



The role of counselling services and its importance in educational institutions

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Abstract

The objective of education is to provide opportunities for students to reach their full potential in educational, vocational, social and emotional development. Counselling is the bedrock for achieving self-actualisation. Counselling as part of educational activities helps students in their social life. It enables them to come up with experiences that will assist them in understanding themselves and how to live effectively with others in school and society. An analysis of counselling services in providing adequate assistance to student's at all educational institutions is paramount.

This paper examined the concept of Counselling, principles of Counselling, characteristics of Counselling, aims and objectives of Counselling, advantages of counselling services, and methods of Counselling are highlighted. In conclusion, this paper identified the roles and functions of the school counsellor.

Keywords. Counselling Concept, Principles of Counselling, Characteristics of Counselling, Educational Institutions, Methods of Counselling, Roles and Functions of Counsellors.

INTRODUCTION

Education is a development of fundamental human rights and plays an imperative role in an individual's life and a country (Nsiah-Peprah, 2004). However, UNESCO (2006) also defines education as a fundamental human right that gives one the power to make choices for a better life. Education is an instrumental means of providing values, teaching social norms, and conducting and achieving improvement in academic, economic, and technological development. When fully implemented in school, it prepares a platform for success and helps individuals mould their character and behaviour. It allows a person to choose between the good and the bad. Educational programmes require systematic and careful research for the development of students.

Students at various levels of learning are facing problems such as psychological, social, economic, emotional, and academic instability that lead to school dropouts and deviant behaviour such as crime, stealing, increased cultism, drugs and substance abuse, etc., which in turn affect the quality of studies of

students in various schools. It has come to the reality that psychological and emotional instability in school has adverse effects on students' performance and institutions.

Counselling as part of educational activities helps students in their social life. It enables them to come up with experiences that will assist them in understanding themselves and how to live effectively with others in school and society. Counselling services help students understand their responsibility for decisions and grow in their power to understand and accept the outcome of their choices (Kauchak, 2011). The counselling service provides many opportunities and benefits in touching students' emotional, psychological, intellectual, social, and personal needs and other individuals.

To address all these life-facing challenges, students need properly guided and well-initiated initiatives across the education system to provide effective counselling services in various schools to manage academic, career choices, and other challenges in school. According to Salawu (2008), Counselling helps students recognise and understand their talents and abilities and helps them develop an optimistic outlook for removing unwanted behaviours.

The question here is: are counselling services well integrated into the educational system? Do they have enough resources for its full implementation? And is it functioning, especially in the lower grade levels?

The availability of students' knowledge about school counselling services shows how students access or are patronised. (De-Graft, Nuako, and Peasah, 2021). In the few schools with counselling services, the students have little information about it due to its lack of resources to make it functional and attractive. Education aims to provide the best teaching and learning that will enhance the full development of students.

AIMS AND OBJECTIVES OF EDUCATION

Company (2015) have stated the aims and objectives of education as

Education develops the mind, spirit, and body to work towards its fullness.

Education trains students' minds to grow and attain life goals, academic excellence, and personality development.

Education should create a good mind-set and provide service to students with much vigour and enthusiasm to become good citizens in academic and personal care for a great future.

Education moulds students' talents for the benefit of society's development.

Education directs students on empowerment issues concerning their academics to recognise their uniqueness in nature and prepare each student to face the global problems in a positive light. These aims may be achieved by adequately implementing counselling services into the educational system.

CONCEPT OF COUNSELLING

Stanley (2013) counselling is a mutual relationship between counsellor and student that empowers and enhances the student's power to function as a member of society by using assessments and preventative approaches that acknowledge developmental issues. British Association of Counselling and Psychotherapy (BACP, 2006) defines Counselling as: a private and confidential setting that takes place between a counsellor and a student to explore a difficulty the student is having, the distress or dissatisfaction they are experiencing with life, or loss of purpose and sense of direction. Counselling is a relationship that seeks help between the counsellor and the student (Modo, 2008). Hence, Counselling is a mature relationship that has an encounter between a professionally trained counsellor and a student to assist the student with personal, social, educational, and vocational functioning to enable them to solve a problem for their development. Counselling relationships involve two people; one of them is a counsellor who renders help to a student who has prepared themselves to receive service for adjustment to life situations. Counselling is giving scientific assistance from an expert in a position to a needy person (Rwechoka, 2014). Counselling is a personal relationship between individuals in which one is more experienced (counsellor), and the other is less experienced (student). The student who has a problem goes to the counsellor to seek help. It is a natural relationship of respect between the two. Okonkwo and Anagbogu (2002) say Counselling is a process of helping a troubled individual or a group of individuals usually behave and function satisfyingly. The counselling process concentrates on the needs of the students.

Counselling is defined by three main activities: I-Informing, A-Advising, and C-Counselling.

In informing. The counsellor gives needed and accurate information to the student.

Advising. Here, the counsellor offers many optional suggestions and recommendations to the student according to their problem, allowing them to choose from among the optional suggestions and recommendations.

Counselling. The counsellor helps the student analyse their problems or feelings to make necessary decisions.

THE PRINCIPLES OF COUNSELLING

As a professional activity, Counselling is based on certain well-accepted concepts. Some of the principles of Counselling derived from psychology, sociology, education, and other social science disciplines are as follows:

Counselling is tailored to each individual. Each person is one-of-a-kind; we all know that no two people are alike. They differ in terms of abilities, interests, aptitudes, personality traits, values, and attitudes, among other things. This fact must be considered when providing Counselling to a student. This theory implies that a technique or strategy that may be effective for one individual may not be effective for another. As a result, Counselling is tailored to the individual.

Counselling is concerned with the whole individual. The emphasis should be on an individual's overall development rather than just one aspect of their personality. Suggests that any scenario or difficulty faced by an individual must always be viewed holistically, resulting in overall personality development.

Counselling is always aimed at achieving a particular goal. Setting goals is a crucial aspect of Counselling. Setting realistic goals and working toward them is fundamental in every counselling situation.

Counselling is considered a professional service. Only a highly qualified individual can provide Counselling. It will cause more harm to the student if untrained individuals deliver it.

Counselling should be based on a complete understanding of the features of human growth and development stages. Each stage of human development has its own set of traits and developmental tasks to complete. The accomplishment of these tasks and the consequences of the environment's contact with the person are the decisive variables that shape the person's overall personality at a certain period of life.

Counselling are available to everyone who requires assistance. Every individual, regardless of age, caste, sex, occupation, or status, needs direction and Counselling at all phases of their growth. It should be supplied to anyone who requires aid at any time.

Counselling is not limited to any development period. It is essential in all life phases. Human beings require instruction on various issues at various stages of their lives. Counselling is an ongoing process. It is considered that Counselling cannot be limited to when problems are being solved. The main focus is on assisting the student in achieving overall growth. When activities are conducted to help people overcome challenges, the services may have to be ended once a solution has been discovered. However, efforts in the form of programmes to prevent a recurrence of the same problem must be maintained. There is no such thing as a once-and-done guidance programme.

Counselling should be based on reliable data. Counselling services are founded on information about the individual or student. As a result, a counsellor should have accurate information on the individual. The counsellor should attempt to obtain information from suitable sources (parents, guardians, teachers, classmates, etc.) by employing validated and reliable psychological tests and methods.

Counselling should be approached with flexibility. By flexibility, we mean adaptability in using data collection instruments, methods/strategies for Counselling, monitoring methods, etc. A process tested on a student would be a learning experience for another situation, bringing insights into similar challenges other

students face. As a result, counselling programmes must be designed according to the principles mentioned earlier to meet the needs and requirements of each individual.

The characteristics of counselling exhibit how individual Counselling is to students. According to Wango (2006), Counselling has characteristics that feature a professional relationship, i.e., one of the two must be trained to help the other.

THE CHARACTERISTICS OF COUNSELLING

According to Adamu (2014), Counselling is defined as a speciality in psychology whose practitioners assist clients in improving their well-being, alleviating distress, resolving crises, and increasing their ability to be creative, innovative, and make appropriate decisions. Emphasises characteristics and features of Counselling, such as Counselling should confidentially take place. The student problem should be between the counsellor and the student alone. The information should be secret and confidential between the two.

Counselling is a process between two individuals. The counselling process should only be between the counsellor and the student unless group counselling is involved.

Counselling is a private relationship. Counselling issues discussed should be confidential between the counsellor and student, with no third party. Nobody has to get information on what the two have discussed unless necessary.

Counselling is a mutual relationship between two individuals. Counselling should be based on mutual agreement between the counsellor and the student. There is nothing like forcing Counselling on a student.

Counselling is an agreement between a professionally trained counsellor and a student seeking help. Counselling occurs between a well-trained and experienced person called a "counsellor" and one who has a problem and needs help also called a "student". The counselling process always occurs when one of the two is more knowledgeable and assists the other with a problem.

Counselling does not involve giving advice. The counsellor does not advise the student during counselling sessions but instead offers many optional suggestions and recommendations to the student according to their problem, allowing them to choose from among the optional suggestions and recommendations.

Counselling is a non-hierarchical relationship. The counselling process does not depend on the individual's position, rank, title, age, etc. No matter how brilliant the student is, they cannot be more knowledgeable than the counsellor. Counselling is a skilful activity, and one needs to be trained before practising it. A client cannot be said to be of higher rank than a counsellor. Therefore, the student should counsel the counsellor. The educational institutions' counselling services aim to facilitate the total developmental needs of all students and growth (educational, vocational and social/ personal).

AIMS AND OBJECTIVES OF COUNSELLING SERVICES IN EDUCATIONAL INSTITUTIONS

Teachers (2021); Counselling-Main (2014) stated the aims and objectives of counselling services as follows: Counselling aims to bring transformation into a student's life through motivating the learner's academic, communal, emotional, as well as personal growth. The counsellors are responsible for the student's progress and development.

To prevent misappropriation of the economy, the nation's human resources should be directed in useful, appropriate, and beneficial ways.

To gather appropriate information on an apprentice to equip them with knowledge, values, skills, and experience that will support them in solving their world-facing problems in a positive direction.

Assisting students in identifying and recognising positive personality traits, abilities, interests, values, and skills compatible with their chosen careers is a significant task.

Counsellors plan how to assist students in working out ways to resolve growing needs in schools, such as

Making plans for future living and working.

Enhancing entrepreneurship.

He learns to attain adult status by making vocational plans, family, social relationships, and citizenship plans.

He is attaining individuality.

Developing a concept of values and desirable behaviour.

Enhance the study skills of the students.

It is establishing personal relationships with individuals of both sexes.

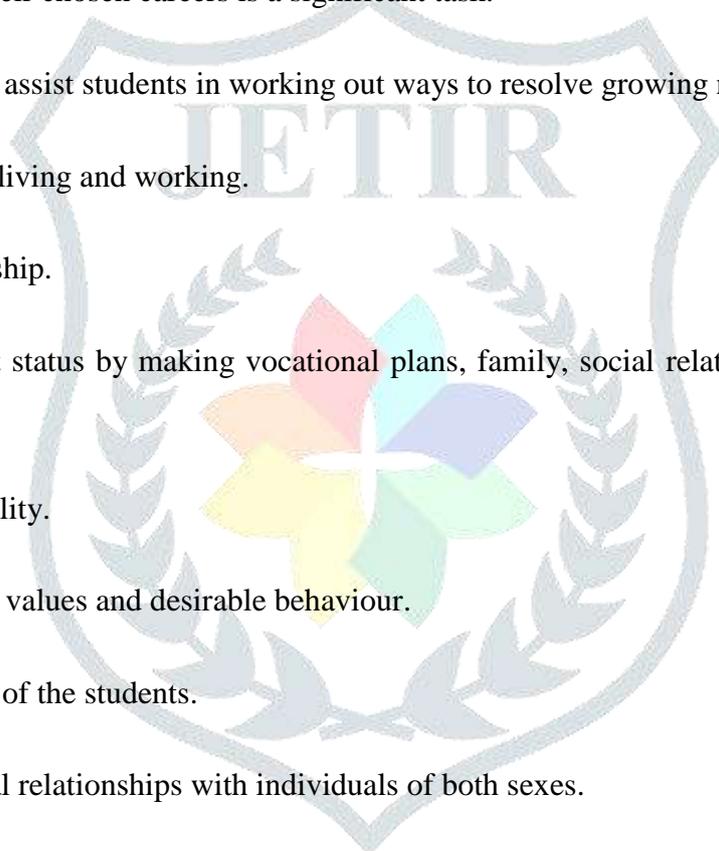
Counselling services aim to assist students and learners in dealing with upcoming problems in academic development, career growth, and personal or social development (Makinde, 1990).

To help students' involvement meaningfully in school curricular and co-curricular activities.

Organising training, seminars and workshops for students on occupational information and career, personal-social traits, and study habits.

To assist in the nurturing and identification of individuals' potential in their various fields of study, to provide enough human resources in their different sectors

The counselling service organised orientation programmes to meet the needs of the students.



Counselling defines short-term and long-term developmental goals for students.

Consultation with teachers and parents in counselling sessions is very crucial. It helps to work together to generate safe and helpful support for all environmental development of students in and out of the school (Taylor and Buku, 2006).

ADVANTAGES OF COUNSELLING SERVICES IN EDUCATIONAL INSTITUTIONS

Oregon, Department of Education (2008) stated that effective counselling services in educational institutions bring developmental benefits and a positive impact not only on students but also on parents, teachers, administrators, boards and departments of education, school counsellors, student services personnel, business and industry, and the community. The benefits for each of these groups include the following:

ADVANTAGES FOR STUDENTS

It trains students to face 21st-century problems through academic, career, and personal/social development.

It provides opportunities for career exploration, planning, and decision-making.

It relates to educational programmes and future success.

It teaches problem-solving and decision-making skills to students.

It increases a student's capacity to overcome difficulties or toughness.

It helps to bring up students with practical interpersonal relationship skills.

It increases one's understanding of oneself and others.

Students' minds should be trained on the importance of cooperative peer interactions.

Advance knowledge of global changes in our environment.

It promotes individual personal development.

It broadens one's self-awareness of how to coexist peacefully with others.

It guides students on career exploration and development.

It provides advocacy for students.

ADVANTAGES FOR PARENTS

Involvement of parents in the child's educational issues equips them with appropriate knowledge and skills to support the child.

Increase parents' access to community and school resources.

It assists parents with their child's short and long-term planning and learning developmental system.

It creates good relationships for parent-school interaction.

Communicating students' academic, career, and personal/social development information to their parents.

It gives parents support for the educational and personal development of their children.

ADVANTAGES FOR TEACHERS

It provides a chance for teachers to collaborate with other staff and parents.

It increases the teacher's development in classroom management, practical education, and teaching and learning skills.

Gives consultation to teachers on counselling roles.

It promotes teamwork to solve student needs and educational ambitions.

Help students pay more attention to their teachers' teaching subjects, keeping in mind the importance of each.

ADVANTAGES FOR ADMINISTRATORS

Promote and improve the general appearance of the school in the community.

Integrate academic goals and Counselling in school.

Provide administrative information on the need to use school counsellors to promote effective learning and development for all students.

It provides systematic assessment structures for easy monitoring.

Determine the ways of assessing school counselling programmes.

Provide information on the structure and content of the programmes in the school.

ADVANTAGES FOR BOARDS AND DEPARTMENTS OF EDUCATION

Providing

progress information on student standards of attainment and competencies through school counselling service programmes.

To give quality and availability of counselling services to all students.

Programs for providing community-based counselling services.

It provides appropriate developmental and implementation process systems for school counselling programs.

Suggest how to allocate funding to school counselling service programmes.

ADVANTAGES FOR SCHOOL COUNSELLORS

It clarifies roles and functions.

To recommend a counsellor role to students.

Stay away from unethical counselling practices.

It suggests accountability and management of counselling service programmes.

To provide involvement in school academic goals.

It gives service to all students directly.

ADVANTAGES FOR STUDENTS' SERVICES

It clearly explains the school counsellor's role and functions to social workers, school psychologists, student services personnel, etc.

Provision of cooperative working conditions and positive teamwork relationships.

Point out areas where there are gaps in responsibility.

ADVANTAGES FOR BUSINESS AND INDUSTRY

It creates a positive relationship between counsellors and businesses, industries, and communities.

It gives an advantage to teachers in preparing students for participation in career programmes and other career activities.

It builds up students' positive attitudes and skills for a well-informed workforce.

It creates invitations for businesses and industries to participate in school counselling service programmes actively.

ADVANTAGES FOR THE COMMUNITY

It paces ways for community members to participate in school counselling service programmes.

It provides a positive relationship between the community and the school.

The school's counselling service programme informs the community about its availability.

METHODS OF COUNSELLING

Counselling methods have evolved as people learn to interact with their surroundings and change their behaviour. According to Neukrug (2011), counselling methods have been classified into three broad types: directive counselling, non-directive Counselling, and eclectic Counselling.

Directive counselling (counsellor-centred/ clinical/ prescriptive) counselling

Williams is the chief exponent of direct Counselling. In direct Counselling, the counsellor plays an active role in solving problems. The process is based on how the counsellor defines, identifies, diagnoses, and analyses the situation and finds a solution to it. Counsellors use information based on such data for direct thinking, explaining, interpreting, and advising.

Counsellors commonly use directive counselling methods in school settings (Coleman, 2009). The technique is most successful if the counsellor adjusts well to it.

Non-directive Counselling (client-oriented or centred Counselling or permissive approach)

Carl Rogers is the chief exponent of this method. In this method, the counsellee or student controls the counselling process by allowing for free expression. The counsellor only directs and guides the counsel on alternative options for the best choice and asks a few questions to get a clear picture (Salawu, A. A., 2008). The problem-solving process helps create an atmosphere for the counsellee to work with their understanding to decide on action. The counsellor takes an active role in problem-solving. This method is more appropriate for the treatment of emotional problems.

Rogers (1942) highlighted that non-directive Counselling aims to help students become better-organised people, oriented around healthy goals for clarity chosen.

This method is effective in some counselling situations; it is used in schools due to its extensive training and use in the counselling process (Coleman, 2009).

Eclectic Counselling

Bordin (Thome) is the chief exponent of eclectic Counselling. Eclectic Counselling selects directive and non-directive concepts and methods that best suit the situation. Counsellors who choose a mixed-method consider the strengths and weaknesses of any counselling method. The methods to begin with and the continuum from there depends on the counsellor or the situation (directive and turned over to non-directive or vice versa). Both counsellor and counselee play cooperative and active roles in this method. The selection of methods depends on the needs and personality of the student.

According to Coleman (2009), direct and eclectic methods help students in school more than non-direct methods. Effective Counselling depends on the relationship between counsellor and student rather than the technique employed. The role and functions of the counsellor in the educational system have to be spelt out.

THE EDUCATIONAL SYSTEM'S ROLES AND FUNCTIONS OF SCHOOL COUNSELLORS

According to Nkechi, Ewomaoghene and Egenti (2016), educational counsellors, like all school staff, have a set of professional roles and private functions that define their scope of activities. Idowu (1989) also addressed the routine tasks and functions of counsellors. As follows;

The school counsellor's role is that of a professional and a specialist counsellor Counselling is the school counsellor's primary responsibility, and the counsellor is responsible for everything related to this service. Counsellors are required to commit a significant amount of time to their work. A school counsellor is employed to utilise his or her talents to aid students and resolve everyday difficulties or conflicts that have been or may be, inhibit their search for learning in the same way that a teacher at a school is employed to lead and promote students' learning.

Individual Counselling entails the school counsellor working one-on-one with students to help them overcome difficulties and concerns of an educational, vocational, social, emotional, or moral nature while maintaining confidentiality. In essence, the counsellor's prominent role is to help students become more aware of themselves and how they respond to environmental factors. Counsellors should be able to use their multitude of abilities and resources to allow children to acquire insight into their worries, which may originate in their homes, communities, or school.

When reaching all kids is impractical due to the large size of most schools, school counsellors may find it competent to employ the group approach to their benefit.

Group therapy benefits from conforming to our strong African traditional history of groupness, which helps kids feel more at ease. The fact that a group of students from various backgrounds and experiences are brought together may show them (students) that they are not alone in their issues (universality), which may aid in their rehabilitation. Counselling with kids and employees should never be entrusted to

paraprofessionals or other auxiliary staff. Professional counsellors are presumed to have received adequate training. They should learn to apply their numerous talents to their duties as counsellors.

The counsellor is a curriculum planner

Counsellors should take an active role in the planning and implementing of school curriculum activities and programmes that aid in the development of pupils.

Counsellors should be involved in all levels of curriculum creation and professional organisations, such as the American Counselling Association.

Any curricular innovation should have teachers take a stand on its implementation since most of the curricula are written in the third person. The participation of counsellors in such organisations will aid in ensuring that course offerings are diverse and that evaluation techniques address all three learning areas. The fact that university counselling programmes are based on education faculties is encouraging. As a result, it's safe to assume that counsellors aren't entirely unaware of the procedures involved in curriculum development and implementation. Nonetheless, university counsellor education programmes should create specific curriculum planning and development courses for their trainees to familiarise them with these competencies. Counsellors should become more involved in schools by offering new and practical activities to administrators to make kids' studies more enjoyable. Our school's course options are geared solely toward improving students' intellectual abilities without regard to their emotional or physical well-being.

Extracurricular activities are educational, and they can be arranged to supplement the school curriculum in a meaningful way.

Counsellors who participate in the development and operation of clubs and associations are more likely to understand their students better because they obtain insight into their potential both within and outside of the classroom. Counsellors in schools can also assist with class scheduling. Due to their relevance in certification and pre-requisite status in higher education, subjects such as mathematics, English, and science are regularly taught to students. In institutions, it has been noticed that the times of day when they are presented may contribute to students' lack of interest and consequent failure. In addition to ensuring proper scheduling, each school activity and subject should be given as much equal attention as feasible within the school programme. Both staff and students should feel their influence. Subject professors have been known to disregard individual students' motivation for the subject, and topics are typically taught without regard to their connections to other issues or career patterns.

As part of their role in curriculum preparation, counsellors should raise these issues as discussion topics in staff meetings/seminars.

The counsellor plays a test and a measuring specialist role

In schools, tests are used to assess students and determine their needs. When tests are viewed as just like exams and quizzes, they can cause anxiety among students and parents. Counsellors are expected to play a vital role in managing the collection, creation, and effective use of meaningful data through tests and non-test devices to ensure that the ongoing evaluation of students at all levels of school runs smoothly. Students pursuing further education or work can utilise continuous assessment information as a tool to help them make transition decisions. The counsellor assesses students by diagnosing them. Testing provides all of the necessary information to help students understand their strengths and weaknesses, abilities, hobbies, interpersonal interactions, etc. Ipaye (1986) defined diagnosis as a tool that aids the counsellor in reaching specific, albeit provisional, judgments about the student's features, the degree or kind of their issues, the likely causes of such problems, and possible alternative ways and means of assisting. Because the counsellor is a specialist, they perform and evaluate numerous psychological exams.

Counsellors are exposed to psychological testing during their training, which they then use on the job. The majority of psychological exams relevant in our schools are interpretable by counsellors. Counsellors should use caution when employing intelligence, testing, or projective approaches, as they are prone to inaccuracy.

Temporarily, career masters or mistresses are reported to be taught in various nations. It is important to note that such trainers are simply professionals whose primary responsibility is to assist school counsellors. They should not be used to replace counsellors, and when it comes to testing, they can only help with the administration and, most likely, the scoring of some psychological exams. They have no understanding of how to evaluate psychological tests. Problems may arise when particular student characteristics must be gathered, and standardised assessments are not available. Counsellors are in charge of creating local and standardised assessments when they are needed. Counsellors are supposed to have received training in the formulation of tests and instruments, and this expertise should be put to good use in schools.

A career developer is the counsellor role

Students can be trained toward a goal through the educational system, which usually leads to a job. With a developmental plan in mind, the school counsellor helps children prepare for a profession by utilising their educational resources. Accomplished by using the following strategies:

(a) Knowledge: providing students with relevant and valuable information that enables them to make informed career decisions. Knowing what subjects are accessible in school, which subjects to take, and how to mix the appropriate issues might lead to the desired future stream.

School counsellors can provide students with educational and vocational information, such as information about institutions of higher learning that offer training.

(b) Orientation: It makes it relatively easy for students to adjust to new environments or situations by providing the necessary information and instructions on how to use it. Orientation programmes are designed to help new students acclimatise to classrooms, the boarding home, and the library, among other things. Counselling, which is focused on the understanding and adjustment of people within their environments for self-growth, emphasises the importance of orientation programmes for counsellors.

(c) Vocational development and career education: Students can learn to make sense of their academic endeavours by organising activities such as career talks, career excursions, symposia, etc. Apart from these activities, counsellors should instruct students on how to fill out job applications and application forms for higher education institutions, teach students interviewing skills, and maintain a list of local job agencies and vacancies. Counsellors can seek assistance from companies, government agencies, or private employers in establishing career opportunities or placing students according to their ability by supporting students who have finished educational requirements at defined school levels. Counsellors must educate students in several employment skills to fulfil the placement function: job-seeking and job-getting; remaining on the job; writing application letters or filling out application forms; and interviewing.

The counsellor functions as a consultant

A consultation is a professional advice given by an expert. It is the practice of offering technical support to teachers, parents, administrators, and other counsellors to identify and resolve issues that restrict their success with kids or the school's effectiveness in a guidance programme. The counsellor's work is characterised by consultation, mainly because they are knowledgeable and have access to all of the student's school-related information.

The counsellor acts as a resource for parents, employers, and students in the Cumulative Record Folder (CRF) community. The counsellor can clarify any ambiguities concerning a student's behaviour in and out of school and serve as a reference for students applying for jobs, admittance to other institutions, or scholarships. The counsellor serves as a consultant to the rest of the personnel. Some school matters are unclear or contentious, and disciplinary decisions may be made without the participation of disciplinary committee members. Staff can benefit from counsellors' good professional advice. Counsellors can be particularly helpful when teachers need advice on interacting with kids, other teachers, or administrators. Parents require Counselling on how to cope with their adolescent children and how to make the home a learning environment. At home, some children struggle with communication and relationships with their parents. Some parents feel compelled to address some of their issues. As a result, counsellors can fulfil various responsibilities as parents' assistants.

The counsellor acts as a change agent in the community

A counsellor is a professional who assists people in their personal growth. They become a community agent of change when they do this both inside and outside of the school to benefit students, staff, parents,

and the community. The counsellor achieves this by establishing community ties to uncover resources advantageous to individual student development and effective behaviour change. The counsellor has a list of community referral services and personnel to whom kids can be sent. The counsellor serves as the school's public relations office by interpreting test results for interested parties, disseminating school content that can benefit the school and the community, and assisting students with developmental concerns. Counsellors help the school by informing parents and other community members about school regulations, processes, course offerings, educational opportunities, and requirements and resources that can benefit their children's overall development. Counsellors' responsibilities as community change agents include conducting local research projects to gather data on their students' needs, issues, and characteristics. Counsellors should also perform follow-up studies on school graduates and dropouts to acquire essential data for the betterment of schools.

According to Lunenburg (2010), Counsellors promote personal growth and prepare students to be motivated workers and responsible citizens. Educators recognise that students have emotional, social, educational, and career problems and intellectual challenges. These issues must be addressed in school counselling programmes to encourage educational success. Counselling is an essential aspect of a school's overall academic programme; it is developmental, concentrating on the needs, interests, and concerns at different stages of a student's development. In today's schools, the developmental counselling programme contains the following components (Cooley, 2010).

Social and Personal Counselling. Counsellors are intended to provide personal and social Counselling. Dropouts, substance abuse, suicide, reckless sexual behaviour, food problems, and pregnancy are just a few of the issues that need to be addressed.

Education. Students must learn to acquire abilities that will help them learn more effectively. The counsellor can help students apply practical study skills, develop objectives, learn successfully, and improve test-taking skills through classroom counselling activities and individual and group counselling. Note-taking, time management, memory strategies, relaxation techniques, overcoming test anxiety, and developing listening skills are all topics that counsellors might cover.

Career. Some goals that must be developed in school include long-term planning, opposing career stereotypes, and analysing skills and interests. Students must have access to career information, and business and industry leaders must collaborate closely with the school and Counselling in preparing students for the workplace.

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