of knowledge of themselves by children are continuous.

## **5. Guidance is oriented toward co-operation not compulsion:**

Students cannot be compelled to submit to guidance. It takes place by the mutual consent of the individual involved. Consent is given either explicitly or implicitly. The absence of coercion or pressure is the hallmark of guidance. Students/children have a right to decide whether they wish to avail themselves of the facilities provided.

## **6. Guidance is based upon recognising the dignity and worth of the individual as well as their right to choose:**

Guidance recognises that the normal individual has the right to choose what he wants to do. Respect must be accorded the choice because of the worth and dignity of the person and the fact that he is human. Guidance rests on the belief in the fundamental dignity and the importance of the individual in the essence of equality of human beings and their need to exercise freedom. With this recognition, the guidance personnel can help the individual by providing information and alternatives that would enable him to select his own purposes in life.

**7. Guidance is a team effort:**

The needs to be met by the programmes are varied and numerous. It is a stark fact; that the guidance coordinator cannot be equipped with all the techniques to enable him satisfy these needs. The coordinator must know his strengths and weaknesses so as to invite other resource personnel to assist where necessary. Guidance cannot be viewed solely as the responsibility of the counsellor. Teachers, psychologists, social workers, administrators, etc., are also part of the process.

**8. Decision making is essential in guidance:**

The programme is directed towards helping the individual make informed choices and decisions. Information giving and providing alternatives play important role in decision making. When these are made available in guidance, individuals are helped to make wise and effective decisions to achieve their goals and fulfil their needs and aspirations.

**9. Guidance emphasises the positive:**

Individuals frequently conceive of guidance in a negative sense. Too often guidance has been viewed as a way to depress aspirations or eradicate dreams. Guidance must emphasise strengths and success because it is in this way “we build positive views of self”. Guidance is encouragement, an opportunity to change and grow. Even in instances in which an individual, after consideration of personal potential and cultural opportunity, decides to pursue an endeavour that may appear out of reach, that person has every right to do so. We do not only have the right to succeed, but also right to fail.

**10. Guidance can be provided in multiple settings:**

It was mentioned earlier that guidance is ac cradle-to-grave concept; consequently it can be offered in a number of settings. It involves personal-social and occupational, as well as educational settings. Guidance can be as varied as one’s life situations demand.

**SESSION 2: ETHICAL ISSUES IN COUNSELLING**

In this session, we will consider on some ethical issues in counselling. Specifically we will consider seven (7) ethical issues in counselling.

**Learning outcome(s)**

By the end of the session, the participant will be able to

- a) Discuss the ethical issues in counselling.
- b) Relate the attributes to their lives.

**Introduction**

Ethics are the dos and don’ts of a profession. They are the agreed standard or code governing the profession. Every profession such as teaching, law, medicine and nursing, has its own ethics.

Counsellors are increasingly searching for professional status and as such need to satisfy the criteria for every profession. In Ghana the counselling profession is still young and does not have any specific code of conduct like the teaching profession but there are general universal guidelines to which every counsellor is expected to conform.

## **Guidelines**

Ethical guidelines based on the principles of guidance are as follows:

### **1. The counsellor must believe in human dignity:**

Every human being is entitled to respect and must be treated humanely. Even though individual differences should be considered in relating to the students, each student should have equal opportunity for counselling, must be respected as a human being regardless of his or her gender, social status of his or her parents, the individual's appearance, or age. Under no circumstance should a counsellor refuse to offer guidance to a student because he or she is different or has offended a teacher. Belief in human dignity also implies that the student should be accepted for what she/he is.

### **2. The counsellor must protect the welfare of the person who is seeking his/her help:**

The ultimate purpose of the guidance and counselling programme in schools is to seek the wellbeing of the students. Activities should be seen as working towards this purpose. In collecting information about the student to help them know themselves and others, care should be taken not to intimidate them. Committee members and peer counsellors need to be prepared well to do their work without causing concern and stress to the students they seek to help.

### **3. The counsellor must not abuse his/her professional position or relationships:**

Any misconduct by the counsellor or guidance personnel can be particularly damaging because the nature of the relationship between a counsellee and a counsellor leaves counsellees vulnerable to any inappropriate conduct on the part of a counsellor. This misconduct may be financial, as in the case of counsellor/guidance personnel engaging in business deals with the counsellee or using confidential information for personal profit; or it may involve social or sexual contact.

### **4. Counsellor must not, under any circumstance infringe on the freedom and interest of the counsellee or clients:**

Though guidance is oriented toward co-operation and not compulsion, the individual should not be forced to engage in any activity against his/her will. The individual is entitled to his/her privacy and is not obliged to divulge information whether personal or about siblings or other members of family. Privacy is a very important ingredient of counselling and the client must be given freedom of choice and individuality. Invasion of privacy occurs when some action or communication of the counsellor reveals the feelings, words or attitudes of counsellee to third parties.



**5. The counsellor must maintain the highest standards in the services offered:**

The counsellor's approach to issues can make or mar the counselling relationship. The counsellor must be knowledgeable, competent and efficient. Counsellors are encouraged to constantly update their skills through conferences, workshops and sharing experiences with their senior colleagues.

Below are some critical attributes of effective counsellors:

- |                     |                     |
|---------------------|---------------------|
| i. Knowledge        | vi. courteous       |
| ii. Resourceful     | vii. Empathic       |
| iii. A self-learner | viii. Honest        |
| iv. Tolerant        | ix. Genuine/Sincere |
| v. Humorous         | x. Tactful          |

**6. The counsellor must show regard to the social codes and moral expectations of the community:**

If the counsellor will be effective in the school, he/she must be an accepted and respected member of the community. Your respectability and acceptance by the community is closely related to how well you conform to the social and moral codes of the community. Christian counsellors living in Moslem communities, who look down on the Islamic religion and practices, do not conform to ethical standards. Breaking taboos in the community with impunity will generate hostility from the community. Counsellors must live above reproach. This must be taken into consideration when selecting members of the counselling committee.

**7. Safeguard information about an individual obtained in the course of counselling:**

Information on students can be divided into two main categories:

- Matters of judgement i.e., data that are both descriptive and evaluative of the individual and that require interpretation.
- Matters of record i.e., data that are purely descriptive. Matters of data may also be classified as restricted data i.e., health and disciplinary records, or unrestricted data-name, sex etc.

**Key Ideas**

- Every human being is entitled to respect and must be treated humanely
- The ultimate purpose of the guidance and counselling programme is to seek the wellbeing of the individual.
- . Privacy is a very important ingredient of counselling and the client must be given freedom of choice and individuality.
- If the counsellor will be effective in the school, he/she must be an accepted and respected member of the community

## Reflections

How do you safeguard information of a client who has come to you for counselling.

## Discussion

- **What are the social codes and moral expectations of your community?**
- Why should Counsellors be encouraged to constantly update their skills and knowledge in counselling?

## **UNIT 5: THE GUIDANCE SERVICES**

This unit introduces you to some guidance services. Specifically, we will discuss how to operationalize each guidance service.

### **Learning outcome(s)**

By the end of the unit, the participant will be able to:

- (a) Explain orientation as guidance service.
- (b) Discuss appraisal as a guidance service.
- (c) Discuss information as a guidance service.
- (d) Discuss placement as a guidance service.
- (e) Discuss counselling as a guidance service.
- (f) Discuss consultation as a guidance service.

## **SESSION 1: ORIENTATION, APPRAISAL AND INFORMATION SERVICE**

In this session, we will concentrate on some guidance service. Specifically we will consider the orientation service, appraisal service and information service.

### **Learning outcome(s)**

By the end of the session, the participant will be able to

- (a) Explain orientation as guidance service.
- (b) Discuss appraisal as a guidance service.
- (c) Discuss information as a guidance service.

### **Introduction**

Shertzer and Stone (1976) write that Guidance Services are school-based, formalized actions undertaken by the school to make guidance operational and available to students. Makinde (1987) lists these as follows:

- Orientation or Adaptive Services
- Appraisal or Inventory Services
- Informational or Distributive Services
- Planning and Placement Services.
- Follow-up, Research and Evaluation Services.

## **THE ORIENTATION SERVICE**

The service is provided to help students or new employees adjust to a new environment.

### **Purpose of Orientation**

1. To welcome fresh students to the school, college or university.
2. To help fresh students to adjust socially and psychologically to their new environment.
3. To let students know and understand their rights, privileges and responsibility in the school.
4. To expose students to the services and facilities available in the school.

### **How to Operationalise/Implement the Orientation Service**

To achieve the purposes of the orientation services many institutions use the following methods:

1. Organise talks for fresh students
2. Disseminating information to students using notice boards.
3. Providing reading materials for students
4. Making students visit the library, classrooms or lecture theatres and other important places to acquaint themselves with the facilities available.

## **THE APPRAISAL SERVICE**

This is a service in which data about individuals are collected and analysed with the aim of making the individual have better understanding of himself and also providing data which counsellors or guidance coordinators, teachers, administrators and other helpers can use to assist the individual or student.

### **AREAS OF DATA COLLECTION**

The appraisal service helps in the collection of personal data in the areas of interest and personality characteristics of the individual, in addition to his mental ability, achievement and special aptitude.

**Mental Ability:** This is the ability of the individual to think in abstract terms or ideas with the aim of solving problems or learning.

**Achievement:** Achievement in education refers to what or how much a student or an individual has been able to attain from his classroom learning.

**Interest:** Interest may be said to be the individual's feelings of like or dislike for an object or an object or an activity. It can also be referred to as a person's level of curiosity or motivation in interacting with an object.

**Personality characteristics:** These are the affective traits of an individual. They include emotions, morality, attitudes, sociability, interests and many others.

## **Techniques of collecting appraisal data**

Basically, there are two ways of collecting appraisal data from the areas mentioned above. These are the Test and Non-Test techniques. The test technique comprises standardized tests and teacher made tests. The non-test techniques comprises a number of such ways are observation, interviews, rating scales, sociograms, anecdotes, autobiographies.

## **Purposes and uses of tests**

The purposes of tests are related to user-objectives. Users include teachers, counsellors and administrators.

**PREDICTION:** Test scores can help us to predict how well we can perform or behave in future. Hence they offer a good basis for our decision-making.

**SELECTION:** Test scores are used by educational institutions, employment agencies, scholarship boards for selecting individuals for admission into higher educational institutions, job vacancies, and for awarding scholarships.

**CLASSIFICATION:** In classification individuals are divided into groups or classes according to types and not levels. For example, mental patients may be diagnosed and grouped into different types.

**EVALUATION:** Tests are used to evaluate guidance programmes, the effectiveness of counselling or classroom instructions, etc.

## **Counsellors' Use of Tests:**

To obtain accurate and reliable information about each student's or individual's abilities, aptitudes, interests and personality traits. This helps individuals or students to have self-understanding.

To help predict future performance of students and thus counsel them on which subjects or courses to pursue.

To help students and their parents make useful decisions with regard to planning their future careers,

To diagnose individual's or student's academic, social and emotional problems and provide appropriate treatment to resolve the problem,

To help counsellors evaluate the objectives of their guidance programmes,

To provide data for testimonials to higher institutions, employers on students, etc.

## **THE INFORMATION SERVICE**

This is designed to provide students with a greater knowledge of educational, vocational and personal-social opportunities so that they make better informed choices and decisions in an increasingly complex society.

## **TYPES OF INFORMATION**

There are three types of information service: educational, occupational and personal-social.

(a) **Educational Information**

Educational information is valid and usable data about all types of present and probable future educational or training opportunities and requirements including curriculum and non-curriculum offerings, requirements for entrance, and conditions and regulations of student life.

- Available tertiary or post-secondary institutions in the country or region,
- Curriculum offerings and subjects in these institutions,
- Admission requirements into tertiary or senior secondary school institutions
- Subject required for specific professions or courses in tertiary institutions
- Cost of going to a tertiary or secondary institution (boarding and tuition fees)

(b) **Occupational Information**

Occupational or career information is valid and usable data about positions, jobs and occupations including duties, requirements for entrance and conditions of work, reward and sources for further information.

- The structure and major groups within an occupation
- The nature of occupations, the nature of work
- Preparation(s) needed for the different types of occupations,
- Qualifications necessary for employment in various occupations,
- Procedures for entering and advancing in an occupation
- Conditions of work in various occupations

(c) **Personal-Social Information**

Personal social information is valid and usable data about the opportunities and influences of the human and physical environment which bear on personal and interpersonal relations.

- Such information is about human beings and helps individuals to understand themselves better
- improve how they relate with others.
- Others which are more specific are boy-girl relations, manners and etiquette, leisure time activities, personal appearance, social skills, home and family relationships, financial planning and healthy living
- 

## **METHODS OF COLLECTING AND GIVING INFORMATION**

**WRITTEN SOURCES:** Many industries, professions and institutions publish relevant information about their establishments and institutions in booklets, catalogues, brochures, occupational monographs/briefs/guides and other printed materials.

**CAREER CONFERENCES AND CONVENTIONS:** These can take different forms but they generally involve people on the job who describe their work to the children/students.

**VISITS:** They can visit factories, industries, colleges, schools, polytechnic among others. On their return to school, the students must have the opportunity to discuss the visit, focusing on job requirements, job satisfaction, admission requirements, etc.

**STREET SURVEY:** They visit each business or shop and collect information about the nature of jobs available, the kind of preparation required for each job, how to get employment there and the conditions of service.

**TEACHING OCCUPATIONS:** Occupations could be taught in formal lessons to students. This helps the guidance teacher to reach many children who may have similar problems at the same time. This would save the time he would use to discuss the same problem in many individual counselling sessions.

**ON THE JOB LEARNING:** Occupational information could also be obtained in actual work. Children can do a lot of partial work connected with their studies. Some of the children can also do vacation jobs through which they can gain experience.

**VARIETY:** Other ways of providing information to children include the use of audio-visual aids e.g. slides, films, radio, computers, cassettes, notice boards and bulletin boards.

### Key Ideas

- The Orientation service is provided to help students or new employees adjust to a new environment.
- The Appraisal service is collecting data about individuals with the aim of making the individual have better understanding of himself.
- The Information service is designed to provide students with a greater knowledge of educational, vocational and personal-social opportunities so that they make better informed choices and decisions in an increasingly complex society.

### Reflections

- How do you assist your student to make a better understanding of himself and make a better choice in life.
- How important is orientation in the field of work in Ghana.

### Discussion

- What are the purposes of test?
- What are the various methods that information could be collected?

## **SESSION 2: PLACEMENT, COUNSELLING AND CONSULTATION SERVICES**

In this session, we will continue with some more guidance services. Specifically we will consider the placement service, counselling service and consultation service.

### **Learning outcome(s)**

By the end of the session, the participant will be able to

- (a) Explain placement as guidance service.
- (b) Discuss counselling as a guidance service.
- (c) Discuss consultation as a guidance service.

### **PLACEMENT SERVICE**

The placement service is designed to help pupils or students choose and make use of opportunities available within the school or outside the school with the aim of improving or furthering their social or academic position or securing employment status. Thus in the placement services students are helped to enter into further education, a new class, or take up a new subject relevant to their future plans or enter into an occupation. Pecku (1991) categorises placement into three: namely, **educational, vocational and social placement.**

**EDUCATIONAL PLACEMENT:** This is placement with regard to educational or academic issues

**VOCATIONAL PLACEMENT:** Unlike educational placement, vocational placement deals with career or vocational matters.

**SOCIAL PLACEMENT:** This form of placement has to do with social issues. Pupils or students are placed in special groups with the aim of enabling them acquire some special social skills which are readily manifested in the group.

### **COUNSELLING SERVICE**

The fundamental goal of counselling is to effect some change(s) in behaviour, which help(s) the individual to live a more productive and self-satisfying life, counselling provides students with the skills, awareness and knowledge, that enables them to confront social inadequacy in life. To the layman, counselling may seem no different from any consultation. He may even consider it as a simple chat or an aimless talk. However, to the professional counsellor it may appear to be a mysteriously complex endeavour.

Ford and Urban (1963) have given four general characteristics of psychotherapy which also appropriately describe the nature of counselling as; Counselling involves two people in interaction,



a generic term for exchange of meanings between people which includes direct communication of talking and listening as well as gestures, glances, nods or shakes of the head, frowns.

## **AREAS OF COUNSELLING**

### **Educational counselling**

Educational counselling is a process of rendering services to pupils who need assistance in making decisions about important aspects of their education, such as the choice of courses and studies, decisions regarding interests and ability, and choices of college or universities.

**Vocational counselling:** Vocational counselling is counselling that facilitates career development. This involves:

- Helping students become aware of the many occupations to consider
- Interpreting an occupational interest inventory to a student
- Assisting a teenager to decide what to do after school
- Helping a student apply to a college or university
- Role-playing a job interviewing preparation for the real thing.

**Personal/Social counselling:** personal counselling deals with emotional distress and behavioural difficulties, which arise when individuals struggle to deal with various developmental tasks.

For example, we sometimes face;

- Anxiety over a career decision
- Lingering anger over an interpersonal conflict
- Insecurities about getting older
- Depressive feelings when bored with work
- Excessive guilt about a serious mistake in life

## **THE CONSULTATION SERVICE**

In the consultation service, the counsellor meets individuals like teachers, school administrators, parents and curriculum experts with the aim of assisting her to overcome certain difficulties she may have while executing her function. Consultation may also be thought of as assistance geared towards enabling parents, teachers, or administrators have a better understanding of the children or students they handle. It enables helpers realise better ways of handling them. Curriculum planners are also helped to plan better curricula for students or pupils when they come to understand the nature of children's development.

### **CONSULTATION WITH PARENTS**

This may be initiated by the counsellor or the parents. Shertzer and Stone (1976) suggests that school counsellors often initiate consultation with parents for a number of reasons:

- To discuss and interpret test results of their children.

- To have discussions on their children’s placement or planning with regard to their education.
- To get informed about and be able to interpret their children’s behaviour in school.
- To discuss how their children are achieving and developing.
- To discuss or suggest the need for their children to be referred to appropriate agency or professionals.
- Consultation enable counsellors to obtain rich information from parents on the behaviour of the children at home, parents relationship with children at home and the health condition to their children.
- Consultation occurs more at the lower levels (primary school).

## **CONSULTATION WITH TEACHERS**

School counsellors need to consult with teachers especially about the academic problems of their students, social problems and other personal problems that hinders smooth academic work. Students may be referred to the counsellor when they misbehave. Counsellors can give consultative help to teachers by:

### **Interpreting the child’s behaviour for the teacher to better understand the child**

- Collaborating with teachers to help students in need or those who need special attention.
- Interpret test data on students.
- Teachers can also be consultants to counsellors by providing them with information on:
- How children behave in groups
- Children’s style of learning
- Pupils reaction to classroom discipline

### **Key Ideas**

- The placement service students are helped to enter into further education, a new class, or take up a new subject relevant to their future plans or enter into an occupation.
- The fundamental goal of counselling is to effect some change(s) in behaviour, which help(s) the individual to live a more productive and self-satisfying life.
- Personal counselling deals with emotional distress and behavioural difficulties.
- . Consultation enable counsellors to obtain rich information from parents on the behaviour of the children at home.

### **Reflections**

- How can you assist your district coordinator to make guidance activities successful in your district?

### **Discussion**

- What are the roles of the NGO’s as a functionary?
- What are the roles of the community as a functionary?

## UNIT 6: ORGANISATION AND ADMINISTRATION OF GUIDANCE AND COUNSELLING PROGRAMMES IN SCHOOLS.

This unit introduces you to how to operationalize guidance and counselling in your various schools. Specifically, we will discuss the steps in organising a guidance programme in your school.

### Learning outcome(s)

By the end of the unit, the participant will be able to:

- (a) Explain how guidance and counselling is started in an institution.
- (b) Explain how guidance and counselling can be operationalized in their various place of work.

### Introduction

Organising guidance and counselling in your school and making it effective depend on the co-operative efforts of the entire staff of your school. This is because guidance and counselling is intricately intertwined with both the instructional programme and the administration of your school. This also means, among other things, that you have to develop a programme that is of specific relevance to your school. Such a programme, according to Hill and Lukey (1969) is characterised by the acronym “PLEA”.

1. Your programme should be **Planned**- it is not a hit-or miss affair.
2. It should also be effectively **Lead**- it demands constant and well-organised management.
3. The programme should be well **Executed**. This means- responsibilities assigned should be carried out
4. Finally, the programme should be regularly **Assessed**. It must be evaluated and its impact upon children is appraised.

### 1. *Planning:*

- (i) Planning involves the ability to delineate the philosophy of the school; this in part determines the objectives of the programme
- (ii) Desire to prepare clear-cut statements of objectives preferably in behavioural terms.

Assign specific duties to individuals and committees to make the organisation and management of your programme easier to execute your programme.

### *Leading:*

Zeran and Riio (1962) emphasise the point that ‘the administration must believe in, understand and want a programme, seminar or workshop to which members of the Board are invited as participants. This way, members of the school’s board would be persuaded to give support to the concept of school guidance services.

You could get them to understand that the programme of guidance services is a distinct part of the total student-personnel services of the school system; they should understand that it is a service for all students to all grade levels. They need to be convinced and made to accept the fact that though it will cost money, your programme will be worth what it costs.

Even though the Headmaster has ultimate leadership in the running of the guidance programme, the counsellor has his own vital management role to play. He co-ordinates the various committees, gives needed leadership in their assigned tasks, and encourage staff leadership to play their roles appropriately.

***Execution (or implementing the programme):***

The programme must utilise the competencies of individual members of staff to the ultimate. The working relationship among all involved in implementing the programme should be defined, if possible using a flow diagram. You will need the role of the counsellor in the school. Do not lecture and do not give the impression either that counselling can solve all problems.

According to Muro (1970) the best approach is to assure teachers of your awareness that some form of guidance already exists in an informal manner in the school and that as teachers, colleagues already hold a guidance-oriented point of view- since they all work towards helping students to maximise their potentials for full growth and development.

You might then need to drop the hint that you intend to involve every member of staff in the running of the programme; that no contribution is too little and that with their permission and co-operation a committee will be formed for this purpose. You could end by letting them know of your intention to submit proposals for orientation and an in-service session for discussion at the next staff meeting.

***Appraisal/ Assessment:***

Another important aspect of the programme is the careful evaluation of what has happened in relation to your stated objectives. You could have an in built evaluation system so that as soon as an aspect of the programme is executed, you would be able to evaluate the impact on the students as well as the people who were involved in it. Based on these, you would make new decisions to;

- (i) Retain, eliminate or improve some aspect(s) of the programme;
- (ii) Retain, change or give further training to person(s) or committee(s) that executed particular aspects of the programme.

A clear statement of objectives is crucial to effective evaluation because Zeran and Riio (1962) suggest that the “major purpose of evaluation is to ascertain the current status of an activity within a specific frame of reference...” They suggest further, that the bases of that knowledge would facilitate the improvement of the school’s guidance activities in terms of quality and efficiency.

## Key Issues

- Organising guidance and counselling in your school and making it effective depend on the co-operative efforts of the entire staff of your school.
- Desire to prepare clear-cut statements of objectives preferably in behavioural terms.
- The programme must utilise the competencies of individual members of staff to the ultimate.
- A clear statement of objectives is crucial to effective evaluation

## Reflections

- How do I organise a guidance programme in my school?
- How do I introduce the programme to the students to understand that the programme is for their benefit?

## Discussion

- What goes into the planning of guidance programme?
- What is supposed to be done at the leading stage?
- What goes into execution and appraisal??