TEACHERS COUNSELLING AND METHODOLOGY TECHNIQUES TOWARDS ATTAINMENT OF SET OBJECTIVES IN EDUCATIONAL INSTITUTIONS

Usman Shola Raheem[1], Salaudeen Abdulrahman Adewale[2], Atotileto, Zainab Bolajoko (Ph.D)[3]

[1]Department of Curriculum and Instruction, Kwara State College of Education, Ilorin

[2]Department of Technical Education, Kwara State College of Education, Ilorin

[3]Department of Integrated Science, Kwara State College of Education, Ilorin

[3]Email: atotiletob@gmail.com, ORCiD: https://orcid.org/0009-0004-7646-5952

rahwal2k2@gmail.com

Abstract

The paper examined the impact of teacher's counselling and methodology towards attaining the set objectives in an educational institution. The concept of teacher and teaching methodology was examined and various teaching methods were adopted which includes; teacher-centered method, student-center method and teacher-student interactive method. Teachers play a vital role as a Guider and Counselor to enhance the quality of education thus attainment of the set goals of educational objectives, A teacher has a higher responsibility in the development of the children. The present paper is an attempt to state the importance of Guidance and Counseling in the present education system so that the future generations will nourish high competencies and performance in terms of their academic endeavor. Conclusion were drawn and recommendations proffer which include proper implementation of guidance and counselling programme in schools also there is need for proper evaluation of teaching methodology in order to promote qualitative teaching and learning.

Introduction

The primary purpose of teaching at any level of education is to bring about meaningful change in learners (Tebabal & Kahssay, 2017). Effective knowledge transmission requires teachers to apply suitable teaching methods that align with specific learning objectives and outcomes. Traditionally, teacher-centered approaches dominated instructional practices, often limiting student engagement compared to student-centered methods. The ongoing debate on the effectiveness of various teaching strategies continues to attract attention in educational research (Hightower, 2015). Studies indicate that poor academic performance among students is often linked to ineffective teaching methods (Adunola, 2015). To enhance learning, teachers must be well-versed in diverse instructional techniques that account for the complexity of subject matter and cater to different learning needs (Adunola, 2018). Teaching, as a process, aims to create desirable

changes in learners, emphasizing the importance of instructional quality in determining student success (Ayeni, 2016).

Beyond classroom instruction, counseling plays a crucial role in education by addressing students' physical, emotional, social, vocational, and academic challenges. Guidance programs in secondary schools support student development and complement traditional learning methods. Recognizing the significance of counseling, the Ministry of Education and school administrators emphasize its role in ensuring the success of the 6-3-3-4 education system. According to Nwachukwu (2017), counseling services encompass information, placement, appraisal, vocational guidance, referral, evaluation, follow-up, consultancy, and research. However, inadequate implementation of these services has contributed to rising challenges such as increased crime rates, school violence, cultism, and poor career choices. Perception, which develops over time, significantly influences students' attitudes and behaviors. While it cannot be directly observed, it is reflected through both verbal and nonverbal actions (Anasasi, 2017). As Validya (2019) explains, perception shapes students' readiness for learning and overall educational experiences, making it a vital aspect of effective teaching and counseling.

Teaching Methods

A teaching method is simply the way a teacher chooses to present his/her lesson in a class. It is the technique or approach employed to teach diverse concepts to learners. It is the way which the teacher arranges and presents the various teacher and students activities in a lesson. Teaching methods can be grouped into the following types based on the level of involvement of teachers and students or pupils e.g.

i. **Teacher Centered Method:-** Lecture method, discovery, inquiry, discussion and play away methods.
ii. **Students/Pupils Centered Methods:-** Project method, discovery, inquiry, discussion and play away methods.
iii. **Group instructional Methods:-** Story telling, lecture, discussion and demonstration.
iv. **Individual Instructional Techniques:-** Question and answer. Tutorial, programmed instruction, Computer Assisted Instruction (CAT), etc.
v. **Conventional/Traditional Methods:-** Story telling, lecture, discovery, project and demonstration methods,
vi. **Innovative or New Strategies;-** Programmed instruction, Microteaching, team teaching, inquiry methods etc.

An appropriate teaching methods helps in realization of the school objective in terms of qualitative output

Concept of Teaching and Teaching Methodology

Teaching is a continuous process that fosters positive change in learners through appropriate methods (Ayeni, 2016). Effective teaching aligns with subject matter and student needs (Adunola, 2018). Since learners interpret concepts uniquely, tailored methods enhance academic achievement (Bharadwaj & Pal, 2017; Zeeb, 2016), emphasizing the importance of adaptive instructional strategies.

Teacher-Centered Methods

This method limits student engagement, as they passively receive information from the teacher (Boud & Felctti, 2019). It is theoretical, reliant on memorization, and lacks activity-based learning (Teo & Wong, 2018). With teachers controlling knowledge transmission, student interest may decline. To improve learning, Zakaria, Chin & Daud (2018) emphasize active student participation over rote memorization.

Student-Centered Method

With discovery learning, educators increasingly adopt student-centered methods to enhance active learning (Greitzer, 2017). This approach fosters interest, critical thinking, and enjoyment (Hesson & Shad, 2017). Unlike traditional methods, it decentralizes knowledge flow (Lindquist, 2015) and encourages goal-oriented behavior, making it highly effective in improving student achievement (Slavin, 2016).

Teacher-Student Interactive Method

This method combines teacher-centered and student-centered strategies, enhancing knowledge retention (Jacoby, 2018; McDaniel et al., 2018). Students actively seek information rather than relying solely on the lecturer (Slamecka & Graf, 2018). By promoting independent learning, it improves academic performance (Damodharan & Rengarajan, 2019), making it an effective approach for student engagement and knowledge acquisition.

Concept of Counseling

Counseling is essential in all educational institutions and human interactions, supporting students' overall development. Guidance is a democratic process where one person assists another in decision-making and personal growth (Crow & Crow, 2016). Properly trained counselors help individuals manage life challenges and make informed choices (2017).

Counseling is an educational process where trained professionals assist individuals in solving problems through face-to-face interaction. Vedanayagam (2017) describes it as a trusting relationship where clients gain self-confidence, social skills, and goal clarity. In the digital age, guidance and counseling play a crucial role in students' well-being and overall development (NCERT, 2018).

Importance of Guidance and Counseling

Many students cannot adjust to his environment or society which is changeable in all times. Educational system is not exception than that. So, nowadays we can feel the importance of guidance in various areas of human life.

1. **Development of personality:** Students development of intellect, physical development, mental development, emotional development etc. is the process of how a person’s thoughts and behaviour develop over time. It help people express themselves better and understand other, under the guidance, the emphasis is on the other developmental aspects of the students. So, it can be said that Guidance and counselling program is essential for the all-round development of students.

2. **Adjustment:** Students come to schools from various socio-economic status or environment, so the school environment seems to be new to them. In this new environment, they do not always have to adapt themselves, as a result of running away from school. Those who have such tendency, the Guidance play an important role in adaptation to the school environment.
3. **Maintenance of mental health:** Students may be pressurized for various activities of the school. For this, the mental health of students is interrupted. Due to the physical degradation of the student, mental health is also damaged. That's why Guidance and counseling services are needed for these students. Because through this instruction, the students are overcome with various mental problems like stresses, frustration, conflict etc.
4. **Time management:** Students think they have a lot of time. They spend most of their time lying down, sitting and sleeping. But when the examination comes, they can't use the time properly. Some time they confused, bow could be manage the time properly. Therefore, Guidance and counseling is absolutely necessary for the students to be use time wisely.
5. **Decision making:** When students face any problem, they can't sometime choose the right decision, whether it is studying or personal life. So, there is no alternative to guidance to make the right decisions.
6. **Achieve the goal:** Students have a goal in life as well as educational life. It is not easy to achieve that goal. How competent students are able to make themselves, see where there are errors. The Guidance and counseling helps to reach just the right goal.
7. **Individual differences:** Every person or children are different from each other's. It differs in I.Q, E.Q, attention, memory, thinking, imagination, attitude, abilities, interests, etc. Guidance and counseling is care of these aspects and fix different functions in education.

Some Importance Guidance and Counseling in School Curriculum

According to Swami Vivekananda, (2016). "if we want to make our students as a moral human being, school curriculum is one of the best ways to serve this purpose'. Students have a strong desire to know about different types of needs, curiosity, and other unknown things. If do not get the correct instructions, the possibility of students going to be astray too strongly. So, they need to be guidance through school curriculum. Through school curriculum develops some qualities of students which are helpful in guidance and counseling.

- **Prevent of maladjustment:** Students have different types of needs, such as safety need, food need, independence need, self-expression need etc. These types of need are not satisfied at all. As a result, there were many problems in them. This is the reason behind the maladjusted behavior. Guidance and counseling need to be removed to eliminate these abusive behaviors. This work is accomplished through school curriculum.

- **Development of inner potentials:** As a child, he/she is the owner of some quality. There is a need for well-meaning education for the students to develop these qualities. This development is possible through school curriculum.
- **Development of life skill:** Some qualities are needed for a healthy way of living, those qualities are life skills. Those qualities are self-realization, self-esteem, debate, self-respect, decision making, emotion control, tolerance etc. Through the curriculum, Guidance and Counseling is essential for the development of student life skills.
- **Career selection:** The students can choose a career in learning to study. Good career selection depends on the right curriculum. Once again, the person gets the satisfaction in choosing the right profession. It is to be said that this curriculum of Guidance and Counseling is accomplish through curriculum. In this way, the person is able to select and develop the right profession.
- **Citizenship:** How will a person establish himself as a good citizen, they need all the Guidance. This kind of guidance and counselling, the curriculum makes the person aware of the qualities of citizenship.

Functions of Educational Guidance and Counseling in Different Stage of Education

Guidance and counseling programs is another part of education. But this program plays different roles in different stages of education.

- **Primary level:** The guidance and counseling for this stage are-enhance interest in education among the students, reduce the drop out, make suitable for secondary school level, help to solve of emotional problem, help to adjust with different matters, identification of low achiever students and help them to achieve.
- **Secondary level:** The tasks of this level are-Students awareness of the purpose of education, help to know the relationship between career and education, prognostic educational system for low achiever students, arrange vocational education for the students and may take the job of choice, assist to the students to solve various adolescents problems, to provide various information related to higher education.
- **Higher secondary level:** This level is very important for future career. So, the tasks of this stage are-to know the eligibility of admission to the upper level curriculum and where it is taught, provide information about distance education, help in preparing for higher education, to provide alternative education for those who are not getting traditional education etc.

Role of Teacher in Educational Guidance and Counseling:-

The recommendation of the Education Commission said that the teachers have to take the role of guidance and counseling, because the teachers are aware of the student's personal characteristics.

- **Data collection:** Collection of information related to the student like, information about mental traits, home environment information, achieving information is very essential.

Based on these analyzes, ideas are available about the student's interest, needs, power, etc. He is enrolled in the cumulative record card.

- **Identification of needs of the students:** Students are not aware always of there need, as a result they suffer from decisiveness, Teachers help in determining their needs.
- **Selection of career:** One of the responsibilities of a teacher is to provide educational and professional information. The teacher discusses with the students about the career. It is known that they have interest in which profession. Teacher helps to selecting a suitable profession for student.
- **Discussion with guardian:** Teachers and parents have equal contribution for students in Guidance and Counseling. But if they provide information differently, then the student will be confused. So, teachers and guardians need mutual discussion. Then they provide the right information.
- **Selection of curriculum:** In the curriculum, the seeds of future life of students are hidden. So, the selection of the right curriculum is very important. He helps in the selection of curriculum to considering the mental aspect of the student.

Sometimes he is judge, helper and ever guided. It can also be said about some roles of teacher.

- He listened carefully to students.
- Help in expressing feelings within the student.
- To help and development of insightful attitude of students.
- Record the students talk.
- To encourage and motivated the student for the solved to their problems.
- Do not interrupt the conversation.

world is that of a teacher, because the future of a nation depends upon the type of teachers who shape the future generations, Teacher's role in guidance and counseling for improving personal life and social life is impeccable.

Conclusion and Recommendations

In light of the fact that learning is a process that involves investigating, formulating, reasoning and using appropriate strategies to solve problems, teachers should realise that it becomes more effective if the students are tasked to perform rather than just asked to remember some information. A typical learning environment with a presentation from the course teacher accompanied by a lecture neither promotes learners participation nor build the required level of reasoning among students. Students build a better understanding of the main concepts more effectively when they are engaged to solve problems during class activities. Counselling service in the school helps in building a solid function to address various challenges association with classroom interaction.

When a problem arises, it should be resolved. Instead of blaming people or institutions for the results of a lack of guidance and counselling in schools, we should focus our efforts on finding ways of successfully implementing positive education into schools. The best and the greatest profession in the

Recommendations

McWhorter & Hudson-Ross (2016) found that without innovative instructional approaches tailored to students' learning needs, many may struggle academically and drop out. Research suggests that student-centered learning fosters higher-level outcomes more effectively than traditional teacher-centered methods (Tynjala, 2018). Teachers should avoid biases in selecting teaching methods based solely on their expertise (Adunola, 2018). Creating a conducive learning environment and expanding instructional strategies enhance student engagement and motivation. Schools should implement counseling programs for teachers and students to support quality education. Additionally, evaluating teaching methodologies is essential for improving instructional effectiveness and ensuring a successful learning experience.

Funding

(TETFund/DESS/COE/ILORIN/ARJ/) "TETFund Projects 2024"

References

Adunola, O. (2018). The impact of teachers' teaching methods on the academic performance of primary school pupils in ljebu-ode. Ego Booster Books.

Ayent, A.J. (2016). Teachers professional development and quality assurance in Nigerian Secondary Schools. *World Journal of Education*, 1(2):143-149.

Boud, D. & Feletti, G. (2019). The challenge of problem-based learning, (2nd Ed.) London, Kogan Page.

Chang, W.V. (2017). Interactive teaching approach in year one university physics in Taiwan:

Implementation and evaluation. *Asia-Pacific Forum on Science Leaning and Teaching*, 3.

Chauban SS. (2017). Advanced educational psychology, VIKAS publishing house private limited.

Collins, A. & Robert J. (2018). Enhancing student learning through innovative teaching and technology strategies. Kogan Page.

Cooper, S.T. & Cohn, E. (2017). Estimation of a frontier production function for the South Carolina educational process. *Economics of Education Review*, 16(3): 313-327.

Danodharan V. S. & Rengarajan .V (2019). Innovative methods of teaching. *National Rescarclı Council, Educational Journal Publication*.

Greitzer, F. A. (2017). Cognitive approach to student-centered e-learning, human factors

and socicty. 46th Annual Meeting, Sept. 30 - Oct 4.

Hake, R. R. (2018). Interactive engagement versus traditional methods: A six thousand student survey of mechanics test data for introductory physics courses. *America Journal of Physics*, 66, 64-74.

Hesson, M. & Shad, K.F. (2017). A student-centered learning model. *American Journal of Applied Sciences*, 628-636.

Hightower, A.M. (2017). Improving student learning by supporting quality teaching: Key issues, effective strategies. *Editorial Projects in Education*, 12(11).

Hudson-Ross, S. &McWhoter, P. (2016). Going back/looking in: A teacher educator and high school teacher explore beginning teaching together," *English Journal*, 4(2), 46-54.

Jacoby, L. L. (2018). On interpreting the effects of repetition: Solving a problem versus remembering a solution. *Journal of Verbal Learning and Verbal Behavior*, 17(649), 667.

Lindquist, T. M. (2015). Traditional versus contemporary goals and methods in accounting education: Bridging the gap with cooperative learning. *Journal of Education for Busotess*,70(5), 278-284.

Mangal S.K. (2013). Essentials of educational psychology, PHl learning private limited.

McDaniel, M. A., Friedman, A., & Bourne, L. (2018). Remembering the levels of information in words. *Memory & Cognition*, 6(2), 156-164.

Owino I.S. & Odera S.A. (2014). Guidance and counseling practices by teachers in primary schools in Kisumu west sub county, Kenya, *IJARR*, 2(4).

Slamecka, N. J., & Graf, P. (2018). The generation effect: Delineation of a phenomenon. *Journal of Experimental Psychology: Human Learning and Memory*, 4(6):592-604.

Slavin, RE. (2016). Research for the future- research on cooperative learning and achievement: What we know, what we need to know. *Contemporary Educational Psychology*, 21(4): 43-69.

Tebalal, A. &Kalhssay, G. (2017). The effects of student-centered approach in improving students' graphical interpretation skills and conceptual understanding of kinematical motion. *Latin America Journal Physical Education*, 5(2), 374-381.

Teo, R. & Wong, A. (2017). Does problem based learning create a better student: A reflection. 2nd Asia Pacific Conference on Problem Based Learning: Education Across Disciplines, December 4-7, Singapore.

Tynjala,P. (2018). Traditional studying for examination versus constructivist learning tasks: Do learning outcome differ? *Studies in Higher Education*, 23(20), 173-190.

Wiggins, G. (2017), "Creating a thought - provoking curriculum. *American Educator Winter*, 1017.

www.detsndt.ac.in/nncict-files/nmeict-los/edupsycho-2/ep5/5.5.2

www.johnparankimalil.wordpress.com/2015/01/16/need-and-importance-of-guidance

www.teaclhertrainingindia.co,in/blog/early-childhood-cducation/necd-and-importance-of- educational-guidance www.writing. wikinut.com/importance-of-guidance-and-counselling-in schools/2j9-q09s

Zakaria, E., Clhin, C.L. & Daud, Y. (2017), The effect of cooperative learning on student mathematics achievements and attitude towards mathematics. *Journal of Social Sciences*, 5(2), 272-275. https://dx.doi.org/10.3844/jssp.2010.272.275>15