

THERAPEUTIC RESOURCES AVAILABLE FOR COUNSELLING AMONG SCHOOL COUNSELLORS IN SENIOR SECONDARY SCHOOLS IN SOKOTO SOUTH LOCAL GOVERNMENT AREA, SOKOTO STATE

Salihu Mukhtar Nawait, PhD

Department of Educational Foundations, Faculty of Education, Sokoto State University, Sokoto.

e-mail: muknawait@gmail.com

Abstract

The paper investigated on Therapeutic resources available for counselling among school counsellors in Sokoto South local government area, Sokoto state. Descriptive survey design was used and the population of the study comprises of 37 School counsellors in 25 public and 12 private Senior Secondary Schools in Sokoto South Local Government Area. The sample size consist of all the 37 identified School counsellors in the study area. Two research questions and One hypothesis were formulated. Researcher developed questionnaire called Availability of Resources for Counselling questionnaire (ARCQ) was used to collect data from the respondents. The instrument obtained items` validity of 0.7 and test re-test and inter-rater reliability of 0.8 and 0.75 respectively. The data collected were analysed using the Non parametric test of Man Whitney test for testing the hypothesis. The finding revealed that Resources for counselling were grossly unavailable for school counsellors in the senior secondary schools and the unavailability has no significant difference among school counsellors of both public and private secondary schools. And it was finally recommended that Urgent steps should be taken by Sokoto State Government to build counselling centers in all the secondary schools all over the state and equip them with required counselling resources.

Keywords: Therapeutic Resources, School Counsellors

Introduction

Resources to Counsellors are just like to instructional materials to teachers. Counselling resources provide a useful, additional tool for Counsellors wanting to provide as wide-ranging a service as possible to all their clients. Resources will also enhance a counsellor's personal skills and increase the level of knowledge and support a counsellor can offer through the practice of their skills. They will become more confident in their ability to provide clients with the best possible counselling service, and also be able to offer other avenues the client can explore. Using resources also allows the professional counsellor an opportunity to explore his own abilities, career development and personal skills and requirements. Reflective research explores the counsellor's skills and self-awareness and may provide renewed interest in the expansion of a counsellor's career. Being able to access information about the latest developments in the field of counselling also supports further training.

Studies have shown that learning largely depends on available resources in educational institutions which the learners interacts with, Ojo and Olaniyan (2019) found out that instructional materials do enrich students' performance, stimulate and motivate students interest in learning and help them to develop a continuity of reasoning, coherence of thought and in concretizing abstract issues or topics. A soldier cannot be effective without a gun so is a farmer without a hoe. Hence a guidance counsellor cannot effectively

discharge his duties without resources for counselling. Varieties of Human and material resources are abound both within the school and the community, an effective counsellor would comb the environment to identify and access the available resources, then make their maximum utilization for the benefits of his/her clients.

For effective counselling activities to thrive, there must be adequately furnished and conducive spacious office facility for group and individual counselling sessions and to accommodate two auxiliaries to the counsellor. A situation where the counsellor shares the general staff room with the rest of the school staff should be stopped. The counsellor needs cabinet, shelves and other hardware for data storage. In view of the realities of globalization, a computer outfit is necessary for easy storage and retrieval of data. The management of huge amount of data is facilitated by the use of computer and its accessories. Again, there are a number of computer software packages that can aid information retrieval and appraisal services. Furthermore, the work of the counsellor can be greatly enhanced with the availability of telephone and other communication gadgets.

Finally, for the counsellor to prosecute functional guidance programmes such as the careers day, field trips, guidance workshops and seminars, adequate funds are needed. According to Adana (2014) the provisions of these facilities are of utmost importance for the counsellor to carry out his/her functions in the school guidance programme; otherwise manpower/human resource development in Nigeria will remain a mirage.

Conceptual Framework

Resource is something functional to man. The term 'functional' denotes functional character, i.e., the capacity of satisfying human wants. These refer to things of certain values for satisfying human need. The Wikipedia free encyclopedia defined resource as a source or supply from which benefit is produced. Typically resources are materials, services, staff, or other assets that are transformed to produce benefit and in the process may be consumed or made unavailable. Implying that resources for counselling are human and materials that are at the disposal of a counsellor which can be utilized by the counsellor in the process of counselling. Human, financial and political resources are required at the implementation stage of the guidance programme. Human resources include the counsellor/student ratio, and the number of committee members and teachers who actually offer their services. Financial resources include the school budget for Guidance and Counselling, other sources of finance, and the adequacy of Guidance facilities. Finally, political resources are related to policies and procedures, resistant staff members, implementation guidelines and administrative support.

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

Due to shortages of trained counsellors, some teachers who undergo training in some aspects of principles and practice of guidance and counselling are appointed in the secondary schools to perform the duties of a guidance counsellor. Most of these Para-counsellors only offer career guidance to students and not all aspects of guidance and counselling. The teacher counsellors are themselves inadequate as far as counselling practice is concerned, but they are useful in the educational setting as they assist in creating career awareness among the students. If the Para-counsellors are assisting in understanding the process of acquisition and utilization of resources for counselling their work will be enhanced and the target population who are the students will be benefit immensely from their services

Mcdonald, Thomas and Erickson (2002) defined the availability of a resource as "the quantity accessible to the animal (or population of animals) during that same period of time." Similarly, Johnson (as cited in Judge and Hurst, 2008) defined "the availability of that (resource) component is its accessibility to the consumer." Samuel and Fuller (as cited in Besley, 2002) noted that "availability represents the amount of area of each habitat type that is available for use by the population or an individual animal." With each definition, there is an assumption, either stated or implied, that availability considers the amount and accessibility of a set of resources to the animal or population under study.

According to Kolo and Adamu (2001), the counsellor is an important human resource the guidance programme has. However many guidance programmes though designed by the counsellor themselves, seem to forget about themselves as a crucial factor to the operation of the programme. They also stated that the basic tool counsellors" have at their immediate disposal for the guidance programme delivery is themselves.

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

Quality guidance and counselling services require a number of facilities. These include: office space, bookshelves, drawers, files, finance, time, reference books, guidance and counselling manuals, psychological test materials among other things. Despite the importance of resources in the success of the guidance programme, the most important resource in counselling; the counsellor, is grossly inadequate, majority of secondary

schools in Sokoto South Local Government had no trained counsellors. The counselling positions in all the public secondary schools are occupied by career masters who are not trained counsellors but Para-counsellors. It is assumed that trained teachers can serve as providers of guidance and counselling service in secondary schools. This in itself is a serious setback to implementation of effective guidance and counselling programme in the schools.

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

Research Objectives

- i. To find out the availability of counselling resources for counsellors in public and private senior secondary schools in Sokoto South Local Government Area, Sokoto State
- ii. To examine the differences in availability of counselling resources for counsellors between public and private senior secondary schools in Sokoto South Local Government Area, Sokoto State

Research Questions

Are there any counselling resources available for the school counsellors in public and private secondary schools in Sokoto South Local Government, Sokoto State?

Research Hypotheses

The following hypotheses were tested at 0.05 level of significant:

HO₁: There is no significant difference in the availability of counselling resources for the School counsellors between public and private secondary schools in Sokoto South Local Government, Sokoto State

Methodology

Descriptive research design was used. Survey design is the process of collecting representative sample data from a larger population and using the sample to infer attributes of the population. The motive behind choosing the survey method “is to enable the researcher estimate, with significant precision, the percentage of population that has a Specific attribute by collecting data from a small portion of the total population” (Olayinka, 2011). Population of the study comprises of 37 School counsellors from (25 public and 12) private senior schools in Sokoto South Local Government Area, Sokoto State. The sample size consist of all the 37 identified School counsellors in the study area. Researcher developed questionnaire called Availability of Resources for Counselling questionnaire (ARCQ) was used to collect data from the respondents. The instrument

obtained items` validity index of 0.7 and test re-test and inter-rater reliability of 0.8 and 0.75 respectively. The data collected were analysed using the Non parametric test of Man Whitney test. This is because the variables are in form of ordinal scale perception, between two independent groups, hence the appropriate test of non-parametric test of Man Whitney rank test. Hypothesis was tested at 0.05 level of significant.

Results

Table 1: Availability of Resources for Counselling

S/N	Resources	SA	A	D	SD	Total
1.	Do you make Intelligent tests for students?	8(21.6%)	3(8.1%)	19(51.4%)	7(18.9%)	37(100%)
2.	Does your school have Storage facilities? (filing cabinet where only the counsellor have the 2. key)	8(21.6%)	3(8.1%)	19(51.4%)	7(18.9%)	37(100%)
3.	Do you make Achievement tests for students?	8(21.6%)	14(37.8%)	12(32.4%)	3(8.19%)	37(100%)
4.	Computer for operations and data storage	3(8.1%)	16(43.2%)	9(24.3%)	9(24.3%)	37(100%)
5.	Do your make a Career Week/Day	5(13.5%)	7(18.9%)	13(35.1%)	12(32.4%)	37(100%)
6.	Do you received any monthly Allocation from the Ministry for counselling programme	3(8.1%)	5(13.5%)	22(59.5%)	7(18.9%)	37(100%)
7.	Does your School has a Para-Counsellor who perform duties of a counsellor	13(35.1%)	19(51.4%)	4(10.8%)	1(2.7%)	37(100%)
8.	Does your has availability of Internet Facilities	5(13.5%)	7(18.9%)	13(35.1%)	12(32.4%)	37(100%)

Table 1 above shows the responses on the availability of resources for counselling. On item 1 of the questionnaire which stated if the counsellors make intelligent test for students; 8(21.6%) and 3(8.1%) of the respondent strongly agreed, agreed with the statement, while the majority of the respondents (19(51.4%) and 7(18.9%)) disagreed with the statement. This clearly shows that majority of the school didn't make 1Q for the students.

On item number 2 of the questionnaire the table show that much respondents didn't agree with the statement saying that if they do achievement test for the students, this clearly shows that, 14(37.8%) and 12(32.4%) respondent disagree and strongly disagreed while 8(21.6%) and 3(8.1%) respondent agreed and strongly agreed with the statement respectively.

On item 3 of the questionnaire whether if there is computer for operation and data storage 16(43.2%) of the respondents strongly agree with the statement, 9(24.3%) of the respondents also disagree with the statement, while 3(8.1%) and 9(24.3%) of the respondent strongly agree and agreed with the statement. This mean that majority of the

secondary schools in Sokoto metropolis doesn't have the availability of computer operation and data storage facilities in school.

On item 4 of the questionnaire majority of the respondents didn't make career week/day in their schools. This can be seen as the table shows the responses of 10(27%) and 16(43.2%) for strongly agree and agree while 5 and 6 responses for agree and strongly agree respectively.

On item no 6 of the questionnaire, on 3(8.1%) and 5(13.5%) respondents strongly agree and agree with the statement saying if they are receiving any monthly allocation from the ministry, while majority of the respondents disagree and disagree with the statement and thus, occupied 22(59.5%) and 7(18.9%) responses.

On item no 7 of the questionnaire, the responses are as follows: 13(35.1%) and 19(51.4%) responses shows that their schools has a para-counselor who perform the duties of a counselor. While only 4(10.8%) and 1(2.7%) responses showed that their school doesn't have counsellor who performs the duties of a counselor.

On item 8 of the questionnaire, majority of the responses shows that their schools doesn't have access to internet facilities with 13(35.1%) and 12(32.4%) responses while only 5(13.5%) and 7(18.9%) respondents responded that their schools has access to internet facilities. This clearly shows that majority of secondary school in Sokoto South Local Government doesn't have internet facilities to make use of it for effective counselling.

Research Question One

Are there any counselling resources available for the school counsellors in public and private secondary schools in Sokoto South Local Government, Sokoto State?

Table 2: Mean Descriptive statistics on the availability of counselling resources for counsellors in public and private secondary schools in Sokoto South local government area

	Type of School	N	Mean Rank	Sum of Ranks
Ranks				
Availability of Counselling Resources	Public	25	97.66	11816.50
	Private	12	104.85	8283.50
	Total	37		

There is no difference in availability of counselling resources for counsellors of public and private secondary schools. Their mean ranking on availability of counselling resources were 106.60 and 91.35 in Public and Private schools respectively.

Hypothesis One:

There is no significant difference on the availability resources of counselling for counsellors in public and private secondary schools in Sokoto South Local Government, Sokoto State

Table 2: Mann-Whitney Test on difference in availability of counselling resources between counsellors of public and private secondary schools in Sokoto South Local Government, Sokoto

Ranks	Type of School	N	Mean Rank	Sum of Ranks
Availability of Counselling Resources	Public	25	97.66	11816.50
	Private	12	104.85	8283.50
	Total	32		

Table 3: Mann-Whitney U Test

Test Statistics		Availability of Counselling Resources
Mann-Whitney	U	4435.50
Wilcoxon	W	11816.50
Z		-.86
. Sig. (2-tailed)		.39

a. Grouping Variable: Type of School

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

Discussion of Findings

Research question one sought to ask on the availability of counselling resources for counsellors in both public and private schools, and the finding revealed that there is inadequate counselling resources in both private and public schools. No much difference in availability of counselling resources for para counsellors of public and private secondary schools Sokoto South local government area. Their mean ranking on availability of counselling resources were 106.60 and 91.35 in Public and Private schools respectively. The finding concord with a study on evaluation of guidance and counselling resources in secondary schools in Oyo state by Isiugo-Abanihe and Odeniyi (2011) reveals that only few of the sampled schools had career album, 25.6% had psychological tests such as VII, SPI MOPS. Also only few of the sampled schools had record of daily activities.

Null hypothesis one sought to find out the difference in availability of counselling resources between para counsellors of public and private secondary schools in Sokoto South Local government Area of Sokoto State, it was found out that Resources for counselling are grossly unavailable in the secondary schools, the unavailability has no

significant difference among school counsellors of public and private secondary schools. This finding is in agreement with the findings of the study titled Assessment of Challenges facing Secondary School Guidance and Counselling Teachers in Nyamira District, Kenya by Nyamwange, Nyakan and Kisii (2012) indicate that the available guidance and counselling facilities are inadequate.

The study indicates that although most of the guidance and counselling personnel had an office, a lot which is a high percentage did not. This is a great challenge which conforms to Achieng's (2017) views that without a private accommodation delivery of counselling services will not be effective. Besides, contrary to Kiragu's (2012) recommendation, most school counsellors' offices do not have the basic guidance and counselling facilities such as reference books, guidance and counselling manual and career resource materials. This is related to the findings of a study by Nyamwaka, et al., (2013) shows that the majority of counsellors have stationery and posters and pamphlets. However, only a few of them have access to a counselling office, reference materials and electronic devices such as television, radio or video for screening film strips. Also a survey by Kolo and Yaroson (2015) showed that in most schools in Kaduna and Zaria where guidance programme is operation, the counsellors only use the human resources mainly for career talks in the guidance programme.

Conclusion

Based on the findings of this study, the following conclusions are reached: Human and material resources for counselling; especially the trained counsellors are not adequate in both public and private secondary schools located in Sokoto South Local Government Area of Sokoto state. Therefore, the few counselling units available are managed by either para-counsellors who are professionally untrained.

Recommendations

Urgent steps should be taken by Sokoto State Government to build counselling centers in all the secondary schools all over the state and equip them with required resources. Counsellors; under the auspices of the Counselling association of Nigeria, should be encouraged to produce psychological tests, the available psychological tests are grossly inadequate.

References

- Achieng, A. A. (2017). *Guidance and Counselling. An Introduction*. Nairobi: Exact Concepts Publishers.
- Adana, B. S. (2014). The School guidance programme. In A. I. Idowu (Ed) *Guidance and Counselling in education*, Ilorin: INDEMAC Publishers.
- Besley, A. C. (2002). Into the 21st Century: The McCrone and McConnell Reports-Opening the Possibility for Introducing Full-Time School Counsellors into Scottish Schools. In *Scottish Educational Review*, **34** (1): 16-75.
- Egbule, J. F. (2012). *Principles and Practice of Guidance and Counselling*. Owerri: Whyte and Whyte Publishers
- Isiugo-Abanihe and Odeniyi (2011). Evaluation of guidance and counselling in secondary school Abubakar Gumi College, Kaduna

- Kiragu, T. M. (2012). An Investigation of the b Extent of Guidance and Counselling Programmes in some Secondary Schools in Thika District, Kenya. Unpublished Masters Project: Kenyatta University.
- Kolo, F. D. and Adamu, H. (2015). Professional Counselling and Resources. Jos Joefegan Associates.
- Mcdonald, L. Thomas, L. and Erickson, E. P. (2002). *Resources Selection by animals: Statistical Design and Analysis of Field Studies*. Second Edition. Kluwer Academic Publishers, Dordrechut, the Netherlands.
- Nyamwage, C. B.; Nyanka, P. O. and Kisii, C. O. (2012). Assessment of Challenges Facing Secondary School Guidance and Counselling Teachers in Nyamira District, Kenya. *Journal of Education and Practice*, **3** (16): ISSN 222-1735.
- Ojo, R., and Olaniyan, I. (2014). Existential psychotherapy. In R. J. Corsini and D. Wedding (Eds.), *Current psychotherapies* (6th ed., pp. 273–302). Itasca, IL: F. E. Peacock.
- Olayinka, M. S. (2011). *The Role of Guidance and Vocational Counselling in Nigerian Education*. University of Lagos.