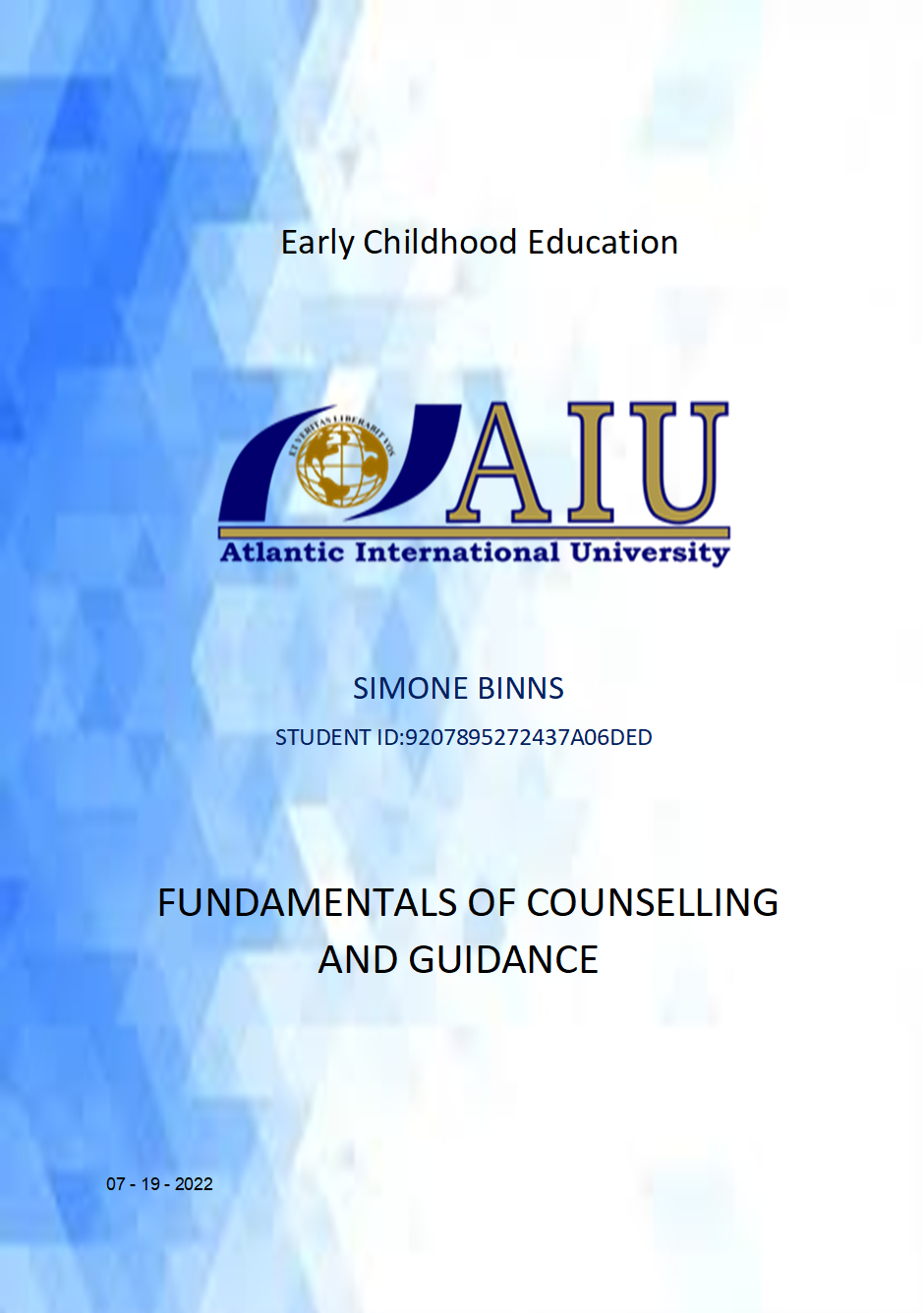
****

****

FUNDAMENTALS

OF

COUNSELLING

AND

GUIDANCE

**Table of Content**

Introduction\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_1

The Definition of Guidance\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_3

The Meaning of Counselling\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_4

Origins and Development of Guidance and Counselling\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 4

Different Methods of Counseling\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_9

Arrangement of Counseling\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_10

Strategies for Counselling\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 11

Advisory Services and Psychological Counseling Contrasts\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_12

The Reasons for seeking Counseling and Guidance\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_13

Counselling and Guidance are Required \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_15

Increase in the Number of Primary and Secondary School Pupils and Students\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_17

* Skilled Work Force\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 18
* Automation in the World of Work\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_18

Increasing Demands of Youth\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 20

Multiple Adjustments Made to the Institutional Structure of Education\_\_\_\_\_\_\_\_\_\_\_20

The Elementary school levels\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_21

The middle / Primary and high school equivalents\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_21

Students in colleges and tertiary institutions adjusting to their new environments\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 22

The Difficulty surrounding the process of national integration\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 23

Domestic and Family Life's Hard Truths\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_23

Problems with Cultism\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 24

Training Requirements\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_24

Controversies, Major Tendencies, and Problems\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_25

Professional title\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_26

Evaluation\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_26

Remediation versus Prevention\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 27

Table of Content

Gangs\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_27

Dropouts\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_27

Remediation versus Prevention\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 28

Substance abuse\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 28

Violence in Schools\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 28

Diversity\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 29

Child abuse\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_29

Terrorism\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 29

Roles of the School Counselor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_29

* Counselling Service\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_30
* Advisory and Consulting Service\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_30
* Provision for Planning\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 31
* The Provision of Placement Services\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 31
* After-Service Monitoring\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 31
* Orientation Service\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 31
* Assessment Service\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 32
* Consulting Service\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_32
* Referral Assistance\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 32

Major Stakeholders' Functions and Roles in Educational Guidance Services\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 35

Instructional Duties of School-Principals\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 35

The Roles of Teachers' Guidance\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 36

The School Counsellor's Guidance Functions\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 38

Responsibilities of Parents or Guardians\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 40

Pupil Guidance Responsibilities\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_41

Counseling in Schools Around the World\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_42

Conclusion\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 44

References\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_47

**Introduction**

Children, adolescents, and young adults face obstacles in this changing world not only from their schooling and demanding lifestyles, but also from changes in family structure and interpersonal interactions. Practical guidance and counselling services for students can help them feel more at home in school, improve their problem-solving skills, and help them make responsible decisions as members of society. As a result, guidance and counselling services for students at all school levels should be an integral component of the educational purpose. Furthermore, our society's high suicide rate is also concerning. The more reasons there are for the need for counselling services worldwide. This research aims to look into guiding and counselling services' origins, evolution, and role. With great effort, the organization contextualized guidance and counselling services' current state and concerns. Then, the government made the ideas to establish and improve more functional school guidance counselling. Counselling's globalization has put the profession on the verge of expansion and innovation. These shifts need not only a willingness to adapt and possibly reinterpret existing counselling theories but also a willingness to hold our most fundamental assumptions about the nature of humans loosely, allowing counselling to emerge and evolve indigenously in international communities. Guidance counselling, also known as counselling and guidance, supports individuals in discovering and developing their educational, vocational, and psychological potentials to maximize personal enjoyment and societal purpose. Counselling is fundamentally democratic because the assumptions underlying its theory must be practiced.

Wherein first, each individual has the right to determine their fate. Second, relatively mature, and experienced community members are responsible for ensuring that everyone’s choice serves their and society's interests. Counselling philosophy considers that these objectives are complementary rather than incompatible. It is not the job of those who guide children and adolescents to find a happy medium between the individual's demands and the community's needs. Instead, it is to direct the individual toward those possibilities supplied by his environment that are most likely to meet his specific needs and aspirations. Guidance and counselling emerged as a distinct component of the educational business in the mid-1950s. It is a field whose origins can be traced back to events in the United States of America, and these events have inspired the globalization of Guidance and Counseling.

**The Definition of Guidance**

The phrase guiding has several definitions, but they all signify the same thing. Shartzer and Stone (1976) define guidance as "directing, piloting, or guiding." Bakare (1996) defines guidance as a more directive or prescriptive type of support. It is a term for all assisting services within general education and community institutions, according to Idowu (1998). To define the concept, Akinade (2002) stated that some experts believe that advice is a broad term that incorporates a wide range of specialized educational services. These services include information services, testing services, placement services, follow-up services, and counselling services. However, in today's globalized world, the provision of specialized services is no longer restricted to the school; it now extends to the entire community. Guidance is a cognitive, educational service (given inside or outside the school system) that assists people in understanding themselves, provided the client provides accurate, trustworthy, and valid knowledge about himself and his surroundings. In this sense, guidance is a pervasive activity in which many people and organizations participate. It is given to people by their parents, family, and friends, as well as by the community, through various educational, industrial, social, religious, and political organizations, particularly the press and broadcasting services. A component of such guidance could be providing knowledge that allows others to boost their curious activity. For example, a guidance counsellor may provide information about a student's aptitude and interests as determined by psychological testing, educational opportunities and the prerequisites for various careers. Competent counsellors do not try to fix their clients' problems; instead, they attempt to clarify the client's thinking.

**The Meaning of Counselling**

Counselling is the process of assisting individuals or groups in becoming more self-aware so that they are allowed to express themselves in an authentic manner. According to Burker and Steffler (1979), Counseling is any form of professional communication between a trained Counselor and a client. Makinde (1983) defined Counseling as an enlightened process in which people aid others by nurturing their progression. Olayinka (1972) described Counseling as a technique in which a person is assisted face-to-face. Olayinka's definition of Counseling is more common today. Counselling is a process that teaches clients how to achieve the goals they have set for themselves by learning to make decisions that are meaningful to them and well-informed, as well as by resolving emotional or interpersonal conflicts. This helps clients realize and clarify their perspectives of their living environment. It maintains that everyone has the potential for growth, self-actualization, and self-development.

**Origins and Development of Guidance and Counseling**

Any artificial difference made in history is not natural because history is a continuous continuum. There is strong evidence that the field of guidance and Counseling began in the United States around the start of the twentieth century. This is most likely due to society's emphasis on personal development. This was amply demonstrated by the countless historical events that occurred in the United States. The following are significant historical events:

1. The Promotion of Vocational Guidance Group

2. The Movement Towards Standardized Testing

3. A Mental Health Call to Action

4. Supportive Legislation for Counselling

In 1908, Frank Parsons founded the Boston Vocational Bureau, which marked the beginning of the Vocational Guidance Movement. Parsons was concerned with and believed that people needed to understand their abilities and shortcomings to use that information to choose appropriate professional paths for themselves. As a direct result of its significance, this ground-breaking undertaking significantly impacted the formation of current guidance and Counseling. The vocational advice movement sought to improve poor Americans' lives by lowering unemployment, hunger, and poverty rates. These examinations, which Parsons initiated, yielded favourable results in that many children profited greatly from the bureau's services (Shertzer and Stone, 1976).

Pioneers in the development of vocational guidance counselling methods included Meyer Bloomfield, who succeeded Parsons as director of Boston's Vocational Guidance Bureau, Hugo Munsterberg of Harvard University, Jesse B. Davis, George Merril in San Francisco, Eli Weaver in New York, and Frank P. Godwin of the Cincinnati School System. All these pioneers in the advice profession did everything in their ability to ensure the service's continuous development. Meyer Bloomfield, for example, was the driving force behind the formation of the inaugural United States of America National Conference on Vocational Guidance in 1910. In contrast, Eli Weaver organized the Second National Conference on Vocational Guidance in 1912. George Menil was the first American to provide Counseling in a school context when he worked as a tutor at the Californian School of Mechanical Arts in San Francisco in 1895. Both occurrences took place in the United States. Hugo Munsterberg was also crucial in establishing the framework for expanding career counselling in the business world with his book "Psychology and Industrial Efficiency."

The country of origin for guidance and Counseling, with a particular emphasis on vocational Counseling, is the United States of America. It is modelling itself after successful techniques in other regions of the world. It is worth noting that the historical evolution of the area of Guidance and Counseling in both established and emerging nations may reflect the institution of labour's preeminence in human civilization.

The Mental Health Movement also contributed to the growth of the Guidance and Counseling Movement. Clifford Beers was a trailblazer in the field of mental health advocacy. Counselling can also be included in the list of mental health professions. The release of this book, "A Mind That Formed Itself," resulted in significant modifications to mental health practices, which in turn helped pave the way for the development of counseling.The testing movement also resulted in the development of test instruments, which significantly improved the inventory and evaluation parts of Guidance and Counseling. These advancements were made feasible through technological innovation.

Another significant event in the history of guidance and Counseling in the United States is the introduction of several pieces of legislation that push for Counseling and education. The Great Depression and the accompanying increase in government activity during the New Deal era resulted in a significant increase in public funds dedicated to guiding projects. The Great Depression and subsequent crises compelled the United States government to enact considerable legislation supportive of education and Counseling. This was done in response to the societal turmoil caused by these disasters. Examples of such laws are The Vocational Education Act of 1917, the Vocational Rehabilitation Act of 1920, the Wagner Peyser Act of 1933, National Defense Education Act of 1958, Manpower Development Act of 1964, and Career Education Incentive Act of 1976.

More than any other piece of legislation, the National Defense Education Act of 1958 spurred the establishment of guidance and counselling services in the United States. When the Soviet Union launched the world's first satellite in 1957, the United States feared that the Soviet Union had surpassed them in space technology. In keeping with the traditionally competitive spirit of American civilization, the United States space industry embraced the Soviet Union's challenge. Americans made significant modifications to their educational system as part of their endeavour to catch up to the Soviets regarding space technology. To achieve this purpose, policymakers in the United States decided that career counselling should be available in all public schools in the country. The National Defense Act of 1958 was primarily meant to do this. This legislation provided huge sums of money to American colleges and universities to train guidance counsellors for work in public schools. Since then, the availability of guidance and counselling services in the United States has rapidly grown. Furthermore, the American School Counselor Association (ASCA) was founded in the 1950s, contributing to the school counsellor's status as a recognized and respected professional.

C. Gilbert Wrenn's work, particularly his 1962 book "The Counselor in a Changing World," highlighted the significance of cultural sensitivity on the part of school counsellors. Throughout the 1960s, various novel approaches to Counseling were developed and implemented. Some of these approaches are the gestalt therapy developed by Frederick Perl, the reality therapy developed by William Glasser, the existential approach developed by Abraham Maslow and Rollo May, and the behavioral counseling method developed by John Krumboltz. Funds for hiring and training elementary school counselors were made available during this time period due to congressional support and an amendment to the NDEA.

In the 1970s, the school counsellor's job was conceptualized less as the entire program and more as a component of a more extensive program than it had previously been. The critical topics of this conversation were the accountability of school counsellor services and the benefits that may be acquired via the use of planned evaluations. Furthermore, during this period, the particular education movement was born. Students with disabilities have unique educational and therapeutic needs, which the Education for All Handicapped Children Act of 1975 addressed.

The 1980s marked a turning point in the evolution of school counseling training requirements and standards. Furthermore, there was a greater emphasis on the quality of education in general and counselling programs in particular throughout this period. Guidance counsellors in schools were trained on how to alter the learning environment to fit the requirements of individual students for schools to provide fair educational opportunities for children with disabilities. A substantial number of counsellors' duties and responsibilities began to evolve significantly. Counsellors began functioning as gatekeepers to Individualized Education Programs (IEP) and Student Study Teams (SST), in addition to providing advice to special education teachers, especially after the Americans with Disabilities Act was implemented in 1990.

School counselling was overlooked as an essential component of a student's educational growth during the setting of national academic standards and the school reform movement of the 1990s. The ASCA produced federal guidelines for the various school counselling programs in part to make apologies. These guidelines clearly explained the roles and responsibilities of school counselling programs and emphasized the importance of school counselling to each student's overall educational success. Nonetheless, the duties of a school counsellor differ from one grade level to the next.

**Different Methods of Counseling**

Individual and group counselling are the two main types of Counseling.

Individual Counseling is another term for personal Counseling. It is carried out between the Counsellor (Therapist) and his client (Counsellee). The goal is to help the client understand himself by clarifying and directing his thoughts so that he can make an informed decision. Clients' problems are greatly relieved. According to Frumboltz and Thoreson (1967), as cited in Ojo (2005), the primary purpose of psychotherapy is to bring about change in the client by altering maladaptive behaviour, learning the decision-making process, or averting difficulties.

A counselling session between a professionally trained counsellor and a group of people should consist of no more than seven or at least ten members to have a cohesive group and a compelling, well-controlled therapy session. Members of the groups are clients/counselees with similar responsibilities or problems to tackle. A relaxed attitude is permitted during group therapy, and free discussion is encouraged. As Counseling proceeds, counselees are free to express themselves individually so that the burdens associated with commitments or difficulties can be resolved and made available for everyone to think and profit from the session. Each customer is expected to participate and express their feelings. The counsellor's responsibility during group counselling is to aid in eliminating the covers from the problem. He contributes to illuminating the situation using his professional expertise and experience. The counsellor is more than just a group member; he is in charge of steering the group's affairs and difficulties.

**Arrangement of Counseling**

Counselling practice can be divided into various subfields or areas of life where people may have difficulties. These are some examples:

* Educational Counseling: This domain addresses concerns of learning, teaching, and education in general.
* Marriage counselling helps couples handle issues that may emerge during their marriage, beginning with selecting a spouse.
* Personal and Social Counseling: This branch of study addresses difficulties concerning one's personality and life.
* Rehabilitation Counseling: This service addresses issues that have occurred because of severe life changes, such as getting laid off, being in an accident, or experiencing a natural disaster.
* Vocational Counseling addresses challenges resulting from job and training, as well as deciding on a career path and making adjustments.

Only three counselling techniques mentioned above will be used extensively in educational institutions. The school counsellor will be entirely responsible for delivering various forms of Counseling to pupils, including academic, career, and personal social assistance. On the other hand, a private practice counsellor may be compelled to engage in various sorts based on the counselling needs of his clients.

**Strategies for Counseling**

Counselling can be approached from a variety of angles; however, these perspectives can be divided into three groups:

* The approach that Is not direct: In Counseling, taking an indirect method is sometimes referred to as a client-centered approach. When using this method, the counselee is allowed to express themselves freely. The counsellor's only role is to pay close attention and sporadically, when appropriate, offer words or phrases that can prompt the counselee to provide additional comments on the issue. Counsellors who practice this method base their work on the tenants of the client-centered theory, considered the most crucial counselling skill.
* The direct method is opposed to the client-centered or indirect approach. During this counselling session, the counsellor conducts most of the talking. To elicit comments from the counselee about the issues at hand, the counsellor will ask questions and use a variety of counselling strategies. The counsellor oversees establishing the pace and offering guidance to the counselee based on what can be gained from the counselee's limited responses at this stage.
* The word "eclectic approach" refers to a counselling strategy that does not rely entirely on indirect or direct approaches. Instead, it employs the two methods outlined above in conjunction with any other strategy that may be useful during counselling sessions. It draws from the numerous available methods and selects those most pertinent to the current counselling session to solve the challenges that the counselee is experiencing.

**Advisory Services and Psychological Counseling Contrasts**

In most instances, it is challenging for authors to distinguish between the two terms. According to Shertzer and Stone (1976), attempts to differentiate between advice and Counseling have mostly failed since it is challenging to establish significant distinctions between the two terms. Based on their similarities, the names may refer to the same object. In relation to the well-being of people, the two concepts have the same goals; hence they are comparable in that regard. Although they are both educational services, the context in which they are offered distinguishes them from one another.

The table below highlights the distinctions between the two terms.

|  |  |
| --- | --- |
| **COUNSELLING** | **GUIDANCE** |
| They are directed by the student (the client). A counsellor gives direction. The locus of control shifts in the direction of the student (the client). This ensures that the client actively participates in counselling at every point. | A counsellor provides guidance. The Tutor retains the locus of control over the circumstance (Counsellor). |
| The tutor or counsellor functions as a facilitator or enabler in the learning process. | The Tutor or Counsellor is the person who provides information or advice. |
| It is not up to them to resolve anything. The client and the counsellor come to an understanding of the plan and the approaches. | The counsellor determines the goals and tactics to be used. |
| Client involvement in defining requirements and monitoring progress toward meeting those objectives | The counsellor is responsible for assessing, diagnosing, and evaluating clients. |
| The fault lies with the decision-making process. Understanding the mental process of creating the option is the substance of the decision. | The issue is in the decision made (considered as a result). How it is performed is not regarded as significant. |
| People trust in the transferability of knowledge. What is learned in one environment can be valuable in another, such as the ability to deconstruct an issue into its component elements? | The learning experience is believed to be specific to the situation at hand. |
| It is well known that emotion and cognition are involved in the learning process. This displays the significance of one's activities and opinions. | In the learning process, the feeling is not considered very important. |
| It is commonly believed that learning about a subject requires learning about oneself simultaneously. | It is not often considered to involve self-discovery to learn about a subject. |
| They are directed by the student (the client). A counsellor gives direction. The locus of control shifts in the direction of the student (the client). This ensures that the client actively participates in counselling at every point. | A counsellor provides guidance. The Tutor retains the locus of control over the circumstance (Counsellor). |

**The Reasons for seeking Counseling and Guidance**

The goals of guidance and Counseling include assisting students, teachers, adults, and society to:

* discover and make individuals aware of their fundamental personal prerequisites, abilities, assets, liabilities, and potentials.
* Provide information that can be used on vocation and correct or clarify misinformation and provide information that can be used to correct or clarify misinformation.
* Assessing an applicant's likelihood for success in the competitive employment market,
* educating clients about the types of accessible employment and how they might grow in their professions.
* assure the availability of opportunities for additional education and professional growth
* The goals of education in Nigerian schools can be summed up as follows: offer alternatives for alternative careers and stimulate the achievement of priorities.
* Guiding students on how to choose appropriate and gratifying personal, professional, and educational pathways.
* Assist students in creating a healthy self-image by assisting them in acquiring an awareness of their needs and obstacles.
* aiding teachers and other school personnel in understanding the needs and challenges presented by each kid
* Help school authorities and administrators enhance educational objectives and activities centered on interpersonal connections.
* Participate in the instructional planning process.
* Ensuring that the school or the home meets all the vocational, educational, and socio-personal needs of the students by utilizing all available resources.
* Supplement the school's instructional and administrative input for the student.
* One of the objectives of teaching is to assist students in developing the proper attitude toward themselves, others, the educational environment, values, interests, morality, beliefs, and discipline.
* To increase the educational bar, aid pupils in developing to the point where they can maximize and apply their skills and correct the origins of any deficiencies they may have.
* Learners should be assisted with adjusting to life within the institution's parameters.
* Allowing individuals to achieve self-sufficiency with as little interference as possible from established conventions.
* Students should be encouraged to have a strong sense of awareness, the opportunity to acquire a solid understanding of the working world, the option of continuing their education, and the ability to make reality-based decisions.
* Ensuring the psychological health of the individual; and
* enhancing the capacity of individuals.

**Fundamentals of Guidance and Counseling**

The following is an explanation of the core concepts underlying guidance and Counseling, as described by most of guidance and counselling specialists:

* Everyone has access to Counseling and guidance. Therefore, guidance and counselling efforts should be centered on the needs and full development. The program is not only for those with a particular disability but also for all "typically developing" children and adults.
* Every member of staff in a particular environment is responsible for determining the needs of individuals so that a program's activities can be adapted to meet those needs.
* It is essential that Guidance and Counseling be made available in a way that respects the dignity and worth of the individual. Priority must be given to the individual's complete and successful development. It should assist individuals in realizing their full potential, acquiring the best possible level of fulfilment, and being self-aware. No one who has participated in therapy sessions should ever feel deficient.
* Guidance and Counseling is a sequential, sequentially occurring developmental process that begins at birth and continues until death. This shows that students receive advice and Counseling beginning in preschool and continuing through elementary, secondary, and higher education. It is a continuing procedure that is a vital aspect of a student's educational plan throughout the duration of their schooling. Their close relationship makes counselling activities and the educational process interdependent and mutually beneficial. Counselling can help make the educational activities more relevant and meaningful to the students' needs. In contrast, the instructional activities can assist a student in planning their life goals by providing the necessary knowledge and directives.
* All actions related to leading must emphasize each student's desire to obtain a precise and rigorous understanding of their identity. Individuals can raise their level of self-awareness as well as their awareness of the surrounding environment when they employ well-developed teaching approaches and evaluation procedures. In the lack of such information, a person's ability to exercise their right to free choice in the educational, occupational, and personal-social arenas is severely constrained.
* Every member of school and any other institution’s personnel should be accountable for their actions concerning guidance. The guidance team comprises numerous members, including the principal, instructors, and counsellors; each member has a unique set of tasks and functions.
* Strong leadership at all company levels is essential to any successful guidance and counselling program. Guidance counsellors employed in schools and other settings must be qualified, have had proper training, and be competent in their work. These specialists would be able to enlist the aid of personnel to carry out guiding-related activities.
* The practitioners should practice exclusively within the ethical and moral parameters. The ethical and moral standards should be written to encourage clients to utilize the given services with confidence and safety. Moreover, this ensures that counsellors will not employ tactics and procedures for which they lack the required level of experience; and
* The needs of clients, not those of counsellors, should serve as the real inspiration for counselling objectives. To suit the client's needs, counsellors must portray a favourable image.

**Counselling and Guidance are Required.**

Numerous educational systems worldwide have motivations for including some sort of guidance and Counseling in student life. These causes may differ from one country to the next. In the United States of America, for example, the issue was a lack of advancement in space exploration. The United States established the Guidance and Counseling service in response to concerns that Russia was further along regarding space technology. The following are some of the critical factors that led to the introduction of guidance and counselling services within the educational system in various countries:

**Increase in the Number of Primary and Secondary School Pupils and Students**

Since the beginning of recorded history, the number of students attending every level of our educational system has continually increased. As a result, former Minister of Education Fafunwa (1990) analyzed enrollment trends, which did not include real enrollment applications. Following this, Fafunwa stated that mandatory student Guidance and Counseling services should be established in all institutions of higher education and that through such services, students' choice of fields and skew would be exposed to the true conditions of the economy and its ever-changing labor market situation and requirements. (p. 16).

**Skilled Work Force**

* Among the services provided by Guidance and Counselling is guiding people into sectors with available jobs, taking their skills and competences into account, in order to reduce the problem of unskilled and skilled labor force. In the technical and semi-professional sectors, there is a shortage of labor. Our railroads, iron and steel industries, and aircraft are not exempt from the labor shortage. In the sphere of education, the few specialists who schooled Nigerians to be technologically independent have fled for richer pastures, as well as the safety and academic freedom of western nations. This decay has reached the medical industry as well. The country lacks senior craftsmen, technical foremen, and high-level secretarial and clerical personnel (Okon,1984). One would assume that Nigeria will emerge from its position of underdevelopment given its enormous human and material resources. Other nations, like India and China, have done the same. Therefore, the availability of Guidance services inside the education system can contribute in the development of the skills, attitudes, and potentials of Nigerian teenagers so that they can realize their full potential for national development.

**Automation in the World of Work**

* Gaymer observed in 1972 that having access to skilled counsellors within the educational system would have a beneficial and ever-increasing impact on the lives of children after they graduated from high school. She believes that kids' employment lives after high school will be extremely different in the future compared to both the present and the past. She went on to say that as a result of automation and other technological changes and breakthroughs, people would have to change jobs more frequently, relocate more frequently, change the type of jobs they did more frequently, update their education and trade it in for models, and diversify their practical skills in order to remain competitive. Because of the significance of these changes, a substantial number of people will need to seek help and Counseling. A comparison of old office technology with that employed in many offices now demonstrates that tremendous developments have been made in the industry. Most offices now have a range of modern gadgets, such as an IBM electric typewriter, a computer, internet connectivity, a fax machine, a photocopier, a laser printer, an answering machine, and numerous other similar devices. Robots have made their way into a wide range of industrial applications. The order is given to the assembly line robot, who is responsible for receiving it as well as performing the responsibilities of parceling, compilation, and transporting equipment from one section of the assembly line to the next. It is now widely accepted that robots can pilot planes, launch missiles, and undertake space exploration. It is much better and easier to imagine than to describe the ramifications of this technological revolution for the practice of guiding and counseling. It is extremely difficult to assume what the technological future will be like, suffice it to say that a nation that wishes to develop well into the twenty-first century and beyond should not merely pay lip service to guidance and Counseling, but should ensure that all machinery is in place to maximize the potentiality of youths for timely absorptions and survival in an uncertain technological future. In other words, the country should not just talk about guiding and counseling.

**Increasing Demands of Youth**

Okon (1984) defines a need as an internal situation that both drives and predisposes an individual to engage in particular kinds of activities. According to Durojaiye (1976), the following are some of the demands that are essential to the growth of adolescents:

* Achieving one's own individuality
* Personality development that is heading in the direction of order.
* Developing a guiding principle for one's life
* Encouraging the development of moral principles and behaviors that are laudable.
* Acquiring a place or status in the society.
* A comprehensive understanding of one's own property and obligations
* The process of making preparations for one's future existence.
* Establishing close relationships with individuals of both sexes in a personal capacity
* Gaining the ability to function without constant parental supervision.
* Adjusting to shifts brought on by changes in physical and social ties as well as plans for citizenship; and
* Mastering the skills necessary to become an adult by establishing one's vocation, one's place in one's family and community, and one's civic responsibilities.
* All these demands placed on adolescents make it necessary for them to receive guidance and Counseling.

**Multiple Adjustments Made to the Institutional Structure of Education**

Following their attainment of independence, many countries' educational systems have been subjected to a wide range of transformations. A student was needed to spend a total of thirteen years in school in the past, with eight years spent in elementary school, five years spent in secondary school, two years spent in college, and three years spent at the university (8-5-2-3). Later on, a system that included primary school lasting 6 years, secondary school lasting 5 years, tertiary school lasting 2 years, and university lasting 3 years was suggested and implemented. This is quite well-liked right now. There have already been proposals from a variety of industries to change the system to one that goes 6-6-3-3-3-3-3-3, which would entail spending three years studying at any college of education or polytechnic. The 6-3-3-4 that is now in place does not cover training at colleges of education or polytechnics. Because of the individual's increased likelihood of being confused because of these shifts, additional Counseling may be required.

**The Elementary school levels**

Counsellors in elementary schools spend their time working with children one-on-one, in small groups, or in classes, ensuring that they interact with every student in the institution. Because of the advancement of systems thinking, primary school counselors now collaborate with their students' families as well as local social service agencies. Individual and small-group counselling, large-group and classroom presentations, participation in schoolwide behavior plans for encouraging positive and eradicating harmful behaviors, and consultation with teachers, parents, and administrators are all components of this program. community members are all common duties for school counsellors, even though their roles rely on the environment in which they operate. Additional tasks may include developing classroom management plans or behavior plans for specific children, as well as presiding over SST and IEP meetings.

**The middle / Primary and high school equivalents**

Middle and high school counsellors' functions, like those of elementary school counsellors, can vary substantially depending on the management of the school district. The Counselors assist students with a wide range of challenges, including personal, academic, social, and future professional concerns. Because of the intrinsic interconnection of these domains, it is hard to categorize a counselor's activities regarding the nature of the problem being handled with a client. When there is a need for counseling services, middle and high school counselors have experience in all of these areas and collaborate with school and community members to identify such resources. When a student has a problem, the school counsellor is usually the first person they talk to. The next phase in the process involves the school's guidance counsellor completing an evaluation to define the scope of the issue to establish the depth of the problem to provide the necessary support. School administrators may delegate responsibilities to school counselors such as class scheduling, administration, and disciplinary measures. Completing these activities is congruent with the goals of school counseling; nevertheless, the amount of time available to assist individuals may be reduced as a result.

**Students in colleges and tertiary institutions adjusting to their new environments**

The student body is composed of individuals, each with their own psychological make-up, set of qualities, and set of requirements. Some students attend classes to learn new things and earn credentials that will allow them to have a brighter future; others go to school simply to make friends, which amounts to playing and wasting their time; and still, others go to school even though they have no idea what subjects or courses they should be studying, how to organize their time effectively, or how to become better students. Counselling services provided by an experienced professional are essential to appropriately aid students in adjusting to this situation.

**The difficulty surrounding the process of national integration**

Millions of people live in the countries that make up the world's population, which are split into states, districts, communities, regions, sectors, and zones. Every group and region in the country is requesting a fair share of the national pie. Consequently, the country has been afflicted by political insecurity, religious intolerance, tribal loyalty, and other forms of vice, all of which have stymied the country's progress toward becoming a developed nation. Okon (1984) observed that the survival of a nation is based not only on its level of economic, social, and political stability, but also, to a significant measure, on the ability of every person to share some common understanding, attitudes, values, skills, and goals. This is due to the fact that tolerance is an important role in all of these dimensions of stability. These characteristics can be imparted in children at a young age when they are still malleable. Given this, it is impossible to overstate the importance of having guidance and assistance in this area.

**Domestic and Family Life's Hard Truths**

Family dynamics have an enormous impact on how children evolve in terms of their interests, abilities, and aptitudes, as well as their values. Homes today undergo significant modification on a daily basis. Because of the demands of their jobs, most parents offer their children relatively little attention when it comes to their growth and development. Some parents set poor models for their children to emulate. Some parents are staunch supporters of drinking, idolatry, and their own ethnicity. Positive changes in home life have resulted from urbanization, which has brought together people of varied racial and ethnic backgrounds to the point that a person's next-door neighbor may come from an entirely other cultural boundary. It is also less frequent in metropolitan areas to believe in superstitions. Marriages between persons of different ethnic groupings, tribal groups, and states are also becoming more widespread in Nigerian cities than in rural areas. Polygamy, which was once widely seen as a sign of financial success and social stature, is no longer fashionable. Extended family networks have experienced one of the most profound transformations in family life. Because of economic realities, distance, and diverse geographical movement, links within this network have become more tenuous. The total of children a family desires, the number of divorces, the number of children raised by a single parent, the number of children who study away from home, the provision of insurance for other members of the family are all instances of changes in family and home life. Consequently, these developments, there is an increased demand for counsellors to aid children in adjusting to these changes.

**Problems with Cultism**

Cult-related activities have existed in a number of places since they first opened their doors. As a result, it has taken on pathetic and terrifying new dimensions in recent years. A significant number of students are now involved in some sort of dangerous subterranean cult, and the actions they engage in are truly disturbing. They not only kill but maim and ruin as well. Individuals must be informed about detrimental societal tendencies as well as cult activities, which can be accomplished through guiding activities.

**Training Requirements**

The standards that must be accomplished for a professional school counselor to earn their credentials (also known as certification, licensure, or endorsement) vary by state. A graduate education is required in all fifty states and the District of Columbia, with 45 states requiring a master's degree in Counseling and guidance or an equivalent qualification. field closely related to this field. Furthermore, most states require students to complete a specified number of practicum hours in an educational institution, which can range from 200 to 700. Furthermore, many states require prospective teachers to have at least one year of classroom experience. Graduate students in some of these states are offered the chance to participate in internships as part of their academic curriculum.

Standardized testing is a component of the credentialing process that is mandated in half of the states. The bulk of these exams cover essential skills like reading, writing, and mathematics; however, many states need more specialized exams that cover topics like guidance and Counseling. In 19 states, a particular number of course credit hours in specific disciplines related to guidance and Counseling are required. Students in fourteen states are obliged to take courses in the education of disabled children, multicultural issues, substance misuse, applied technology, state and federal laws and constitutions, and the detection and reporting of child abuse. These states also require students to take lessons in other subjects. The credentials gained in other states are recognized in 38 of the 50 states. In 38 of the 50 states, an applicant's criminal background must be reviewed by the state in which they are applying.

**Controversies, Major Tendencies, and Problems**

Three of the numerous issues that the school counseling profession is currently facing are establishing what the appropriate professional title should be, determining how counselors should be assessed, and determining the extent to which counselors should focus on prevention rather than remediation.

**Professional title**

Although there are professionals in this field who prefer the term of guidance counsellor, the number of those who choose school counselor is expanding. Counselors are increasingly being seen as professionals who can interact fluidly with all parts of a large system. This shift in perception is part of a growing trend. Numerous school counselors are of the idea that the name of the profession ought to reflect the expanded responsibilities of the profession. As a result, this is possible due to the responsibilities anticipated of vocational guidance counselors are extra extensive than they were in the past.

**Evaluation**

Evaluation and accountability are quickly becoming business standards in the realm of education. This development has not spared the demand for school counselors. Numerous criteria have been created to assist school counselors in evaluating the efficacy of their specific intervention efforts since the early 1970s..

In 1997, the National Standards for Professional School Counselors were adopted by the American School Counselor Association (ASCA). Counseling standards, which are equivalent to academic standards used on a national level by state departments of education, serve as a framework for the actions and objectives that school counselors are required to do. However, not every state has agreed to adopt the rules. Because the typical student-to-counselor ratio in a state can range from 1,250 to 400, it can be difficult to judge how well counselors are doing their jobs when they have diverse amounts of work to complete.

**Remediation versus Prevention.**

The concept of emphasizing prevention rather than repair is gaining traction in the counseling profession. Previously, it was not uncommon for counselors to communicate with children only after a crisis had occurred. This was a common scenario. School counselors' roles are changing to one in which they are expected to intervene before problems arise and to play a more proactive role in the development and implementation of schoolwide preventive programs. Help is needed to keep students from being involved in a range of harmful behaviors, including as joining gangs, dropping out of school, becoming parents at a young age, taking drugs, and either perpetrating or being the victim of violent crimes against others. This is a request made by schools, communities, and families.

**Gangs**

As early as primary school (Third graders) students are being taught gang-related behaviors. Students are more prone to join a gang if they have family members or acquaintances who are already involved in gang activity. When a young person has been actively involved in a gang for a long period, it might be difficult for them to leave the group. Because many students have not yet joined a gang, the fourth and fifth grades are typically the focus of anti-gang activities. Counsellolrs can decide whether a child is "at risk" of being involved in gang-related activities. The guidance counsellor may also play a vital role in supporting the child's family in keeping the child out of criminal groups.

**Dropouts.**

More than 25% of students drop out of high school before finishing their education in several large school systems in major metropolitan areas. Because more and more jobs require knowledge beyond that obtained in high school, coping with the ramifications of dropping out too early is becoming an increasingly difficult task. Counsellors are in a distinctive position to provide students with career counselling and to assist them in setting meaningful goals, such as finishing an elementary or secondary education.

**Remediation versus Prevention**

Pregnancy in adolescents is a problem that society continues to struggle with. Before students reach middle school, triggering factors become obvious. It is common practice for counsellors to act in the capacity of liaisons with community organizations whose missions include the prevention of student pregnancy and the provision of assistance to students who have already given birth.

**Substance abuse**

Young people continue to face significant challenges around the use of drugs, particularly alcohol and cigarettes. Many kids are nevertheless put in danger by the presence of these medicines that affect one's state of mind, despite the efforts of the government to address these problems. Counsellors are competent to understand the effects of a wide variety of medicines and are able to offer assistance with therapy or referrals to community resources. A school counsellor is also a vital component when developing programs to discourage students from misusing substances.

**Violence in School**

School violence can take the shape of bullying or outright shootings. Counsellors are trained to support instructors and students who have been victims of violence, as well as to assist in the establishment of violence-prevention initiatives. School counsellors' leadership in defining that teasing and bullying are unacceptable kinds of student behaviour is an excellent method for creating a safer and more inviting environment for all children.

**Diversity**

Tolerance of those with whom one disagrees is one of the primaries aims of a multicultural society. School counsellors urge students of all genders, ages, ethnicities, sexual orientations, cultural backgrounds, and religious persuasions to be tolerant, kind and accepting of one another and of those who are different from them in any way.

**Child abuse**

Many states have required reporting requirements for child abuse or neglect. Students of all grade levels are at risk of being abused by others. The school counsellor is typically the first person to notice and report to the proper authorities the repulsive activities of students of all grade levels, regardless of their age.

**Terrorism**

At the beginning of the twenty-first century, terrorism is proving to be a challenge that is getting harder and harder to overcome. Individuals are directly and indirectly affected by terrorist actions on a major and small scale, and these attacks can take place anywhere. Counsellors are able to evaluate the degree to which students and teachers may be endangered by acts of terrorism. In these types of situations, the counsellor may choose to make an intervention or send the client to more stringent treatment options.

**Roles of the School Counsellor**

The provision of a variety of highly specialized services, which together make up the overall routine of the activities included in the school guidance program, is one of the tasks of the school guidance counsellor. These services are the fundamental components of a guidance and counselling program; they are the formalized acts or procedures taken by the school guidance counsellor to make guidance and Counseling operational and accessible to students. Additionally, these services are the formalized acts or procedures taken by the school guidance counsellor. Examples of school-based functions include evaluation service, counselling service, information service, planning service, placement and follow-up service, orientation service, consultation service, assessment service, and referral service.

**Counselling Service:** It is possible for a qualified counsellor to assist a counselee who needs assistance and/or to build an interactive relationship with the counselee by utilizing this feature. This program's objective is to supply clients with assistance in effectively coping with both the reality of their own lives and the realities of the world around them. Self-knowledge and self-development are facilitated through the service that is considered to be the basis of guiding service. This service gives people or groups the opportunity to obtain a better understanding of themselves in terms of their jumbled thoughts, hopes, fears, emotions, and objectives.

**Advisory and Consulting Service:** By offering this service, the guidance counsellor is always able to provide the school as well as the students with increased knowledge about educational, vocational, and personal-social options, allowing them to bring about educated decisions and choices. Students must be supplied with facts from a number of disciplines, including education, employment, and social life, in order to be well-informed and able to make sound judgments in an increasingly complicated society. This profession requires gathering data in these fields.

**Provision for Planning:** Planning is making decisions regarding a person's goals and how they will be achieved in advance. One of the responsibilities of a guidance counsellor is to aid children with the planning of their activities. The task of the guidance counsellor is to provide students with practical assistance in organizing their academic, vocational, and personal and social activities in order for them to attain their goals.

**The Provision of Placement Services:** The guidance counselor is responsible for carrying out placement duties both within and beyond the realm of the educational setting. Students can be successfully placed in schools if they are enrolled in the proper classes and/or schools, as well as in vocational training or educational programs. Additionally, he or she is able to organize placements for students who will be engaged in training that is not directly related to education, such as an attachment, practical experience, or industrial training. The guidance counselor is always equipped with materials that can be utilized for effective placement both within and outside of the context of the school.

**After-Service Monitoring:** Using this function, the guidance counselor is given the opportunity to review the services that were obligatorily rendered to the counselled. It is a method by which the counselor can evaluate how successful the planning and placement efforts have been. Because of this service, the therapist is able to see and verify whether or not the guidance or counseled individual or group is coping after the guidance or Counseling has been provided.

**Orientation Service:** The purpose of this activity is to acquaint incoming students in an academic setting with the facilities, obstacles, and problems that they will face at their new school, as well as the opportunities that will be available to them. It is a guidance service that makes it possible for the guidance counselor to assist new students in becoming psychologically stable in their new environment (new school). This is because new students will be encountering a new group of people, administration, rules and regulations, and environment, all of which may require adjustment for them to be able to cope perfectly.

**Assessment Service:** This gives the guidance counselor the opportunity to assess how successful his leadership has been within the educational system. The evaluation can be carried out in a variety of ways, including through interviews, observations, or questionnaires. The purpose of this measuring equipment is to collect data that will indicate whether or not the services provided by the school are sufficient. The information that was gathered will be helpful to the counselor in improving the services that are being provided, changing or suspending those that are not achieving the intended results, or both of these options.

**Consulting Service:** Consultation is the term used to describe the interaction that takes place between the guidance counselor and other professionals working within the context of the school. It serves as a conduit through which other professionals working within the school can acquire the technical help they require in order to improve the quality of the services they deliver to the faculty and staff.

**Referral Assistance:** This refers to the process of handing over a client or counselee to another specialist or agency so that the client's or counselee's problem can be dealt with more effectively. It is possible for the professional or agency to be positioned either within or outside of the establishment. Shertzer and Stone (1976) noted that personnel or agencies outside of the school setting are utilized because they provide specialized services that the guidance counselor cannot claim to have expertise in all spheres of endeavor; as a result, he refers clients or counsellors on matters that are beyond his or her expertise with the consent of the client. Shertzer and Stone (1976) also noted that the guidance counsellor cannot claim to have expertise in all spheres of endeavor.

In the context of an academic institution, the major responsibility of the guidance counsellor is to assist each student in better comprehending who they are and how they can function well in society. The idea that a person who understands both themselves and their environment will be more productive and successful in their overall endeavor underpins the necessity of guidance services within the educational system. This idea is based on the assertion that a person is aware of both themselves and their environment. According to Ipaye (1983), the following is a list of the goals that should be accomplished through the performance of the functions of the guidance counselor in the educational system:

* to facilitate the growth of students' abilities in the areas of self-study, self-analysis, and self-understanding.
* By supplying students with information that is pertinent, meaningful, and actionable, guidance services should aid students in increasing awareness of opportunities in personal, social, educational, and vocational domains.
* In addition, the services of school counsellors should be geared at assisting students in the development of abilities in the areas of information gathering and application.
* to assist every student in making suitable and gratifying decisions regarding their personal lives, social lives, educational lives, professional lives, and leisure lives.
* Students should be assisted by guidance services in the development of positive attitudes about themselves, others, pertinent national concerns, employment, and learning.
* The objective of this lesson is to assist pupils to cultivate a healthy image of themselves at a tender age in their lives by fostering self-awareness and encouraging them to take responsibility for their own lives.
* Students that are not achieving their potential/ability should receive assistance from guidance services to reach their maximum potential.
* In addition, the counselling services offered in schools should aid students in drawing meaningful connections between the choices they make and the outcomes that they might expect from their lives.
* In order to support the growth of students' views of reality, the maturation of students' senses of autonomy and independence, and the stimulation of students' drive for creative and productive endeavors.
* Students should be provided with assistance in the formation and acquisition of problem-solving and decision-making skills through the school's guidance services.
* To work in collaboration with other significant people in the lives of students, assisting them in gaining an understanding of the students' needs and problems, with the intention of generating, arousing, and maintaining their interest in, and comprehension of, the students' needs, problems, and goals; this will allow the students to receive the most effective assistance possible in achieving their goals, dealing with their problems, and meeting their needs.
* To aid in directing the nation's human resources into channels that are appropriate, beneficial, and helpful, so preventing economic waste that could otherwise be avoided.
* It is imperative that guidance services contribute to the process of recognizing and cultivating human potential across a variety of endeavors or domains to guarantee sufficient personnel development throughout a range of economic fields.
* To facilitate the growth of individuals' positive views toward their contemporaries and a feeling of total commitment to the cohesion of their nation, this goal will be worked toward.

**Major Stakeholders' Functions and Roles in Educational Guidance Services**

The principal, the classroom teacher, the school guidance counsellors, the students' parents and guardians, and the students themselves are some of the most important stakeholders in school guidance services. The success and efficiency of the school guidance program are dependent on the fulfilment of certain tasks and obligations on the part of these important stakeholders. On the other hand, it should be brought to everyone's attention that the directing program can only produce the best results if everyone works together. At this juncture, it is possible that it is necessary to evaluate the functions that each of these important stakeholders plays.

**Instructional Duties of School-Principals**

The school principal is the secondary school's top executive officer in the school system. This position requires him/her to give leadership for all school-based organizations. programs, including school guidance. However, the following are some of the principal's unique roles in school guidance practice.

The administrative or principal must recognize and appreciate the need for and the importance of a comprehensive school guidance program for all pupils.

The principals should make provisions in terms of budgetary allocations and physical plant planning for the effective school guidance services delivery.

Provide the necessary facilities, equipment, supplies, and administrative and clerical support systems for effective school guidance.

Direct and coordinate school guidance program cooperatively with other members of staff within the school.

Take responsibility for setting up the school guidance committee after consultation with the counselor and other staff in the school.

Assume responsibility for consulting with staff members to reach unanimity on decisions on organizational structure, individual duties and tasks of all workers participating in the school-guidance program.

Plan, start, and cultivate a school tradition of in-service training counselors.

Plan, coordinate, and mobilize community-based resources to enhance the school guidance program.

The most essential job of the school administrator in terms of advice is to ensure that the entire school climate becomes a growth-promoting atmosphere in which students and instructors are free to be themselves even in teaching-learning circumstances.

**The Roles of Teachers' Guidance**

Subsequently, according to Zeran and Riccion (1962), the following are some of the counseling duties that are performed by school instructors:

* Acquire a fundamental understanding of human behavior and put that knowledge into practice.
* Acquire the capacity to watch and analyze student behavior in order to decide when an incident is notable and to ensure that it is not reported out of context. This is necessary in order to recognize when an incident is remarkable and to ensure that it is not reported out of context.
* As a foundation for the learner to logically analyze his goals and then relate them to his ability, provide the learner with information about himself and his environment.
* It is important to place an emphasis on the student's capacity for self-awareness, self-direction, the utilization of potentials, and acceptance of responsibility for actions.
* You should make the principal aware of the importance of having a guidance services program that is well coordinated.
* Help compile a list of relevant personnel competencies for the guidance service, and work along with the principal to conduct an analysis of the currently available advice services.
* Take advantage of the chance to contribute to the program while it is still in the planning and development stages.
* Understand the significance of the relationships that exist between guidance counselors and classroom teachers, as well as the necessity of having specialized counseling workers on staff.
* Assist in the process of giving information for the cumulative record folder of students and make use of this information in a manner that is appropriate for a professional setting.
* Make materials for use in activities at home and in the school.
* Include information on one's occupation, education, and personal and social life in the relevant disciplines.
* Examine the course material and the various curricular options on a consistent basis to satisfy the needs of the students.
* Recognize the need to be concerned with all parts of the student's growing patterns, not just his academic accomplishments. This is more important than simply focusing on the student's academic performance.
* Participate in case conferences.
* Assist the students wherever it is possible and refer those whose requirements are outside of their capabilities.
* Make a request for in-service assistance to aid in the continued development of existing guidance-related competencies as well as the acquisition of new ones.

Teachers have a responsibility to be aware of the fact that instructing and studying in the classroom can actually be a therapeutic activity. As a result, it is necessary for each educator to integrate a guidance orientation into the activities associated with teaching and learning. The teaching in the classroom ought to be interesting, interactive, and energetic; in addition, it ought to have some personalization. All of these situations necessitate the acquisition of guidance abilities on the part of the classroom teacher.

**The School Counsellor's Guidance Functions**

As previously stated, school counselors undertake a variety of roles that are critical to children' overall emotional and intellectual development. A number of guidance authority, including Makinde (1984), Ipaye (1980), Brammer (1996), Makinde & Alao (1987), and others, have pushed for school counselors to consider the entire school environment in which they work. When reviewing a counselor's functions and responsibilities, keep in mind that they should be carried out in alliance with other members of the school system's professional staff.

According to Zeran and Riccio (1962), a school counselor is responsible for the following functions:

* Examine his degree of professional preparedness and seek to improve any areas where he falls short.
* Check that his grasp of his job and responsibilities, as well as the line and staff links, is the same as the principal's.
* Obtain the employees' cooperation and participation.
* Demonstrate your desire to have an evaluation component built straight into the app.
* Make recommendations for major subjects that should be investigated and studied, as well as extra abilities must be considered when hiring new employees.
* Contribute to the development of in-service programs and participate in areas requiring specific knowledge.
* It is critical to urge teachers to identify kids who need help as well as those who have extraordinary abilities. Find the kid who is most likely to drop out and make it your job to meet all of his specific requirements so that he can finish his education.
* Encourage youngsters to take on the responsibility of realizing their greatest potential.
* Participate actively in the creation and implementation of case conferences.
* Encourage teachers to give materials for individual cumulative record folders to students and to use those materials professionally when working with the folders.
* Discuss the situation with your parents.
* Students who need help beyond their current level of ability should be referred.
* Maintaining strong public relations with local, national, and international organizations is critical.
* Assist the school librarian in obtaining current materials on vocations, education, and personal-social issues, as well as in purchasing and preserving those materials.
* Assist educators in the acquisition of materials related to informational services.
* Showcase his capacity to work professionally.

The school counselor is responsible for providing overall strategic direction for the school's guidance program. The majority of the functions listed above support the school counselor's role as the technical and professional head of all counseling operations in the school.

**Responsibilities of Parents or Guardians**

It is anticipated of parents and guardians that they will collaborate with the school in the upbringing and monitoring of their children. The word that best encapsulates the relationship between a parent and a guardian is collaboration (Zeran & Riccio, 1962). The following are some of the specific functions that should be performed by parents in partnership with the school guidance program:

* Give details about something It is the responsibility of parents to offer their children with information that will assist them in developing a moral compass that is appropriate for them to follow.
* Parents should urge their children to seek help from professional counselors.
* Parents should make use of the advice services offered by their children's schools to learn more about their children.
* They should take a look at the environment in which their own children are growing up to find out if it is suitable for learning.
* Make it a point to emphasize the need of developing positive values like self-discipline, self-improvement, the dignity of work, the acceptance of responsibility, and honesty in their children so that they can contribute to the success of the school.

**Pupil Guidance Responsibilities**

The children, students, or customers are required to carry out their responsibilities as well. The following are some examples of them:

* Must collaborate with other school personnel, including teachers and administrators, when students are sent to a counselor for guidance.
* Recognize and take into account the professional standing of the counselor.
* Should seek out professional guidance whenever the situation calls for it.
* Should take advantage of the educational and career resources that are made available to them through the guidance services at their school.
* They are expected to be open, which means they should be willing to supply the counselor with any information that may be required to aid them in the process of therapy.
* In addition, it is expected of students or clients that they will spread awareness among their contemporaries on the significance of receiving school-based advice and Counseling. They will improve the program as a result of their actions.
* They are to be of assistance to the guidance program by informing their parents about the various material and other requirements that the school guidance program has so that their parents can fulfill those requirements.

**Counseling in Schools Around the World**

How is the counseling procedure conducted in other nations? It is abundantly clear that tremendous progress has been accomplished in the United States in the field of school counseling. Politics, society, and culture all have a role in the manner in which a nation meets the educational requirements of its population. Following are condensed examples of how school counseling is conducted in several nations throughout the globe.

High school counseling in Japan aims to "assist each student acquire the self-understanding, decision-making, life planning, and action-taking skills necessary to adapt to the professional choices he or she chooses to pursue" (Watanabe-Muraoka, Senzaki, and Herr, p. 101). In France, the practice of providing assistance to secondary school students began in 1922; by the late 1930s, it was recognized by the educational system and regarded as an integral part of the institution. School counselors can provide aid with career planning for students.

In Thailand, school counseling often involves the engagement of instructors. School counselors in Israel devote one-third of their time to classroom instruction, and the remaining two-thirds to individual and group therapy with children. Since high school graduation is quickly followed by enlistment in the military, few possibilities exist for students to continue their education. Counseling and advising in schools are becoming an increasingly vital component of the educational experience in Hong Kong, with a growing emphasis on preventative approaches. Turkey has achieved great progress in the field of Counseling over the past fifty years. A professional association publishes a scholarly publication and holds conferences. Numerous secondary schools now provide counseling services, and the Ministry of National Education is also willing to provide assistance.

All nations stand to gain from both the professional dialogue and the ongoing information exchange. The Transnational Network of National Resources in Europe Vocational Guidance was founded with the objectives of enhancing counseling techniques and materials, facilitating the interchange of information, and including enterprises and social service groups. The internet is widely used as a media for the dissemination of information. Numerous nations, including Spain, Portugal, Denmark, Belgium, France, Italy, the Slovak Republic, and Norway, use the internet to make available career and counseling content to guidance professionals in their respective nations. As school counseling continues to establish itself as a profession and demonstrate its efficacy through scientific research, it is anticipated that counseling services in schools will increase globally to improve the general level of life satisfaction experienced by people everywhere.

**Conclusion**

The origins of current school counseling may be traced back to the early 1900s, when it was known as vocational Counseling. It evolved into a role held by both administrators and professors in schools. There was no organizational structure offered, merely a list of duties to be carried out. In the 1920s, the mental hygiene, psychometrics, and child study movements all began to influence school counseling, ushering in a transitional phase. As a direct result, a school counseling strategy with a stronger clinical foundation has risen. At this stage, the focus changed from economic challenges to psychological problems, and Counseling for personal adjustment became the primary priority. In the 1980s and 1990s, concerns regarding the nature and scope of school counselors' employment appeared often. While some authors pushed for the job of human development specialist, others advocated for change agent as a more appropriate career. Coordination, advice-giving, and Counseling were the most important tasks to perform. The issue with naming things was related to the issue with roles and responsibilities as conflict arise for a common consensus of Counseling, Counseling and guidance, or school counseling! Even though progress was made in designing, administering, and assessing comprehensive school counseling programs in the first decade of the twenty-first century, the debate surrounding program goals and school counselor responsibilities continued. Which will take precedence: educational (career-oriented), vocational (job-oriented), or social and emotional (mental health)? Some of the authors placed greater focus on professional accomplishment and academic achievement than on social, emotional, and mental health in general. Other scholars have argued that mental health concerns require more attention. Others, on the other hand, advocated for an all-encompassing policy that prioritized all three categories. Currently, the primary purpose of Guidance Counseling Services is to support the academic, social, emotional, and personal growth of students. With the support of guidance counseling services, students can get a deeper understanding of themselves and more successfully solve the challenges they confront on a daily basis. They accomplish this through supporting growth in all aspects of the kids' lives, so facilitating their development into well-rounded individuals. Counselors are responsible for monitoring their pupils' development and giving them with the appropriate assistance. This may include helping students understand themselves and their needs, finding solutions to problems, making decisions that are consistent with reality, increasing their abilities and skills, and adapting in a healthy manner to both themselves and their surroundings.

When providing guidance counseling services, each client's individual features must be taken into account. When offering psychological Counseling, it is vital to guide with consistency and willingness, as well as to ensure confidentiality. The student and the student's needs take primacy in the provision of guidance and counseling services. Counselors collaborate with administrators, teachers, parents, and other staff members while giving aid to the individual. Counselors also collaborate with other members of the educational and administrative personnel. These services include the distribution of handouts, the training of instructors, the solicitation of advice and training from outside experts, the production of handouts and training for parents on a variety of parenting-related themes, and the request for outside experts to do the training. The provision of guidance and Counseling aids in the recognition and understanding of one's strengths and abilities, the growth of resourcefulness and self-direction in adapting to societal changes, and the development of an optimistic outlook for the elimination of undesirable characteristics. The contribution of advice and counseling services to the improvement of human happiness is recognized. This is achieved through making people healthier and more productive, teaching them valuable lessons, and averting future issues. Schools play a critical part in bringing out the best in children since young brains require supervision to respond to the physical, social, psychological, intellectual, and vocational needs of school pupils, which goes a long way in reducing learning obstacles. Guidance and Counseling have become increasingly essential for young children, and schools play a crucial role in bringing out the best in them. What do you anticipate the next century to be like? School counseling's future is uncertain, but if the next century is anything like the last, it will continue to evolve. The causes that have historically contributed to the growth of school counseling will continue to do so, as will debates about the field's objectives and organizational structure. Therefore, despite the fact that no one can accurately forecast the future, current research suggests that Nationally, children and parents in school districts will continue to benefit from fully integrated school counseling services. We must therefore, learn to accept the past in order to move forward to better things in the future.

**References**

Akinade, E. A., Sokan, B. O., Oseremen N. (1986). Introduction to Guidance and Counselling: A Basic Text for Colleges a

nd Universities. Ibadan: Caltep.

Idowu, A. I. (Ed) (1998). Guidance and Counselling in Education. Ilorin: Indemac.

Kolo, F. D. (1992). Guidance and Counselling in Perspective Zaria: Sleveno Printing.

Makinde, O. (1983). Fundamental of Guidance and Counselling. London: Macmillan.

Ojo, O.D. (2005). A Guide to Guidance and Counselling Practicum. Concept Publications. Shamble, Lagos.

Okon, S. E. (1984). Guidance for the 6-3-3-4 System of Education. Zaria; Institute of Education.

Olayinka, M. S. (1972). The Role of Guidance and Vocational Counselling in Nigerian Education. University of Lagos.

BEMAK, FRED. 2000. "Transforming the Role of the Counselor to Provide Leadership in Educational Reform through Collaboration." Professional School Counseling 3:323–331.

BREWER, JOHN M. 1918. The Vocational Guidance Movement: Its Problems and Possibilities. New York: Macmillan.

BURNHAM, JOY JONES, and JACKSON, C. MARIE. 2000. "School Counselor Roles: Discrepancies between Actual Practice and Existing Models." Professional School Counseling 4:41–49.

CAMPBELL, CHARI A., and DAHIR, CAROL A. 1997. Sharing the Vision: The National Standards for School Counseling Programs. Alexandria, VA: American School Counselor Association.

DAHIR, CAROL A. 2001. "The National Standards for School Counseling Programs: Development and Implementation." Professional School Counseling 4:320–327.

DOGAN, SULEYMAN. 1999. "The Historical Development of Counseling in Turkey." International Journal for the Advancement of Counseling 22:51–67.

FAUST, VERNE. 1968. History of Elementary School Counseling: Overview and Critique. Boston: Houghton Mifflin.

GIBSON, ROBERT L. ; MITCHELL, MARIANNE H.; and HIGGINS, ROBERT E. 1983. Development and Management of Counseling Programs and Guidance Services. New York: Macmillan.

GINN, S. J. 1924. "Vocational Guidance in Boston Public Schools." Vocational Guidance Magazine 3:3–7.

GYSBERS, NORMAN C., and HENDERSON, PATRICIA. 1994. Developing and Managing Your School Guidance Program, 2nd edition. Alexandria, VA: American Counseling Association.

GYSBERS, NORMAN C., and HENDERSON, PATRICIA. 2001. "Comprehensive Guidance and Counseling Programs: A Rich History and a Bright Future." Professional School Counseling 4:246–256.

GYSBERS, NORMAN C. ; LAPEN, RICHARD T.; and JONES, BRUCE ANTHONY. 2000. "School Board Policies for Guidance and Counseling: A Call to Action." Professional School Counseling 3:349–355.

HUI, EADAOIN K. P. 2000. "Guidance as a Whole School Approach in Hong Kong: From Remediation to Student Development." International Journal for the Advancement of Counseling 22:69–82.

ISAACS, MADELYN L. ; GREENE, MARCI; and VALESKY, THOMAS. 1998. "Elementary Counselors and Inclusion: A Statewide Attitudinal Survey." Professional School Counseling 2:68–76.

KRUMBOLTZ, JOHN D. 1974. "An Accountability Model for Counselors." Personnel and Guidance Journal 52:639–646.

LUM, CHRISTIE. 2001. A Guide to State Laws and Regulations on Professional School Counseling. Alexandria, VA: American Counseling Association.

MALLET, PASCAL, and PATY, BENJAMIN. 1999. "How French Counselors Treat School Violence: An Adult-Centered Approach." International Journal for the Advancement of Counseling 21:279–300.

ROGERS, CARL D. 1942. Counseling and Psychotherapy: New Concepts in Practice. Boston: Houghton Mifflin.

ROGERS, CARL D. 1951. Client-Centered Therapy: Its Current Practice, Implications, and Theory. Boston: Houghton Mifflin.

SCHMIDT, JOHN J. 1996. Counseling in Schools, 2nd edition. Needham Heights, MA: Simon and Schuster.

SCORZELLI, JAMES F., and REINKE-SCORZELLI, MARY. 2001. "Cultural Sensitivity and Cognitive Therapy in Thailand." Journal of Mental Health Counseling 23 (1):85–92.

TATAR, MOSHE. 2000. "Kind of Support Anticipated and Preferred during Counseling: The Perceptions of Israeli School Counselors." Professional School Counseling 4:140–147.

WATANABE-MURAOKA, A. MIEKO; SENZAKI, T.-A. T.; and HERR, EDWIN L. 2001. "Donald Super's Contribution to Career Guidance and Counseling in Japan." International Journal for Educational and Vocational Guidance 1:99–106.

WRENN, C. GILBERT. 1962. The Counselor in a Changing World. Washington, DC: American Personnel and Guidance Association.