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FUNCTIONAL GUIDANCE AND COUNSELLING CENTRE IN TERTIARY INSTITUTION

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Abstract

The objective of education is to provide opportunities for students to reach their full potentials in the area of educational, vocational, social and emotional development. Guidance and counselling is the bedrock for achieving self-actualization. It is a process of helping people to discover their needs, interest and capabilities in order to formulate their own goals and make plans to realize them. An analysis of guidance and counselling services in providing adequate guidance for Nigerian students in primary, secondary, and tertiary institutions is of paramount importance. This paper examined the concept of guidance and counselling, objectives of guidance and counseling centre, benefits of guidance and counseling programmes, facilities for effective guidance and counselling, characteristics of an effective counsellor, methods of counselling, and, roles and functions of the school counsellor are highlighted. In conclusion, this paper identified factors of functional school guidance and counselling programme that could enhance positive results.

Keywords: Counselling Concept; Facilities for Effective Counseling, Characteristics of an Effective I, Methods of Counseling, Roles and Functions of Counselors.

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Concept of Guidance and Counselling

According to Tambuwal (2010), guidance means to direct, pilot, manage, steer, aid, assist, lead and interact; while counselling can be seen as the process by which a person with problems is helped by a professional counsellor to voluntarily change his behaviour, clarify his attitude, ideas and goals so that his problems may be solved. From the two definitions, guidance is combination of services, while counselling is just one service under guidance. Durojaiye (1974) described counselling as the process whereby the person to be counselled can come to understand him, so that he can solve his own problems. According to him, guidance services including counselling enhance self-understanding of one's educational, social, moral emotional, physical, and vocational needs.

Modo (2008) defined counselling as a helping relationship between the counsellor and the counselee. It is aimed at helping the counselee adjust properly to family, school, peer association, and society in general. Okonkwo and Anagbogu (2002) opined that counselling is a process of helping a troubled person to understand himself and his work so as to feel and behave in more personally satisfying manner. Okoye, Adejumo, Achebe and Obayan (2000) defined counselling as an interactional relationship designed to facilitate the personal development of information leading to effective decision taking and awareness of self. Counselling can be done individually or in groups. The essence of both counselling types is to yield in the individual or group of persons self development for excellence in life's endeavour.

Objectives of Students Guidance and Counselling Centre

The Counselling-Main (2014) stated the objectives of the Students' Guidance and Counselling Centre as follows :

- The Students Guidance and Counselling Centre will provide services that will aim at assisting people to maximize their overall growth, academic and personal-social problems, and challenges for all round development.
- Assisting the students to identify and recognize their interest, values, abilities and capacities, skills and positive personality traits and to match these with their chosen careers.
- Equipping students with knowledge, values, experiences e.t.c and prepare them for the world of work or self-employment.

- Equipment, promoting and developing training programmes which will enhance Student's employment ability.

- Training students to be effective and skillful through entrepreneurship training.

- Providing student's with relevant job information and bridging the gap between them and the job market.

- To develop ways of improving communication and feedback with stakeholders namely, students, staff (academic and non-academic) Deans of faculties, Head of Departments, Dean of Students Affairs, Director of Medical Health services and Chairman students Disciplinary Communities, e.t.c.

- Organizing training workshops and seminars on career and occupational information, study habits, personal-social traits e.t.c.

- Organized students/parents and communities forum and dialogue with them. Becoming a model Students Guidance and counselling centre for other centres to emulate.

- The counselling centre need to plan and coordinate Guidance oriented activities to meet the needs of the students. The professional Guidance counsellor shall carry out the following functions or duties to the students.

The Centre should plan activities to meet the growing needs of students in the University, Polytechnic, and College of Education, such as:

- Enhancing study skills of the students
- Attaining individuality
- Enhancing entrepreneurship
- Developing a concept of values and desirable behaviours
- Making plans for future living and working
- Establishing personal relationship with individuals of both sexes
- Learning to attain adult status by making vocational plans, family, social relationships and citizenship plans.

- Combating unrest in the university
- Fighting against decline in morality and teaching work ethics and habits

Benefits of School Counseling Programmes

Oregon Department of Education (2008) posited that comprehensive developmental school counselling programs have positive impact on students, parents, teachers, administrators, boards of education, other student services personnel, school counsellors, business, and industry. The benefits to each of these groups include the following

Benefits for Students

1. Prepare students for the challenges of the 21st century through academic, career, and personal/social development.
2. Relates educational program to future success.
3. Facilitates career exploration and development.
4. Develops decision-making and problem solving skills.
5. Assists in acquiring knowledge of self and others.
6. Enhances personal development.
7. Assists in developing effective interpersonal relationship skills.
8. Broadens knowledge of our changing world.
9. Provides advocacy for students.
10. Encourages facilitative, co-operative peer interactions.
11. Fosters resiliency factors for students.
12. Assures equitable access to educational opportunities.

Benefits for Parents:

1. Provides support for parents in advocating for their child's academic, career, and personal/social development.
2. Develops a system for their child's long range planning and learning.

3. Increases opportunities for parent/school interaction.

4. Enables parents to access school and community resources.

Benefits for Teachers:

1. Provides an interdisciplinary team effort to address student needs and educational goals.
2. Provides skill development for teachers in classroom management, teaching effectiveness and effective education.
3. Provides consultation to assist teachers in their guidance role.

Benefits for Administrators:

1. Integrates school counselling with the academic mission of the school.
2. Provides a program structure with specific content.
3. Assists administration to use school counselors effectively to enhance learning and development for all students.
4. Provides a means of evaluating school counselling programs.

Benefits for Boards and Departments of Education:

1. Provides rationale for implementing a comprehensive developmental counselling program in the school system.
2. Provides assurance that a quality counseling program is available to all students.
3. Demonstrates the necessity of appropriate levels of funding for implementation.
4. Supports appropriate credentialing and staffing.
5. Provides a basis for determining funding allocations for school counselling programs.
6. Furnishes programme information to the community.
7. Gives ongoing information about student competencies and standards for excellence attained through school counselling program efforts.

Benefits for School Counsellors:

1. Provides a clearly defined role and function.
2. Reduces non-counselling functions.

3. Provides direct service to all students.
4. Provides a tool for program management and accountability.
5. Enhances the role of the school counsellor as a student advocate.
6. Ensures involvement in the academic mission of the school.

Benefits for Students Services:

1. Provides school psychologists, social workers, and other professional student services personnel with a clearly defined role of the school counsellor.
2. Clarifies areas of overlapping responsibilities.
3. Fosters a positive team approach, which enhances cooperative working relationships.

Benefits for Business And Industry:

1. Increases opportunities for business and industry to participate actively in the total school program.
2. Provides increased opportunity for collaboration among counselors, business, industry, and communities.
3. Provides a potential work force with decision-making skills, and increased worker maturity.

Benefits for Community:

1. Provides an increased opportunity for collaboration and participation of community members with the school programme
2. Creates community awareness and visibility of the school counselling programme.
3. Connects the community to the needs of the school and the school to the needs of the community.
4. Enhances economic development through quality preparation of students for the world of work.

Facilities for Effective Guidance and Counselling

The effective and efficient implementation of the school guidance programme in Nigeria will remain a mirage without the realistic consideration of the infrastructural necessities for the counsellors to play their roles effectively. For an efficient and smooth discharge of these roles and functions, the provisions of the following facilities as identified by Adana (2004) in Asere (2013) are imperative:

- i) office facility

- ii) Materials and storage facilities;
- iii) Communication facilities; and
- iv) Finance.

For effective counselling activities to thrive, there must be adequately furnished and conducive spacious office facility for group and individual counselling sessions and to accommodate two auxiliaries to the counsellor. A situation where the counsellor shares the general staff room with the rest of the school staff should be stopped.

The counsellor needs cabinet, shelves and other hardware for data storage. In view of the realities of globalization, a computer outfit is necessary for easy storage and retrieval of data. The management of huge amount of data is facilitated by the use of computer and its accessories. Again, there are a number of computer software packages that can aid information retrieval and appraisal services.

Furthermore, the work of the counsellor can be greatly enhanced with the availability of telephone and other communication gadgets. The realities of globalization demand that the counsellor's office be fitted with the state-of-the-art facilities to aid communication around the world. As the world is gradually turning into a global village, counsellors in Nigeria need internet services to assist them be in touch with the latest information technology around the world as they are in a position to pass across these information to the students.

Finally, for the counsellor to prosecute functional guidance programmes such as the careers day, field trips, guidance workshops and seminars etc, adequate funds are needed. According to Adana (2004), the provisions of these facilities are of utmost importance for the counsellor to carry out his/her functions in the school guidance programme, otherwise manpower/human resource development in Nigeria will remain a mirage.

Characteristics of an Effective Counsellor

Kabugube (2013) identified ten qualities of an effective counsellor. They are:

Patience

As a counsellor you need to have patience with your clients as they process the discussion. It may take them

time to accept certain things and to move towards positive changes. Some people need to discuss something many times before they are prepared to make a move in any particular direction. Also, you are not likely to see large changes in an individual client; therefore, you must be okay with incremental progress in their lives and rejoice over small victories.

Good Listener

Counsellors spend a significant amount of time listening to their clients. You will do more listening than talking. You must be content to give the client time to express their story and their feelings. You will need to be intuitive in discerning what the client is really saying and “read between the lines”.

Compassionate

It is very important that your clients feel your compassion for their problems and that they sense you truly care about them. You may not be able to relate to every issue that is shared with you, but you need to be able to have compassion for how it feels to be in their shoes. Genuine concern yields positive results.

Nonjudgmental

Counsellors hear all kinds of private information and encounter all types of people. You may hear dark secrets from someone’s past involving such things as sexual or criminal behavior. You must do your best to refrain from judgment and instead communicate positive regard. There are times when it may be necessary to judge a particular behavior, but the client must not feel that you are judging them. Likewise, you may encounter clients of different races and/or cultures. You must not push your cultural or religious views upon them. Multicultural competency is a necessary skill. The counseling environment needs to be a safe place for a client to share their most intimate concerns.

Research-Oriented

Being a counselor involves a significant amount of time spent researching. You will need to stay current on the research in order to help your clients. This involves reading books and journal articles on a regular basis. You do not learn everything you need to know while in college. Much of your knowledge will come from personal research after you have begun to see clients.

Empathetic

Empathy is the ability to understand and share the feelings of others. You need to be able to put yourself in the shoes of your client and understand the situation from their point of view. Even if you don’t agree with their

perspective, you still need the ability to understand how it feels to them in order to address their issue effectively. However, it’s important that you are not too empathetic. Some people struggle as counselors because they are unable to maintain objectivity and therefore carry home the emotional stress of the job. The level of empathy necessary can be a fine line between helpful to client and harmful to counselor.

Discrete

Confidentiality is of upmost importance when you are a counselor. You must be able to maintain confidentiality so the client can trust you with their most intimate concerns.

Encouraging

The ability to encourage is important for a counselor. Many clients are struggling to find hope in their situation. One of the primary jobs of a counselor often involves instilling hope in a hopeless individual.

Self-Aware

A counselor who is aware of their own fears, insecurities, and weaknesses will be effective in the therapeutic relationship. It is important that you do not react defensively to what a client shares. You must be able to keep your own feelings out of the session. You will be better able to do this if you are self-aware. In addition, self-aware individuals are more intuitive with regards to solving their own problems and can use that knowledge to help clients through similar situations.

Authenticity

Authenticity is vital when working with clients. Clients will know if you are being fake or not showing genuine concern. They will not open up to you or trust your advice unless they feel you are genuine. This is even more critically important when working with teens

Methods of Counselling

Counselling methods and points of view have developed from research theories about how individuals grow and develop, change their behaviour, and interact with their environment (Lunenborg, 2011). These counselling methods are generally classified into three broad types or schools of thought: directive, nondirective and eclectic (Neukrug, 2011; Parsons 2009a; Parsons 2009b; Parsons, 2009c). One of the most fundamental philosophical and theoretical questions that confronts the counsellor in the course of her training and professional practice is which method to select in counselling students.

Directive Counselling:

The directive counsellor is said to be more interested in the problem than he is in the counsellee. This belief is an exaggeration. The student and her problem cannot be separated. All service professions are by their very nature concerned with the person to be helped. All teaching, for example, is pupil centred; even when a teacher has thirty students in a class. The directive counsellor, however, focuses attention on identifying and analyzing the problem and finding an appropriate solution to it. He tends to make use of information based on such data. Directive counselling is the method most commonly used by counsellors in school settings (Coleman, 2009).

Directive counselling seems to be most successful when the counsellee is relatively well adjusted, the problem is in an intellectual area, a lack of information constituted the problem, the counsellee has little insight into the problem, inner conflict is absent, and the client suffers from anxiety, in security; or impatience (Coleman, 2009; Parsons, 2009a).

Nondirective Counselling:

The nondirective approach is more effective in the treatment of many types of emotional problems. However, many students who come to the counsellor have few of any such emotional problems. Many cases merely call for information or some other routine assistance. Although, there are many proponents of nondirective counselling, Carl Rogers is best known, because he started the movement and has given it leadership for more than six decades (Rogers, 1942). The aim of nondirective counselling is, according to Rogers, to help the student "to become a better organized person, oriented around healthy goals which he has clearly seen and definitely chosen". It aims to provide the student with a united purpose, the courage to meet life and the obstacles that it presents.

Consequently, the client takes from his counselling contacts, not necessarily a neat solution for each of his problems, but the ability to meet his problems in a constructive way. Roger defines effective counselling as a definitely structured, permissive relationship that allows the client to gain an understanding of him to a degree that enables him to take positive steps in the light of his new orientation. This hypothesis has a natural corollary that all the techniques used should aim toward developing this free and permissive relationship, this understanding of self in the counselling and other relationship and this tends toward positive, self-initiated action (Fall, 2011; Parsons, 2009b; Rogers, 1942).

Possibly the greatest contribution of the non directive technique has been its influence in personalizing counselling. Nevertheless, even though this approach may be more effective in certain counselling situations, it is unlikely that this approach will be used in most schools because of the extreme training essential to its application in the counselling process (Coleman, 2009).

Eclectic Counselling

Eclectic counselling is the result of selecting concepts from both directive and nondirective approaches. Thus, the eclectic counsellor uses whatever approach seems best suited to the situation. Real help given to most students in schools would be located between the highly directive and the eclectic views rather than client centered (Coleman, 2009; Parsons, 2009c). The effectiveness of the counsellor will depend more on the relationship existing between the students and his counsellors than on the method he/she chooses and how well he/she performs within the method he/she employs.

Roles and Functions of the School Counsellor in the School Community

Idowu (1989) highlighted the expected roles of counsellors and their functions in Nigerian schools. They are as follows:

The School Counsellor Plays the Role of a Professional and Specialist in Counselling

Counselling is the main domain of the school counsellor and anything that has to do with this service must be performed by the counsellor. The counsellor is expected to devote a great deal of his/her time to counselling. Just in the same way that a teacher in a school is employed to guide and stimulate students' learning, so also is a school counsellor employed to use his/her skills to assist students, to resolve their everyday problems or conflicts which have been, or may be, obstructing their search for learning. In individual counselling, the school counsellor seeks to assist students on a one-to-one basis to resolve problems and concerns of an educational vocational, social, emotional or moral nature under optimal conditions of confidentiality and mutual trust. In essence, helping students to become more fully aware of themselves and the ways in which they respond to the influences of the environment is basically the sole responsibility of the counsellor. It is known that students enter into schools with various problems emanating from their homes, within the community or at school and counsellors should be able, to use the: wealth of skills and resources to help them gain insight into these concerns. It

may be prudent for school counsellors to use the group approach to an advantage when it may be impossible to reach all students because of the large size of most schools. Group counselling also has the advantage of use because the group climate conforms to our strong African traditional background of groupness which helps to make students feel more at home. That several students with varying backgrounds and experiences are assembled together may help to indicate to them (students) that they are not alone with their problems (universality) and this helps to quicken their recovery. Under no circumstances should counselling with students and/or staff be left to paraprofessionals or other auxiliary staff members. All professional counsellors are assumed to have undergone sound training in the use of various skills and they should learn to put such skills into use in their roles as counsellors.

The Counsellor Plays the Role of a Curriculum Planner

Counsellors should be active in the development, and implementation of school curriculum activities and programmes designed to facilitate students' development. Counsellors should be involved in, all stages of curriculum development and the professional body, e.g. CAN, should take a position regarding the operation of any curricular innovation. This is so because most of the curricular course offerings in our schools are designed to develop students' intellectual ability only without due consideration for their emotional and physical well-being. Counsellors' presence on such bodies will help to ensure that course offerings are broad-based and that their assessment procedures cover all the three domains of learning. It is gratifying to note that guidance and counselling programmes of Nigerian universities are housed in Education Faculties. So, it can be reasonably assumed that counselling practitioners cannot be said to be totally ignorant of the processes involved in curriculum planning and implementation. Even so, counsellor education programmes of Nigerian universities should design specific courses in curriculum planning and development for their trainees for the purpose of familiarizing them with these skills. Counsellors should be more active in schools by suggesting to authorities innovative and more pragmatic activities that can make students' learning more rewarding. Extra-curricular activities are educative and they can be meaningfully structured to serve a complementary function to the school curriculum.

The counsellor who takes an active part in the formation and running of clubs and associations is more likely to understand students better as he/she gains an insight of 'the students' potentialities inside and outside the classroom. Class scheduling is an area in which counsellors can also help in schools. While subjects like Mathematics and English Language are offered daily to students in schools because of their importance in certification and their pre-requisite status into higher institutions, it has been observed that periods of the day in which they are offered may contribute to students' lack of motivation in them and their subsequent failure. In also ensuring adequate scheduling) each school activity and/or subject should, as much as possible, be given equitable attention within the school programme so as to make their Impact felt by both staff and students. Subject teachers have been known to ignore individual students' motivation toward the subject and for the most part, topics are usually taught without bearing to its relationship with other subjects and to career patterning. Issues like these should form discussion topics that should be initiated by counsellors in staff meetings/seminars as part of their role in curriculum planning.

The Counsellor Plays the Role of a Test and Measurement Expert.

Tests are used in schools as a means of evaluation and of determining individual student's needs. When tests are seen only in the narrow perspective of examinations and quizzes, they become anxiety producing and they may tend to scare students and parents. The new 6-3-3-4 system of education places a lot of emphasis on testing (especially the continuous assessment component) and this aspect should be a major function of counsellors. Counsellors are expected to play a significant role in co-ordinations the accumulation, development and effective use of meaningful data through the use of tests and non-test devices for the smooth implementation of the continuous assessment of students at all levels of secondary school. Continuous assessment information provides a useful tool in helping to make transition decisions on students from JSS or from SSS to further education or employment. Counsellor appraises students through diagnosis. All the vital information needed in helping students to understand their strengths and weaknesses - their abilities, interests, interpersonal relationships etc are derived through testing. Ipaye (1986) defined diagnosis as a measure that helps the counsellor to make certain conclusions, no matter how tentative about the client's characteristics, the magnitude/type of his/her problems, probable causes of such problems and

probable alternative ways and means of offering help. The counsellor, because he/she is the expert, administers scores and interprets the various' psychological, tests. During training, counsellors are exposed to psychological testing which they implement on the field. Most psychological tests that have relevance in our schools fall within, the Interpretive competence of counsellors. However, counsellors should be cautious when using intelligence, tests and projective techniques as they are usually fraught with errors.

It is quite heartening to note that the Federal Ministry of Education is currently validating some of its commissioned tests and it is hoped that a forum will be created in the future where practicing counsellors will be familiarized with their uses. It is known that in some states, career masters/mistresses are being trained on a short-term basis. It should be highlighted here that such trainees are only professionals whose roles are to assist counsellors in schools. They should not be made to serve in place of counsellors, and in testing they can only assist in administration and probably scoring of some psychological tests. They possess no competency in interpreting any psychological test. When certain attributes of students are to be gathered and standardized tests are not available, problems may arise. It is the responsibility of counsellors to construct local and standardized tests where necessary. Counsellors are expected to have been trained in test construction and instrument development and such knowledge should be put to practical use in schools.

The Counsellor Plays the Role of a Career Developer

The school system provides a medium through which students can be trained toward a goal, which usually ends up in a career. The school counsellor with a developmental purpose, prepares students using their educational resources to attain a career choice. This is done through:

(a) Information — by providing useful and purposeful information by which students can make effective and sound educational and career decisions. Knowing the type of subjects that are available in the school, knowing which subjects to choose, combining the right subjects which can lead to a desired streaming in the Senior Secondary School (SSS) and gaining insight into institutions of higher learning where training can be offered are some educational and career information that school counsellors can provide.

(b) Orientation — by giving needed information with a guide as to the use of such information makes it relatively easy for students to adjust to new environments or situations. Newly admitted students are introduced to schools through orientation programmes designed to cover their adjustment to classrooms, the boarding house, the library etc. Counselling which is concerned with the understanding and adjustment of individuals within their environment for self growth underscores the need for counsellors to partake in orientation programmes.

(c) Vocational development and career education - by mounting activities such as career talks, career trips, symposia etc., students are able to learn to make meaning out of their educational pursuits. Counsellors should, apart from these activities, guide students on how to complete job forms and forms into higher institutions; they should teach students interviewing skills and keep a listing of job agencies and vacancies that exist within the community.

(d) Placement - by assisting students who have completed educational requirements at prescribed school levels, counsellors are able to seek assistance from industries, governmental agencies or private employers in creating job opportunities or placing students according to their capabilities. In fulfilling the placement function, counsellors need to teach students various skills relating to employment - job-seeking and job-getting; staying on the job; writing application letters or filling application forms and interviewing.

The Counsellor Plays the Role of a Consultant

Consultation is an expert advice rendered by a professional. In a guidance programme, it is the process of providing technical assistance to teachers, parents, administrators and other counsellors to identify and remedy problems that limit their effectiveness with students or that limit the school effectiveness. Consultation is the key descriptor of the counsellor's work especially since he/she is skilled and has .all the student-school related information in his/her care. Using the Cumulative Record Folder (CRF), the counsellor serves as consultant to parents, employers and the community on students. If there are ambiguities about students' behaviours in and out of school, the counsellor is able to provide clarifications on such matters and can also serve as referee to students when they apply for jobs, for admission to other institutions or for scholarships. The counsellor acts as staff consultant. Some school cases are unclear or controversial and may involve disciplinary decisions; without being members of the disciplinary

committee, counsellors can offer sound professional advice to staff. When teachers need advice as to how they relate to students, other teachers, or administrators, counsellors can be very useful. Parents need advice as to how to deal with their adolescent children and how to make the home educationally rewarding. Some children have problems of communication and relationship with their parents at home. Some parents have need to resolve some of their own personal concerns. Counsellors can thus function in these various roles as parents' helper.

The Counsellor Plays the Role of a Community Change Agent

The counsellor is a helping professional who advances the personal development of individuals. When he/she does this in and out of the school for the benefit of students, staff, parents and the community, then he/she becomes an agent of change for the community. This the counsellor does by maintaining community contacts to be able to identify resources which are useful for individual student development and for effective change in behaviour. The counselor maintains a list of referral agencies and personnel within the community to which students can be referred. The counsellor acts as the public relations officer to the school by interpreting test results to interested parties, by publishing school material that can be of benefit to both the school and the community and by helping to clarify issues on students matters which are of a developmental nature. Counsellors help the school to provide information to parents and other community members about school policies, procedures, course offerings, educational opportunities as well as requirements and resources which can contribute to the overall development of their wards. As a community change agent, counsellors are responsible for conducting local research studies to accumulate data on clientele needs and problems, as well as their characteristics. Also, follow-up studies should be conducted by counsellors on graduates of schools and those who drop out so as to collect relevant data for its (the schools') improvement.

Lunenburg (2011) identified the roles of the counsellors are to promote personal growth and to prepare students to become motivated workers and responsible citizens. Educators recognize that in addition to intellectual challenges, students encounter personal, social, educational, and career challenges. School guidance and counselling programmes need to address these challenges and to promote educational success. The guidance and counselling programme is an integral part

of a school's total educational programme; it is developmental by design focusing on needs, interests, and issues related to various stages of students growth. The scope of the developmental guidance and counselling programme in today's school include the following components (Cooley, 2010; Coy, 2004).

Personal/Social: Counsellors are expected to do personal and crisis counselling. Problems such as dropping out, substance abuse, suicide, irresponsible sexual behaviour, eating disorders, and pregnancy must be addressed.

Educational: Students must develop skills that will assist them as they learn. The counsellor, through classroom guidance activities and individual and group counselling can assist students in applying effective study skills, setting goals, learning effectively, and gaining test-taking skills. Counsellors also may focus on note taking, time management, memory techniques, relaxation technique, overcoming test anxiety, and developing listening skills.

Career: Planning for the future, combating career stereotyping, and analyzing skills and interests are some of the goals must develop in school. Career information must be available to students, and representatives from business and industry must work closely with the school and the counsellor in preparing students for the world of work.

Conclusion

In conclusion, this paper identified factors of functional school guidance and counselling centre that could provide opportunities for students to reach their full potentials in the area of educational, vocational, social and emotional development.

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