



The Development of Guidance and Counseling as a Discipline in the USA and its Application in Burkina Faso

¹Dr. Hamidou YAMEOGO

¹Department of Anglophone Studies,
Université Lédéa Bernard Ouédraogo, Ouahigouya, Burkina Faso

Abstract: This paper is about the importance of guidance and counseling in higher education. It discussed how and why Guidance and Counseling was created and established in the USA and subsequently spread to Francophone African countries, such as Burkina Faso. It also examines the history of guidance and counselling in the USA and Burkina Faso, and analyzes the reasons why its implementation in Burkina Faso produces unsatisfactory results. Students indeed hardly meet their needs, and that is why the approach of guidance and counseling in Burkina does not show any efficiency. Identifying the needs, creating counseling units, and calling researchers in Burkina to propose theories on students' development in order to explain the way students develop are some suggestions proposed to better the program in Burkina Faso.

IndexTerms - Guidance and Counseling, USA, Burkina Faso, Industrial Revolution, problems, implementation.

I. INTRODUCTION

The purpose of this paper is twofold: first, to discuss how and why the field of guidance and counseling was created and established in the USA and subsequently spread to Francophone African countries, such as Burkina Faso. Second, to investigate on the effectiveness of the guidance services in the schools and universities in Burkina Faso. Indeed, it is assumed in the literature that the field of guidance and counselling was established in the United States of America to assist students in their quest for formal knowledge as well as in their decision to choose a career path (Atta-Frimpong 2013, Makinde 1983, UNESCO 2002, Adu and Nimo 2014). It is a holistic program that includes the socio-personnel, academic, and career vocational areas with the aim of helping students to overcome issues affecting their studies and especially their performance (American School Counselor Association (2003). Since 1970, formal guidance and counselling has been introduced in the education system of Burkina Faso, through the *Direction de l'Orientation et des Bourses* (DOB). However, unlike in the USA, the introduction of a guidance and counselling programme in Burkina Faso hardly meet the students' concerns. Most of these concerns are: misplacement; orientation, dropouts, school retention, low graduation, less correlation between obtaining a college degree and obtaining a job.

This paper intends to examine the history of guidance and counselling in the USA and Burkina Faso, and analyze the reasons why its implementation in Burkina Faso produces unsatisfactory results. Three questions will be addressed in this paper.

- (1) What triggered the creation of the guidance and counselling system in the USA?
- (2) What is the guidance approach in Burkina Faso? why does its implementation still produce unsatisfactory results?
- (3) How can the implementation of the guidance services be beneficial to the students in Burkina Faso?

The objectives are then to show the motivations for the creation of the guidance and counselling system in the USA and the reasons to improve the guidance approach in Burkina Faso. In the light of the guidance and counselling system in the USA, I also intend to show how the guidance approach in Burkina Faso hardly meet the needs of the students. The last objective is to highlight some solutions and perspectives to improve Burkina Faso approach for the benefit of the students and the university community.

The remainder of the paper is structured as follows: Section 2 will define the terms guidance and counseling and show how they emerged to become a field of study. In section 3, I will discuss the history of this field in the USA. Section 4 will address how it was introduced into the education system in Burkina Faso and state whether its implementation is successful or not. Section 5 will be about how the system could be improved to produce satisfactory results. In section 6, I will conclude the paper.

II. DEFINITIONS OF KEY TERMS

Guidance and counselling are assumed to be programs that intend to improve students' personal, social, educational, and vocational development (Karan 2023, Adu 2022, Adu and Nimo 2023, among others). According to Adu and Nimo (2023: 864-865), Guidance is a piece of advice or assistance given to anyone, particularly students, on things such as selecting a course of study or career, working, or preparing for a vocation from a person who is superior in the appropriate subject or an expert. As for counselling, it is a talking therapy in which a student, also called client, openly discusses and shares their issues and feeling with

the counsellor, who advises or assists the student in coping with the problems. This includes helping students in dealing with mental health issues to be more intuitive and optimistic (see also Surbli 2017, Raheem et al. 2019, and Karen 2023)

Based on these definitions, guidance and counselling consists in assisting students to make the choice of his or her study program, career path, and solve or prevent all problems that are likely to affect his or her study and future career. The aim is also to help students have a better future.

III. HISTORY OF GUIDANCE AND COUNSELLING IN THE USA

3.1. The Industrial Revolution as the trigger of the Creation of Guidance and Counselling

Guidance and counseling emerged as a means to address the psychological and emotional challenges arising from these societal shifts, providing individuals with support, guidance, and strategies to adapt to the changing circumstances (Dahir, 2001).

According to many scholars (Baker, 2002), the industrial revolution influenced the educational landscape. With the growing importance of industrial skills and specialized knowledge, there was a need to align educational curricula with the demands of the evolving job market. The academic curriculum was focused on skill-specific training with basic literacy to guide people into the workforce and in order to become productive members of society. This was the education that the vast majority of the population received (Harris, 2000). Schools provided the skills necessary to succeed in the industrial economy. Although scanty, about 40% in 1935, secondary schools supplied managerial and professional leadership of the industrial economy. Graduates from Public school could expect to find jobs with relative ease and secure them for the rest of their lives. 5% of the population by the 1940s in America attended higher education which supplied the engineers, doctors, and scientists to facilitate the rapid urbanization and technological advancement for the economy.

The industrial revolution then brought about a shift in job requirements, with an increasing demand for specialized skills and knowledge. As industries expanded and technology advanced, individuals faced the challenge of acquiring new competences to remain competitive in the workforce. Guidance and counseling emerged as a response to this need, providing individuals with information about emerging career paths, skill development opportunities, and guidance on navigating the changing job market. Services providing guidance on educational opportunities, vocational training, and career advancement strategies, enabled individuals to pursue their aspirations and achieve upward mobility.

The industrial revolution also triggered changes in work patterns and introduced new challenges related to work-life balance and overall well-being (Chappine, 2014). Long working hours, strenuous labor conditions, and limited leisure time posed challenges to individuals' physical and mental health (Chappine, 2014). Guidance and counseling services focuses on promoting work-life balance, stress management techniques, and strategies for maintaining overall well-being in the face of demanding work environments.

In summary, the rise of workforce challenges during the industrial revolution underscored the need for guidance and counseling services. These services provided support in navigating changing job requirements, understanding labor market complexities, adapting to urban environments, fostering social and upward mobility, and promoting work-life balance and well-being. Guidance and counseling played a vital role in assisting individuals in making informed career decisions, managing career transitions, and pursuing fulfilling and rewarding employment opportunities.

3.2. Emergence of Guidance and Counseling Services

Guidance and Counseling emerged during this socially turbulent period that straddled the end of the eighteenth century and the beginning of the nineteenth century. It developed out of a humanitarian concern to improve the lives of those adversely affected by the industrial revolution. The industrial revolution highlighted the importance of addressing the unique needs of individuals in their personal and professional lives, as the workforce became more diverse and the challenges faced by workers more complex. Guidance and counseling services then emerged to provide individuals with personalized guidance, support, and resources to navigate their career paths and overcome personal challenges (Aubrey, 1977).

With the growing demand for guidance services, the field of guidance and counseling began to professionalize. Educators, psychologists, and social workers recognized the value of providing guidance and support to individuals in various domains, including education, career, and personal development. The establishment of professional organizations and the development of standardized practices and ethical guidelines helped formalized the field and ensure the quality of services provided.

Also, note that the emergence of guidance and counseling services during the industrial revolution saw the development of various counseling approaches to meet the diverse needs of individuals. One important factor in the establishment of Guidance and Counseling was the early support that came from the progressive social reform movement (Pope, 2000). Most of the pioneers were teachers, social reformers or advocates. These helpers were primarily involved in child welfare, educational, legal reforms and vocational guidance. They focused on teaching children and young adults about themselves and the world of work. Three persons emerged as leaders in the counseling's development: Frank Parsons, Jesse B. Davis and Clifford Beers (Ndum & Onukwugha, 2013).

These approaches included vocational guidance, educational counseling, personal and social counseling, and career development interventions. The integration of counseling theories, psychological principles, and assessment tools helped counselors provide comprehensive support to individuals in their personal and professional growth (Pope, 2000).

3.3. Key Figures and Organizations in the Development of Guidance and Counselling

3.3.1. Key Figures

As mentioned earlier, most of the pioneers were teachers, social reformers or advocates. These helpers were primarily involved in child welfare, educational, legal reforms and vocational guidance. They focused on teaching children and young adults about themselves and the world of work. Three persons emerged as leaders in the counseling's development: Frank Parsons, Jesse B. Davis and Clifford Beers.

(1) Frank Parson

In 1908, Frank Parsons founded a Vocational Bureau. The Boston Vocational Bureau was the first vocational counseling service in the United States. The bureau provided assistance to students, trained the first vocational counselors, facilitated the transition from school to work, and focused on the development of vocational choice (Pope, 2000). Parsons used the Bureau to train young men to be counselors and managers for YMCA's schools, colleges, and businesses. On May 1, 1908, Parsons presented a lecture that had tremendous impact on the career guidance movement. This presentation was a report that described systematic guidance procedures used to counsel eighty men and women. The work of the bureau influenced the need and the use of vocational guidance both in the United States and other countries. Uruguay and China were examples (Schmidt, 2003).

Parsons believed that individuals can understand their strengths and weaknesses, and this knowledge can be used to choose vocational opportunities. His model of career counseling was concerned with the suitability of people for different work environments. Without any theoretical foundations, Parson's approach was based on observation and data gathering to match people's characteristics with an occupation or to have some idea about the appropriateness of that person for some particular job. Learning the person's shape, size, mood, vitality, features and other traits of his personality is of importance. Good and suitable books, biographies were recommended for self-improvement, the development of analytical thinking and getting inspiration. Information on industrial job opportunities, working conditions, pay, demands, etc. was also made available. Frank Parson's work on vocational guidance was an attempt to reduce problems of unemployment, wants and poverty among underprivileged Americans.

The vocational counselor according to Parson should be endowed with knowledge in sociology, a practical working knowledge of psychology, scientific method in dealing with young people and their career concerns. Parsons experiments' yielded positive results in that many youngsters benefited tremendously from the services rendered by the bureau (Shertzer & Stone, 1980). His model was soon copied by many schools, municipalities, states, and private organizations. According to Shertzer and Stone, Guidance and Counseling in the early years were considered to be mostly vocational in nature, but as the profession advanced other personal concerns became part of the school counselor's agenda. Frank Parsons is regarded as the founder of the vocational guidance movement since he developed the talent-matching approach, which was later developed into the Trait and Factor Theory of occupational choice. He is also known as the father of Vocational Guidance as he wrote several books on social reform movements and articles related to women's suffrage, taxation, and education for all. It is also noted that Frank Parsons has done a lot in contributing to the contemporary practice of guidance and counseling.

(2) Jesse Buttrick Davis

Jesse B. Davis is considered to be the first school counselor in the United States. He was the first to implement a systematic guidance program in the schools. He introduced "vocational and moral guidance" as a curriculum into an English language composition course. Through his work in the Michigan public schools, he became an important leader in the development of vocational guidance in the late 1800s. His pioneering work in the Detroit and Grand Rapids public schools laid the foundation for school counseling (Brewer, 1942). In order to accomplish the goal of building character and preventing problems, he suggested in 1907 that classroom teachers teach their students a lesson in guidance once a week. He advocated a study of the self and occupations and focused on the development of moral consciousness, character, and ethical behavior as a means to affect career choices (Aubrey, 1977). Davis believed that proper guidance would help cure the ills of the American society. He conceptualized vocational guidance in terms of finding one's calling (Davis, 1914). What Davis advocated in fact was not counseling in the modern sense, but a forerunner of school guidance which was a preventive educational means of teaching students how to deal effectively with life events.

(3) Clifford Beers and Mental Health Movement

The Mental Health Movement also contributed positively to the evolution of Guidance and Counseling. Clifford Beers was one of the pioneers. He founded this Movement in the early 1900's after his own experiences within a mental hospital. The publication of this book entitled *A Mind that Formed itself* revolutionized mental health. The National Institute of Mental Health provided training stipends for doctoral students. Beers used his book as a platform to advocate for better mental health facilities and reform in the treatment of people with mental illness by making friends with and soliciting funds from influential people of his day, such as the Fords and Rockefellers.

During his days of depression in hospital, Clifford Beers described the plight and the helplessness of the mentally ill patients and aroused the public to initiate humanitarian reforms and scientific inquiry into the problems of mental illness and its treatment. Many people in these fields referred to what he was doing as counseling, which was in fact a helping tool for people to adjust themselves and in the society. His work had a powerful influence on the fields of psychiatry and psychology. Beers' work was the impetus for the mental health movement in the United States, as well as advocacy groups that exist today including the National Mental Health Association and the National Alliance for the mentally ill. His work which exposed the horrible treatment of mental institutions was a forerunner of mental health counseling.

Other pioneers in the advancement of counseling associated with the vocational guidance movement were Meyer Bloomfield who succeeded Parsons as director of Boston's Vocational Guidance Bureau, Frank P. Godwin of the Cincinnati School system, Eli Weaver in New York, Davis and Hugo Munsterberg of Harvard University (Ndum, V., Etim, & Onukwugha C., G. 2013). Each of these guidance pioneers put his best for the growth of the service.

(4) Carl Rogers

Carl Rogers, a renowned psychologist, made significant contributions to the field of counseling with his person-centered approach. Rogers emphasized the importance of empathy, unconditional positive regard, and genuineness in counseling relationships. His humanistic perspective greatly influenced counseling practices and the understanding of the therapeutic relationship.

3.3.2. Major Organizations in the Development of the Discipline

First, the National Vocational Guidance Association (NVGA) founded in 1913, was one of the earliest professional organizations dedicated to vocational guidance. It played a crucial role in advancing the field by promoting research, establishing ethical standards, and providing professional development opportunities for professional guidance practitioners. The NVGA later

evolved into the National Career Development Association (NCDA), which continues to be a prominent organization in the field (Pope, 2001).

Besides, the American School Counselor Association (ASCA) established in 1952, focuses on school counseling and has been instrumental in shaping the role of school counselors in the United States. The association provides guidance and resources to school counselors, advocates for the profession, and sets standards for effective school counseling practices (Dahir, 2001).

Also, the American Counseling Association was founded in 1952. It was the world's largest counseling organization. It encompasses various counseling disciplines, including guidance and career counseling, mental health counseling, school counseling. The ACA promotes the professional development of counselors, advocates for the counseling profession, and provides resources to enhance counseling practices (Davis, 1998).

The National Board for Certified Counselors (NBCC) is also an organization that offers certification for professional counselors. It plays a vital role in establishing standards for competent counseling practice and ensuring the ethical conduct of counselors. The certification provided by the NBCC demonstrates a counselor's expertise and commitment to maintaining high professional standards.

3.4. Organization of Guidance and Counseling in American Universities

In American universities, there are various schemes of guiding students and counselling them on academic, social and career needs. Practice varies from one institution to another. On one hand we have institutions with well-developed central guidance and counselling office as well as Faculty/Department levels offering such services. Trained counsellors with access to data on each student and the host of other resources are found in such institutions. At the other hand are institutions without any of such facilities. There is no central unit and it is the responsibility of the faculty or department to organize guidance services for the students.

The practice that is most common and that we find in the American Universities is the availability of Guidance and Counselling Unit. It is an active Guidance and Counselling Department with committee members who are actively involved in guiding and counselling students and staff at all levels. The office has one or more trained guidance counsellors. There are consulting hours during which students with problems have sessions with the counsellors. The department is headed by a head of department who coordinates the guidance and counselling activities to ensure that programs are sustained and remain vibrant. He is assisted by an assistant head of department. The department follows a comprehensive guidance and counselling program which caters for all the needs of the students and staff. The program generally focuses on educational guidance, career guidance, health guidance, social guidance, civic guidance, ethical and moral guidance, spiritual and pastoral guidance, and counselling on issues of personal concern.

There are centers called University Counseling Centers that provide quality mental health and well-being services to the diverse and growing needs of the American University communities. They aim to assist individuals in their pursuit of personal and professional development and overall well-being. These counseling centers offer a range of services for a variety of mental health and well-being issues. The following services are being offered:

1. Psychological testing services provide specialized and screening tests for students, staff and their families, to aid their career, academic pursuit and personality improvement.
2. Individual counseling involves face-to-face sessions addressing personal concerns including difficulties in adjusting to university life, barriers to academic success, low self-confidence, interpersonal or intimate matters.
3. Psycho-educational group counseling involves groups of 5-8 people focusing on a specific topic, such as academic underachievement, relationship enhancement issues, and stress management. In addition to providing counseling services to the university community, the counseling unit also has important outreach missions: organization of workshops, conferences, tours and other events to raise awareness about critical issues. Topics such as stress management, emotional intelligence, psychology and money, finding the right partner in life, eating disorders, and learning disabilities are topics discussed in group counseling.

Counselors, psychologists and professors in the field provide services according to their specialties to students, staff, faculty members and all the university community. Counseling sessions are available by appointment and all are highly confidential. Individual ones may run about 45 minutes each for free apart from psychometric tests.

IV. THE HISTORY OF GUIDANCE AND COUNSELING AND ITS EFFECTIVENESS IN BURKINA FASO

4.1. The History of Guidance and Counseling in Burkina Faso

The Guidance Council, in its modern form in Burkina Faso, began in 1970. The Directorate of Guidance and Scholarships (DOB) was established to implement a national policy on guidance and the awarding of scholarships to deserving students. Later, the desire to improve the education system of the country led to the creation of the National Center for Information, Vocational Guidance, and School Guidance (CIOSP) in 1994, which expanded and became the National Center for Information, School and Vocational Guidance (CIOSPB) in July 2001. Following institutional reforms that established and placed secondary education under the Ministry of National Education, Literacy, and the Promotion of National Languages, two directorates responsible for guidance were also established. The first directorate, the Directorate of Information, School and Vocational Guidance, and Scholarships (DIOSPB), is attached to the Ministry of National Education, Literacy, and the Promotion of National Languages. The second, called the Directorate General for University Guidance and Scholarships (DGCOB), is attached to the Ministry of Higher Education, Research and Innovation (MESRI) (see Traore 2002).

The Directorate of Information, School and Vocational Guidance, and Scholarships (DIOSPB), in addition to awarding school scholarships (a practice discontinued more than twenty years ago), is responsible for providing guidance and support to students. The Directorate General for University Guidance and Scholarships (DGCOB) is a specific directorate within the Ministry of Higher Education, Research and Innovation (MESRI) responsible for, firstly, supporting prospective students, current students, working professionals, and parents in making optimal choices about study and training programs, and secondly, managing scholarships at the higher education level. It is a national body that provides guidance and counselling, manages scholarships, and disseminates

information specific to higher education. One of its key initiatives in higher education guidance is the organization of a national information and guidance week (Semaine nationale de l'information et de l'orientation).

It should be clarified that the guidance given by DGCOB is mainly for senior high school new graduates. It consists in helping students understand the system of public and private universities and the process of admission to university. Today, though managing student admissions to university is now the responsibility of an internal university committee composed of professors and department heads, DGCOB can sometimes intervene to assist universities in organizing an information session for students who are planning to enter universities. Also, since 2002, software has been created by the ministry to assign a program of study to each student using an online system. Prospective students are requested to submit their application documents online by indicating the study programs. One out of the two will be assigned to the student based on his/her academic merit, with the first choice being the most preferred. Recently, applications for university admissions and the allocation of students to different programs are done online through the new guidance platform called Campus Faso.

As mentioned earlier, one of the key activities related to students' guidance in Burkina Faso is the organization of an Information and Guidance Week (SIO) each year throughout the country. This week provides new and returning high school graduates, parents, and professionals with a space for information, discussion, and advice to best support them in their university choices. This information and guidance week aims to help participants discover public universities and private higher education institutions (IPES) in Burkina Faso and abroad, learn about the different programs of study and admission requirements for both public universities and IPES, and find out about eligibility for national scholarships for studies in Burkina Faso and abroad. It brings together public universities, private higher education institutions, and organizations responsible for providing student social services, such as the National Fund for Education and Research (FONER) and the National Center for University Services (CENOU).

4.2. The Effectiveness of Guidance and Counselling in Burkina Faso

Efforts have been made in recent years to assist students in Burkina Faso. The Directorate of Information, School and Vocational Guidance, and Scholarships (DIOSPB) in secondary schools and the Directorate General for University Guidance and Scholarships (DGCOB) in higher education have set programs and activities to help students in their study journey. The organization of an Information and Guidance Week (SIO) is an example.

However, the guidance services, as mentioned above, are hardly implemented. The programs despite their activities, are still not meeting the needs of the students. The number of students continues to grow. Problems facing university students as they perceived in Burkina Faso (Yameogo, 2019) are still acute: actual aspirations of students are not taken into account due to misplacement and non-availability of places, problem of freshers' adaptation to the new environment, insecurity problems, accommodation problems, transportation problems, financial difficulties, lack of parental support, death of a family member, emotional problems such as loneliness, anxiety, dropping out, and underachievement. They are the core problems university students are facing and this explains many students' low performance and the high failure rates.

Although two separate institutional bodies offer help and advice to students, there are no guidance and counseling centers and students are not helped by professionals. That is why we suggest that higher education in Burkina Faso should tap from the American school guidance experience.

V. PERSPECTIVES FOR BETTER IMPLEMENTATION OF THE SYSTEM OF GUIDANCE AND COUNSELING IN BURKINA FASO

The following perspectives must be envisaged to ensure the quality of guidance and counselling for students.

Assessing Students' Self-Perceived Needs:

Students need assistance in diverse aspects of their lives and at different stages of their courses in higher education. Needs assessment in Guidance and Counseling is first of all done to find out the common problems and needs of the students. Before effective counseling is offered to students in the Universities, their needs must be identified and assessed. Guidance personnel and counselors can only help students when they know their guidance needs.

A Counseling Center in a University

The creation of a counseling center is to provide guidance services to students and the university community through activities like orientation, placement, students' appraisal, information, consultation, follow-up, counseling services. These activities are grouped in the three areas: educational, vocational and socio-personal and done by professional counselors or specialists as suggested by the American School Counselor Association (ASCA). A comprehensive counselling center must cover the three areas with specialists.

Students' Development Theories in Higher Education

College and University Students' Development is a relatively recent area of research in the search for optimum conditions for students. Several theories and models have been propounded and utilized to give students affairs practitioners inspiring materials to deal with students' concerns appropriately and holistically. This is a call for researchers in Burkina to propound theories on students' development in order to explain the way students develop, grow and mature during the years they are enrolled in a higher educational institution. These theories provide models and framework not only for a stronger understanding of how students develop, but also how Students Affairs Professionals can make decisions that are in the best interest of the students.

VI. CONCLUSION

This paper has discussed on how and why Guidance and Counseling was created and established in the USA and subsequently spread to Francophone African countries, such as Burkina Faso. It has also investigated whether the application of the program this field is effective in Burkina Faso. I have argued that the industrial revolution played a crucial role in the development of guidance and counseling as a discipline in the United States and that the recognition of the need for guidance services in the face of industrialization and workforce challenges led to the emergence of the discipline. Today, guidance and counseling encompasses various aspects of individuals' well-being, with the legacy of the industrial revolution evident in contemporary practices. As

individuals face the complexities of the evolving job market, the need for guidance and counseling services became increasingly evident. The recognition led to the establishment of guidance programs that aimed to assist individuals in making informed career choices, acquiring relevant skills, and adapting to the social changes brought by industrialization. The system has been adopted in Francophone African countries to improve the study conditions of students and increase education outside. However, unlike in the USA, the implementation hardly meets the needs of the students. For a successful implementation of the guidance and counselling system, several measures and innovations (e.g., the creation of guidance and counselling centers within each university of the country) should be envisaged.

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