

REPUBLIC OF ZAMBIA
MINISTRY OF EDUCATION

**GUIDANCE AND COUNSELLING
IN
SCHOOLS**

By
Hamwaaka Kenneth
Senior Education Officer (Guidance)
Eastern Province

ACKNOWLEDGEMENT

I wish to, on behalf of the Provincial Education Officer, Eastern Province, thank the "CHANGES" Eastern Province Coordinator, Dr. Paul Freund, for the moral and financial support towards the material production in terms of this Guidance Handbook and for funding professional workshops

CONTENTS

CHAPTER	PAGE
1. INTRODUCTION	1
2. HISTORICAL BACKGROUND	1
3. WHAT IS GUIDANCE AND COUNSELLING	2
4. AIMS AND OBJECTIVES OF GUIDANCE AND COUNSELLING	5
5. HELPING RELATIONSHIP	6
6. CHARACTERISTICS OF A HELPING RELATIONSHIP	9
7. COUNSELLORS PERSONALITY PROFILE	10
8. BASIC PRINCIPLES OF GUIDANCE AND COUNSELLING	11
9. THE ROLE OF SCHOOL AUTHORITY IN GUIDANCE AND COUNSELLING	12
10. COUNSELLING THEORIES	16
11. CLIENT S WORLD	20
12. COUNSELLING CONDITIONS AND PROCESSES	21
13. COUNSELLING TECHNIQUES	23
14. CONFIDENTIALITY AND IMMEDIACY	25
15. LEADS IN COUNSELLING	26
16. STRUCTURING A GUIDANCE AND COUNSELLING RELATIONSHIP	27
17. GROUP GUIDANCE AND COUNSELLING	28
18. PHYSICAL AND PSYCHOLOGICAL REQUIREMENTS IN GUIDANCE AND COUNSELLING	28
19. REFERRALS	30
20. DEFENSE MECHANISMS IN GUIDANCE AND COUNSELLING	31
21. POSITIVE SELF-REGARD IN GUIDANCE AND COUNSELLING	32
22. DIFFICULTY MOMMENTS IN GUIDANCE AND COUNSELLING	33
EXERCISES	
GLOSSARY	
REFERENCES	

1. INTRODUCTION

One significant step taken by the Government of Zambia towards improving our Educational System is the inclusion of Guidance and Counselling in the school curriculum.

This positive initiative helps learners to receive Guidance Services in a school setting. The relevance of such services becomes obvious when we realise that youths do not have enough capacity and knowledge to choose and make beneficial decisions. Pupils in boarding and day schools need Guidance and Counselling to help them adapt to the new environment and later learn in a free and conducive situation.

Through Guidance Services, learners will develop individual potentials, be aware of job opportunities that lie ahead, master goal setting skills and lastly they will resolve emotional problems in a more mature and skilful manner. If implemented skilfully and efficiently, we can vividly witness a shift from a conservative view that the sole aim of education is to transfer book knowledge into a child and be able to reproduce it to a more realistic view that learning is acquisition of knowledge and application to real life situation for the good of the individual, society and the country as a whole.

Since schools are an entry point into adult life, youths need constant check and advice on how to manage life and other academic matters. The attainment of this excellency is not a sole responsibility of the Ministry of Education personnel but collective wisdom of all concerned individuals and groups such as members of staff, parents and neighbouring communities. Combination of forces will ensure attainment of genuine behavioural change in our school going children.

Lastly, the ideas shared in this book need to be practiced by Guidance Teachers and other stakeholders such as school administrators. The appeal is to all implementing personnel to support the Guidance and Counselling programme through hard work. This will help society appreciate Guidance Services and will automatically justify the inclusion of Guidance and Counselling Programme in our educational system.

2. HISTORICAL BACKGROUND

Guidance activities have been practiced by human beings for a long time. Down through ages, people have depended on one another in moments of stress and other social problems.

Man has through age wished to develop his potentials, offer Counselling to others and indeed sought to understand his fellow humans. This huge but vital task was

vested into the authorities of elders in the communities. No strict rules were used to settle conflict but they used natural wisdom that they had accumulated from past experiences.

As man continued to appreciate the services of traditional guidance and Counselling, he decided to institutionalise the programme. This ambitious aim saw the introduction of training programmes in various institutions like Technical and Vocational Training Colleges in Luanshya for Guidance Counselling and placement Diploma Courses. Other institutions have specialised in Counselling alone and these are equally spreading Country wide.

Today, we witness the introduction of guidance and Counselling Departments in Primary, Basic and Secondary Schools. The University of Zambia has opened a Counselling Centre within the campus.

The dynamism of the programme cannot be over emphasised since its main goal is to help mankind regardless of race, age, social status, political and religious affiliation. It is believed that expansions of Guidance and Counselling in various schools, Colleges and communities will help the people develop positive self image, self actualisation and lift the self esteem. It is also hoped that proper implementation of the programme will create conducive atmosphere in communities for people to live in.

The recent development is that the Ministry of Education has decentralised the operations of the school Guidance Services to the regions by appointing officers to co-ordinate Guidance and Counselling activities at regional level (School Guidance Services - 2000).

3. WHAT IS GUIDANCE AND COUNSELLING?

There is no universally accepted definition of counselling. Generally it depends on the definer's personal background and one's philosophical understanding about life. However, it is always felt that counselling is a "helping relationship between a counsellor and a client."

Olu Makinde (1984) understands counselling as an interaction process between a professionally trained counsellor and a help seeking person known as a client. This relationship is meaningful to both counsellor and the client and results into the establishment of personal goals and values, changes of behaviour or finding solutions to problems.

Guidance is a broad term whose face value means to guide, direct, show, pilot, manage or lead. With these terms at hand, we can generally state that it is a programme of offering voluntary individuals to: -

- i) Understand themselves and the world around them. This involves individuals identifying who they are and their true being to the demands of the surroundings. It requires the individual to modify old habits and adjust to the newly values.
- ii) To enable individuals identify their potentials and strive to develop them as much as possible.
- iii) Assess themselves to understand, accept and utilise their abilities, aptitudes and interests and use these values in realistic goal setting process.
- iv) Grow in self-understanding and able to make effective decision and be ready for the consequences of such decisions.

Guidance Services are normally divided into: -

a) Educational Guidance

This is the process of helping students or pupils select courses or subjects, extra curriculum activities and correct scholastic deficiencies. Truman Kelly (1914) says educational Guidance also helps learners to make decisions on interests, abilities, choices of courses and school adjustment.

The role of the Guidance Teachers is basically directed towards developing pupils' awareness of educational requirements. Pupils should be helped to understand the relationship between the subjects they are taking and the future careers. Pupils are made aware of Educational opportunities that exist in various institutions and their entry requirements.

At present pupils take subject combinations, which are at times contrary to their career wishes. Some pupils are not even aware that it is their responsibility and right to choose a job of their own choice and compete for it with others with similar career wishes. In order to help the pupils out of this unfortunate situation, the Guidance teacher has a role to: -

- i) Make learners aware of their academic strength and weakness.
- ii) Know the pupils' interests and abilities by conducting inventories.
- iii) Help the pupils move from an imaginary world of Beauty, easy life and honey to a more realistic life by providing information about academic competition that exists and the scarcity of jobs compared to the competitors.
- iv) Provide goal setting study and self-evaluation skills.

The above guide reminds guidance teachers that they should have a depth of understanding of various tests and inventories and interpret them intelligently.

b) Vocational Guidance

This is a process of helping people choose an occupation or career, prepare for it, enter it and progress in it. The process is a long term one and has a progression in itself. Brewer (1932) calls this career counselling. He states that this process helps elementary school students become aware of the many occupations available for exploitation.

There is a general tendency that vocational Guidance is only offered to school-leavers a week before departure from the learning environment into the world of work. This is definitely a wrong motion. The process of the vocational Guidance is a long-term programme, which a Guidance teacher may even extend to those already in jobs especially those who may wish to change jobs.

An effective Guidance teacher ensures that he collects a variety of information from colleges and universities on the courses they provide. To have a lot of information without passing it over to the beneficiaries is not enough. What is required is to transfer the knowledge and literature to the people who can benefit from it. To facilitate this, Guidance teachers should have abilities to collect literature, organise it and finally pass it to the learners skilfully.

Some of the details a Guidance teacher should remember when educating people in vocational guidance could be summarised by the term SPEEDCOP: -

- S - Surrounding - Includes buildings where one operates from;
- P - People - Type of fellow employees one will interact with;
- E - Entry requirements (Qualifications needed to get a job);
- E - Effects - Outcome of work conditions;
- D - Description of tasks to be performed;
- C - Conditions - Job demands;
- O - Organisation - the rank that exist;
- P - Prospects - Chance of progressing.

c) Personal Guidance

This is the process of helping deal with their physical and emotional problems. It promotes self-awareness and character formation in individuals. Clients are helped to explore their traits such as attitudes, abilities, interests, beliefs and values. Generally, we can state that under personal Guidance, clients are offered an opportunity to understand themselves and the world around them.

d) Counselling

This is a vital branch of Guidance, which deals with emotions and problem solving. Usually the clients are psychologically unbalanced and may need another person to depend upon. Dealing with emotions is the most difficulty component of Guidance to accomplish. However, it is vital to realise that while attending to clients, a Counsellor should try to avoid mixing or imposing his personal values in the problem of the client. It must be remembered that in counselling, we do not interrogate the Client but it is an opportunity for free exchange of ideas with a view of finding a solution.

Miller (1978) said that counselling represents only one of the services in a guidance programme. Therefore, in summary according to Makinde (1984), Counselling is the soul or heart without which a self-understanding man cannot be produced while Guidance is the real body of psychotherapy.

DIFFERENCES BETWEEN GUIDANCE AND COUNSELLING

According to Makinde (1987), the summary below is the difference between guidance and counselling.

Guidance	Counselling
1. Guidance is the body of psychotherapy.	1. Counselling is the heart of psychotherapy.
2. Guidance is knowledge based since it deals with facts and principles.	2. Counselling is effective. It is value oriented and it deals with emotions/feelings.
3. Guidance is less personal and less intimate.	3. Counselling is more personal and more intimate.
4. Guidance is informative and didactic.	4. Counselling is largely emotional, flexible and less didactic.
5. Guidance is usually initiated by the counsellor.	5. Counselling is usually initiated by the client.

4. AIMS AND OBJECTIVES OF GUIDANCE AND COUNSELLING IN SCHOOLS

A guidance teacher has an obligation to school and to the pupils in development of self-actualisation, lifting of self-esteem, setting of realistic life goals and in the development of wise decision making skills.

Achievement of these goals is not an easy task or a day's dream. A Guidance teacher should practice patience, innovativeness, initiative, openness and being non

judgemental. It is vital to realise that change of human habits is not an easy one just as it is not easy to ensure a smooth transition from learning to earning world. This again calls for dedication and systematic implementation of programmes. To do this, a guidance teacher should have objectives. Below are some of the objectives of a Guidance teacher.

- a) To know his/her pupils. This includes knowing their characters, interests, abilities and ambitions.
- b) Know the job opportunities that exist in industries.
- c) Know the job opportunities that exist in universities and colleges.
- d) Dissemination of information on various jobs and training opportunities;
- e) Make sure that pupils have made the right choice of career after considering individual academic performance. Personality traits, interests, abilities and ambitions must equally be considered.
- f) To prepare to offer personal guidance to pupils when the need arises;
- g) To establish lines of communication between Guidance department and Headmasters, Deputy Heads, Senior teachers for vocational, Educational and personal Guidance purposes.
- h) Ensuring that pupils in secondary schools get the right subject combinations;
- i) To organise industrial visits so that pupils get an opportunity to see employees at work and get some in-sight of the work world;
- j) To develop and organise a careers' information centre to store literature and disseminate career information through video shows and other means;
- k) To write and prepare confidential Report on former pupils to institutes of higher learning.

Having analysed the expected role of guidance teachers, I hope you will appreciate the fact that this is a huge load for one person. Directing pupils to personal growth and maturity calls for joint participation with other members of staff, administrators, the community and other relevant educational authorities within and outside the Ministry of Education.

5. HELPING RELATIONSHIP

The process of helping has several dimensions and each of them contributes to the definition of helping. Harold Hackney (et) 1988 classifies the dimensions in three parts.

The first dimension specifies the condition under which helping occurs. The second dimension specifies the pre conditions that influences one to seek help and the influencing factor for the other to accept to offer help. The third dimension is the one that deals with the result of the interaction.

Helping Conditions:

For a helping process to commence, there must be a help seeking person looking for a helper. The second condition is that the client must show willingness to be helped and ready to participate fully in the helping relationship.

The third condition is that the helper if trained should be ready to utilize the counselling skills without reservations.

The fourth and last condition relates to the physical environment in which the help is offered. Conditions such as privacy, comfort, space in the room, and timing contribute to the success of the helping process.

Carl Rogers (1975) in addition to the above conditions has emphasised on the requirements of the psychological conditions such as empathy, unconditional positive self regard as necessary ingredients of help. I am sure much of these psychological requirements will be discussed in the following chapters.

SOURCES OF A HELPING RELATIONSHIP

Non-professional helpers have been in existence in traditional settings for a long time. But for our purpose in this chapter, emphasis will be pressed on professional helpers in reference to their respective institutions. A professional helper is a trained personnel in one or more counselling disciplines and the counsellor is actively involved in counselling. The following discussion will give an insight on various types of counsellors, their clients and nature of help they render. Harold Hakney (et) has singled out the following as major actors in the profession;

School Counsellors

Education is dynamic and in its growth, authorities have found it fit to open up counselling units in Primary and Secondary Schools. In Primary Schools, counselling takes a large portion of their work on provision of individual counselling. Many pupils are largely affected by the economic situation and as a result children's mental position is affected. Some tend to be absent from class, some turn violent on others, some withdraw their class participation. Many negative results can still appear. In this regard, the counsellor focuses on counselling pupils, parents and discuss with teachers over the approach to these particular pupils in the school.

A counsellor at Secondary School does all that a Primary School counsellor does. Additional responsibilities are that of providing career counselling. In this area, a counsellor provides pupils with college information, study skills, personality growth and tactics of living with others. These counselling sessions can either be done individually or in a group for not more than thirty minutes.

College and University Counsellors

These professionals operate in Psychological Service Centres. Their services include career counselling and personal counselling. They attend to students with various problems ranging from depression to suicide. They organise peer counselling within the institution. This is a situation in which students with similar problems or age offer helping services to one another. Such counsellors should be highly skilled in Psychology or holders of Diplomas in Counselling Therapy or any specific area of Psychotherapy.

Community Setting Counsellors

Trained Community Social Workers take the role of community counsellors. Such counsellors include Family Planning Counsellors, Psycho Social Counsellors and Mental Health Counsellors. Their clients include children, adolescents, adults, couples, families and the elderly.

Religious Counsellors

Religious counsellors are often associated with a particular denomination. Harold Hackney (et) identifies Catholic Marriage Encounter, Methodist Family Counselling Service and Jewish Family Services, as some examples of religious counselling teams. These authorities further state that, "Many religious counsellors believe that human problems must be examined and changes introduced within a context of religious beliefs and values." Most counsellors emphasise on improving moral and specialisation in marriage and family therapism.

Industrial Counsellors

Counsellors are also found in work settings. It is common knowledge that most workers are frustrated due to low income or pressing family problems. Such problems usually manifest through late reporting for work, deliberate reduced commitment to given assignments, short temperedness and many other negative tendencies.

Some tasks of these counsellors are identifying family problems of various workers; offer personal counselling to reduce pressing tension, offer career guidance and to let Management know the psychological status of the employees.

Health Counsellors

Health institutions are obvious places where counsellors are needed. Their main role is to reduce tensions in patients and comfort those looking after the sick. Most of the Zambia' s health counsellors are trained by Kara Counselling and Training Trust. Other roles of these counsellors is establish personal relationships with
to

various patients, learn more about their problems and later discuss with medical practitioners on specific information which can in turn help the client. The main clients for these counsellors are patients.

6. CHARACTERISTICS OF A HELPING RELATIONSHIP

MEANINGFULNESS

Counselling is meaningful because both counsellor and the client concentrate on the process and value it is personal and intimate, relevant, anxiety-evoking and it involves mutual self-commitment. Indeed there is no neck pulling in the helping relationship but all that is needed is a voluntary commitment to the process by both counsellor and client.

COLLABORATIVE EFFORT

As a helping relationship, the client and the counsellor must feel free to talk about the problem at hand. They must be open and honest with their feelings about the problem.

EFFECT

This is evident through self-revelation of personal emotions, feelings and values. During self-disclosure, the counsellor watches the emotional expressions of the client and respects such observations because effect reactions help to learn the extent the client is affected by the problem.

APPROACHABLE AND SECURE

The helper in the relationship is approachable and this helps the client to feel at ease and welcome with a strong hope that a solution will be found.

INTEGRITY

The helper and the client remain honest to one another in the relationship in order to maintain trust and confidence in one another. They look at each other as human beings of worth value with intellectual capacity to remain in, and gain from the relationship.

7. COUNSELLORS PERSONALITY PROFILE

An effective counsellor should have good qualities in order to offer help skilfully to desperate solution seeking clients. The following are some qualities ~~worthy for~~ ^{that} a good counsellor ~~should possess~~.

- a) Patience - Counsellors should listen and record what the client says without much interference.
- b) Honestness - Counsellors should not hide their feelings about the problem but to say whatever is helpful in an open and honest manner to safeguard the integration of the process.
- c) Approachable - Counsellors should be approachable if they are to find out more about the client and the problem.
- d) ~~BE~~ ^{BE} sympathetic - Counsellors must see things the client does, feel the way the client feels without necessarily expressing too much sympathy because too much sympathy is harmful to the client.
- e) Pragmatic - The counsellor should suggest workable solutions only and not a bag of empty promises.
- f) Spontaneous - An active and skilful counsellor does not hesitate but acts accordingly to avoid worsening the situation.
- g) Non-judgmental - A counsellor is not a judge and he should not interrogate the client but listen carefully to what the client is saying before making conclusions.
- h) Good conduct - A counsellor is a model in society and must try his best to avoid doing the opposite of what society expects of him.
- i) Communication - A counsellor should express oneself fully and clearly during the interview with a client.

8. BASIC PRINCIPLES OF GUIDANCE AND COUNSELLING

Counsellors believe in the nobility of the profession, which holds the following views about human beings and problems:

INDIVIDUAL DIFFERENCE

Individual difference is very important and must be accorded to everyone because human beings differ in their traits and characteristics. In this regard, they must be attended to as individuals.

INDIVIDUAL UNIQUENESS

Individual uniqueness refers to the view we hold that individuals are in appearance completely different. Not even twins are exactly the same. In this manner, each person must be treated as an individual.

INDIVIDUAL SELF-WORTHINESS

Any existing human being is worth of some value and must be treated as one regardless of social status.

INDIVIDUAL SELF-ACTUALISATION

All human beings have set goals for life. These wishes must be met at all costs. In this regard, a counsellor should try to help the client meet these life goals through good advice.

PROBLEMS ARE SITUATIONAL

Problems are situational. This means that problems are contextual and must be analysed in the situation they have happened.

PROBLEMS ARE INTER-RELATED

Problems are all inter related. This means that there is no problem that stands in isolation but is connected to other problems. Simply this refers to the fact that one problem leads to the other. For example, a fight at home by parents affects work performance.

9. THE ROLE OF SCHOOL AUTHORITIES IN GUIDANCE AND COUNSELLING

Success of Guidance Programmes depends on the co-operation and seriousness that exist between the Guidance teacher and the administrators. Ultimately, this noble responsibility lies with the head of the institution. However, as a matter of job description and principle of role release, it has increasingly become evident that the Deputy Head teacher gets involved in the programme and ensures that most of the requirements are in.

In view of the heavy burden on the guidance teacher's shoulder; it is highly recommendable that where a school is big, especially secondary schools, there is need for a full time Guidance teacher with an assistant who may be part-time. This pattern can equally apply to big Basic schools, which may have a lot of pupils.

For the sake of effective performance, where a guidance teacher is also a Class teacher or subject teacher, the Deputy should see to it that the teaching load is reduced.

It should also be borne in mind that Guidance and Counselling is a subject. In this regard, it should be timetabled and allocated time. This again can be facilitated by the school administrators. If this is left to individuals in the timetable committee, they may disregard it just because it is non-examinable. Where there is congestion on the timetable at least school-leaving classes such as Grades 9 and 12 should be offered an opportunity.

Acquisition of Guidance materials such as files, filing cabinets, mirrors and allocation of money for trips is under the administrators. Acquisition of a room is important because counselling can only take place where there is confidentiality and an atmosphere conducive for the clients. The school authority should arrange for these materials.

It is lamentable to mention that some school authorities have frustrated the Guidance teachers by refusing to recommend for their financial remuneration in form of allowances, failure to allocate rooms, failure to co-operate with them deliberately, over-loading the Guidance teachers and talking ill of the programmes just because it is none examinable.

This sad revelation really dampens the spirit of the Guidance teachers. It is hoped that when school authorities get to realise the benefits of Guidance and Counselling in schools, they will learn to appreciate the services offered by the Guidance teachers and take part in the process of achievement.

GENERAL ADMINISTRATION:

After reading much, I hope you now appreciate the services provided by the Guidance department. I have made an attempt to discuss some of these facilities, which help in the facilitation of services such as need for a room, storage, record keeping and notice board.

i) Room:

A Guidance room should first be provided. The room should have enough space to accommodate facilities like tables, chairs, filing cabinets and big enough for at least twelve people for individual and group counselling.

In order for the Guidance to be attractive to pupils of all abilities and interests, special care must be made in the manner of sitting and placement of facilities. To attract pupils, the guidance office should be located in a place where it can easily be seen. Such locations can include a place close to the Dining Hall, Assembly Hall or School Library. If the office is in a hidden place, do not be surprised if some pupils complete their secondary school without knowing the existence of the office.

ii) Filing System:

Each school may have its own filing system, which suits the school best. Whatever method the school may adopt, what is paramount is a filing system where documents are safely kept and are easy to retrieve.

It is advisable to acquire a filing cabinet where documents may be put systematically. Do not mix up information, for instance placing grade 8 and 9 Record cards in one file-box. Make sure that each child has his or her own record, which should be filed in appropriately.

iii) Record Keeping:

After discussing filing system, one sees a clear connection with record keeping theory. The records, which are kept, produce a variety of information about pupils physical, academic and social stand points. These records should be kept up-dated as need may require. Please remember confidentiality is a vital principle in the practice of the record keeping. Some of the essential records needed in a Guidance Department are:-

Pupils' Record cards:

In order to solve Guidance and Counselling problems, Erikson (1955) suggests that pupils' record cards should be used in order to store and extract information when there is need.

Many developments and changes have taken place and other changes are still expected because record keeping is dynamic. These cards are divided into sections. The cover shows personal information such as name, sex, residence, address, school, date of entry into school and place of birth.

Section A: (Academic Record)

Academic record shows the subjects and child's performance from grade one to nine (Basic record) or Grade 10 to 12, (Senior Secondary School Record);

Section B: (Parent/Guardians Details)

Gives details of the parents or guardian, their addresses, contact phone number (if any), and their respective places of birth. It further reflects who looks after the child and the marital status of that person. Section B also shows the position of the child in the family.

Section C: (Medical History)

This is a space where a detailed data about the health of the child is indicated, how frequent he falls sick and how they handle the illness.

Section D: (Hobbies and Interests)

Section D shows the hobbies and interests of the pupils. It also reflects the responsibilities one may have held in those groups.

Section E: (Careers Performance)

It shows three choices of careers a child wishes to take. They are put according to preference.

Section F: (Traits)

This is a very important section, which reveals much about the child. It shows personality appearance of the child, reliability, resourcefulness, self-

control, co-operation, leadership and level of judgement. Annually, each child is rated and data is entered to up-date the records.

Section G: (Interviews and Tests)

Interviews or psychological tests should be conducted by a counsellor. Any information gathered should be recorded as a matter of reference in the future. An up to-date card is a great tool to the Guidance teacher, members of staff and the administrators in the educational system.

SCHOOL FILES

Files serve a very important purpose. Various information is stored for easy retrieval. Make sure that there are different types of files so that specific information is stored on its own to avoid confusion and mixing up different documents. Below are examples of files a school can have.

1. Training of Courses:

The file should have names of various Colleges, the courses they offer, awards after completion and the duration of courses;

2. Seminars Attended:

There must be a reflection of seminars attended by the Guidance teacher, venue and brief report;

3. Correspondence - Industrial Visits

There must be some industrial visit reports; showing letters and reports about industries visited by pupils.

4. Correspondence - (General)

To and from National Guidance Services Unit; all copies from guidance unit and duplicate copies to the unit should be kept. Other documents from various quarters can be kept here.

5. Occupational Information File

Should have booklets on careers, GRZ occupational interest inventory sheets, news bulletin on occupations;

6. School Careers' File

This contains copies of correspondence within the school; e.g. letters from the Head and other teachers;

7. Counselling Report Files

This is where brief Reports of clients counselled and the outcome are shown;

8. Referral File

In-ward and out-ward referrals are kept in this file;

The information gathered from Record keeping be used to know more about the operations of the Departments, characteristics of the pupils and know the liaison between the school and the outside world.

10. COUNSELLING THEORIES

For any field of value, there are discoveries and there are authorities that spear headed or initiated the discoveries. The following are brief accounts of what they stood for. I will discuss them in relationship to their Theories as illustrated by Olu Makinde (1987).

TRAIT AND FACTOR THEORY

This is one of the cognitive approaches in counselling. It is also called a counsellor centred therapy. The best-known proponent of this theory is Edmund G. Williamson according to Olu Makinde (1987), Williamson views personality as a system of interdependence of traits or factors such as abilities, interests, attitudes and temperaments. He believes that as human beings proceed from infancy to maturity, these traits develop. He assumes that human beings use self-understanding of these traits and knowledge of these abilities as a means of developing individual capabilities and potentialities.

Williamson also states that all human beings possess the abilities and desire to identify their own capabilities and use the to maintain life at work or at home.

Williamson also considers all people as having been born with potential for both good and bad. He recommends that the meaning of life is to seek good and reject or control evil. He adds that man can learn to solve his own problems by using his abilities. He views man's relationship with the universe in regard that;

- i) Man is alone in an unfriendly universe or
- ii) The universe is friendly and favourable to man and his developments.

Williamson expects counsellors to be almost perfect in their lives if they are to collect accurate data about their clients and utilise it to get to the solution. His helping stages include synthesis, diagnosis, prognosis and actual counselling. He believes that effective counselling can be done through direct advice; persuasion, explanation and conducting follow-ups to the clients.

RATIONAL - EMOTIVE THEORY

The proponent of this cognitive theory is Albert Ellis. He sees man as a subject of biological and social forces. He says Human beings have potentials for rational as well as irrational ideas. Ellis categorises rationality to unhappiness and lack of competence. Ellis emphasises that unhappiness comes from within and can be controlled, unlike what comes from outside which cannot be controlled. He concludes that, "fear is man made and only man can destroy it". He advises that it is useful to master the irrational and rational ideas if one is to lead a balanced life. The irrational ideas will be dealt in details when we analyse anxiety and its causes.

Ellis (1977) points out that Rational Emotive Theory (RET) helps us realise that people have the capacity to interpret reality in a clear, logical and objective fashion. He also states that humans are predisposed to irrational interpretations. Ellis (1979) states that these irrational interpretations make people exaggerate the awfulness of something you dislike. These irrational ideas and beliefs will be looked into in the next few paragraphs.

Ellis views counselling as an opportunity to eliminate the fears, guilt and anxiety. It is a chance to equip a client with self-actualization. Ellis suggests that counselling can be done by teaching, suggesting and persuading the client to respond to the expectations of the counsellors.

Since the theory emphasises on teaching the client to resolve his own issues, I believe it is a perfect method to help the clients accept the social norms of society and it is believed to be a faster way of changing one's attitude and behaviour in life. Ellis believes that irrational thinking causes anxiety in human beings. He summarises issues of anxiety in the following manner.

CAUSES OF ANXIETY

Anxiety is inevitable to mankind. Levels of anxiety differ and if not reduced or eliminated, it may result into illness. Anxiety can be caused by;

- Over generalisation that events will be catastrophic.
- Failure to learn needed skills.
- Unfinished conditions or failure to say out everything in the mind.
- Phobia or the fear of the unknown like death.
- Fear to fail or achieve personal goals.

Ellis (1975) outlines eleven irrational ideas that are major illogical ideas that have led most humans into self defeating behaviour and neurosis :-

IRRATIONAL IDEA NUMBER ONE.

The idea that one should be loved by everybody in society and that this is a dire need in life.

- It is impossible to be loved by everybody in society.

IRRATIONAL IDEA NUMBER TWO.

The idea that one should be competent in his operations if he is to be approved as a skilled person.

- * One cannot be competent in every field.

IRRATIONAL IDEA NUMBER THREE.

The idea that bad people should be punished and blamed severely for their villainy.

- * It is better to correct others when they go wrong than wish them for punished.

IDEA NUMBER FOUR.

The idea that it is awful and catastrophic when things are not the way one wishes them to be.

- * Things will not always go our way in life.

IRRATIONAL IDEA NUMBER FIVE.

The idea that human unhappiness is externally caused and that people have little or nothing to do to control the sorrows and disturbances.

- * Whatever kind of sorrow or disturbance, human beings have the capacity to handle them fully and adequately.

IRRATIONAL IDEA NUMBER SIX.

The idea that something may be dangerous or fearsome and that we should be concerned about it and should keep dwelling on to the possibility of it occurring again.

- * It is true that if something unusual happens, it will always happens as a pattern of life.

IRRATIONAL IDEA NUMBER SEVEN.

The idea that it is easier to avoid a problem than to face it.

- * Running away from problems is not a solution.

IRRATIONAL IDEA NUMBER EIGHT.

The idea that one should be dependent on others who are intellectually or financially stronger than them.

* Over dependence on others is bad. We must put every effort before shifting to others for assistance.

IRRATIONAL IDEA NUMBER NINE.

The idea that the past history is all important determiner of one's present behaviour.

* Past gives an idea about the solution to the problems at present but do not allow the past to discourage you from making efforts.

IRRATIONAL IDEA NUMBER TEN.

The idea that one should be quite upset over other people's problems and disturbances.

* Do not waste time and energy over thinking about other people's problems leaving out your own.

IRRATIONAL IDEA NUMBER ELEVEN.

The idea that life is not worth while if perfect solutions to human problems are not found.

* Perfect solutions are not easily found. we should try to find practical solutions to our problems.

ECLECTIC THEORY

The proponent of Eclectic approach is Frederick Thorne. Eclectic means selecting, reconciling and choosing from a variety.

Thorne believes that Eclectic counsellors should consider history taking as an opportunity to gather information about a client. During counselling, both dealt with as they are encountered by the client. One area that is examined is an individual's intellectual resources to solve problems (Thorn, 1950).

In general we can say Eclectic theory helps those willing to help themselves through their full participation in problem solving. This means that they must develop a positive self-regard about themselves and drop their self-pity and irrational ideas.

RECIPROCAL INHIBITION THEORY

This theory whose proponent is Wolpe is a collection of concerns from Pavlov and B. F. Skinner. In short, we can say it is a combination of conditioning and principle of reinforcement. Wolpe (1958) believes this theory can bring lasting changes in an organisation's habits of response to a given stimulus, namely growth and learning.

Wolpe believes that man can get lasting change through growth, lesion and learning. He views clients' need of comfort and suffering from irrational ideas. The authority believes that these sufferers need relief experiences to alleviate their suffering and be free from disadvantageous consequences. So we rightly agree with Makinde (1984) when he says, "Reciprocal inhibition is the Elimination of old responses by new responses. This means that the free-floating anxiety is evoked by a number of stimuli. This further means that the client is helped to overcome anxiety by inhibiting it. In order to do this, the following conditions must be satisfied:

- i) Counter conditioning: Under this, the old and bad responses are replaced by new and better ones.
- ii) Positive reconditioning: This includes rewarding the client for whatever positive move taken.
- iii) Systematic relaxation: This involves taking time and relaxes through relaxing muscles by breathing out several times in moments of stress.
- iv) Systematic desensitisation: his technique involves helping the client solve the problem into stages up to the moment that the problem is eliminated.

This theory calls for total dedication to both the client and the counsellor in order to fully accomplish the counselling mission.

11. THE CLIENT'S WORLD

A client is a human being but his mental state may force the client to live in his own imaginary world. One qualification for a client is that there must be some traces of incongruence in his behaviour and in decision-making.

When a person is faced with social or other problems, we say one is estranged. Estrangement is a state of conflict within oneself where self-concept and self-experience differ. This simply represents a fact that one's wishes and realities of life fail to meet. The result is an estrangement and it provokes anxiety.

If self-experience fails to integrate satisfactorily into self-concept, the result is incongruence between self and experience. If this situation is left unattended to, it can result into a serious psychological problem. At this point we can view a client as a warrior, a battlefield for self-concept and self-experience. Harold draws a picture of a client as a person who is;

- i) Continuously experiencing needs.
- ii) Not always understanding or even recognising some of the needs.
- iii) Seeking assistance whenever he cannot meet the needs.

As a result of the above-mentioned points, we can associate clients as desperate people in search of their needs, a sufferer in search of help or a patient in need of treatment. In moments of tension, disappointments, dashed hopes and frustration, a client's world develop many dimensions. In an attempt to meet the needs, often without understanding what they want, they end up making inadequate and irrelevant decisions. When this happens, the poorly found solution becomes a problem. Problem situations may be manifested by failure to sleep, loss of appetite, headache, artificial silence and easy loss of temper.

Characteristics of a Problem

A problem can be summarised in the following manner: -

- i) State of uncertainty and unhappiness, a situation that requires a solution.
- ii) It has the ability to appear and disappear.
- iii) A problem always has the owner and a situation where it has taken place. For example unemployment is a problem situation where the unemployed is the owner of the problem.
- iv) Problems happen when something has gone wrong.
- v) Problems are personal. My problems may not be a problem to another person.

I hope we now appreciate that the world of a client is a complicated one and that someone should always be there to accompany the client in his journey from a state of confusion to a state of reality. Counsellors should understand the client's world if they are to practice accurate empathy, positive regard and genuineness to the clients.

12. COUNSELLING CONDITIONS AND PROCESSES

During the counselling session, the following conditions prevail;

- i) Two or more are in a psychological contact.
- ii) The client is in a state of incongruency while the counsellor is congruent.
- iii) The therapist (counsellor) experiences unconditional positive regard for the client. This indicates that he views the client as a human being in need of help regardless of physical appearance.
- iv) The therapist provides an emphatic understanding of the client's problem and participates in the process of solution finding.
- v) The client self reveals his emotions and problems while the counsellor listens.
- vi) There is communication among the two, counsellor and the client.

COUNSELLING PROCESS

Kochhar (1999) states that counselling processes vary from one theory to the other. However, they serve the same purpose of ensuring that there is a systematic flow in gathering information from the clients.

According to Makinde (1984) the task of a trait and factor counsellor involves six steps.

ANALYSIS:

This involves collecting data from a wide variety of sources to get an understanding of the clients.

SYNTHESIS:

Synthesis refers to the summarising and organisation of the collected data to determine the client's strengths and weaknesses.

DIAGNOSIS:

This is the counsellor's conclusion about the problem, cause and the characteristics.

PROGNOSIS:

Prognosis is the counsellor's prediction of the client's future developments or the implications of the diagnosis.

COUNSELLING:

Application of techniques to resolve the problems identified. The counsellor uses any method that can bring about adjustment of behaviour or reduce anxiety.

FOLLOW UP:

Follow up includes whatever the counsellor does to assist the client by evaluating if the solution offered has worked or not. Indeed this is an opportunity to evaluate the effectiveness of counselling methods.

In order to facilitate the counselling endeavour, it is conceptualised that counselling process goes through five stages.

- Establishment of rapport. This involves creating a warm atmosphere to ensure that the client is free.
- Cultivation of self-understanding. This is the giving of confidence in the client by promising confidentiality and other ethical standards.
- Programme outline is made. The counsellor tells the client the likely programme to follow, what role each of them will play and approximate duration of the session.
- Counselling begins and skills are displayed.
- Where appropriate, referrals may be made to other relevant professionals whenever the counsellor feels his competence is of little assistance.

13. COUNSELLING TECHNIQUES

Counselling techniques may be a personal innovation, personal in the sense that they work for particular individuals at a specific time depending on the level of complexity of the problem.

Techniques are determined early in the session. However, regardless of training, counsellors are prone to develop a style of counselling for some time. It is important to remember that straight advice is not counselling although advice may be given in the helping relationship.

In order to determine the choice of a technique, it is vital to measure through observations the nature and extent of the problem. The final act is a choice between an active and a passive technique.

ACTIVE TECHNIQUE

This is a situation where the counsellor is highly active to ensure that the counselling process is beneficial to both client and the counsellor.

During this approach, the client is at the receiving end and much of the talking is done by the counsellor. Clients presented in this approach manifest half or more of the following characteristics;

- Display maladjustment as a result of inability to use one's intellectual resources.
- Fail to respond to social learning principles such as reinforcements.
- Have severe mental illness.
- Too young to think logically.
- Have a lot of incongruence due to irrational thinking.
- Display neurotic behaviour.
- Lost self-perception and value of his being.
- Feel lonely and views the universe as unfriendly.

Specific techniques used in active approach include the following techniques;

Forcing conformity.

This is a situation where the counsellor may help the client through direct advice, persuasion or suggestion to the client in order for the client to adjust and follow expectations of society.

Changing places

It is hoped that changing places goes a long way in the modification of the client's behaviour.

Learning the needed skills

Where anxiety is as a result of lack of skills, the client is advised to learn the needed skills.

PASSIVE TECHNIQUES

This is an approach where the counsellor is passive while the client is highly active. The role of the counsellor is to facilitate the discussion through activation, suggestions and the use of leads. Clients suitable for this technique manifest; Few problems, are psychologically balanced, can communicate effectively and usually they are self-referrals. Some of the helpful techniques suitable for passive approach are, according to Joseph Wolpe (1958) (in Makinde - 1984) in his Reciprocal Inhibition Theory are;

Assertive Responses

Those who feel lonely and fear to mix with others benefit from this method. The client is helped to overcome the problem by breaking down the process into parts. For example, a client can be encouraged to meet members of his family, later he is encouraged to greet the neighbours and lastly he may be accompanied to a market to mix with many people. In such a way, he will recover from his fear of mixing.

Sexual Responses

Those affected by serious sexual desires which result into behaviour problems may be encouraged to take part in a number of games.

Relaxation Responses

This is the giving patients (Clients) intensive training in the practice of relaxation to enable them relax their muscles. While relaxing, clients are encouraged to imagine less but relax more.

Respiration Responses

This is a very useful tool for those suffering pervasive anxiety. The client is asked to empty and fill the lungs. In this process gas composition is 70% carbon dioxide and 30% oxygen.

Systematic Desensitisation Responses

The client is asked to list the problems according to how pressing they are starting with the most disturbing on the top and the least disturbing at the bottom. The client is instructed to relax and told to imagine the bottom problem which is the weakest, he responds positively, he is encouraged to go to the next problem until he handles the most worrying problem.

OTHER TECHNIQUES USEFUL IN GUIDANCE AND COUNSELLING

1. Reinforcements can help the client produce desired behaviour. Factors necessary in implementing operant conditioning procedure are:
 - Reinforcement must be powerful enough to motivate the client.
 - Reinforcement must be applied systematically.
 - Counsellor should know when and how to apply it.
 - Counsellor must be able to elicit the behaviour he plans to reinforce.

2. Imitative learning: This is social modelling where the counsellor arranges with the client to observe models of more adaptive behaviour. Methods like visits, video shows and films are appropriate.
3. Cognitive learning: The client is encouraged to take part in role plays where he learns by personal involvement by depicting the concept intended.
4. Emotional learning: A client who is overpowered by emotions should be encouraged to relax or systematically desensitize himself/herself.

It is important to realise that techniques are a personal choice. However, it is always better to use only one technique per time on an individual than using many and mix up everything, which may result into confusion and increase anxiety.

14. CONFIDENTIALITY AND IMMEDIACY

CONFIDENTIALITY:

Counselling sessions are packed with confidential because of the trust that exists between the counsellor and the client in the psychological relationship. This means that information got during the interview is safe guarded to make sure that the individual's information is not let out to others. Conditions that govern confidentiality are:

- The information gathered remains client's unless he grants permission to release it.
- With due permission from the client, the information may only be used by professional bodies for the benefit of the nation not an individual.
In case of referral, the information given out to a sets base of information for the new helper.

Confidentiality is paramount in counselling because it creates trust and confidence in both counsellor and the client. Going against this ethical standard may lead to the withdraw of the Counsellor's practising documents or even imprisonment by orders of court.

IMMEDIACY:

This is a characteristic of a well functioning counsellor. It refers to taking appropriate moves and action promptly without delay. It shows that the counsellor has accepted the client and that he is keen to solve the problem. Immediacy can take any of the following forms;

- a) Counselling: If a client approaches a counsellor with a serious problem the counsellor should not waste time but take positive steps to solve the problem.
- b) Action: If during the session it is discovered that a referral is needed, action towards that must be taken to avoid waste of time and worsening of the situation.
- c) Responses: Immediacy also relates to the capacity of people to respond immediately to the experiences of a relationship and disclose what otherwise might be left unsaid.

15. LEADS IN COUNSELLING

A lead is a brief phrase or sentence expressed by the counsellor to show that he is following what the client is saying and that he has accepted to assist the client. Usually leads are offered throughout the session.

Types of Leads

1. Questioning
It is used to seek further information to elaborate the client's statement. Ideally, questions should be open ended and may need 'yes' or 'no' answers.
2. Reflection of feelings
This is an attempt to understand the client's feelings. To get what he feels about the problem or the suggestions made.
3. Restatement of content
Repeating or restating what the client has said. It shows that the counsellor is following what the client is saying. He may rephrase what the client has said. For example, the client says. 'It seems all teachers hate me'. The counsellor in response would say, 'you are saying it seems all teachers hate you?'
4. Silence
A pause during the session is important because the client can have time to listen to himself and in turn evaluate his experiences of painful emotion. Silence should be interrupted if it takes too long.
5. Re-assurances
This is support to the client's expression and promise that a solution will be found. Through re-assurance, the counsellor assures the client that -
 - The client problem is not new but common.
 - The problem is known and solution possible.
 - Symptoms may be painful but not necessarily dangerous.

- The problem is not as a result of the evil being of the individual.
- Once the problem is solved, its recurrence is not a sign that the situation is getting worse.

16. STRUCTURING A GUIDANCE AND COUNSELLING RELATIONSHIP

When a client enters a counselling relationship, they usually have no experience about what is involved and what role they are expected to play during the interview. The counsellor explains to the client;

- The nature of the relationship entered by the counsellor and client.
- The role each of them will play.
- Time likely to be spent.
- Indicates the intended goals.
- Ethics to be considered during the interview.

Structuring an interview is important as it clarifies both counsellor and client expectations during the process. It motivates and gears both for the event of counselling. The client's anxiety is reduced and misconceptions are removed about the counselling process.

TYPES OF STRUCTURE

1. **Time limitation:** Generally the agreed time for good session is between 30 minutes and one hour
2. **Action Limitation:** The behaviour displayed by both client and counsellor should be that of wishing to resolve a problem.
3. **Role limitation:** The counsellor must play the role of a helper and should exercise empathy than mixing his roles of other responsibilities he may hold in society.
4. **Immediacy:** Counselling should be done promptly without delay.
5. **Procedural limitation:** The client is reminded of the need to participate in the solution finding process and the client is assured of confidentiality.

17. GROUP GUIDANCE AND COUNSELLING

Counselling is not only a process of two individuals in a psychological relationship but may be a process of solution finding amongst the members of a group. Usually there is more than one counsellor with at least a manageable group of people. The topic to discuss may come from either the facilitators (counsellor) or the group of member.

A topic is discussed at length and later a decision is reached which every member takes. The counsellors who take the role of facilitators usually play the following roles during the gathering;

- Organisers of meetings.
- Set atmosphere for free discussion.
- Control the role limits of members.
- Break the tie in case of a disagreement.
- Set the date, time and venue.

According to Brown and Pate (1983), Group Counselling has advantages as a vehicle for assisting people to make changes in their attitudes, beliefs about themselves and others. It also provides a re-creation of the members' everyday world. The group counselling also provides a sample of reality for the struggles and conflicts that people experience in the group situation are much like those that they experience in their everyday lives.

18. PHYSICAL AND PSYCHOLOGICAL REQUIREMENTS IN GUIDANCE AND COUNSELLING

Since counselling is a special kind of relationship and that confidentiality is a priority, there must be governing conditions to ensure effective and fruitful interviews. Some of the vital facilities are;

A room

This facility should be spacious to allow free and comfortable stay.

Furniture

This is an additional requirement to the comfort of the client and surety of acceptance.

Mirror

A mirror at an angle is important to watch the reactions of a client.

Proximity

The distance between the counsellor and the client should at least be about a metre just across the table. It should not be too far nor too near to one another.

Record card

This is a document where details of the counselling sessions are recorded. This document provides data good enough to set a base in case of a referral.

Client and Counsellor

These are human beings at the centre of activities and are an important tool in the counselling process.

PSYCHOLOGICAL REQUIREMENTS IN A COUNSELLING SESSION

Apart from the physical requirements for an effective counselling, psychological requirements such as the following are vital;

1. CONGRUENCY

The counsellor enters the session with a balanced mind and not in a state of confusion.

2. EMPATHY

The situation is non-threatening but good enough for the client to disclose his worries. The counsellor enters the world of the client and imagines the problem was on him. They share the same feelings about the problem.

3. WARMTH

Welcoming the client, non-threatening atmosphere must prevail in a counselling process.

4. GOOD LISTENING

The counsellor offers undivided attention to what the client is saying. Playing around with a phone or radio while talking to the client is not good.

5. RAPPORT

The introduction part of a session such as a greeting, offering of a seat reassures the client that the counsellor accepts him.

6. UNCONDITIONAL POSITIVE REGARD

Treat all clients in the same manner regardless of their status and affiliations.

7. CONFIDENTIALITY

This promotes trust and confidence in the counsellor and attracts the sense of security.

19. REFERRALS

Referral is a shift of responsibility from a professional person who feels his competence is limited to solve the problem to another. Referrals are made after a number of techniques have been employed to no avail. This process is also taken in order.

- Offer specialised assistance to the client.
- Avoid wasting time and energy.
- Avoid loss of confidence in the counsellor.

POSSIBLE SOURCE OF INWARD REFERRALS

REFERRED FROM	REFERRED TO	NATURE OF ANXIETY
Counsellor/Social Officer	Hospital	Health matters
Counsellor	Social Department	Social problem/Financial matters
Counsellor	Parents	Home background information
Counsellor/Parent/Hospital	Psychologist	Mental illness
Counsellor/Parent/Hospital	Police	Security matters
Counsellor	Church Leader	Moral support
Counsellor/Parents	Speech therapist	Speech problems
Counsellor/Parents	Teachers	Academic matters
Counsellor	Lawyer	Legal matters

The choice of where a referral should be made is a responsibility of both client and the counsellor. An agreement should be reached before a referral is made. If possible a counsellor should contact the new helper in person before a client goes to present himself.

20. DEFENCE MECHANISMS IN GUIDANCE AND COUNSELLING

From experience of many years of continuous counselling practice, the following defence mechanisms have manifested as causes of anxiety.

1. PROJECTIONS:

This is the transfer of one's negativeness to another. Usually clients who have bad habits start by blaming others for their being bad. A client who is a thief may start by saying " Sir these thieves in this community are saying I am a thief and this worries me a lot. . . . " There is a transfer of blame here. Such clients should be assisted to accept their negativeness and aim at changing for the better.

2. INTROJECTION:

This is the opposite of projection. The client enters a session by blaming himself on everything. He may say, "Forgive me sir for bothering you. I know I am to blame for what I want to say " Here the anxiety is comes from self pity and self rejection. Such a client should be assisted to cultivate self-esteem and develop a spirit of positive self-regard.

3. FANTASY:

Day dreaming, imagining the possible and impossible. The danger of fantasy is that in case of failure to achieve his imagined goals, he can get frustrated. Such a client should be assisted to think about workable goals and not the impossible.

4. DISPLACEMENTS:

Aggressive response on blame or punishment put on one by others. A client may say, "Sir whenever my parents shout at me I feel I should shout at any classmate that offends me." Such a client should be taught the skills of self-control such as relaxation whenever they are emotionally disturbed.

5. RATIONALISATION:

Where individuals explain the opposite to conceal the motive it expresses by assigning it to some other motive. It is also called a Sour Grape Problem. Such people run away from the realities of life and pretend to say the opposite. Such a client may say, " I might fail the examination but I am not worried about that " Clients of this nature should be assisted to accept realities of life than pretending that they are not affected by the problem.

21. POSITIVE SELF REGARD IN GUIDANCE AND COUNSELLING

There is need to develop a positive self regard in counselling because it helps in the following manner;

- Care and warmth received during the interview help the client have a sense of disclosure at the analytical stage of counselling.
- It increases the sense of self-worthiness and boosts self-esteem.
- It motivates the client to remain in the helping relationship.
- It eliminates misconceptions and other negative feelings about the counselling process.
- It sets the beginning of self-actualisation in the individuals.
- Burk (1989) adds that it is a tool of self-regulation.

The need for positive self-regard cannot be overemphasised in counselling. The success or failure of a counselling process depends on the warmth and sense of concern expressed by the client and the counsellor. If a counsellor fails to express positive regard on others during the counselling session it may be a result of the following faults;

- Failure to express leads is an indicator that the counsellor is not following what the client is saying.
- Repeats the same leads all the time.
- Plays with paper or the phone during the interview.
- Asks questions in form of interrogation.
- May sit too far from the client.
- Looking through the window during the interview.

SIGNS OF POSITIVE SELF REGARD

A client with a positive self-regard is a psychologically balanced person. Usually he;

- Is a self-referral
- Has a normal voice
- Makes suggestions during the interview
- Sits upright
- Smiles
- Talks less about the past painful experiences
- Does not mention that the problem has no solution.

Termination of the Counselling Relationship

Counselling relationship as earlier mentioned is created by a counsellor and a client or a group of clients. This union is expected to be respected by both parties until a

moment that it is terminated. Olu Makinde (1987) points out that counselling relationship may be terminated under the following conditions:-

1. After the client has gained insight of his problem and feels he will be able to cope with life without the assistance of the counsellor since a solution has been found.
2. When a counsellor sees clearly that the client is using the relationship for selfish gains such as financial gain.
3. When the client proves un co-operative and may wish to transfer (referred) to another counsellor without the knowledge of the initial counsellor.
4. If problem is beyond the competence of the counsellor then he should refer client to another specialist.

It should, however, be remembered that once a relationship is created, the long-term objective is to find lasting solutions and remain in it despite the disappearance of the problem that could have initially brought the two together. Such a relationship may even extend to knowing family members of both sides. This is health atmosphere and should be encouraged at all costs.

22. DIFFICULTY MOMENTS IN GUIDANCE AND COUNSELLING

All Counselling sessions are not easy and smooth. This profession has its own difficulties such as: -

i) Silence:

The client may decide to withdraw his talking. This wilful act is a common phenomenon among clients. It can happen when one is angry or anxious. When it happens at the beginning of the session, a Counsellor should remind the client that he has noticed the difficulty and at the same time put the client at ease by saying; "Some of the clients have at times behaved the same in a counselling session." If silence happens due to anger, try and show the client that his anger has been noticed and that anger in Counselling process has a negative impact on the counselling outcome.

If silence falls in the midst of a session, this just points to the fact that the message has reached the client. As a counsellor, wait for the client to cool down before continuing with a conversation.

ii) The Client Cries:

Crying of a client makes the counsellor uncomfortable. It may occur due to the fact that the client is annoyed or sad about what happened. At times, crying is useful because, it releases emotions and later settles down the clients in readiness for a session.

iii) Counsellor fails to find a Solution:

Such moments where the matter at hand is beyond the comprehension of the counsellor. A counsellor may even wrongly conclude that there is no solution. The best in such moments is to make referral to a specialist who may have the knowledge in that area.

iv) Threats of Suicide:

Most of the clients that have threatened to commit suicide have finally done so. This is the most anxiety-provoking situation for a Counsellor. Some clients threatened to do so just because they are in search of immediate attention. Because suicide is tragic, a counsellor should take any necessary steps to discuss with the clients in order to reverse the negative intention.

v) Client refuses help:

These are moments where a client decides to overlook your advice and take his way. Usually other people like parents bring in such clients. Clients consider it a total waste of time. In such moments, a skilful Counsellor should remind the Client some of the consequences of his reaction. Equally, he should tell the client that they have noticed the negative attitude presented by the client during the session. If possible the Counsellor should make an appointment when they should re-open the discussion and consider the same matter at hand.

Despite the problems that a counsellor may face with the client, he should aim at changing the thought of the client by making the client think more rationally, assist the client regulate his emotion by helping the client feel more appropriately in response to life events and finally helping the client learn to take appropriate action by assisting the client act in more efficient and undefeating ways (Ellis and Bernard, 1985).

EXERCISES

1. Mary is a pupil at Kalomo Secondary School. She is a type that reports late for school programmes and goes back home very late. The parents are complaining about the unbecoming behaviour. However, one evening her parents gave her a sound beating and during the beating process, she lost an eye. She is now completely upset and has stopped school as well as starving herself.
 - (a) As a counsellor, how would you counsel Mary?
 - (b) What type of counsel would you offer the parents?
2. Identify areas that require counsellors. Mention the type of counsellor required and the expected clients and the services rendered.
3. A client has knocked at your door. You have invited the client in but immediately the client gets in, he cries before you. What would you do to bring the situation to normal and discuss the problem.
4. When one counsellor was counselling a client, he kept on dialling his phone; all questions were in form of interrogation. When the client narrated a sympathetic situation, the counsellor wept briefly. Later the counsellor also narrated what had happened to him ten years ago. Lastly he promised the client that he would solve all the problems facing the client.
 - As a counsellor identify the entire fault in this counsellor. Find solutions to these faults
5. If you were a client, what conditions would you expect to see in your counsellor?
6. How would you help a person who sweats and stammers when he is in a group of people?
7. During your discussion with your client, your client decides to keep quiet. Why is silence important in counselling? Mention some types of silence practised in counselling?
8. You as a counsellor are unable to help your client just because the speciality required to handle the matter is beyond your comprehension. What would you do?
9. You have been counselling your client for three weeks with five sessions of forty minutes each. Your client wishes to commit suicide. He has made up his mind

that he wishes to commit suicide. As a counsellor, what would you do to help the client?

10. What material and psychological preparations should a counsellor put in place before embarking on a counselling session?

GLOSSARY

Affect	-	Emotion
Adjustment	-	Change effected
Anxiety	-	Fear of what may happen
Awful	-	Bad
Active technique	-	Counsellor highly active
Competence	-	Act skilfully
Confidentiality	-	Keep secret
Catastrophe	-	Saddest event
Concept	-	Idea
Counselling	-	Interview/helping relationship
Client	-	Help seeker/Sufferer/Patient
Dynamic	-	Process of continuous change
Depersonalise	-	Lose value as a person
Ethic	-	Set professional rules
Estrangement	-	State of incongruence
Irrational	-	Illogical reasoning
Innate	-	At birth
Immediacy	-	Act without delay
Inward referral	-	Client received from another professional
Individual difference	-	Personality and trait different from one person to another.
Liaison	-	Work in corroboration
Lead	-	Phrase of encouragement
Maladaptive	-	Failure to fit
Manifest	-	Show signs
Motivation	-	Arouse interest
Positive regard	-	Consider others as humans with worthiness
Privacy	-	Confidentiality
Personality profile	-	Expected qualities of a person
Proponent	-	Originator/founder of a theory
Potential	-	Inborn ability
Passive technique	-	Client talks more than counsellor
Psychological support	-	Mental help
Referral	-	Shift to another helper professionally
Rational	-	Logical thinking
Structuring	-	Order of a counselling session
Self esteem	-	Self encouragement/motivation
Self-actualisation	-	Meeting one's own goals for life
Self defeating	-	Discourage yourself

Session	-	Counselling duration
Self experience	-	Reality of life
Self concept	-	Wishes of an individual
Self regulation	-	Individual's ability to control his/her thought, feelings and actions.
Social status	-	Position in society
Technique	-	Counselling method
Therapist	-	Helper/counsellor