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The Role of Guidance and Counselling in Effective Teaching and Learning in Schools

Ebizie Elizabeth Nkechi

Assistant Research Fellow,
Institute of Education,
University of Nigeria,
Nigeria.
ebizielizzy@gmail.com

Enajedu Esther Ewomaoghene

Lecturer II & Head,
Department of Guidance and Counselling,
School of General Studies,
Delta State School of Marine Technology,
Nigeria.

Nkechi Egenti

Principal Executive Officer,
Department of Physiology,
University of Nigeria, Enugu Campus,
Nigeria.
nkechi.egenti@unn.edu.ng

Structured Abstract:

Purpose: Guidance and counselling plays an role of in schools for the child future success of the child. The study recognises the fact that counselling is a transformative process of helping people to learn all that are to be learnt both in and outside the School.

Design / Methodology / Approach: The study adopted the use of review research techniques because is an opinion paper.

Findings: The paper acknowledge the fact that it is necessary for counsellors to build confidence of the child to trust him / her to be able to give him/her the rightful information needed in helping the child (students).

Practical implications: The guidance counsellors should encourage students to under the therapy session to be able to help the child in their future success

Originality / Value: This paper deals with the role of guidance and counselling in effective teaching and learning in schools for the child future success.

Keywords: Guidance & Counselling, Teaching & Learning, Schools, Child.

Paper Type: Theoretical Research Paper.

Introduction

Guidance and counselling is an important educational tool in shaping the orientation in a child from negative ideas that is planted in the child by his/her peers. Hence the need school for the counsellor to assist the child in moulding their future through counselling therapy. The school counsellor is seen as a role model and highly respected by students. The counsellors by their training are expected to be friends with the school child, listen to the child's complains, short comings and proffer guidance to the child in a quest of moulding the child in the right part to take in their life pursuit.

Egbo (2013) stated that "the total development of a child can only take place in an environment conducive for teaching and learning". It is in realization of the above that all educational services which can promote teaching and learning in schools are given prominent attention by educational planners. Counselling services are among the school educational services. It is believed that guidance and counselling services in school shall develop, assess and improve educational programmes; enhance teaching and improve the competence of the teacher and reduce cost for the children.

The school children are undergoing some of the most difficult periods of life. The transition from childhood to adulthood is a difficult one, even for the most balanced child. Apart from the influence of the family, the other major influence on the young person's life is the school and the school environment. The most that other influences can attempt to do is to help each young person to cope with the changes and wrought associate with adolescence, to develop a sense of responsibility, to make definite and considerable personal decisions. In short, families and schools have a duty to assist young people in their self-growth towards becoming a self-fulfilled and well adjusted adult.

Counselling and guidance can provide a good basis for a broader education for life. While being non-medical and non-psychiatric, it can be used as therapy for individuals with specific personal problems, or it can be the foundation of a more general "life skills training programme" for the student who, though not suffering from any particular problem, should be assisted in building up his/her personal resources in order to cope effectively with their future lives (Stokes, 1986). Hence, the Role of Guidance and Counselling in Effective Teaching and Learning in Schools for the Child Future Success.

Review of Related Literature

In guidance and counselling, these two words generally take on different meanings. The former refers to helping students' whole-person development, while the latter is frequently targeted at helping students with problems. In other words, guidance work is preventive and developmental in nature whereas counselling is more of supportive, remedial work (Lai-Yeung, 2014). The global trend seems to have moved from a casework and remedial approach to a preventive, developmental approach in providing guidance and counselling (Gysbers & Henderson, 1994; Yuen, 2002; Lai-Yeung, 2014). Hence guidance and counselling is a very necessary therapy to school children.

Guidance in schools is that area of the schools provision that is specifically directed towards helping pupils realise their full potential in preparing for adult and working life, (O'Concubhair, 1981). Akinade (2012) defines guidance and counselling as a process of helping an individual become fully aware of his/her self and the ways in which he is responding to the influences of his/her environment. It further assists him to establish some personal meaning for this behaviour and to develop and classify a set of goals and values for future behaviour.

According to Oviogbodu (2015) counselling can be defined as a number of procedures in assisting an individual to solve his problems. Counselling is more involved emotionally in the affective realm personalized learning, that is, emotions and feelings, values, attitudes. Counselling is an interaction or relationship between two or few individuals, the client counsellor relationship of trust (Geshinde 1991; Adebowale, 2012; cited in Oviogbodu, 2015).

Counselling is a learning process in which a counsellor helps an individual or individuals learn, understand themselves and their environment and be in a position to choose the right type of behaviours that will help them develop, grow, progress, ascend, mature and step up, educationally, vocationally and socio personally, (Egbo, 2013). In other words, counselling is a transformative process of helping people to learn all that are to be learnt both in and outside the School.

Counselling is a person-to-person process in which one person is helped by another to develop, increase in understanding and ability to solve his or her problems. Sometimes it

could involve a group of two or more persons. Consequent on the discussion it is important to highlight the benefits of Guidance and Counselling to students in the school programme.

Objective of the study

- To study the benefits of the school counseling program for students
- To study the school guidance counsellors areas of work
- To study the aims of guidance and Counseling in schools
- To study the role of guidance and counselling in schools
- To study the effective teaching and learning: guidance and counselling perspective

Research Question

1. What are the benefits of the school counseling program for students?
2. What are the school guidance counsellors' areas of work?
3. What are the aims of guidance and counseling in schools?
4. What are the role of guidance and counselling in schools?
5. What are effective teaching and learning, guidance and counselling perspective?

Methodology

The study is mainly analytical in nature. The secondary information has been collected from various publications, reports, Periodicals, books, journals and newspaper etc. Internet source and websites were also consulted for the purpose of the study.

Discussion

What Are the Benefits of the School Counseling Program for Students?

The following are benefit of counselling to students in schools

1. Prepare students for the challenges of the 21st century through academic, career, and personal / social development.
2. Relates educational program to future success.
3. Facilitates career exploration and development.
4. Develops decision-making and problem solving skills.
5. Assists in acquiring knowledge of self and others.
6. Enhances personal development.
7. Assists in developing effective interpersonal relationship skills.

8. Broadens knowledge of our changing world.
9. Provides advocacy for students.
10. Encourages facilitative, co-operative peer interactions.
11. Fosters resiliency factors for students.
12. Assures equitable access to educational opportunities.

What Are the School Guidance Counsellors' Areas of Work?

In 1981 the Cork branch of the Institute of Guidance Counsellors produced a job description for school Guidance Counsellors listing their areas of work. The School Guidance Counsellor;

1. Counsels individual students and provides group education and vocational guidance.
2. Assists individual students with personal problems; social, emotional etc.
3. Assists with personal development.
4. Advises on study techniques.
5. Advises on job applications and interviews.
6. May engage in psychological testing and other testing.
7. May refer students to other agencies.
8. May co-ordinate a school system of pastoral care.
9. Is responsible for the compilation and availability of occupational information.
10. Enjoys freedom and flexibility in the organisation of counselling activities according to the needs of the school.

Further to this the report designated four major work areas for the School Counsellor ; Individual Counselling; Group Guidance; Occupational Information; Psychological Testing, (I.G.C. Journal, Spring 1981).

What Are the Aims of Guidance and Counselling in Schools?

The aims of guidance and counseling service in schools is to assist the student in fulfilling his / her basic physiological needs, understanding themselves and developing associations with peers, balancing between permissiveness and controls in the school setting, realizing successful achievement, and providing opportunities to gain independence (Heyden, 2011). The purpose of guidance and counselling therefore provides emphasis and strength to educational programs. Some specific aims of the school guidance and counselling program includes the following (Gibson, 2009 cited in Lunenburg, 2010):

- a. **To Provide for the Realization of Student Potentialities:** To all students, the school offers a wide choice of courses and co-curricular activities. A significant function of education is to help students identify and develop their potentialities. The counsellor's role is to assist students to distribute their energies into the many learning opportunities available to them. Every student needs help in planning his major course of study and pattern of co-curricular activities.
- b. **To Help Children with Developing Problems:** Even those students who have chosen an appropriate educational program for themselves may have problems that require help. A teacher may need to spend from one fifth to one-third of his time with a few pupils who require a great deal of help, which deprives the rest of the class from the teacher's full attention to their needs. The counsellor, by helping these youngsters to resolve their difficulties, frees the classroom teacher to use his time more efficiently.
- c. **To Contribute to the Development of the School's Curriculum:** Counsellors, in working with individual students, know their personal problems and aspirations, their talents and abilities, as well as the social pressures confronting them. Counsellors, therefore, can provide data that serve as a basis for curriculum development, and they can help curriculum developers shape courses of study that more accurately reflect the needs of students. Too often, counsellors are not included in curriculum development efforts.
- d. **To Provide Teachers with Technical Assistance:** Pre-service teacher training institutions typically provide very limited experience with the more technical aspects of guidance work. Thus, a need exists in most schools for assistance with guidance and counselling functions essential to the educational program. Specifically, the guidance counsellor is qualified to assist teachers with selecting, administering, and interpreting tests; selecting and using cumulative, anecdotal, and other types of records; providing help and suggestions relative to counselling techniques, which teachers can use in counselling their students; and providing leadership in developing and conducting professional development of teachers in guidance functions.
- e. **To Contribute to the Mutual Adjustment of Students and the School:** Guidance has a responsibility for developing and maintaining a cooperative relationship between students and the school. Teachers and counsellors must be cognizant of

students' needs. Students also must make adjustments to the school. They have a responsibility to contribute something to the school. A major contribution of students is that of making appropriate use of the school's resources and working toward accomplishments. Such mutual adjustment of students and school is facilitated by providing suggestions for program improvements, conducting research for educational improvements, contributing to students' adjustment through counselling, and fostering wholesome school-home attitudes.

What Are the Role of Guidance and Counselling in Schools?

The roles of guidance and counselling programme is to bring about the maximum development and self-realization of human potential for the benefit of the individual and society. Makinde (1984) observes that the school counsellor is concerned with facilitating the optimum development of students. This is supported by Bennars (1994); Mutie and Ndambuki (2000) and Ndirangu (2007) who argue that the programme is supposed to develop the learner's intellectual abilities, develop a balanced personality and to have a complete person intellectually, spiritually, morally and socially. Guidance and counselling programme is therefore aimed at assisting students to harmonize their abilities, interests and values, thereby enabling them to develop their potential fully. Self-knowledge helps one to formulate life goals and plans which are realistic.

In schools, there is need for students to make proper subject and career choices after the four year course in the Universities, Six education programs in both Primary and Secondary as it relates to Nigeria education system. Borrow (1983) observes that it is the role of guidance and counselling programme to provide the students with the necessary information about the courses availability and the qualifications required for each course. Such information will assist students develop realistic self-concept according to their academic capabilities.

Most secondary school students are in the adolescent stage. According to Robert and Elizabeth (1983), during this time, adolescent experience alienation which is a syndrome comprising of distrust, anxiety, pessimism, egocentrism, meaninglessness, normlessness and powerlessness. They observe that guidance and counselling is therefore needed during this adolescence stage to assist them understand their developmental stage and adjust to school life. Guidance and counselling programme also help students choose and pursue achievable careers. According to Borrow (1983) the world is highly complex and dynamic which makes career choice very difficult. He reckons that time change, people change, technology

progresses and these challenges everyone to change to new ways of living and working. The students need guidance and counselling programs to inform them about various jobs and openings available, the qualification required plus the responsibilities involved and the nature of the work so that they can decide and have clear occupational goals.

The programme also plays the role of intercepting and assisting disadvantaged students and also checks on school drop-out. Makinde (1984) observes that one of the roles for school counsellor is to help students who are experiencing difficulties. Students from disadvantaged families of the society have many problems and needs which, are to be dealt with in guidance and counselling programme. Lindsay (1983) argues that such students may experience difficulty in adjustment with peers, teachers and the environment thus guidance programme helps such students to adjust and utilize the guidance facilities available fully. Majority of the disadvantaged students later acquire low qualifications for the world of work. This poor achievement may even marginalize them more if guidance programme does not intervene; some may even drop out of school, thus the guidance programme is well suited for assisting the students (Ndirangu, 2007).

What are Effective Teaching and Learning, Guidance and Counselling Perspective?

Teaching is a common phenomenon in school; it is aimed at bringing about a positive change in the life of an individual. In the context of guidance and counselling the counsellor listens to the child's problem, extra the issue before him/her and tries as much as possible to help the child's in overcoming the problem through proper advise and continues engagement/follow up to see if the child is applying the therapy.

Teacher effectiveness in use of instructional resources is considered important to enable them master the requisite knowledge of the subject matter content and enhance their teaching capabilities (Orodho, 2013, 2014). To retain efficient and experienced workforce in an organization such as a school set up is very crucial to the standard organization. Hammon (2006) found that teachers subject matter knowledge, teaching capability among others are leading factors in teaching effectiveness. Effective teachers understand and are able to apply strategies to help students increase not only the academic achievement of students but also help learners cope with other life skills (Goodstein, Nolan, & Pfeiffer, 2006).

According to Abolade (2000) cited in Egbo, (2013) teaching is describes as a set of activities that are designed to bring about changes in the behaviour of learners. Popham (2010) sees

teaching as explaining, demonstrating, guiding and counselling by the teacher in order to effect a change in the learner. Okoye (2010) stated that the main aim of teaching is to help someone acquire or change some skills, attitude, knowledge, idea or appreciation. In other words, it is to bring about some desirable changes in the learners, she also noted that teaching is said to be effective only when the learners have been able to achieve the set behavioural objectives. Nnabuike, (2012) believes that a teacher is also a learner because there is no end to learning.

Okoye (2010), views learning as the mental activity by which knowledge and skills, habits and attitudes, virtues and ideas are acquired, retained and utilized resulting in the progressive adoption and modification of conduct and behaviour. Oketch (2012) sees learning as the acquisition of new behaviour or a change in behaviour whether positive or negative change. It also includes acquisition of knowledge, information, skills and cultures. He therefore noted that learning definitely will lead to change in one's thought, patterns and feeling. Learning also involves cognitive process especially mental reasoning. Thus teaching and learning go together; it is like buying and selling. If nobody learns it follows that nobody teaches. Nnabuike (2012) noted that the work of the teacher is to help students to learn through deliberate and conscious manipulation of information, knowledge, skill, values, attitudes and habits of the learners in order to bring about learning, leading to desirable changes in character. Based on the above, no effective teaching could be said to have taken place if learning has not occurred.

The teacher in a classroom condition act as a counsellor in the form of Teaching Advisory Programme (TAP); in the light of this situation the teacher counsel the students in the right direction to take using life instance and experience to act of a guide since the students already see him/her as a role model.

Effective teachers have a thorough knowledge of their subject content and skill. Through this, they inspire in their students a love of learning. They also understand how students' best learn concepts, content and skills. Effective teachers use their knowledge of learning processes to determine which will be most effective to help the particular students in their classes to learn successfully.

Effective teachers provide a safe and orderly environment, both physically and emotionally, so students can achieve their potential. They know students learn best if they are in a class room where they feel safe and confident to attempt new tasks even if at first they are unsure

about how to tackle them. Effective teachers are in the habit of constantly reflecting on how well they are getting through to their students and searching for better ways of teaching those who are not responding as well as extending those who are achieving well.

The implication for guidance and counselling is that the teacher observes the students during and after the class. The teacher also evaluate the students to know their knowledge of assimilation and if there is need for counselling, the teacher may which to invite the counsellor to the class for general class discussion of refer a particular students that is deficient to the counsellor for guidance section.

Conclusion

Inclusion guidance and counselling is tinted toward preventing the child from indulging in negative vices and helping the child to choose the right parts in life to be successful in the pursuit of future ambition. It is necessary that the counsellor build the confidence of the child to trust him/her to be able to give him/her the rightful information needed in helping its client (students). This is so, because, client that trust counsellors normally open up with vital information to their counsellors which may enable the client to introduce any other person with counselling need to the counsellor.

Counselling also help students in career choice to vying to their appropriate area that they are good at instead of following their peers in choosing a wrong career part. The education of a child needs constant mentoring hence guidance is inimical to their growth and development in a complex society that we are today.

Recommendations

The study recommended that:

1. School children should constantly visit the guidance counsellor for therapy if they are any issue that is of burden to them.
2. The guidance counsellor should see the school child as his / her child, friend, and someone that needs helps as in a medical doctor patient relationship.
3. Schools should have evaluated the school counsellor from the feedback of the students that they counsel from time to time with the objective of encouraging them to do better job of guiding the students.

4. The guidance counsellor should be made to attend his/her professional conferences to learn new ideas of therapies with clients.

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