

Professional Etiquette and Ethical Values for Counseling Profession among Secondary School Counselors in Kogi State.

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Abstract: This study examined professional etiquette and ethical values for counseling profession among Secondary School Counselors in Kogi State. The export- factor method was used and data were collected through a self-developed and administration of two instruments titled: Counselors Principles on Ethical Code of Behavior (CPEC) which was structured to cover some areas of ethical code of conducts like honestly, integrity, trustworthiness, loyalty and Counselors Professional Role Expectations (CPRE) equally structured on counseling availability, counseling models, professionally and knowledge and participation on professional body (CASSON). A proportion random sampling technique was used for the sampled schools while simple random sampling technique was adopted in the selection of the respondents. One hundred and thirty (130) respondents of 74 males and 56 females were drawn from the three Senatorial districts of the state comprised of 35 from Central, 44 from West and 96 from Kogi East. Responses from the respondents were analyzed using mean scores for question one and percentage for question two while t-test statistical method was used for the hypothesis and tested at 0.05 alpha levels of significant. The study revealed that no significant difference in professional code of ethics on gender basis while higher percentages of the respondents were aware of CASSON constitution and code of ethics but do not have a copy to themselves. It revealed a significant difference between male and female counselors on principles of code of conduct. It was recommended that all counselors must subject themselves to the rule of law of CASSON, All professional Counselors should have a copy of the constitution and code of ethics, Guidance and counseling should be provided in all institutions and counselors should not be too loaded with other activities, the stake holders, Government and Non-Governmental Organization(NGOS) should partner with the counselors and ensure they update their training

Key Words: Professional Etiquette, code of ethics, professional counselor.

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I. INTRODUCTION

Professional etiquette is a complex matter, as its official purpose is to secure responsible conduct of professional experts to their clients, yet it is too often the means by which to keep a professional organization closed and elitist and protect professional interest even at the public's expense. While ethical values are set of established principles governing virtues behavior. In order to help assure that an organization maintains a good reputation, there must be well set and developed ethical values for its members.

Etiquette could therefore be defined as the customary code of polite behavior in society or among members of a particular profession or group. It is on this line (Webster 2016) remarked that etiquette is synonyms to protocol, polite behavior, good manners, acceptable behavior, accepted behavior, decorum, forum, good form of behavior. While Cambridge English Dictionary defines etiquette as "the set of rules or customs that control accepted behavior in particular social groups. It could therefore, be summed that the etiquette is the general conduct or procedure required by good breeding or prescribed by authority to be observed in social or official life in ones commitment to a society or an organization.

Whatever dimension we intend to look at the etiquette as a concept, one will not over ruled "Manner". Manner is a term usually preceded by the word good or bad to indicate whether or not behavior is socially acceptable. Every culture or organization adheres to a different set of manners, although a lot of manners are cross-culturally common. Manners are a subset of social norms which are informally enforced through self-regulation and social policing and publicly performed by its members. This manner (Louis 2012) said enable human "ultra sociality" by imposing self-restraint and compromise on regular, everyday actions. Hence he specifically identified three manner categories: hygiene, courtesy and cultural norms, each of which helps to

account for the multifaceted role manners play in organization. These categories are based on the outcome rather than the motivation of manners behavior and individual manner behavior may fit into two or more categories

Based on this, etiquette indicated what distinguish human being from animals. Human being is a social animal and it is really important for him to behave in an appropriate way. Etiquette refers to behaving in a socially responsible way and it refers to guidelines which control the way a responsible individual should behave in an organization, society or in a professional body. Based on this, (Lovis 2012) identified need for etiquette which includes:

- * Etiquette makes some one a cultured individual who leaves his mark wherever he goes.
- * Etiquette teaches one the way to talk, walk and most importantly behave in the society or within an organization.
- * Etiquette enables the individuals to earn and appreciation in the society. No one would feel like talking to a person who does not know how to speak or behave in the society. Etiquette inculcates a feeling of trust and loyalty in the individuals. One becomes more responsible and nature. Therefore Etiquette helps individual to value relationships. Lovis, (2012) identified the under listed types of Etiquette.

Social Etiquette: - Social Etiquette is important for an individual as it teaches him how to behave in the society.

Bathroom Etiquette: - Bathroom Etiquette refers to the set of rules which an individual needs to follow while using public restrooms or office toilets. Make sure you have the restroom clean and tidy for the other person to use.

Corporate Etiquette: -Corporate Etiquette refers to how an individual should behave while he is at work. Each one needs to maintain the decorum of the organization. Don't loiter around unnecessary or peep into others cubicles.

Wedding Etiquettes: - Wedding is a special event in every one's life. Individuals should ensure they behave sensibly at wedding. Never be late to wedding or drink uncontrollably.

Meeting Etiquette: Meeting Etiquette refers to styles one need to adopt when he is attending any meeting, seminar, presentation conference and so on. Listen to what the other person has to say. Never enter meeting room without a notepad and pen. It is important to jot down important points for future reference

Telephone Etiquette: it is essential to learn how one should interact with the other person over the phone. Telephone etiquette refers to the way an individual should speak on the phone. Never put the other person on long holds. Make sure you greet the other person. Take care of pitch and tone.

Eating Etiquette: individual must follow certain decorum while eating in public. Don't make noise while eating. One should not leave the table unless and until everyone has finished eating.

Business Etiquette: Business Etiquette includes ways to conduct a certain business. Don't cheat customers. It is simply unethical.

The above is an indication that once academic knowledge and skills may be spectacular, but do not have the social skills needed to be a successful counselor? Good professional etiquette indicates to people that one is a matured and a responsible adult who can represent other people anywhere. Not having proper etiquette could damage one's image, prevent one from getting a better job and could jeopardize one's personality and relationship with other people because (Jennie 2016) remarked that etiquette begins with meeting and greeting and he emphasizes the importance of making a good first impression-beginning with the handshake. A firm shake, he said; indicates to audience that you're confident and assertive while a limp handshake, on the other hand, sends the message that you're not interested in the person. Mihceal (1991) believed that good social skills include having a firm handshake, smiling, making eye contact and closing a meeting or interaction with handshake.

Ethical Values

The American counseling Association code of Ethics (2010) remarked that counseling code of ethics is aimed at promoting the development of professional counselors, advising the counseling profession and using the profession and practice of counseling to promote respect for human dignity and diversity. Therefore, Ethical Values could be said as moral principles that govern a person's behavior or the conducting of an activity. It is therefore synonymous to moral code, morals, morality, moral stand, moral principles, moral values, rights and wrongs principles, ideals, creed, credo, and ethos, rules of conduct or standards. An ethical value according to (Whitbeck 1998) is a document that outlines the mission and values of the business or organization, how professionals are supposed to approach problems, the ethical principles based on the organization's core values and the standards to which the professional holds.

Ruth (1998) remarked that ethical values are the act of acting in ways consistent with what organization and individuals typically think are good values. Ethical behaviour tends to be good for organization and involves demonstrating respect for key moral principles that include honesty, fairness equality, dignity, diversity individual rights. Therefore, code of ethics or code of conduct include details of how organization plans to implement its values and vision, as well as guidance to staff on ethical standards and how to achieve them.

Code of practice

A code of practice (Louis 2012) asserted to be an adopted by a profession or by organization to regulate that profession. A code of practice may be styled as a code of professional responsibility, which will discuss difficult issues, difficult decisions that will often need to be made, and provide a clear account of what behavior is considered “ethical” or “correct” or “right” in circumstances. In a membership context, failure to comply with a code of practice can result in expulsion. The following working definition emerged: principles, values, standard or rules of behavior that guide the decision, procedures and system of an organization in a way that:

- a – contributes to the welfare of its key stakeholders and,
- b – Respects the rights of all constituents affected by its operations.

Professional ethics encompass the personal organizational and corporate standards of behavior which makes individual within the organization to be honest, patience, kindness, loyal and faithfulness, farmers, courage and independence. Hoy (2005) asserted that, of the principles incorporate the characteristics and values that most people associated with ethical behavior include: honesty, integrity, promise-keeping and trustworthiness, loyalty, fairness, concern for others, respect for others, law abiding, and commitment to excellence, leadership, reputation and morale accountability. Hence (American Counseling Association Code of Ethics 2010) summarizes this to fire core professional values of counseling ethics codes which include among others as

- Enhancing human development throughout the life span
- Honoring diversity and embracing a multicultural approach in support or worth, dignity, potential and uniqueness of people within their social and cultural context
- Promoting social justice
- Safeguarding the integrity of the counselor-client relationship. And
- Practicing in a competent and ethical manner.

Before be an active member of any profession, one must be professionally qualified for the prerequisite for such profession. Requirements for counselor membership vary from country to country, but most country requires master’s degree, supervised by experience, and examination in state license and adherence to code of ethics. Generally, the degree must be obtained from accredited schools, ethical practice and technique. Many schools offer specially degree as well such as marriage and family counseling, community counseling, mental health counseling; supervised experience involves completing a practicum and or internship with a counselor who is licensed to be a supervisor of trainee counselor. In Nigeria however, professionalism is from first degree as the course is designed to meet the entire prerequisite needed.

No matter the degree, a counselor should be able to show genuine interest in others which is essential component of counseling as a profession. He should be able to sustained commitment to facilitating positive transformation and human to human connection is a key to a successful and fulfilling career. Lesley (2016) remarked that a professional counselor should be self-restrictive by looking at himself as a carefully observe others by having a laugh to feel well, think well and act well. By feeling well, he could relate well and emphasize with client. While (Singer 2000) stressed that a professional counselor should be able to possess ability to listen on multiple levels by listen to what is being said, how it’s said, why it’s being said and what it means in the context of that particular client should be able to listen “between the lines” so to speak for those things that aren’t being said. However most counselor should know how to listen without judgment or evaluation because clients would be coming to the counselors with difficult and complicated issues and they will need to feel as though they have the space to say everything they feel they need without fear or shame or feeling as though their counselor has jumped to conclusion.

Accessibility and authenticity are attributes of counseling as a profession. A counselor must be accessible to clients in order to gain their trust, but perhaps more important, a counselor needs to be genuine and empathetic in his or her communication, listening and professional personnel. Developing an empathetic connection with each client is a key to moving forward in the therapeutic process and is the core of an effective counselor client relation. An his part (Lesley 2016) concluded that a good counselor has flexibility in world views and a strong understanding of multicultural issued because each client is going to be different in his/her background, experience and engagement in the therapeuticrelationship, so to be able to transition from one perspective to another based on each client is a skill that should be developed. However, recognizing when a counselor and client may not be a good fit with each other is another important facet of flexibility. Being able to communicate when things aren’t working and then offering to refer the client to another professional who may be able to better aid them is hallmark of professional counselor.

Counselors sit through some uncomfortable, difficult and often traumatic stories. That said, it’s alright for both counselors and clients to laugh along the way. Timing is, of course, everything when it comes to this types of thing, but knowing how to form a relational connection with someone to the point of developing a share sense of humor is a skill that professional counselor should over work. Louis,(2012) under listed the qualities expected of a professional counselor.

Patience

As a counselor, one needs to have patience with the clients as they process the discussion. It may take them time to accept certain things and to move towards positive change. Some people need to discuss something much time before they are prepared to make a move in any particular direction. Also one may not likely to see large change in an individual client. Counselors must be okay with incremental progress in their lives and rejoice over small victories.

Good Listener

Counselor spends a significant amount of time listening to their clients, do more listening than talking, content to give the clients time to express themselves and their feelings. Therefore, need to be intuitive in discerning what the client is really saying and read between the lines.

Compassionate

It is very important that clients feel compassion for their problems and that they sense the counselor truly care about them. Counselor may not be able to have compassion for hour he feels to be in their shoes. Genuine concern yields positive results.

Non-Judgmental

Counselors must hear all kinds of private information and encounter all types of people. He may hear dark secrets from someone's past involving such things as sexual or criminal behavior. He must do the best to retrain from judgment and instead communicate positive regard. There are times when it may be necessary to judge a particular behavior, but the client must not feel that he is judging them. Likewise, he may encounter clients of different race, and /or cultures; he must not push his cultural or religious views upon them. Multicultural competency is a necessary skill. The counseling environment needs to be a safe place for clients to share their most intimate concerns.

Research Oriented

Being a counselor involves a significant amount of time spent researching. He needs to stay current on the research in order to help the clients. This involves reading books, journals, articles on a regular basis. It is not possible to acquire every knowledge while in school, much of knowledge and experience needed come from personal research after he began interaction with the clients.

Empathic

Empathy is the ability to understand and share the feelings of others. Counselors need to be able to put himself in the shoes of the client and understand the situation from their point of views. Even, if he does not agree with his perspective, he still needs the ability to understand how he feels in order to be able to address their issues effectively. However it's important that the counselors are not too empathetic. Some people struggle as counselors because they are unable to maintain objectivity and therefore carry home the emotional stress of the job. The level of empathy is helpful to the clients and harmful to the counselor.

Discrete

Confidentiality is of up most important for counselors they must be able to maintain confidentiality so that the clients can put their trust on them with their most ultimate concerns.

Encourage

The ability to encourage is important for a counselor. Many clients are struggling to find hope in their situation. One of the primary jobs of a professional counselor often involves instilling hope in a hopeless individual through prepare encouragement.

Self-Aware

A professional counselor who is aware of his own fears, insecurities and weaknesses will be effective in the therapeutic relationship. It is important that counselor do not react defensively to what a client shares. He must be able to keep his own feelings out of the session. He will be better able to do this, if he is a self-aware. In addition, self-aware individuals are more intuitive with regard solving their own problems and can use different knowledge to help clients through similar situations.

Authenticity

Authenticity is vital while working with clients because the clients will know if one is being fake or not showing genuine concern. They will not open up to the counselor and trust their advice unless they feel the

counselors are genuine. This is even more critically important when working with teen's clients. Aside, relationship with colleagues, employee and employer is part of code of ethics in counseling profession, this include ethical guidelines that focus on developing working relationship with those within and outside of the counseling field. The professional counselor must develop relationship with colleagues from other disciplines and be respectful to those who have different theoretic approach. He must provide consultation service within areas of competence as well as provide for appropriate consultation referrals when requested or necessary (Daniel 2015)

It is ethical code of a professional counselor to be able to give adequate evaluation, assessment and interpretation of his work with the clients. Ethical guideline that focuses on how to ethically use formal and informal assessment to guide treatment plans and intervention and selection are at his proposal. He must therefore understand the use of assessment as an important part of information gathering and to assist in conducting clients' treatment and evaluation. American Counseling Association(2014) emphasized the use of educational mental health, forensic and career assessment (among others) on which they are trained and have had comprehensive supervised experience administering and interpreting as well as diagnose clients and interpret assessments accurately and in a cultural sensitive manner.

Statement of the problem

Code of ethics and professional etiquette provide professional standard and well-being of client. The mean reasons for the code of ethics and professional etiquette include informing professional counselors and counselors in training of their ethical guidelines, professional obligations and responsibilities both to their clients, colleagues, other peoples, and professional body and to provide the ethical standard by which complaints and enquires are be made regarding members. The hope of realizing these laudable objectives seems to have been lost in Kogi state. The counselors hardly remember their civic responsibilities either to themselves, colleagues and professional body they "claim" to belong. Many of the state counselors perform dual functions - teaching and counseling. They hardly attend the state (CASSON) chapter's meeting take less of National Conference. They never wake from their slumber which mare their professional etiquette as well as ethical values for the counseling profession. The researchers therefore tend to investigate the professional etiquette and ethical values for counseling profession among secondary school counseling in Kogi State.

Purpose

The purpose of the study was to find out the professional etiquette and ethical values for counseling profession among secondary school counselors in Kogi State and specifically to find out:

1. The counselor's views on principles of code of ethical behavior.
2. The counselor's responses on the counseling professional code of conduct.
3. The differences between male and female counselors on principle of code of ethics.

Research Questions

Two research questions put forward for the study are:

1. What is the mean score difference in the counselors principles on ethical code of behavior between male and female
2. What are the differences in counseling professional role expectations among the counselor?

Research Hypothesis

In order to relate the variables in the research and subject them to measurable levels, a research hypothesis were formulated:

There is no significance difference between the male and female counselors on principle of ethical code of behavior.

Significance of the Study

The study will be of significance to the field counselors and counselor in training as it will expose to them more of the professional qualities expected of them and how other colleagues might have possess such qualities so as to adjust in order to meet future needs.

It may also equip the counselor of the professional etiquette surrounding counseling and ethical code of conduct whereby, there might be for adjustment and expose them to the need to be more committed to the professional body Counseling Association of Nigeria (CASSON) through which they should be lay their grievances, agitations and other related problems to be addressed. Through that, the members should be adequately aware that CASSON is greater than individual no matter the status, influence, affluence, greed and no member is greater than the association.

Scope of the Study

The focus of this study is professional etiquette and ethical values for counseling profession among secondary school counselors in Kogi State. The study is therefore, limited to only the practicing Guidance Counselors in the secondary schools in the state.

Population

The population for the study was two hundred and forty five (245) practicing Guidance Counselors from Kogi State. It comprises of Sixty Seven (67) from Kogi Central Senatorial District, Eighty Two (82) from Kogi West while Ninety Six (96) were from Kogi East Senatorial District.

Sample

A professional sample technique was used in sampling the total number of the participants with simple random sampling technique was adopted in selecting the respondents among male and female counselors.

Table 1. Population Distribution of the Sample

| Kogi Districts | Population | S | a | m | p | l | e | Total Sample |
|-----------------------|-------------------|----------|----------|----------|----------|----------|----------|---------------------|
| C e n t r a l | 6 7 2 | | | 1 | 1 | 4 | 3 | 5 |
| W e s t | 8 2 2 | | | 5 | 1 | 9 | 4 | 4 |
| E a s t | 9 6 2 | | | 8 | 2 | 3 | 5 | 1 |
| T o t a l | 2 4 5 | 7 | | 4 | 5 | 6 | 1 3 | 0 |

One hundred and thirty (130) Counselors participated in this study. The simple random techniques adopted was made up of 21 males and 14 females from Kogi Centre, 25 males and 19 females from Kogi West while 28 males and 23 females were sampled from Kogi East.

II. METHODOLOGY

Export-factor design method was chosen for this study because the design is not only appropriate and economical but also permits inference for generations of populations that would be too expensive to study as a whole (Denga& Ali, 1998) and according to (Godwin 1995), export - factor is used if one wants to find out what people think about some topics ask them. The design helps to draw out a representative sample of the population whose characteristics, behavior or attitudes are relevant to the information.

III. RESULTS

Research Question 1

What is the mean score difference in the Counselors principals on ethical code of behavior between male and female?

Table 2: Showing Gender differences on Counselors principals ethical code of behavior.

| Counselors principals on ethical code of behaviour | S e x | N o | Mean Score | Slender diviah |
|---|--------------|------------|-------------------|-----------------------|
| The counselors are always honest | Male | 7 4 | 2 . 2 4 | . 9 9 |
| | Female | 56 | 2.02 | .72 |
| All counselors have high integrity | Male | 7 4 | 2 . 6 8 | . 9 4 |
| | Female | 56 | 2.71 | .92 |
| The counselors are trust worthy | Male | 7 4 | 2 . 6 3 | 1 . 0 2 |
| | Female | 56 | 3.01 | .94 |
| The counselor one always loyal to their employer | Male | 7 4 | 2 . 3 6 | . 9 9 |
| | Female | 56 | 2.35 | 1.02 |
| The counselor are firm in decision taking | Male | 7 4 | 2 . 2 4 | . 9 8 |
| | Female | 56 | 2.01 | .91 |
| Counselors are always concern for others | Male | 7 4 | 2 . 3 2 | . 9 7 |
| | Female | 56 | 2.15 | .96 |
| The counselors do have respect for others | Male | 7 4 | 3 . 0 5 | . 9 4 |
| | Female | 56 | 2.01 | .98 |
| All the counselors are law abiding | Male | 7 4 | 2 . 0 8 | . 9 7 |
| | Female | 56 | 1.87 | .81 |
| The counselors are highly committed to their work | Male | 7 4 | 1 . 7 8 | . 9 1 |
| | Female | 56 | 1.71 | .91 |

| | | | | |
|---|--------|----|------|------|
| Counselors always have good leadership qualities | Male | 74 | 2.64 | 1.03 |
| | Female | 56 | 2.65 | .96 |
| The counselors have high reputation and morale | Male | 74 | 2.09 | .97 |
| | Female | 56 | 1.88 | .81 |
| The counselors have good accountability qualities | Male | 74 | 2.37 | .99 |
| | Female | 56 | 2.36 | 1.01 |

Males cluster mean 2.45

Females cluster mean 2.24

Table 2 indicates that the cluster means for male and female respondents were 2.45 and 2.24 respectively. This indicates a minor difference among male and female respondents and it indicates differences in Counselors ethical principles of behavior based on gender. The males highest and lowest mean so score (x) are 3.05 and 1.78 with the standard deviation of .96 and .91 respectively while the females highest and lowest mean scores (x) are 3.01 and 1.71 with .94 and .92 standard deviations respectively. The result on both sex shows that the highest score are trustworthiness and high integrity while the lowest scores are highly committed to work, high reputation and morale,

Research Question 2: what are the differences in counseling role expectation among the Counselors?

Table 3: Showing Counselors professional role expectations.

| | N | o | Freq | Y | e | s | Freq | N | % | o | | | | |
|---|---|---|------|---|---|---|------|---|----|---|----|---|---|----|
| Is counseling adequately functioning in your school | 1 | 3 | 0 | 1 | 0 | 2 | 7 | 8 | 5 | 2 | 8 | 2 | 1 | .5 |
| Are counselors combining their duties with teaching | 1 | 3 | 0 | 1 | 1 | 2 | 8 | 6 | .2 | 1 | 1 | 1 | 3 | .8 |
| Are counseling facilities available and adequate | 1 | 3 | 0 | 7 | 2 | | 5 | 5 | .4 | 5 | 8 | 4 | 4 | .6 |
| Are needed supportive staff made available | 1 | 3 | 0 | 7 | | | 5 | | .4 | 1 | 2 | 3 | 9 | .6 |
| Are there provision for group and individual counseling | 1 | 3 | 0 | 2 | 1 | | 1 | 6 | .2 | 1 | 0 | 9 | 8 | .8 |
| Is the counselor professionally qualified | 1 | 3 | 0 | 1 | 2 | 5 | 9 | 6 | .2 | 0 | 5 | 3 | | .8 |
| Do the counselors attend CASON conferences regularly | 1 | 3 | 0 | 1 | 1 | | 8 | | .5 | 1 | 1 | 9 | 9 | .5 |
| Are you aware of counseling code of ethics | 1 | 3 | 0 | 6 | 6 | | 5 | 0 | .8 | 6 | 4 | 1 | 9 | .2 |
| Do you have a copy of code of ethics | 1 | 3 | 0 | 0 | | | 0 | | | 1 | 3 | 0 | 1 | 0 |
| Are you aware of CASSON constitution | 1 | 3 | 0 | 1 | 2 | 8 | 9 | 8 | .5 | 0 | .2 | 1 | | .5 |
| Do you have a copy of CASSON constitution | 1 | 3 | 0 | 0 | 0 | | 0 | | | 1 | 3 | 0 | 1 | 0 |
| Are students benefiting from counseling services | 1 | 3 | 0 | 1 | 2 | 3 | 9 | 4 | .6 | 0 | 7 | 5 | | .4 |

Table 3 reveals that counseling services are functioning adequately in schools, that is, 102 counselors representing 78.5% agreed while 28 representing 21.51% do not agree. 112 representing 86.2% and 11 representing 13.8% respectively agreed and disagreed that counselors do combining teaching with counseling. However, 72, representing 54.4% attest that counseling facilities were available and adequate while 58, representing 44.6% do not agree while, 123 representing 94.6% of the respondents confirmed that supportive staff were not provided. The table further reveals that 96.2% of the counselors were qualified and only 11 representing 8.5% of the respondents do attend the Annual CASSON conferences regularly with 119 representing 91.5% do not attend regularly. 66 representing 50.8% are aware of counseling code of ethics while 64 representing 49.2% were not aware. None of the respondents are having the code of ethics. Though all the respondents (100%) are aware of CASSON Constitution but none of them is having it.

Hypothesis Testing

Hypothesis 1. Ho: There is no significant difference between male and female counselors on principle of ethical code of behavior.

Table 4: Showing the t-test of mean differences between male and female counselors on principles of ethical code of behavior.

| Variable | N | X | SD | DF | t-cal | t-ethical P | Remark |
|----------|----|-------|------|-----|-------|-------------|------------------|
| Male | 74 | 23.70 | 4.19 | 128 | 2.91 | 1.97 | .004 Significant |
| Female | 56 | 22.28 | 4.15 | | | | |

Table 4 reveals that the t-value of 2.91 is more than that of the t-critical values of 1.97 ($2.91 > 1.97$) at the 0.05 alpha levels of confidence. This necessitates the rejection of the Null hypothesis in favor of alternative hypothesis that: there is a significant difference between male and female respondents on counselors' principles on ethical code of behavior.

IV. DISCUSSION

The study reveals no significant difference in professional code of ethics among the counselors. This probably because all counselors are professional Guidance Counselors both in training at work. However, there is a slight difference in gender mean scores in relation to the cluster mean. The male counselors maintained the cluster mean score while female's were little below the cluster mean. However, the result indicates that male counselors have the highest mean score in respect for others while their least mean score is on dignity of work. On the other hand, the female highest mean score is on counselor been trust worthy while the least is art of being committed to work. This is an indication that they still willingly accept responsibilities aside their official assignment (counseling).

On counselor's professionalism, the study reveals that counseling services are visible in their various schools and they attest that they do combine counseling with other duties assigned to them by the principals which is in line with (Ikene and Nwoye 1988) who posited that when counselors are posted to schools, principal assigned duties to them different to counseling according to their school needs which is also confirmed (David Arowolo 2013) that attitude of principals and other members of staff towards counseling like assigning counselors to other duties in the school apart from counseling such as subject teacher, class master, games masters, labor master and others.

The study further reveals that Guidance and Counseling is accorded professional status among the schools, hence, Government posted qualified counselors to various schools yet, they confused counselors' role expectations with others. This is in agreement with (Denga 2004) who opined that public has hazy, confused and blurred perception of counselors' roles and functions. The study indicates that most counselors hardly attend state meeting or National Conferences. They have lazier-fair attitudes to the counseling profession, not knowingly that the profession needs systematic improvement through adequate knowledge of the professional code of conduct and ethical behavior that govern it operations. Professionalization of counseling is a continuous and systematic process, hence, (Scannel 1996) refined to professional counseling as a continuous professional development and systematic improvement and broaden of knowledge and development of persons' qualities necessary for the execution of professional duties throughout one's working life.

The result of the hypothesis reveals a significant difference between male and female counselors on professional etiquette and ethical code of behavior which indicated a gender differences in the code of conduct in such identified areas as integrity, loyalty, respect for others, leadership quality, accountability and others.

V. CONCLUSION / RECOMMENDATIONS

Based in the findings, the following recommendations were made:

- Counseling Association of Nigeria (CASSON) should ensure that all her members are having the constitution which should be a prerequisite for registration in all the conferences.
- More copies of both the constitution and the code of ethnic should be readily available in all the states chapters for the members
- The practicing counselors at various schools should not be overloaded with much assignments to ensure ultimate utilization of their professional knowledge and for effective performance of their duties
- Private office, facilities and other needed materials should be provided. Both the counselor and supportive staff must be computer literate for effective documentation of their clients cases
- Counseling should be seen as continuous and systematic professional development were all efforts must be made to ensure its professional development
- The counselors should be sponsored for seminal, workshops, in service training and retraining and be assisted morally and financially to attend local, national and international conferences
- The counselors must demonstrate their profession expert in all their activities thereby the professional expert should be shown on them at all times
- All CASSON members irrespective of their religious region, tribe, influence, affluence, qualification should respect the constitution. CASSON should be above individual and individual interest should pave way for the national body.

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