





## **The Influence of Sex, Experience and School Ownership on Counsellors' Awareness of Comprehensive Guidance and Counselling Programmes in Edo and Delta States of Nigeria**

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### **ABSTRACT**

Comprehensive guidance and counselling programme (CGCP) is 21<sup>st</sup> century school delivery system that emphasizes school guidance curriculum, individual student planning, responsive counselling services and system support services. It is developmental, proactive and preventive as opposed to the traditional approach that is crisis-oriented and reactive. This study sought to survey counsellors' awareness of CGCP. Specifically, this study investigated the influence of sex, working experience, and school ownership on counsellors' awareness of school comprehensive guidance and counselling programme in Edo and Delta states. The study elicited information from 128 practicing school counsellors in public and private schools in Edo and Delta states. Data were obtained through school counsellors' awareness of school comprehensive guidance and counselling questionnaire (SCASCGCPQ). Results showed that sex and school ownership do not have influence on counsellors' level of awareness of school comprehensive guidance and counselling programme; while length of working experience had influence on counsellors' level of awareness of school comprehensive guidance and counseling programme.

### **INTRODUCTION**

The challenge of education today is to offer school experiences that provide students with opportunities to develop the understandings, skills, and attitudes necessary to become lifelong learners, capable of identifying and solving problems and dealing with change. Students need to be able to communicate clearly, competently and confidently from a broad knowledge base in order to make thoughtful and responsible decisions. Achieving these educational goals will provide students with means to make connection between what they learn and how they live (Alberta Education, 2008)

In response to these challenges, it is necessary to shift guidance and

counselling from a position focused-model that delivers services to specific population to a comprehensive model that delivers programmes and services to all students in the school. This shift is accompanied by a reconceptualization of guidance and counselling from an ancillary crisis-model service to a proactive, and comprehensive model that includes preventive and responsive activities and is designed to meet the needs of the students it serves ( Gysbers & Henderson, 2000; Hui, 2002).

The movement away from viewing school counselling as a collection of fragmented services toward school counselling as a comprehensive programme is an important transition in the history of the profession (Gysbers & Henderson, 2000). Comprehensive guidance and counselling programme is a 21<sup>st</sup> century school counselling delivery system (Lapan, 2005). The programme emphasizes school guidance curriculum, individual student planning, responsive counselling services, and system support (America School Counselor Association (ASCA), 2003).

Hui and Lo (1997, cited in Aluede, 2006) investigated the implementation of a whole school approach programme, their findings revealed that the integration of guidance and personal-social guidance into the whole school curriculum was feasible. The study further highlighted pertinent factors that would facilitate a comprehensive [whole] school approach to guidance to include: Harmonious teachers' relationship; perceived need of the school community for change; and the role of the guidance team as a catalyst. This means that a formal channel needs to be established whereby teachers can share their beliefs about guidance, discuss their perceived goals in guidance and education, consider the needs of their students, exchange views on school activities and discuss the whole-school policy on guidance ( Gysbers & Henderson, 2000; Hui, 2002).

To maximize counsellors' potential contributions to the educational mission of the school, guidance and counselling programmes must undergo a paradigm shift in philosophy, mission, goals and activities. The traditional approach is a form of remedial guidance, reactive counselor centred, task oriented rather than preventive joint responsibility of the school, proactive and goal oriented to mention but a few.. The need for paradigm shift from the traditional approach to comprehensive guidance and counselling (whole-school) becomes imperative as the traditional approach is no longer effective in handling the complex behavioural problems facing our students today. The purpose of this study, therefore, was to find out the level of awareness of school counsellors about this emerging paradigm shift in counselling, which is generally referred to guidance literature as school comprehensive guidance and counselling programme. Specifically this study sought to resolve the following questions:

1. What are the influence of sex, on counsellors' level of awareness of the various components of school comprehensive guidance and counselling programme?
2. What are the influence of length of working experience on counsellors' level of awareness of the various components of school comprehensive

guidance and counselling programme?

3. What are the influence of school ownership on counsellors' level of awareness of the various components of school comprehensive guidance and counselling programme?

## **METHOD OF STUDY**

### **Participants**

The study is an exploratory study, which is first of its kind in Nigeria, and it is largely to find out more about comprehensive school guidance programme. The sample of the study is one hundred and twenty-eight counsellors (128). The characteristics of the sample include: 44 counsellors from Edo state and 84 counsellors from Delta state, which are also 48 male counsellors and 80 female counsellors. In addition, of the 128 participants in this study, 74 of them were employed in public secondary school (government owned) and 54 of them employed in private secondary school (individually owned). In terms of length of working experience, 32 had below 2 years experience, 43 had between 2 to 4 years experience and 53 had 5 years and above experience.

### **Measures**

The instrument used for the study was entitled School Counsellors Awareness of Secondary School Comprehensive Guidance and Counselling Programme Questionnaire (SCASCGCPQ). This is a modification of Northside Independent School District (1998) entitled counsellors look on school comprehensive guidance and counselling programme used by Gysbers and Henderson (2000). The modification of the scale became necessary because of the peculiarities of counselling practices in Nigeria especially the differences in the US and Nigeria cultural idiosyncrasies.

The current instrument consisted of two sections: A and B. Section A of the questionnaire elicited personal information about the respondents, such as name of school, sex, length of working experience and school ownership. Section B of the instrument was made of 24 items raised on a four point Likert type scale with responses ranging from very high to very low. This section was specially designed to tap information from counsellors on their level of awareness of the various components of school comprehensive guidance and counselling programme. The instrument was content validated two counsellors' educators, knowledgeable in school comprehensive guidance and counselling programme, and two school counsellors.

### **Procedures**

Copies of the questionnaire were administered to counsellors in 87 secondary schools in Edo and Delta States with practicing professional counsellors. The questionnaire was administered personally by current investigators with the

assistance of the school staff and for collection on the same day. This was done in order to safeguard against complaints from respondents of any misplacement.

## RESULTS

**The results of the hypotheses tests are provided below:**

**Hypothesis One:** There is no significant difference between male and female counsellors in their level of awareness of the various components of school comprehensive guidance and counselling programme.

The data for the two categories of respondents were derived from their responses to the research instrument. This hypothesis was tested Multivariate Analysis. The result of the hypothesis test is presented in table I below:

**Table 1:** Summary of Analysis of Male and Female Counsellors on their Level of Awareness of the various Components of CGCP.

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	VAR00002	2.002 <sup>a</sup>	1	2.002	.086	.769
	VAR00003	15.769 <sup>b</sup>	1	15.769	1.579	.211
	VAR00004	8.401 <sup>c</sup>	1	8.401	2.049	.155
	VAR00005	41.419 <sup>d</sup>	1	41.419	8.109	.005
Intercept	VAR00002	80626.752	1	80626.752	3474.677	.000
	VAR00003	20711.269	1	20711.269	2074.502	.000
	VAR00004	29398.526	1	29398.526	7169.620	.000
	VAR00005	17028.919	1	17028.919	3334.075	.000
Sex	VAR00002	2.002	1	2.002	.086	.769
	VAR00003	15.769	1	15.769	1.579	.211
	VAR00004	8.401	1	8.401	2.049	.155
	VAR00005	41.419	1	41.419	8.109	.005
Error	VAR00002	2923.717	126	23.204		
	VAR00003	1257.950	126	9.984		
	VAR00004	516.654	126	4.100		
	VAR00005	643.550	126	5.108		
Total	VAR00002	89142.000	128			
	VAR00003	23062.000	128			
	VAR00004	31619.000	128			
	VAR00005	18404.000	128			
Corrected Total	VAR00002	2925.719	127			
	VAR00003	1273.719	127			
	VAR00004	525.055	127			
	VAR00005	684.969	127			

a. R-squared = .001 (Adjusted R-square = -.007),

b. R-squared = .012 (Adjusted R-Squared = .005)

c. R-squared = .016 (Adjusted R-Squared = .008)

d. R-squared = .060 (Adjusted R-Squared = .053)

e. VAR0002 = Guidance Curriculum,

f. VAR 0003 =Individual Planning

g. VAR 0004= Responsive Services,

h. VAR 0005 =System Support.

Table 1 indicates that there is no significant difference between male and female in their level of awareness of the guidance curriculum component as calculated F obtained 0.86 was less than the critical F-value of 3.92 at  $P > 0.05$ . It was therefore concluded that both male counsellors and female

counsellors hold same level of awareness about of school comprehensive guidance and counselling. On the second component (individual planning), there was no significant difference between male and female as calculated F-value is 1.579 which is less than the critical F-value of 3.92, which indicates that male and female counsellors are aware of the individual planning service component of school comprehensive guidance and counselling programme in the same way. On the third component (responsive service) result revealed that the F-value of 2.049 which is less than critical value of 3.92. Since the calculated F obtained was less than the critical F-value of 3.92 at  $P>0.05$ , it was concluded that both male and female counsellors are aware of responsive services component of school comprehensive guidance and counselling programme in approximately the same way. On the fourth component (system support service) was 8.109 which is greater than the critical value of 3.92. It was concluded that sex had significant influence on counsellors' level of awareness of system support service as a component of school comprehensive guidance and counselling programme. This was further subjected to Post hoc analysis using Pairwise Comparison, presented in Table II below.

**Table 2:** Summary of Pairwise Comparison on Sex Differences on level of Awareness of Components of CGCP

Dependent variable	Sex of respondents (I)	Mean	Sex of respondent (J)	Mean	Mean difference (I-J)	Std error	Sig <sup>a</sup>
VAR00002	Male	25.792	Female	26.050	-.258	.879	.769
	Female		Male				
VAR00003	Male	13.500	Female	12.775	.725	.577	.211
	Female		Male				
VAR00004	Male	15.917	Female	15.388	.529	.370	.155
	Female		Male				
VAR00005	Male	12.500	Female	11.325	1.175	.413	.005
	Female		Male				

From the pair wise comparisons, it can be adduced that male counsellors had ( $\bar{X} = -.258$ ) difference with female counsellors ( $\bar{X} = .258$ ) in Guidance curriculum, male counsellors again had ( $\bar{X} = .725$ ) difference with female counsellors ( $\bar{X} = -.725$ ) in individual planning components, and on the third component (responsive service), male counsellors had ( $\bar{X} = .529$ ) difference with female counsellors ( $\bar{X} = -.529$ ) all these show no significant difference, but a significant difference was found between male and female counsellors in the fourth component (system support service) where the male counsellors had ( $\bar{X} = 1.175$ ) difference with female counsellors ( $\bar{X} = -1.175$ ) respectively. We can therefore conclude that in relation to system support service as a component of school comprehensive guidance and counselling male counsellors had greater awareness when compared with their female counterparts.

**Hypothesis two**

Counsellors with higher levels of working experience do not differ significantly from those with lower levels of working experience in their awareness of the school comprehensive guidance and counselling programme. The data for the two categories of respondents were derived from their responses to the research instrument. The hypothesis was tested using the independent t-test for two sample means and result is shown in table III below:

**Table 3:** t test of significant difference between higher working experience (5 years and above) and lesser working experience (below 5years) on awareness of the various components of CGCP

Variables	Working experience	N	$\bar{X}$	$S^2$	Df	t-cal	t-critical	Remark
Guidance curriculum	Below 5yrs	53	34.64	11.89	126	3.92	1.96	Significant
	5 yrs & above	75	32.33	17.12				
Individual planning	Below 5yrs	53	17.19	8.62	126	0.02	1.96	Not Significant
	5 yrs & above	75	17.20	8.41				
Responsive services	Below 5yrs	53	16.43	25.58	126	0.11	1.96	Not Significant
	5 yrs & above	75	17.20	3.68				
System support services	Below 5yrs	53	14.83	11.05	126	3.54	1.96	Significant
	5 yrs & above	75	13.13	4.44				

Table III indicates that there is significant difference between counsellors with below 5years below working experiences ( $\bar{X} = 34.64, S^2 = 11.88$ ) and counsellors with 5years and above working experience ( $\bar{X} = 32.33, S^2 = 17.12$ ) in their level of awareness of the guidance curriculum component as calculated t-value obtained 3.92, df=126,  $P > 0.05$  was greater than the critical t-value of 1.96 at  $P > 0.05$ . It was concluded that counsellors with below 5years working experience have higher awareness than counsellors with 5years and above working experiences. The second component (individual planning) indicates that there is no significant difference between counsellors with below 5 years working experience ( $\bar{X} = 17.19, S^2 = 5.17$ ) and counsellors with 5years and above working experience ( $\bar{X} = 17.20, S^2 = 8.41$ ) in their level of awareness of the individual planning component as calculated t-value obtained is 0.02, is less than the critical t-value of 1.96 at  $P > 0.05$ . It can be concluded that working experience had no significant influence on counsellors' level of awareness of individual planning component of comprehensive guidance and counselling programme.

It was also observed on the third component (responsive service) that there was no significant difference between counsellors with below 5years working experience ( $\bar{X} = 16.43, S^2 = 25.58$ ) and counsellors with 5years and above working experience ( $\bar{X} = 17.21, S^2 = 3.68$ ) in their level of awareness of the responsive service component as calculated t-obtained is 0.11 less than the critical value of 1.96. Since the calculated t-test value is

less than the critical value, it was concluded that working experience had no significant influence on counsellors' level of awareness of responsive service as a component of comprehensive guidance and counselling programme.

Finally, the fourth component (system support service ) indicates that there is significant difference between counsellors with below 5years working experience ( $\bar{X} = 14.83, S^2 = 11.05$  ) and counsellors with 5years and above working experience ( $\bar{X} = 13.13, S^2 = 4.44$  ) in their level of awareness of the system support service component as calculated t-obtained 3.54. df=126, P>0.05. Was greater than the critical t-value of 196 at P> 0.05. It was concluded that working experience had significant difference on counsellors' level of awareness of system support service as a component of comprehensive guidance and counselling programme

**Hypothesis three**

There is no significant difference between public and private schools counsellors in their level of awareness of the various component of school comprehensive guidance and counselling programme.

This hypothesis was tested using Multivariate Analysis (MANOVA). The results of the test are presented in table IV below.

**Table 4:** Summary of Analysis on school ownership in relation to Counsellors' Level of Awareness of the various Components of CGCP.

Source	Dependent Variable	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	Guidance Curriculum	688.658 <sup>a</sup>	1	688.658	29.129	.000
	Individual planning	85.991 <sup>b</sup>	1	85.991	9.357	.003
	Responsive services	9.933 <sup>c</sup>	1	9.933	1.648	.202
	Systems support	.727 <sup>d</sup>	1	.727	.132	.717
Intercept	Guidance Curriculum	87227.028	1	87227.028	3689.550	.000
	Individual planning	21394.116	1	21394.116	2328.091	.000
	Responsive services	29060.308	1	29060.308	4821.878	.000
	Systems support	17274.352	1	17274.352	3128.592	.000
School Ownership	Guidance Curriculum	688.658	1	688.658	29.129	.000
	Individual planning	85.991	1	85.991	9.357	.003
	Responsive services	9.933	1	9.933	1.648	.202
	Systems support	.727	1	.727	.132	.717
Error	Guidance Curriculum	2978.847	126	23.642		
	Individual planning	1157.884	126	6.027		
	Responsive services	759.372	126	9.190		
	Systems support	695.702	126	5.521		
Total	Guidance Curriculum	90612.000	128			
	Individual planning	23610.000	128			
	Responsive services	30385.000	128			
	Systems support	18439.000	128			
Corrected Total	Guidance Curriculum	3667.500	127			
	Individual planning	1243.875	127			
	Responsive services	769.305	127			
	Systems support	696.430	127			

a. R-squared = .188 (Adjusted R-square = -.181)

b. R-squared = .069 (Adjusted R-Squared = .062)

c. R-squared = .013 (Adjusted R-Squared = .005)

d. R-squared = .001 (Adjusted R-Squared = -.007)

Table IV indicates that there is significant difference between public schools counsellors' and private schools counsellors' in their level of awareness of



the guidance curriculum component as calculated F obtained 29.13 was greater than the critical F-value of 3.92 It was concluded that school ownership had influence on counsellors' level of awareness of the guidance curriculum as a component of comprehensive guidance and counseling programme. The second component (individual planning ) indicates that there is significant difference between public school counsellors' and private school counsellors' in their level awareness of the individual planning component as calculated F-value obtained is 9.357 which is more than the critical F-value of 3.92. It can be concluded that school ownership had significant influence on counsellors' level of awareness of individual planning as a component of comprehensive guidance and counselling programme.

It was observed on the third component (responsive services) that there was no significant difference between private school counsellors' and public school counsellors' in their level of awareness of the responsive service component as calculated F-value obtained is 1.648 which is less than the critical value of 3.92. It can be concluded that school ownership had no significant influence on counsellors' level of awareness of the responsive service component of comprehensive guidance and counselling programme.

Finally, on the fourth component (system support services ), it was observed that there was no statistical significant difference between private school counsellors' and public school counsellors in their level of awareness of the system support services component as calculated F-value obtained .132 was greater than the critical F-value of 3.92. It was concluded that school ownership had significant influence on counsellors' level of awareness of the system support service component of comprehensive guidance and counselling programme.

This result of hypothesis test was further subjected to Pair wise Comparison to ascertain the direction of significance between school ownership.

**Table 5:** Summary of Pairwise Comparisons of school ownership's level of Awareness of Comprehensive Guidance and Counselling Programme Components

Dependent variable	Sex of respondents (I)	Mean	Sex of respondent (J)	Mean	Mean difference (I-J)	Std error	Sig <sup>a</sup>
Guidance curriculum	Public	24.081	Private	28.778	-4.694	.870	.000
	Private		Public		4.697	.870	.000
Individual planning	Public	13.919	Private	12.259	1.660	.543	.003
	Private		Public		-1.660	.543	.003
Responsive services	Public	14.973	Private	15.537	-.564	.439	.202
	Private		Public		.564	.439	.202
Systems support	Public	11.838	Private	11.68	.153	.421	.717
	Private		Public		-.153	.421	.717

From the table above, it can be adduced that public counsellors had ( $\bar{X} = -4.697$ ) difference with private school counsellors ( $\bar{X} = 4.697$ ) in guidance curriculum. Public school counsellors again had ( $\bar{X} = 1.660$ ) difference

with private school counsellors ( $\bar{X} = -1.660$ ) in the second component (individual planning), all these show significant difference. It was therefore concluded that private school counsellors have a better awareness of guidance curriculum and individual planning services as a component of Comprehensive guidance and counselling programme compared to their public school counterparts. However, no significant difference was found between public and private counsellors on the third and fourth component respectively where the public school counsellors had ( $\bar{X} = -.564$ ) difference with private school counsellors ( $\bar{X} = .564$ ) on responsive services and public school counsellors had ( $\bar{X} = .153$ ) difference with private school counsellors ( $\bar{X} = -.153$ ) on system support services respectively. It was therefore concluded that public school counsellors and private school counsellors are aware of system support services and responsive services as components of Comprehensive guidance counselling programme in approximately the same way.

#### Discussion of Results

This study revealed that sex had no significant influence on the various components of comprehensive guidance and counselling programme. except in system support services where significant difference was found. This means that both male and female counsellors hold same level of awareness about of school comprehensive guidance and counselling. in Edo and Delta States. One is not too surprised about this finding given the fact that both categories of counsellors have been on pressure to justify their continuous existence in the school system as most guidance literature reported that school counsellors do not perform any unique roles. Rather they have always considered school counsellors activities as mere duplication of duties. Secondly, despite guidance services are carried out in schools most materials and human resources needed for effective counselling are still far fetched. Since little or no research has examined this variable (sex) within the context of comprehensive guidance and counselling programme, much cannot be said on sex as an influence on counsellors' awareness of comprehensive guidance and counselling programme.

Length of working experience, that length of working experience had significant influence on counsellors' awareness of guidance curriculum, individual planning, and system support services as components of comprehensive guidance and counselling programme. The finding indicates that though there was significant difference between counsellors with below 5 years and counsellors with 5 years and above length of working experience in their level of awareness of guidance curriculum, individual planning and system support services as components of school comprehensive guidance and counselling programme, it also revealed no significant differences were obtained in responsive services component. A possible reason for this difference may be that counsellors with below 5 years length of working

experience are just fresher from school who have just be exposed to recent theory and practice of guidance and counselling in schools without much experience and exposure to actual field practice compared to counsellors with 5 years and above length of working experience who have been on the field with refresher training on recent theory and practice of the profession. The difference in the level of awareness between counsellors with fewer years of working experience and those with longer experience may also be because of the long time they had left school and they must have added experiences acquired on the field to knowledge gained in colleges or universities The implication of this is that counsellors with higher length of working experiences (5years and above) are more abreast with trends regarding guidance curriculum development and comprehensive guidance and counselling delivery system than counsellors with lesser years (below 5years experience).

As anticipated, counsellors with less professional working experience may have a higher level of anxiety and concern about their professional abilities and desire more collaboration as they implement the guidance curriculum, individual planning and system support services. Conversely, highly experienced counsellors may be more comfortable with their skill levels and have less of a need for professional dialogue about comprehensive guidance and counselling programme.

On ownership of schools, though there was significant difference on counsellors' level of awareness of guidance curriculum and individual planning components of school comprehensive guidance and counselling programme, it also revealed that no significant differences were obtained in responsive services and system support services components. A possible reason for this difference may be due to exposure, effective communication/collaboration among other school staff; organization, and provision of adequate counselling facilities in public and private schools. Private schools seem to have more organized guidance centres, more committed to goals of guidance and counselling services in school than public schools that are often made to combine counselling to non-counselling duties.

### **Limitation of the study**

There is a great dearth of literature in the area of demographical variables of school counsellors in relation to their awareness of comprehensive guidance and counseling programme. Therefore, it was difficult to review guidance literature as it relates to counsellors' awareness of school comprehensive guidance and counseling programme based on sex, working experience, and school ownership.

### **CONCLUSION**

This study has provided an important insight about counsellors' personal

variable in relation to their awareness about school guidance and counselling programmes. No doubt the results of this study would enable counsellors, counsellor's educators, government agencies to consider adopting and implementing comprehensive guidance and counseling programme in Nigerian schools for more effective counselling programme.

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