

**TEACHERS' MANDATE
ON EDUCATION
AND
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Teachers' Perception of Counsellors' Roles Performance in Selected Schools in Ibadan North East Local Government: Implications for the UBE Scheme

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Abstract

This study investigated the perception of teachers on the roles performance of counsellors in schools. The subjects of the study were one hundred and ten (110) teachers from five randomly selected secondary schools in Ibadan North East Local Government. A self-developed survey questionnaire was used to obtain the data. Analysis of the data through frequency counts and percentages revealed that majority of the subjects agreed that counsellors performed professional roles listed in the questionnaire. The implications of these findings on the UBE scheme were discussed and recommendations made.

Background to the Study

Education is the bedrock of national development. It is an avenue that could be used to change the behaviour pattern of people, societal values and expectation (Inikori, 2000) and at the same time introduce the younger generations into the ethics, norms, culture, economy, politics, religion, technology and vocations of the society (Ipaye, 1999).

Government, most especially at the Federal level, seemed to have realised the invaluable contribution of education to good governance and the rate at which illiteracy could retard national growth. Hence, several efforts have been made to ensure that

citizens are not denied access to education in recent past. The latest in the series of these attempts is the Universal Basic Education scheme launched on the 30th of September 1999 in Sokoto by President Olusegun Obasanjo. When fully implemented the scheme would provide free and compulsory basic education to all citizens from primary to the junior secondary school levels. This new development now makes basic elementary education a right and not a privilege.

The successful implementation of the UBE scheme, however, depends on the provision of certain human and material resources. The human resources are personnel required for the scheme. Gesinde (2000) identified educational administrators, teachers, guidance counsellors and librarians as vital personnel required for the UBE scheme. The justification for the inclusion of counsellors in the UBE scheme has been stressed by Gesinde (2000) thus:

There are certain undesirable behaviours by learners, which can disrupt learning processes. Some of these undesirable behaviours require psychological assistance. They are problems beyond the manipulation of teachers. It is, therefore, necessary that these must be corrected if any meaningful learning will take place. The services rendered by guidance counsellors include the resolution of any psychological and emotional problems, academic problems and socio-personal problems that will not make learning to be result-oriented (p.7).

The roles of personnel in schools are dissimilar. The professional roles of counsellors differ from teachers and *vice versa*. Counsellors are noted for professional guidance and counseling, motivational services to students, information, testing, placement, orientation and interview, cumulative record-keeping, referral, consultancy, in-service training, remedial laboratory programmes, career library service, career week programmes, and research programmes (Olayinka, 1993); record keeping, coordination, consultation, in-service programmes, teaching, local research (Ipaye, 1995); orientation, placement, information, counseling, referral, appraisal, follow-up (Aremu, 2000);

orientation, information, appraisal, referral, evaluation, follow-up (Olawale, 2000).

It is, however, worthy of note that it is one thing for scholars to identify professional roles of school counsellors, it is another thing for counsellors to be performing these roles in their area of jurisdiction. On this premise, this paper investigates the performance of some of these roles by counsellors from the point of view of the teachers who are co-workers with the school counselors. This becomes imperative because of neglect, which these areas have suffered from previous studies. Emphasis has always been on perception of students, teachers, administrators, and principals, of counsellor's roles/functions rather than the performance of these roles. For instance Shertzer & Stone (1963) study revealed that pupils believed that guidance programme add something of value to their school. They also discovered from Darley's study that teachers perceived counselors to be administrators, provide ancillary services, cuddle and pamper those who should be flunked or failed out. Similarly, French (1979), survey study discovered that administrators, students and teachers have similar perception of the counsellors.

Research Question

What is the perception of teachers to the performance of the following roles by counsellors in schools?

- Orientation of new comers
- Provision of educational, vocational and socio-personnel information
- Carrying out researches
- Referring student to professionals
- Organising career guidance
- Keeping of cumulative reward
- Appraising students
- Counselling students
- Placement

Method and Procedure

Design

The design used for the study was the descriptive survey design.

Sample

The subjects of the study were mainly teachers from five randomly selected secondary schools in Ibadan North East Local Government Area, Ibadan. They consisted of 43 males representing 39.1% and 67 females representing 60.9% with diverse years of working experience ranging from 1 to 30 years. The mean age of working experience is 10.7.

Instrument

A self-developed survey inventory (inventory on teachers' perception of counsellors' roles performance in schools) was used for the study. The inventory has two sections – A and B. In section A, respondents were to supply the following demographic information: sex, marital status, religion, school of teaching appointment, year of teaching experience, and presence or absence of counsellors in school.

Section B contains ten different roles of counsellors in schools. Respondents were to circle the extent of their agreement or disagreement with the question by circling one of the four options – Strongly agree (SA) Agree (A) Disagree (D) Strongly disagree (SD) as in four point modified Likert type scale. The reliability index of 0.87 was obtained through the use of split – half reliability coefficient.

Data Collection

The self-developed survey inventory was used to collect data from the subject of the study. The administration of the instrument was through self-Delivery Technique (SDT). A total of two hundred and eight (208) questionnaire were administered but one hundred and sixty-five (165) were returned for analysis.

Data analysis

Out of the one hundred and sixty-five 165 questionnaire returned for analysis only one hundred and ten (110) were found to contain

all information required. These were subjected to analysis of frequency counts and percentages.

Research Question

What is the perception of teachers to the purported roles performance of orientation, information, research, psychological testing, referral, career guidance, cumulative record keeping, appraisal, counselling and placement by counsellors in schools?

Results

The perception of teachers to the performance of the roles of counsellors in providing orientation, information, research, psychological testing, referral, career guidance, cumulative record keeping, appraisal, counseling and placement by counsellors in schools in Ibadan North East are as indicated in the table below.

Analysis of Teachers' Perception of Counsellors' Roles Performance

S/N	RESEARCH QUESTIONS	SA	A	D	SD	TOTAL
1	Orientation Percentage	60 54.5%	39 35.5%	10 9.1%	1 0.9%	110 100%
2	Information Percentage	49 44.5%	51 46.4%	8 7.3%	2 1.8%	110 100%
3	Research Percentage	20 18.2%	58 52.7%	23 20.9%	09 8.2%	110 100%
4	Psychological Testing Percentage	39 35.5%	49 44.5%	7 6.4%	15 13.6%	110 100%
5	Referral Percentage	51 46.4%	42 38.2%	10 9.0%	07 6.4%	110 100%
6	Career Guidance Percentage	38 34.6%	46 41.8%	21 19.1%	5 4.5%	110 100%
7	Record Keeping Percentage	39 35%	50 45%	15 14%	6 6%	110 100%
8	Appraisal Percentage	31 28.2%	59 53.6%	14 12.7%	6 5.5%	110 100%
9	Counselling Percentage	61 55.5%	38 34.5%	5 4.5%	6 5.5%	110 100%
10	Placement Percentage	56 50.9%	47 42.7%	4 3.7%	3 2.7%	110 100%

(N = 110)

Discussion

From the table above item 1 revealed that 60 (54.5%) teachers strongly agree while 39 (35.5%) only agree with the item. A total number of 10 (9.1%) disagree while only 1 (0.9%) strongly disagree. This therefore means that majority of teachers used for this study agree with the performance of orientation role by the counselors. Gibson and Mitchell (1986); Oladele (1987); Gesinde (1999); Aremu (2000); and Olawale (2000), classified orientation service to be one of the major roles of counsellors in schools. An orientation programme would enable new students to be aware of and understand the new environment, (Gesinde, 1999) and thereby adjust to the school environment, Gibson and Mitchell (1986); Olayinka (1993).

Result of item 2 revealed that 49 (44.5%) strongly agree while 51 (46.4%) agree with the item. A total number of 8 (7.3%) disagree while 2 (1.8%) strongly disagree. This therefore implies that a total number of 100 teachers used for this study agree with the performance of the role of information provision by counsellors in schools. This is in line with the postulation made by Oladele (1987); Olayinka (1993); Gesinde (1999); Aremu (2000). It has been observed that information provision is inevitable and indispensable in counselling programmes (Gesinde, (1999). Without information, Aremu (2000) concluded that the entire counselling programme is a nullity. The provision of information broadens students' knowledge on the academic, vocational and socio-personal issues that are in line with their success and welfare in school (Olawale, 2000).

From the result of item 3, 20 (18.2%) teachers strongly agree while 58 (52.7%) agree with the item. A total number of 23 (20.9%) disagree while 9 (8.2%) strongly disagree with the item. This therefore implies that 78 teachers representing 70.9% agree with the performance of this role while 32 representing 29.1% disagree with the item. Majority therefore agrees with the performance of this role. From available relevant literature few scholars recognised research as one of the roles of counsellors. While Ipaye (1995) included it as one of the roles, Olayinka (1993) indicated that research programme should be for counselling units at Universities.

The result of item 4 showed that 39 (35.5%) teachers used for the study strongly agree while 49 (44.5%) agree with the statement. Those who disagree are 7 (6.4%) while 15 (13.6%) strongly disagree. A total number of 88 representing 80% agree with the performance of this role. This confirmed scholars' reference to the use of psychological tests as one of the major roles expected of counsellors in schools (Ipaye 1986; Olayinka 1993). Those who disagree with the item probably have not come across counsellors using psychological tests to diagnose clients problem.

The revelation from item 5 indicated that 93 (84.6%) subjects agreed with the item – 51 (46.4%) of them strongly agree while 42 (38.2%) agree. The remaining 17 (15.4%) disagree with the item 10- (9.0%) disagree while 7 (6.4%) strongly disagree. Majority therefore agreed with the performance of this role. This is in support of Oladele (1987); Olayinka (1993); Gesinde (1999) and Olawale (2000) submissions that referral service is one of the expected roles of counsellors. Since a counsellor cannot handle problems outside his jurisdiction he needs to refer clients to professionals who can handle such cases.

The result of item 6 from the table revealed that 38 (34.6%) teachers used for the study strongly agree with the item while 46 (41.8%) agree. A total number of 21 (19.1%) of the teachers disagree while 5 (4.5%) strongly disagree with the item. Those who agreed are 84 representing 76.4%, which outnumbered those who disagree who are 26 in number representing 23.6%. Hence majority indicated the performance of this role by counsellors. In the view of Olayinka (1993), career programmes should include the invitation of successful persons in chosen career to the school.

It is clearly evident from item 7 that 39 (35%) of the teachers for the study strongly agree with the item while 50 (45%) agree. 15 (14%) of the teachers disagree while 6 (6%) strongly disagree. Majority of the teachers used for this study agree with the statement which identify record keeping as counsellors role performance in schools. Ipaye (1995) in the same vein submitted that counsellors are saddled with the responsibility of record keeping of students.

Result of item 8 indicated that 31 (28.2%) of the teachers for the study strongly agree while 59 (53.6%) agree. A total number of 14 (12.7%) disagree while 6 (5.5%) strongly disagree. Majority of the teachers, 90 representing (81.8%) therefore agree with the research question on appraisal role performance of counsellors. Appraisal service has been identified as one of the key roles of counsellors in schools, Gibson and Mitchell (1986); Oladele (1987); Gesinde, (1999); Aremu (2000); Olawale (2000). Appraisal service according to Gibson and Mitchell (1986) is used "to identify emerging traits of individual students during this critical development.

From the result of item 9 as indicated in the above table 61 (55.5%) teachers used for this study strongly agree while 38 (34.5%) only agree. A total number of 5 (4.5%) and 6 (5.5%) disagree and strongly disagree respectively. In all, a total number of 99 representing 90% of the total sample agree while only 11 representing 10% disagree. Counselling has been identified as an important professional responsibility of counsellors in schools by Gibson and Mitchell (1986); Oladele (1987); Akinboye (1987); Gesinde (1999); Aremu (2000). While Gesinde submitted that the work of a counsellor is incomplete if the provision of counselling is removed Aremu (2000) opined that counselling service is the fundamental aspect of guidance programme.

The result of the last item on the table, which is item 10 revealed that majority of teachers used for this study, agree with the research question. Since a total number of 103 teachers representing (93.6%) agree, 56 (50.9%) strongly agree and 47 (42.7%) agree while only 7 representing 4 (3.7%) disagree and 3 (2.7%) strongly disagree. Oladele (1987); Olayinka (1993) and Aremu (2000) had earlier indicated placement service as one of the roles expectation of counsellors in schools.

Implications of Findings for Universal Basic Education Scheme

The UBE scheme is a laudable programme of the Federal Government. From the preliminary activities on the scheme it is clearly evident that due recognition was not given to appointment of counsellors in schools. The vacuum to be created by lack of

counsellors could, however, jeopardise the optimum realisation of the set objectives of the scheme (Gesinde, 2000). The findings of this study revealed that professional roles of counselors significantly differ from other personnel in schools. Majority of the teachers used for this study attested to this fact.

If the government therefore want people to have basic education efforts should be geared at resolving problems that would not allow this objective to be maximally realised.

Recommendations

From the foregoing it is recommended that:

- Government as a matter of urgency should include the appointment of counsellors for the UBE scheme.
- Government should provide all necessary materials that would enable counsellors appointed carry out their professional roles.
- Government should specify in clear terms the roles expectation of counsellors in schools.
- Counselling Association of Nigeria (CASSON) should ensure that the suggested functions/roles are implemented.

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