

## **History and Development of Guidance and Counselling: The Missing Dimension of Nigeria School Counselling Services**

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### **ABSTRACT**

*In the rapidly changing era, children, teenagers and young adults not only face challenges from their studies and fast-paced living, but also adjustment challenges to changes in family structure and interpersonal relationship. Effective student guidance and counselling services can improve the sense of belonging of students in schools, develop their problem solving skill and help them make appropriate decisions as responsible persons in the society. Guidance and counselling services for students at all levels of education should therefore be an integral component of the educational mission. This paper examined the history and development of guidance and counselling services in Nigeria school system. The current state and challenges of guidance and counselling services were painstakingly contextualized. Thereafter recommendations were made for the establishment and enhancement of more functional guidance and Counselling services in Nigeria schools.*

**Keyword:** History, Development, Counselling services, Nigeria schools

## 1. INTRODUCTION:

The Federal Republic of Nigeria is a post-colonial territory of Britain; it became independent in 1960. Since the 1960's, the Nigerian educational system seems to have been under great pressure to change. The reasons might be classified as educational, economic, technological, social and ideological changes. The irrelevance of the curriculum in the educational system to the nation's needs and aspiration after independence made it necessary for the government to search for a new philosophy and policy of education. A new National Policy on Education was first published in 1977, revised in 1981 and later revised again in 2004. Every government that came on board seems to have always recognized education as a basic human right of every citizen and a powerful tool for human resource and national development. Nigeria as a nation has adopted education as an instrument for social and economic transformation. It was spelt out in the National Policy on Education (NPE, 1977) that: 'every Nigeria child shall have a right to equal educational opportunities irrespective of any real, or imagined disability each according to his or her ability'. In view of this, policy documents have constantly reiterated the importance of education in eliminating poverty, diseases and ignorance.

The national educational goals which were derived from the philosophy include: 'the inculcation of the right type of value attitudes for the survival in the Nigerian society, the training of the mind in the understanding of the world around and the acquisition of appropriate skills and development of mental, physical and social abilities among others'. The nation needs other educational arms such as the guidance and counselling programme to fulfill these goals.

The development of guidance and counseling started in Nigeria for various reasons which include: expansion in the enrollment of pupils in the primary and secondary schools after the independence in 1960, the growing need of youth in Nigeria, repeated changes in the education system and unrest in tertiary institutions and the changes in home and family life. (NPE,1977). According to Adediran (1995), it is generally accepted that in Nigeria the organized and formal guidance and counseling service started in 1959 at St. Theresa's College, Oke Ado Ibadan, by a group of dedicated religious reverend sisters who had the perception of the need for proper guidance in job selection for their secondary school leavers. They invited some twenty outsiders to advise them about placing sixty of their final year female students in appropriate careers. This is about eight decades after the birth of an established and functional guidance and counselling services in America. The advisers even though were not vocational guidance specialists, later formed the core of what later became the Nigerian career council.

The Federal Ministry of Education in its efforts to encourage guidance education established a guidance counselling unit in 1961 to be supervised by an education officer in the ministry. This was temporarily suspended in 1966 as a result of the civil war but re-visited in at the onset of the 6-3-3-4 system of education.

By the end of the 70s, the government had already recognized the importance of guidance and counselling in the educational, economical and social life of the nation. In the 3<sup>rd</sup> national development plan (1975-1980) emphasis was geared towards achieving the manpower needs of the nation. The government then realized that for education to be complete, the beneficiary must have a good sense of fulfillment. This led to the inauguration of the Counselling Association of Nigeria in 1976 as an affiliation of the American Personnel and Guidance Association (APGA). The Federal Government then inserted the need for guidance and counselling services and courses in our schools in its National Policy on Education by 1981. This then led the state governors to establish guidance and counselling units in their ministries of education, in addition to counselling units in the universities.

The questions are: how successful and functional are these Counselling units in our schools?

### **1.1 Philosophy of Guidance**

Guidance is universal and the basic principles of the philosophy of guidance are common to all countries with a slight modification to suit the locally accepted beliefs and the specific guidance services offered. The eight principles of the philosophy of guidance are:

- The dignity of the individual is supreme.
- Each individual is unique. He or she is different from every other individual.
- The primary concern of guidance is the individual in his own social setting. The main aim being to help him to become a wholesome person and to gain fullest satisfaction in his life.
- The attitudes and personal perceptions of the individual are the bases on which he acts.
- The individual generally acts to enhance his perceived self.
- The individual has the innate ability to learn and can be helped to make choices that will lead to self-direction, and make him consistent with the social environment.
- The individual needs a continuous guidance process from early childhood through adulthood.
- Each individual may, at times, need the information and personalized assistance best given by competent professional personnel.

### **1.2 The goals to achieve in guidance**

At the present, guidance ought to have taken an unprecedented lead over all other helping professions, for it empowers an individual to charter his life successfully, in spite of all odds. But in Nigeria, the government has not given it the rightful attention. The specific goals of guidance services include the following:

- **exploring-self:** The basic aim is to help an individual increase his understanding and acceptance of self; his physical development, his intelligence, aptitudes, interest, personality traits, attitudes and values, his achievements in scholastic and other spheres, his aspirations and life-style preferences and above all his here-and-now needs which keep him highly motivated to behave positively or otherwise.
- **determining values:** The second aim is to help an individual recognize the importance of values, explore different sets of values, determine personal values and examine them in relation to the norms of society and their importance in planning for success in life.
- **setting goals:** This aim is to help an individual set goals for him self and relate these to the values determined by him so that he recognizes the importance of long-range planning.
- **explore the world of work:** The aim here is to help the individual explore the world of work in relation to his self-exploration, his system and goals that he has set for himself to achieve success in life.
- **improving efficiency:** The individual is helped to learn about factors which contribute to increase effectiveness and efficiency and to improve his study habits.
- **building relationship:** The aim is to help the individual to be aware of his relationship with others and to note that it is a reflection of his own feelings about himself.
- **accepting responsibility for the future:** The individual is helped to develop skills in social and personal forecasting, acquire attitudes and skills necessary for mastering the future.

To sum up, guidance empowers him to be an integrated individual, actualizing his potential to the fullest.

## 2. CONCEPT OF COUNSELLING

Counselling either as a concept, practice or a profession has a problem of not having a clearly understood meaning not only to the average Nigerian but also to those other professions including the closest colleagues of the counsellor- teachers and educational administrators. In a developing African country like Nigeria, guidance and counselling services are said to be recent, at least on a relative standard with nations like America and Canada. This probably account for why professional counselling is still seen as irrelevant in a society where the young is born and grows up relying on elders or 'seniors' for all advice he needs for education, socialization and adjustment in his development.

Counselling is the service offered to the individual who is under going a problem and needs professional help to overcome it. The problem keeps him disturbed, high strung and under tension and unless solved his development is hampered or stunted. Counselling therefore is a more specialized service requiring training in personality development and handling exceptional groups of individuals.

According to Willey and Andrew (2011), Counselling involves two individuals one seeking help and other a professionally trained person who helps to solve problems, orient and direct him towards a goal which leads to his maximum development and growth. Counselling services are therefore required for individuals having developmental problems because of the handicap they suffer in any area of emotional either because of hereditary factors or environment conditions .Counselling is an integral part of an over-all programme of guidance.

### 2.1 Guidance and Counselling service in Nigeria Primary Schools

The primary school age according to the Federal Ministry of Education Blueprint on Guidance and Counselling for Educational Institutions in Nigeria (2005) is between 6 and 12 years. This is an impressionable period and this runs into pre-adolescent stage during which a lot of developmental changes are taking place within the individual. The problems which are associated with these changes cannot be left unattended to till later date. This neglect may have a negative carryover effect on the concerned individuals. It is therefore the counselor who has been trained in the art of handling psychological problems that would be able to assess the degree of each child's problems and suggest or seek remedy or solution.

The child in the primary school especially in the first two years is battling over transition adjustment from home to school partly because he is faced with strange persons in the school. A situation, which if not properly managed can lead a child to become fearful and apprehensive. Maladjustment in a primary school child to his new environment may lead to truancy and the consequent social vices.

The yawning gap occasioned by the absence of Guidance and counselling services at the primary school level needs to be closed to tackle children's developmental and adjustment problems early in life.

The main Guidance and counselling objective in the Nigeria primary schools include:

- assist to identify developmental needs of pupils.
- assist the pupils to identify himself as a developing individual.
- effect a smooth transition from home to primary and secondary schools
- encourage the pupil to cultivate right attitudes and values
- help the pupil to identify and modify maladaptive behaviours.
- encourage the pupil to develop along the area of his strength.
- assist the pupil towards making decisions in his choice of work.
- assist the pupil to identify and cope with any disabilities he may have.

It is very important to note that the orientation, role playing, group counselling, modeling, referral and follow-up services needed to achieve these set goals can only be carried out by a trained counselor in a conducive environment.

## **2.2 Guidance and Counselling in the Nigeria Secondary Schools**

The provision of guidance and counselling services in the secondary schools is geared towards helping students to understand self and to take appropriate steps in making educational, social, vocational and psychological life long decisions. Consequently, it is necessary to help students gain adequate knowledge and understanding about the skills, attitudes and values that they need to cultivate in order to live functionally in a constantly changing society. The objectives of Guidance and Counselling in secondary schools according to the blueprint are to:

- equip the students with the skills of making appropriate satisfying choices.
- enable the students to develop positive self image.
- assist the students to effect smooth transition from one educational level to the other.
- assist teachers, other school staff members and parents in understanding the needs and problems of each student.
- assist school administration in improving educational opportunities and programmes
- equip students with problem-solving skills
- encourage students to develop good interpersonal relationship.
- assist students to develop adequate time management skills
- mobilize school, home and community for the satisfaction of students educational, vocational and psycho-social needs.

## **2.3 Significant of Counselling at secondary school level**

The student life is getting more complex day by day. Guidance and counselling is needed to help the students for optimum achievement and adequate adjustment in the varied life situations. cursory need analysis of the students in the schools shows the need of guidance and counselling services, in the education, profession, vocation, social, health, moral and personal areas.

The secondary school also coincides with the adolescent period during which students undergo many developmental changes and adjustment problems. There is a strong tendency among personnel in secondary schools to break up into considerable array of interest groups if they do not understand the significance of the counselling programme.

## **2.4 Significance of Guidance and Counselling at secondary level**

To help understand on going behaviour among school students, interference theory provides a frame of reference in terms of four ideas.

- The first is that people behave as they do because of various attitudes, assumptions and beliefs, they have about themselves from these assertions an individual makes decision about the feasibility of various kinds of behaviour. The adequacy of his behaviour is largely a function of the validity of these assertions.
- The second idea is that as an individual initiate's behaviour he observes its effects. This feed back to the individual can either confirm or disconfirm his assertions.
- The third idea is that when assertions are disconfirmed, tensions result which inhibit the reappraisal of assertions.
- Fourth, because of the inflexibility and rigidly resulting from tension, the individual strives harder to confirm initial assertions.

The general public tends to view counselling as a remedial function and emphasizes immediate goals, such as problem solution, tension reduction and the like. Counselling in its spirit and essence is generative; it aims at assisting the individual to develop such that he becomes psychologically mature and is capable at realizing his potentialities optimally. The secondary school counselling needs a meaningful, realistic, practical frame of reference constituent with the present nature of school counselling if Nigeria would attain her educational goals.

### **3. GUIDANCE AND COUNSELLING SERVICES IN NIGERIA HIGHER INSTITUTIONS OF LEARNING**

Tertiary institutions have been established for the purpose of training students for the nations manpower needs at the middle and upper levels; encouraging them to acquire proper values for survival and national development and enhancing their total development to enable them play appropriate leadership roles.(NPE,1977).

The challenges among students in the higher institutions among others seem to include: problems associated with late adolescence and early adulthood, adjustment to the autonomous life in the tertiary institutions and preparation for life outside the school system. It is imperative to address these various problems to enable the students to live well adjusted and crisis free lives. This can only be possible through the provision of adequate and competent professional assistance through effective guidance and counselling services.

According to the Blueprint on Guidance and Counselling (2005),the objective of guidance and counselling in the nations higher institution as one of the support services that can aid the realization of the education goals include:

- develop in students skills for better self-understanding.
- equip students with skills for self improvement both at school and later life.
- assist students in adjusting, to the life and culture of their tertiary institution.
- provide information on family life education
- highlight dangers inherent in social vices (e.g. drug abuse, secret cult, arson vandalism, etc).
- help students develop better interpersonal skills
- equip students with knowledge, attitude and skills for developing adequate social skills.
- assist students develop effective time management skills.

At this period when the world has become a global village and social networking has eaten deep into the fabrics of students in the higher institutions, a well equipped counselling centres and professional counsellors are needed to manage the enormous psycho-social challenges in the Nigeria higher institutions of learning.

#### **3.1 The Present Guidance and Counselling in the Nigeria School System**

In the Nigeria school system today, cursory observations reveal that guidance and counselling have not been accepted and given its appropriate position in the various levels of schools. This is despite the fact that it has been categorically stated in the National Policy of Education (1981) that guidance and counselling was the cinderella of the 6-3-3-4 system of education.

The guidance and counselling services are an indispensable part of any school administration in the primary, secondary and higher levels of education. They are important to achieving the national set educational goals at these levels. Although there are stated guidance counselling goals and objectives in the National policy of Education for primary schools, there are neither established counselling units nor counsellors at this level of education. Where else shall a good and enduring foundation be laid if not in the primary schools?

In the secondary schools, even though the government is paying lip service to the existence of guidance and counselling services, they are non-functional. One of the major challenges in the implementation of guidance and counselling programmes is the inability of school authorities to allocate adequate funds for guidance and counselling at this level. As a result, counsellors are not motivated enough to carry out their assignments and duties effectively. Sometimes, counsellors are compelled to use their own money for the purchase of stationaries and even for transportation in cases of referral services.

Another challenge confronting the implementation of guidance and Counselling in the secondary school is lack of accommodation for the counselor and the counselling unit.

Counselling is usually a private and confidential service that needs enclosed offices to give room for the counselee to open up to the counselor. Unfortunately there are no accommodations for effective Counselling in most of the secondary schools in Nigeria.

The heads of schools and teachers in most schools holds the notion that Guidance counselors are in school to usurp the powers and authority of the head of schools and teachers. This is because though the financial backing is lacking, guidance counsellors have been given autonomy in planning and executing guidance and counselling programmes in schools. Other challenges facing the guidance and counselling services in Nigeria presently include:

**Non-clarification of counselor's role in a school setting:** In successful organization of guidance and counseling programme, attempt should be made to clarify the role of the counsellor. This lack of clarity of role has led to some unpleasant experiences. Some principles and teachers are not clear about the role of guidance professionals while some vice-principals have even viewed counsellors as rivals (Mankinde, 1981). They are regarded with suspicion even by other teachers. Some advocate that since counsellors are in the educational setting and staffing problems are being experienced, the counsellor should also perform teaching role. So in many cases the counsellor because of the burden of adding counselling to normal teaching, makes the guidance programme tedious. There is also the likelihood that when the counsellor becomes a classroom teacher, the transference of behaviour as a teacher - as an authority figure of students, hinders the counselling relationship. The counsellor is also expected sometimes to perform the role of disciplinarian which of course negates the relationship between him and the students who are supposed to be free to interact with him as the counsellor.

**3.1.1 Time allocation:** Many school authorities refuse to give definite time to school counsellor to perform the guidance and counselling programme. Instead, they are engaged in teaching some other subjects or in doing other administrative jobs. Scheduling time for counselling has met with problems. Cursory observations and practical experience shows that most principals do not want counselling during school hours because no time has been provided for it on the school time table. According to them, it would probably disturb the school activities. However for the counsellor in the school who at the same time has to keep up with the teaching function, it may not be easy for him to wait after school hours for group or individual counseling. Students too are not patient enough and parents may also frown at their staying behind after school hours. Others advocate for the break time and sometimes library period. However, the counsellor may have classes at these periods and in most cases these times are too short for any meaningful guidance programme to take place.

**3.1.2 Location of counselling offices:** In places where the authority manage to give accommodation, the location of the room or counseling office are too open and this affects the attitude students have towards it. Laosebikan (1980) related an account of a school where the

counsellor was given a room directly opposite to staff-room and students who were seen going in were later questioned by other members of staff who want to know what their problems were. Many schools do not provide an adequately prepared room for the guidance services. Some use rooms in the administrative block while others are left to look for shades, neither of which are acceptable. Records in the guidance services are very important especially for reference purposes; however, because of inadequate arrangement of rooms, the necessary clerical staff and even successful keeping of records had been a problem in schools where guidance and counseling services are offered. It is very tedious for the guidance counsellor to combine counselling services with the clerical duties of record keeping.

**3.1.3 Shortage of counselling personnel:** Professionally trained counsellors are in short supply in our schools. Many Universities do not train counselors with specialized training; hence most schools make use of teachers as counsellors and career masters who do not have deep knowledge of counselling programme.

**3.1.4 Lack of recognition:** Guidance and counselling programme in Nigeria as at today is not being giving its due recognition to have the necessary impact. The Luke-warm attitude of parents, government officials, school authorities, class teachers constitute serious problems to the effective discharge of guidance and counseling services in our schools as many people still fail to recognize the guidance and services as being necessary in schools.

**3.1.5 Confidentiality:** In the African culture, there is the tendency for individuals to keep their needs, worries and problems secrets until, in many cases they get out of hands. These hinder counselling activities and the smooth discharge of the work of the counsellor. Many of the clients may refuse to discharge their minds in the presence of others for fear of being found by others. Some who are interested in discussing in the presence of others are often shy, not wanting others to know that they have problems. There is also the interference and conflict of cultural belief and professional ethics. Students need the assurance that their secrets will be kept in confidence. However, some principals and teachers expect counsellors to divulge this information when they require it. This is against the ethics of the profession and the counsellor finds himself between two opinions. If he insists on keeping such information secret, the relationship between him and other members of staff is further strained.

**3.1.5 Problem inherent in counseling personnel:** Counsellors themselves have sometimes constituted great problems for themselves. Some of them are not fully committed to the profession (Makinde 1981). Some counselors do not give enough time for the counselling interaction. Also with regards to the counsellor, some have created problems concerning his age. Some people have come to conclusion that older counsellors are better than young ones because of the experience they have passed through. This attitude on the part of some principals and teachers is passed on to the parents who would rather seek older counsellors. That notwithstanding, the present counsellors in the school systems must pull their weight to negate the ill-feeling and suspicion on them by the school authority. It should be disheartening to hear that the guidance counsellors are the architect of their own problems in the school system. If the school personnel view them as having nothing special to offer to the school system and as such try to frustrate them, it is then up to an individual counsellor to work harder to negate such feelings and attitudes. But rather than doing this, most guidance counsellors after a few trials fail to struggle to win the race hereby giving the school authorities the chance to confirm their earlier hypothesis about them. This is why Kolo (1985)



observed that one of the major problem in the practice of guidance in Nigeria is that which is inherent in the counsellors themselves.

**3.1.6 Insufficient psychological testing:** Appropriate psychological tests are rather few in Nigeria schools. In more advanced countries, such tests take care of educational, vocational and personal interests and other problems of the youths in relation to subject and career choice. The use of imported psychological batteries which are found in our schools may cause more harm than good because their relatively difficult vocabulary and cultural differences.

**3.1.7 Lack of fund:** In considering how the guidance and counselling service will be offered, issue such as finance cannot be overlooked. Funds for the innovative efforts of counsellor have not usually been forth coming since the school heads find it difficult to give out of the already scarce funds to counsellor. This may not exactly be their faults as provision may not have been made for this from the governmental level. Any successful service requires money. Funds are needed for the purchase of tests, collection and storing of information. The school is expected to have an annual allocation of funds sufficient to install and maintain necessary equipment, literature and teaching aids for the counselling services. Money is needed for transport fares, and career excursion, cumulative record folders, allowance and hospitality for guest speakers at careers day or career conventions.

**3.2 Lack of occupation information:** Most counsellors in Nigeria schools face serious problem of obtaining information which is very vital to counselling. Most establishments, industries and other employment agencies usually deny or refuse to make available to counsellors necessary information relating to job distributions, vacancies and other conditions service in their establishment for fear of divulging how their establishment is being managed.

**Societal attitudes towards the counselling programme:** While some significant others seek for information to be divulged others see the counselling relationship as an invasion of the privacy of the individual. Some parents who are in support of this view attempt to frustrate rather than support the guidance programme (Makinde 1981). They sometimes accuse counsellors of instigating their children against them and intruding into their family life. These negative attitudes lead to an unsuccessful implementation of the counselling activities since these attitudes are sometimes passed on to the students. The negative attitudes of significant others that have been discussed may be traced back to the age long tendency of man to resist change. Makinde, (1981), Shaw (1973) have identified guidance as the third force in education, i.e. in addition to teaching and administration. This later development may be one of the contributing factors to its difficulty in being fully established in the school system. It is regarded as an agent of disruption of existing school structures. Some have identified state and local officials as contributing to this problem of non-acceptance. Makinde (1981) identified a failure of state and local officials to identify with and deal effectively, collectively or singularly with the issue of guidance in schools. Though recommendations have been made in the policy of education for guidance services, little effort have been made to see its implementation effectively.

It is also unfortunate that the same problems facing the guidance and counselling services in the secondary schools are also experienced in our higher institutions of learning. The University counsellors in most institutions are made to do administrative works in the student affairs units rather than face the counselling job.

The University management usually does not provide adequate accommodation for group and individual counseling services. During accreditation exercise however, University managements are

fond of making fire brigade arrangement such as taking over lectures' offices and furniture for the counselling units. This type of arrangements usually collapses as soon as the accreditation exercises are over. One would have expected that at this level, counselling services should be taken more seriously considering the level of the hydra headed psycho-social problems in these institutions. Generally therefore, cursory observations show that the Nigeria society has neither understood nor accepted the enormous importance of Guidance and counselling services in the different facets of life.

#### **4.1 Conclusion**

Cursory observations reveal the current non-existence and ineffectiveness of the guidance and counselling services in Nigeria schools. These could have negative consequences on the overall educational goals of the country. Considering the fact that guidance and counselling services promote educational, career and personal-social development, it should be made an integral component of the educational missions at all levels of the nation's educational, vocational and psycho-social development. This would engender sustainability and promote development in the nation.

#### **4.2 Recommendations**

Nigeria as a nation is undergoing tremendous changes like other nations of the world. These changes are concomitants of developments, advances in science and technology and man illusory independence from the clutches of nature. There is a lot of pressure on the young and the old who are unequal in capacity to adjust to these changes in our environment and schools. The enormity of the problems the young faces today underlines the need for guidance and counselling services in our schools. As a society grows in sophistication, so seems the need for guidance which is our only armour against societal ills and chaos especially among the young ones.

In recognition of the laudable importance of guidance and counselling to the new educational system the National Policy on Education NPE (1981) states that : 'in view of the apparent ignorance of many young people about career prospects and in view of personal maladjustment among school children, career officers and counsellors will be appointed in primary and post primary institutions. Since qualified personal in this category is scarce, government will continue to make provision for the training of interested teacher in guidance and Counselling. Guidance and counselling will also feature in teacher education programme'. Consequent upon this statement, professional guidance and counselling services cannot be neglected in accomplishing the educational goals at all levels of our institutions for national development. Effort should be put in place to improve on the current state of counselling services in our various educational institutions for a better Nigeria. The following recommendations are made to enhance the guidance and counselling services in Nigeria schools.

- Considering the importance of starting life with a well-adjusted personality, the government should as a matter of urgency establish well functional Counselling units in our primary schools.
- Fiscal support should be given to the establishment of guidance services by both the Federal and State government like other arms of educational support institutions. This would assist in the effective running of the programme.
- Enlightening and creating awareness in the teachers and head of the schools, concerning the aims and objectives of guidance and counselling in the school system should be carried out by the ministry of education at both federal and state levels. This would clarify the minds of the members of staff concerning the wrong notion they already have and enhance their support in

achieving the aims and objectives of the guidance and counselling programme. This is important more so that the guidance and counselling programmes are also meant to enhance the members of staff in the School in discharge their duties.

- The involvement of the members of staff of the school in the execution of guidance and counselling programmes is also paramount. This will encourage the teachers, the head of school and other members of staff to cooperate with the guidance and counsellor in the school.
- The establishment of guidance and counselling committee in the school is also recommended. This Committee is necessary and important in that it would be responsible for the planning of guidance and counselling programmes and the strategies for execution. Where there are teachers with some knowledge of guidance and counselling are in the school, they could be appointed special members of the committee in order to get them involved in the planning and execution of counselling programmes without the risk of the adverse comments that are capable of frustrating the programme. The counsellor can also incorporate into his programmes members of staff without any basic training in guidance and counselling, but who are genuinely interested in the programmes.
- Presentation of guidance and counselling programmes in such a way as to evoke favourable attitudes from the members of staff is also very important. This will enable the counsellor as well as the entire school system enjoy and benefit maximally from the counselling programmes.
- A procedure for making referrals should be initiated by the counsellor and established by the School. The teachers should be enlightened on how to make referrals to the guidance counsellor, who himself must be aware of referral agencies (like the medical personnel, Psychologists, Social workers philanthropic groups etc) in the Community, to which he can refer students for appropriate help.
- Liaising with the Community on behalf of the school on guidance counselling programmes is also recommended. The counsellors through this create community awareness of guidance and counselling programmes as well as the impact of the programmes on the Community.
- Liaising with students' Parents both individually and through the Parent-Teachers Association is highly important. This would ensure that parents' actions at home complement the counsellor's efforts at School.

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