

Original Research

**Impact of Dual Role of Teaching and Practice on School Counsellors’
Productivity in Nigeria**

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Abstract

The dual role of teaching and professional counselling practice is a common trend in Nigerian school system. Much research has not been conducted on the impact of this dual role on school counsellors’ efficiency and performance. The study investigated the impact of dual role of teaching and practice on counsellors’ productivity in Ilorin, Nigeria. A mixed method approach was employed on a sample of 149 school counsellors in Ilorin metropolis, Nigeria using the snow ball sampling. A scale tagged “Impact of Dual Role on Counsellors’ Productivity” was used to gather quantitative data from 149 school counsellors while an interview was further conducted to gather qualitative data from 10 school counsellors. The quantitative data obtained were analyzed using percentage, mean and ranking order analysis, t-test and ANOVA while the qualitative data was coded and narrated thematically. The findings revealed that dual role negatively affects the counsellors’ effective communication with the client; competence in handling client issues; prompt follow-up of client cases and having time to study client cases among others. Counsellors also hold the opinion that dual role affects proper record keeping, efficient organisation of guidance programme, proper follow-up of client cases among others.

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The study also found that the perception of respondents on influence of dual role varies based on length of year in service but they share similar views based on gender. The study concluded that dual role affects counsellors' efficient service delivery in the school system.

Keywords: *Counselling; Dual Role; Teaching; Counsellor Practitioner; Counsellor's Productivity*

Introduction

Counselling is a process involving formal or informal relationship between professionally trained counsellor and a client with the sole aim of rendering assistance that enables the client achieve self-realization and adjust meaningfully to life encounters. This relationship is usually person-to- person, although sometimes it may involve more than two people. According to British Association for Counselling and Psychotherapy (2013), counselling and psychotherapy are umbrella terms that cover a range of talking therapies. They are delivered by trained practitioners who work with people over a short or long term to help them bring about effective change or enhance their wellbeing.

Counselling in the school context is thus, a learning-oriented process, which occurs usually in an interactive relationship, with the aim of helping a person learn more about the self, and to use such understanding to enable the person to become an effective member of society. In this regard, school counselling helps students to understand themselves and their opportunities, make appropriate adjustment and decisions and to accept personal responsibility for their choices. Gysbers and Henderson (2006) stated that school counselling services are built on three different but interrelated operational levels namely; educational counselling, personal/social counselling, and vocational counselling. Thus in any school setting the roles of a counsellor is copious and all encompassing.

For instance, the counsellor must plan and establish a functional school guidance programme that will cover the three operational levels of counselling in the school setting. The counsellor also plays the foremost role in identifying the guidance needs of the students, supervising the building and maintenance of students' cumulative records in schools, gathering and providing relevant data for student placement and assisting

parents in relating student's interest, attitudes and abilities to current future educational, occupational opportunities and requirement (Federal Ministry of Education, 2018). The counsellor also provides counselling service to the students regarding their educational, vocational and personal social concerns, assists students and parents to understand procedures for applying to higher institutions and for financing student' education (Modern Education and Computer Science, 2012). School counselling as a profession has been in an almost continuous phase of transformation and rejuvenation since its initiation (Lambie & Williamson, 2004). As the schools and communities move forward and make the changes necessary to keep up with public demands, school counsellors will need to continue to make changes and renewal to meet the needs of tomorrow (Bemak, 2000); thus, making the job and roles of counsellors more engaging and demanding.

A study conducted by Fitch et al. (2001) found that appropriate school counselling duties generally fall into categories of counselling, consultation and coordination, while teaching, scheduling disciplinary functions, and other clerical tasks are the inappropriate duties that counsellors often perform. More so, Paisley and McMahon (2001) further posited that school counselling programmes that are based on the National Standards employ numerous strategies for intervention that include: counselling (individual, small group, classroom), consultation with stakeholders (administrators, parents, teachers, and outside agencies), and coordination of school-wide activities.

The work of counsellors in any school settings is enormous; so, adding teaching work to their role will makes it more herculean and this could impact on their productivity in terms of efficient service delivery and planning and execution of guidance and counselling programme. If counsellors are not allowed to perform their duties based on the mandate entrenched in the policy of education, the essence of counselling services in the school system will be defeated and the general goal of education will be difficult to attain.

Schooling Counselling Framework in Nigeria

In Nigeria, a number of events led to the institutionalization of guidance and counselling in the secondary school system. The most outstanding was the efforts of a group of Catholic nuns at St. Theresa's College, Oke-Ado, Ibadan, Oyo State that

developed a career workshop for all the school's graduating students during the 1959 academic session, especially in the area of subject choice and job exploration (Omoniyi 2016). This effort provided the much needed career information that enabled 54 out of the 60 graduating students to achieve a gainful employment upon their graduation. These students later in 1962 came together to form the Ibadan Careers Council, a development which led some other careers councils of prominent cities to spring up in different parts of the country (e.g., Enugu, Kano, Kaduna). Career councils later merged to form the nucleus of the Nigerian Careers Council and published a journal known as *Careers*. The activities of the councils further helped in a great deal, the growth and development of guidance and counselling in Nigeria.

This effort further led to the establishment of the Counselling Association of Nigeria in 1976 as an affiliation of the American Personnel and Guidance Association. The Federal Government then saw the need to train teachers to work as career masters and also inserted the need for guidance and counselling services and courses in our schools in its National Policy on Education by 1981. In the National Policy on Education, guidance and counselling is then showcased as one of the educational services meant to facilitate the implementation of educational policy, the attainment of policy goals and the promotion of effectiveness of educational system (Federal Republic of Nigeria [FRN], 2014). The policy thus, provides for the appointment of career officers and counsellors into post primary institutions and the training of interested teachers in guidance and counselling for in-teacher education programmes (FRN, 2014). In 2018, a national policy on counselling was launched by the Federal Ministry of Education. The policy provides distinct and well-defined guidelines that ensure role clarity and address with finality the issue of role ambiguity in both school and non-school setting but the policies are yet to be fully implemented for counselling programme in Nigeria.

Despite these developments, Guidance Counsellors are largely perceived as "support personnel" who should be converted for teaching roles. This view of the role of Guidance Counsellor often leaves the expert prescriptions and reflective professional recommendations of the counsellor at the personal discretion of teachers and school administrators. The reason for this is largely because most counsellor training programmes in Nigeria are housed in faculty of education which makes it mandatory for the counsellor trainees to be trained as a major degree holder in Educational Guidance Counselling with a minor background in a teaching subject that will make

them fulfil the requirements of teacher education. This position, in addition to the apparent unemployment situation and the shortfall of qualified teachers in the country, has made the public and school administrators to lose focus on the impact that counselling services could have in the country educational development. This renders the work and services of available counsellors a secondary responsibility and, of course, underutilising the available professionals in the field for secondary school based counselling.

However, for guidance and counselling to play its role in all that education is meant to accomplish in Nigeria, there is the need for the full implementation of the new National Policy of Counselling (2018) which has made provision for Guidance and Counselling to be a major component of all levels of the education system in Nigeria, and to create an atmosphere that will accord them the authority commensurate with their orientation and roles as professional counsellors. This is majorly because the influence of dual role of teaching and practice on counsellors' productivity tends to pose numerous challenges inhibiting their productivity.

Expected Role of Counsellors in Nigerian Secondary Schools

Historically, the concept of counselling within a public context in Nigeria is a relatively new development. When the guidance movement began, the focus was on vocational services basically to help pupils prepare for the world of work. The goal was also to prepare students to develop interest in occupational and educational change. With the recent development in the education sector there are more roles expected of counsellors to meet up with student's educational, vocational and personal-social concerns. According to the National Policy of Counselling (NPC) (2018) in Nigeria, some of the expected roles of secondary school counsellors include mandatory opening of Cumulative Record Folder (CRF) for newly admitted students and updating it with the use of ICT; provision of individual and group counselling sessions, monitoring, assessment and evaluation the academic activities of underachievers; conducting classroom remediation techniques for academic deficiencies such as study habits and recall programmes; provision of assistance to at-risk students (e.g. those with perpetual failure, chronic under achievement, recall difficulty, maladaptive etc.); provision of school wide guidance programme; coordination of school wide high academic standard activities through peer learning, peer remediation, conflict resolution, violence

prevention and teacher advisory programmes; organising and implementing career orientation, open day and career talks; organising orientation for newly recruited teachers, new students and new school prefects and provision of needs assessment for students within the school using quantitative and qualitative methods such as check list, anecdotal records, classroom registers, psychological tests and inventories among others.

From the above enunciated roles of counsellors in the school setting, counselling can be established as the main domain of the school counsellor and everything that has to do with this service must be executed by the counsellor. Therefore, the counsellor is expected to devote a large part of his/her time to counselling service, just like the teacher is expected to devote a great deal of his/her time to teach and stimulate students' learning.

Few studies have been carried out on issues relating to counsellors' dual role of teaching and practice in terms of their perception and its effect on their productivity. The available empirical studies have focused on dual role of counselling practice and athletic coaching (Wilson 2000), role of school counsellors in supporting teaching and learning (Daniels, 2013) and dual role of practitioner and educator (Carr & Gidman, 2012). For instance, Wilson (2000) worked on dual role of guidance counsellors and athletic coach in Wisconsin. The study investigated the percentage of middle school and high school guidance counsellors that have athletic coaching responsibilities, to show which counsellors are likely to be involved in this dual role, and if coaching responsibilities affect counsellor performance. Wilson found a common consensus among samples that counsellors feel the positive aspects outweigh the negative aspects and there seems to be a slight difference in the perceptions of the dual role between men and women.

Similarly, Carr and Gidman (2012) explored the role (caseload manager; practitioner; educator) of Specialist Community Public Health Nursing (SCPHN) Practice Teachers (PTs) and mentors for Specialist Practice Community (SPC) district nursing students. The results of the study reported the feeling of being undervalued by the organization and colleagues as they tried to maintain their dual role with limited time or resources allocated, working over their hours to maintain both roles which impacted their work-life balance. These studies were not carried out in Nigeria and

their focus was not on influence of dual role of teaching and practice on counsellors' productivity which is the main focus of this study, hence the need for this study. This study therefore investigated influence of dual role of teaching and practice on counsellors' productivity in Nigeria, and specifically sought to find answers to the following questions:

1. What is the perception of counsellors on the influence of dual role of teaching and practice in Nigeria schools?
2. How does dual role of teaching and practice affect counsellors' productivity?

This study further examined whether perception of respondents on the impact of dual role of teaching and practice on Counsellors productivity will not significantly differ based on gender and years of experience. The paper therefore discussed school counselling in Nigeria and expected roles of counsellors in the school setting, it further discussed the methods, result and the findings of the study were discussed accordingly and recommendations were provided.

Methods

The study employed a mixed method approach of explanatory design comprising quantitative and qualitative analyses of data. The mixed method approach was considered appropriate because it allowed the researchers to follow up and further explain the result of the quantitative findings. Apart from this, it helped to improve the accuracy of the understanding and facilitate increased confidence in findings. Using this method, the data were collected in two phases, with quantitative data collected first through structured questionnaire and the qualitative data collected at a later time through a structured interview. The population of the study comprised all secondary school counsellors in Ilorin Metropolis, Nigeria. Sample of 149 secondary school counsellors were selected for the study through convenience and snowball sampling technique. The initial participants were professional contact chosen through convenience and asked if they could participate further by identifying colleagues who could also be interviewed which fulfilled the snowball sample. The snowball technique was considered most appropriate for choosing the respondents of this study because the researchers are interested particularly in counsellors that are performing dual roles.

A questionnaire tagged “Influence of Dual Role of Teaching and Practice on Counsellors’ Productivity Questionnaire” (IDRTPCPQ) was used to gather the quantitative data for the study. The instrument was validated by 3 lecturers and two seasoned school counsellors while the reliability of the instrument used was ascertained using a test re-test reliability method. Using Pearson Moment Correlation Coefficient to test the two set of scores obtained, a coefficient score of 0.68 was obtained.

The instrument includes 10 structured items and free response questions developed to elicit information on the influence of counsellor’s dual role of teaching and practice on counsellor’s productivity. The instrument contained three sections A, B and C. Section A consists of personal information of the respondents such as gender and length of years in service while section B sought information on influence of dual role of teaching and practice on counsellor’s productivity. The items in this section were patterned in a 4-point scale format. Some of the items in the questionnaire form are as follows: “As far as I am concerned, dual role of teaching and practice as a counsellor affects my productivity in terms of: “communicating effectively with the client; competence in handling client issues; following up with client’s achievements among others”. The section C of the instrument has to do with free response question used to gather other information that is not contained in the structured questionnaire from 7 secondary school counsellors in the state. An example of the free response question in this section is: “How does dual role of teaching and practice affect counsellor’s productivity?”

The items were scored based on the format of each of the section. Section ‘A’ was scored and analyzed statistically using percentage, while items on section B was scored using 4-point rating scale format of Very True (VT) 4 points; True (T) 3 points; Not True (NT) 2 points and Not At all True (NAT) 1 point. The mean score of each item was obtained using mean rating and a cut-off point of 2.5 was used to identify items that measure influence of dual role of teaching and practice on counsellor’s productivity as expressed by counsellor practitioners in Ilorin metropolis. The questionnaire forms were coded and analyzed with the use of the inferential statistics where t-test was used to test hypothesis 1 and Analysis of Variance was used to test hypothesis 2 at 0.05 alpha level.

The section C is semi-structured containing a free response question to further ascertain the effect of dual role on counsellor's productivity. Their responses were then analysed using thematic analysis with each of the responses coded and formed to themes to allow for ease of analysis. Using the inductive approach of code development, which enables codes and themes to emerge from the data, the researchers read through each transcript several times to grasp more detail and gain a better understanding of how the data relates to the research questions. The codes were generated manually, using a highlighter to indicate potential patterns.

The data gathered resulted in the identification of a number of themes that emerged from the data. An in-depth interview was further conducted on 7 counsellors performing dual role in selected Secondary schools in Ilorin Metropolis to collect data on their direct experiences and roles as in the school and to further ascertain respondent's perception on the influence of dual role of teaching and practising as counsellors. The participants of the interview are secondary school counsellors who are performing the role of teachers and also practising as school counsellors. Due to the incidence of Covid-19 pandemic which did not afford the researchers to conduct face-to-face interview with identified participants, they were interviewed after due consent via telephone and their voices were recorded via the personal voice notes they all made based on each question and sent to the researchers. Their responses were transcribed verbatim to be able to depict their true perception about effects dual role of teaching and practising as school counsellors. The themes obtained from the question in section C of the instrument was used for the interview. The reason for this is to improve the accuracy of understanding of the respondent's perception on the issue of dual role. Based on their experience of engaging in dual role as a Counsellor and a teacher, interviewees were asked how dual role is affecting how they manage client records; their role as counsellors; the way they follow up client cases; the planning and organization of guidance and counselling programmes; and the time they spend with their clients.

The participants' background information in terms gender, length of years in service as a teacher counsellor was obtained and they were given code numbers. The quantitative data were analyzed using mean, rank other analysis, t test and Analysis of Variance while structured interview was analyzed using "open coding," a process that

can be used to determine themes within a qualitative interview through jotting down important concepts.

Results

Research question 1: What are the perceptions of counsellors on the influence of dual role of teaching and practising on counsellors productivity in Nigerian schools ?

This question was raised in order to ascertain the view of the respondents on how dual role of teaching and practising influences their productivity in performing their role as school counsellors in Nigeria.

Table 1

Mean and Rank Order Analysis

Item No.	As far as I am concerned, my dual role as a teacher and Counsellor influences my productivity in terms of;	Mean	Rank
9	Communicating information effectively with the client	3.36	1 st
8	Competence in handling client issues	3.31	2 nd
10	Helping students understand themselves (e.g. abilities, aptitudes and interests)	3.29	3 rd
5	Following up client achievement	3.19	4 th
1	Having time to study client cases	3.17	5 th
7	Organizing guidance and counselling programmes	3.15	6 th
6	Managing client records	3.14	7 th
2	Effective service delivery	3.14	7 th
3	Spending adequate time with clients	3.12	9 th
4	Handling academic issues with clients	3.11	10 th

Table 1 shows the mean and rank order analysis on influence of dual role of teaching and practising on counsellors' productivity as perceived by professional counsellors in Nigeria schools. The view of respondents in the table reveals that item 9 on communicating information effectively with the client ranked 1st with a mean score of 3.36, item 8 on competence in handling client issues ranked 2nd with a mean score of 3.31. In the same vein item 10 which is on helping students understand themselves in terms of their abilities, aptitude and interests ranked 3rd with a mean of 3.29. Since all the 10 items ranked above the mid-mean score of 2.50, then it can be said that dual role

of teaching and practising have a negative influence on counsellor's productivity in schools in Nigeria.

Research question 2: How does dual role of teaching and practice affect counsellor's productivity?

This question seeks to gain further clarity on how the dual role of teaching and practising as counsellors affects the productivity of counsellors in Nigeria.

A semi-structured question posed here was analysed thematically. The following themes were found after analysing the research interview, namely: inefficient client record management; poor planning and organization functional guidance and counselling programme; inefficient follow-up on client cases and achievement; role conflict and; the time spent on counselling duties is drastically reduced. The summary of the responses derived from the above themes revealed that engagement of counsellors in dual responsibility of teaching and practice of counselling has negative effects on their productivity.

To further ascertain their responses on how dual role of teaching and practice affects counsellor's productivity, some of the respondents were further interviewed and their responses gave a clearer picture of their personal view which also reflected some of the views shared above. These themes will be presented along with direct quotes from participants that were found in each research interview.

Inefficient Client Record Management

Inefficient client record management was one of the major themes identified through the thematic analysis of data. The theme was related to how the participants believed that performing dual role as teachers and counsellors had an impact on their efficiency managing and keeping track of client records. The following illustrate the participant experience with ineffective client record management.

A female school Counsellor who have been teaching and counselling for about 7 years said:

I usually miss the sessions which definitely have effect on my attention with the clients. Most I time I lose track of event and find it hard to keep record of the sessions. ([participant name omitted] interview record April 30, 2020)

Another male interviewee with 8 years work experience as teacher counsellor observed that:

As much as I try hard to balance my role as counsellor and a teacher in the school, I usually find it hard keeping proper records of my counselling activities due to too much work load. ([participant name omitted] interview record April 23, 2020)

Poor Planning and Organization of Functional Guidance and Counselling Programme

Poor planning and organization of functional guidance and counselling programme was one of the major themes identified through the thematic analysis of data. The theme was related to how the participants believed that performing dual role as teachers and counsellors had an impact on their commitment to planning and organizing functional guidance programme in school which is their core responsibility. The following direct quotes from participants sum up their experience with respect to poor planning and organization of guidance and counselling programmes due to dual role.

An interviewee who have also been performing dual role for more than 17 years have this to say:

Performing dual role is hectic, but that is the situation we find ourselves, I have been try hard to be consistent with individual sessions but I am seriously finding it difficult to plan and organise any tangible school guidance programme which is also key in school counselling. Although, there is timetable on ground for organizing guidance and counselling programmes in the school calendar, most time i get overwhelmed by my teaching responsibilities, so I stick to individual sessions. ([participant name omitted] interview record April 21, 2020)

Another participant with 6 years experience have this to say.

The school authorities' are particularly engrossed with teaching activities in the school; organization of counselling activities is seen as extra curriculum. There is no motivation for organising counselling programmes; the calendar is over weighted, thus slots that are meant for counselling programmes are encroached. Infact, I hardly organise counselling programmes because the time is not just there to plan. ([Participant name omitted] interview record April 23, 2020)

Ineffective Follow-up on Client Cases and Achievement

Ineffective follow-up on client cases and achievement was another theme identified through the thematic analysis of data. Follow-up is a major role of a counsellor and it is a strategy for assessing of client progress and achievement. The theme was related to how the participants believed that performing dual role as teachers and counsellors had impact on the manner in which they follow-up their client cases and achievement unproductively. The next direct excerpt from participants illustrates the experience with ineffective follow-up due to dual responsibilities of teaching and practising as counsellors.

An interviewee, male, who have also been performing dual role for more than 11 years have this to say:

Dual role affects me greatly. As a teacher, I must not miss my classes and at the same time, I need to attend to my clients. Most times, I continuously reschedule my sessions with clients because there is no time allocated to counselling session. Largely, this makes me often lose track of my client progresses and find it hard to follow-up on them. ([Participant name omitted] interview record April 24, 2020)

Another female participant with 5 years working experience said that:

Follow up is difficult in a situation like this, I have so many things to do on my table, for instance, I need to prepare lesson note and prepare for the following days work, I have cumulative record folder to fill with other administrative duties. In fact, I hardly follow up on my client cases, the work load is much. ([Participant name omitted] interview record April 24, 2020)

Role Conflict

Role conflict was another theme identified through the thematic analysis of data. The theme was related to how the participants believed that performing dual role as teachers and counsellors had impact on how they perform their official duties, the attention to be paid to these roles, their professional identity and professional development. The next direct excerpt from participants illustrates the experience with role conflict due to dual responsibilities of teaching and practising as counsellors.

As a school counsellor and as a teacher, it is not easy for me to perform the two roles effectively. It is affecting my dedication, commitment and professional development as a counsellor. I hardly have time to render the services of the job that I am being employed for because I have to teach like every other teacher in the school. So counselling is done at leisure time. It is sad. ([Participant name omitted] interview record April 24, 2020)

Another participant (female) who is a school counsellor and at the same time a subject teacher in a private school for about 7 years now held this view:

Of course, working as a teacher and the school counsellor is affecting my productivity because most times, I am not able to function to my satisfaction, if I had to be in a class at a certain time while I have a client at the same time, it's either the teaching eats into the counselling session, or I miss the session which will definitely have affect on my attention with the clients ([Participant name omitted] interview record April 24, 2020)

Another participant (male) who is a school counsellor and at the same time a subject teacher in a Private school for about 4 years said:

Dual role is confusing and frustrating. Most times I will be having a session and still need to go for my lesson; I may have to stop the session abruptly because in my school, both duties are classified as primary assignment. I personally do not find fulfilment in this and am confused judging these roles. ([Participant name omitted] interview record April 23, 2020)

A female teacher counsellor with about 5 years working experience also said:

Dual role affects me greatly because as a teacher, I must not miss my classes and at the same time, I need to attend to my clients. Most times, I continuously reschedule my sessions with clients because there is no time allocated to counselling session. Infact, I am confused. ([Participant name omitted] interview record April, 23 2020)

Inadequate Time for Counselling Duties

Inadequate time for counselling duties was last theme identified through the thematic analysis of data. The theme was related to how the participants assumed that performing dual role as teachers and counsellors had impact on the time they are

allotted in performing their official duties thus affecting their productivity. The next direct excerpt from participants illustrates the experience with time constraints due to dual responsibilities of teaching and practising as counsellors.

A female participant with 8 years working experience has this to say:

Combining teaching and counselling is not an easy task. We are made to teach because of inadequate teachers in the school. But our roles as counsellors in the school were made as supplementary. As a teacher I have my teaching time table scheduled where as there is no time schedule for counselling, when clients need my attention I am not always on ground. Most times it is after teaching that I find extra time to counsel my students. ([Participant name omitted] interview record April 24, 2020)

Another female Teacher Counsellor with 6 years experience also said that:

There is no time scheduled for counselling in the school time table. A counsellor who wishes to discharge his or her duty diligently will have to create time to render individual sessions after school hours. And that is what I am doing. The problem with this arrangement is that students hardly want to wait behind after school hours to talk. If I am to render counselling activity alone, I will have more time for my students during school hours to attend to students. ([Participant name omitted] interview record April 24, 2020)

The above excerpt showed that counsellors believe that dual role is impacting negatively on school counsellor's productivity.

In order to ascertain whether perceptions of respondents in this study will vary based on the demographic characteristics of gender and years of work experience, two null hypotheses were tested thus:

Hypothesis one: There is no significant difference in the perception of respondents on the influence of dual role of teaching and practising on counsellor's productivity based on gender.

Table 2

Mean, Standard Deviation and t-value on the Respondents Perception Based on Gender

Gender	N	Mean	SD	df	Cal. t-value	Crit. t-value	p.value
Male	49	31.59	6.264	147	.556	1.96	.579
Female	100	32.17	5.307				

Table 2 shows that the calculated t-value of .556 and the critical t-value of 1.96 at 0.05 alpha level of significance. Since the calculated t-value is less than the critical t-value, the hypothesis is accepted. This indicates that there is no significant difference in the perception of respondents on the influence of dual role on teaching and practising on counsellors' productivity based on gender.

Hypothesis two: There is no significant difference in the perception of respondents on the influence of dual role of teaching and practice on counsellor's productivity based on length of year in service as a counsellor-teacher.

Table 3

Analysis of Variance Showing Respondents' Perception Based on Length of Year in Service

Groups	SS	Mean Square	df	Cal. f-ratio	Crit. f-ratio	p-value
Between Groups	316.46	158.23	2	4.69	3.00	.011
Within Groups	4930.48	33.77	146			
Total	5246.94		148			

Table 3 shows that the calculated f-ratio of 4.69 and a critical f-ratio of 3.00 at 0.05 alpha level of significance. Since the calculated f-ratio is greater than the critical F-ratio, the null hypothesis is not accepted. Hence, there is a significant difference in the perception of respondents on the influence of dual role of teaching and practising on counsellors' productivity based on length of year in service as a counsellor-teacher. A Bonferroni test was conducted to further identify the direction of the difference noted in the ANOVA test.

Table 4

Bonferroni Test Showing the Difference in Respondents' perceptions Based on Length of Year in Service

(I) years of teaching	(J) years of teaching	Mean		Sig.	95% Confidence Interval	
		Difference (I-J)	Std. Error		Lower Bound	Upper Bound
below 5 years	6-10 years	-1.32	1.302	.940	-4.47	1.84
	above 10 years	-3.26*	1.070	.008	-5.85	-.67
6-10 years	below 5 years	1.32	1.302	.940	-1.84	4.47
	above 10 years	-1.94	1.272	.387	-5.02	1.14
above 10 years	below 5 years	3.26*	1.070	.008	.67	5.85
	6-10 years	1.94	1.272	.387	-1.14	5.02

*. The mean difference is significant at the .05 level.

Table 4 presents the Bonferroni Test (BT) on the influence of dual role of teaching and practising on counsellors' productivity in Ilorin Metropolis based on length of year in service. The table revealed that group 3 (counsellors who have spent more than 10 years in service) with mean score difference of 3.26 significantly differs from group 1 with mean scores of 1.32 and 2 with 1.94 respectively. Therefore, it can be concluded that respondents in group 3 (above 10 years) contributed majorly to the differences noted in the result.

Discussion of Findings

Communicating information effectively with the client, competence in handling client issues and helping students understand themselves in terms of their abilities, aptitude and interests were the top influence of dual role of teaching and practising on counsellors' productivity in Ilorin metropolis.

The study further qualitatively revealed that Counsellors experienced role conflict as a result of having dual role as a counsellor and as a teacher; they are overloaded with responsibilities of teaching counselling and engaging in other administrative works, they were unable to render adequate counselling and guidance services to the client due to time constraint; counselling which is their main work now becomes a per time job thus affecting counsellors professional identity, they are not efficient in keeping and

managing clients records, they find it hard to plan and organize a functional guidance and counselling programme among others.

This finding corroborated some other earlier studies such as, Bulus (2001), Denga (2001) Edet (2008), Webber and Mascari (2006) who found that principals and teachers lack of support, role conflict, heavy workload constitute the greatest obstacle to the success of guidance and counselling services in schools and counsellors productivity. Our study just like other previous studies also revealed role confusion and heavy work load as major impact of dual role on counsellors' productivity. For instance, Edet (2008), discovered that teachers perception/attitude towards vocational guidance services was significantly negative. Denga (2001) found that the Principals due to their little knowledge counselling do not usually appreciate the need for the counsellor to be relieved of heavy teaching load and other co-curricular duties. Such principals will stifle the counsellors' work by withholding budgetary allocation for guidance services. Bulus (2001) also stressed that principals and teachers misconceived the counsellor's status, which often creates disagreement between them and in most cases those who believe in the need for counsellors in the school usually find it difficult to reasons why they should be full-time counsellors in schools. Furthermore, the investigation of Webber and Mascari (2006) found role conflicts as a major challenge to school based counselling services and counsellors performance and posited that role ambiguity contributes to role confusion and lack of clarity about the role of school counsellors. Considering the findings of this study and other previous studies, it can be stated that the misrepresentation of counsellors' role and identity by the stakeholders in the school system is responsible for counsellors' role conflict and ambiguity and less productivity.

This study further indicated that perception of respondents on the influence of dual role on teaching and practice on counsellors' productivity did not differ across gender. The interview conducted among respondents also showed respondents of both genders share similar view on the impact of dual role on counsellors' productivity. The result is in line with the findings of Mey (1997) who found that counsellors did not differ in their perception on their actual roles and the importance of the roles based on gender. However, our finding negates the result of Wilson (2000) who found a significant difference in male and female counsellors who undergo dual role as a guidance counsellor and as an athletic coach. Our result might have revealed similar response because both the male and female are being subjected to the same situation of dual role

in Nigeria and they are trained within the same system. The experience of counsellors of both genders in the line of duty is not likely to be different.

While considering perceptions of respondents of different years of work experience on influence of dual role on counsellors' productivity, a significant difference was found. Counsellors of different years of working experience that were interviewed also differed in their responses on the influence of dual role. This finding is in line with the findings of Wilson (2000) who found no significant difference in counsellors who undergo dual role as a guidance counsellor and an athletic coach based on their length of years in service. A further examination was carried out using Duncan Multiple Range Test, a post-hoc test. A significant difference was found probably because those who have longer years of experience have developed defence mechanism and can also stand on their right as a counsellor and cannot easily be pushed around unlike a counsellor who is just posted to a school and would not want to lose his/her job. Thus, such individual would do any work assigned to him/her in order to keep the job.

Conclusion

The perceived role of counsellor's and their professional identity by the stakeholders in the school system are responsible for counsellors under productivity and ineffectiveness in Nigeria. Findings of this study have shown unequivocally that dual role is affecting counsellors' efficient service delivery in the school system. The implication of this is that Counsellors in Nigeria are faced with role conflict, incompetency, loss of professional identity and less productivity. There is therefore the need for relevant authorities in the counselling practice and counsellor education to facilitate the speedy and full implementation of the National Policy to ensure that school counsellors are exonerated from teaching jobs and other related activities that could affect their primary responsibilities of rendering effective school based counselling.

There is also an urgent need to activate the Nigerian Counselling and Licensing Board to develop a job description explaining the various tasks that counsellors are required to perform. Such should be made available to the Ministry of Education and school administrators, teachers, parents, students, etc so as to inform them about the role expected of the counsellors in the school system. Counselling Associations in Nigeria may need to advocate and campaign against dual role of teaching and practising

in order to stem the tide under productivity and inefficiency in counselling profession in Nigeria.

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