

Role of Tests and Measurement in Counselling for Value Re-Orientation among School Counsellors in Kano State, Nigeria

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Abstract

The study examined the role of tests and measurement in counselling for value re-orientation among school counsellors in Kano State, Nigeria. Two research objectives guided the study and two null hypotheses were tested at a 0.05 level of significance. The study employed correlational survey research design with a population of 355 school counsellors and sample size of 150 respondents. Multi stage sampling technique was used to select the counsellors. A researcher-developed questionnaire tagged “Counsellors’ Assessment in Counselling for Value Re-Orientation Questionnaire (CACVROQ)” was used to collect the data. The CACVROQ was face and content validated by five experts in the area of tests and measurement, guidance and counselling as well as psychology. The reliability was established using Cronbach’s Alpha and a coefficient of 0.82 was obtained. Data collected were analysed using Pearson Product Moment Correlation (PPMC) analysis. The results indicated that a strong positive statistically significant correlation between psychological testing and value re-orientation and a strong positive statistically significant correlation between cultural sensitivity in testing and the effectiveness of value re-orientation. Based on the results of the study, it was therefore, recommended that there is need for counsellors to adapt test materials, administration procedures, and interpretations to ensure that assessments are culturally sensitive. Lastly, counsellors should be encouraged to employ a variety of assessment tools that have been validated within diverse cultural contexts.

Keywords: Tests and Measurement, Counselling, Value Re-Orientation and School Counsellors.

Introduction

Counselling is a fundamental domain within the field of psychology that aims to facilitate personal growth, well-being, and the resolution of psychological and emotional challenges. One of the central objectives of counselling is to assist individuals in navigating complex moral and value-related dilemmas, often resulting in value re-orientation wherein individuals redefine their core beliefs and ethical compass. In this endeavor, the incorporation of tests and measurement tools becomes increasingly relevant, as they can serve as valuable instruments for assessing, monitoring, and guiding the process of value re-orientation. Equally, as counselling professionals are confronted with the intricate task of aiding individuals in value re-orientation, it becomes essential to explore the potential contributions of psychological tests and measurements in this context. Psychological assessments, such as personality tests, values inventories, and ethical

decision-making scales, offer a structured and empirical means of evaluating an individual's current values, attitudes, and ethical perspectives. They provide quantifiable data that can serve as a foundation for guiding and assessing the efficacy of counselling interventions (Fishman, 2018). In the same vein, counselling has long been a vital component of mental health and personal development, offering individuals a structured avenue for addressing emotional challenges and exploring their inner values and beliefs (Harrar et al., 2017). Thus, within the counselling process, a significant and often transformative aspect is value re-orientation, where individuals examine and potentially alter their core values, ethical principles, and moral convictions (Fowers & Richardson, 2017). This reorientation can be driven by various life events, such as major life transitions, crises, or a desire for self-improvement and personal growth.

On the other hand, value re-orientation in counselling is a dynamic and multifaceted process that calls for a nuanced approach. It involves self-reflection, introspection, and often a realignment of an individual's values with their evolving life circumstances and personal goals. It is in this context that psychological tests and measurements have gained prominence, offering counsellors objective tools to assess, track, and facilitate the value re-orientation process (Beitel, 2015). The process of value re-orientation in counselling is not only pertinent for personal development but also has broader societal implications. As individuals undergo shifts in their values and beliefs, they may contribute positively to social cohesion, ethical behaviour, and cultural norms. The role of counselling in fostering these positive changes in individuals cannot be overstated (Hansen, 2019).

The integration of tests and measurement instruments into counselling practice has evolved in parallel with advancements in psychology and assessment methodologies. However, counsellors now have access to a wide array of psychological assessments, including personality inventories, values questionnaires, and ethical decision-making scales. These instruments allow for the quantification of values, attitudes, and ethical stances, providing a structured foundation for the counselling process (Ladany & Inman, 2014). They offer an empirical basis upon which both counsellors and clients can evaluate progress and adapt interventions as needed.

However, while the potential benefits of incorporating tests and measurement in counselling are apparent, it is crucial to recognize the complexities and nuances of this endeavor. The appropriateness of assessments in value re-orientation hinges on a range of factors, including the context of counselling, the cultural background of the client, and the nature of the value re-orientation itself (Heppner et al., 2016). Moreover, ethical considerations regarding the use of assessments in counselling must be taken into account, as well as the ongoing debate on the balance between objectivity and subjectivity in counselling practice (Ridley et al., 2016).

This study seeks to provide a comprehensive understanding of the role of tests and measurement in counselling for value re-orientation, taking into consideration these complex dynamics. It explores the theoretical underpinnings of value re-orientation within counselling, the variety of tests and measurement available, and the integration of these assessments into the counselling process. As a result of critically analyzing the existing research, the study aims to shed light on the effectiveness and ethical considerations surrounding the use of tests and measurement in the delicate process of value re-orientation in counselling. In a rapidly changing world marked by shifting societal norms, value re-orientation becomes a critical aspect of individual and collective

adaptation. This study addresses a significant gap and has the potential to inform counselling practices, ultimately contributing to the betterment of individuals and society at large.

Statement of the Problem

Value re-orientation, a significant component of counselling, is essential for individual well-being and societal development. However, despite its importance, the field of counselling faces a growing challenge in effectively addressing value re-orientation in a rapidly changing world. Societal shifts, cultural diversity, and evolving ethical considerations necessitate a more precise and structured approach to counselling interventions that facilitate value re-orientation. One of the key issues confronting the field is the lack of standardized methods to assess and guide value re-orientation processes. Value re-orientation is inherently a subjective and intricate process that varies greatly from one individual to another, making it difficult to measure and evaluate objectively. This subjectivity often results in imprecise interventions and hinders the ability to track changes over time. This deficiency in standardized assessment tools is evident in the literature, with numerous studies emphasizing the need for more comprehensive and empirically grounded approaches to value re-orientation (Smith & Bradley, 2018; Johnson & Carter, 2019).

Furthermore, there is lack of systematic data on the effectiveness of utilizing psychological tests and measurement in counselling for value re-orientation. While various tests and measurement are available, their application and impact on value re-orientation remain underexplored. Empirical evidence regarding their efficacy, the contexts in which they are most effective, and potential limitations is limited, impeding the ability of counselling practitioners to make informed decisions about when and how to employ these assessments (Whiston et al., 2017; Toporek, 2016). More so, the value-related challenges are on the rise in contemporary society. Ethical dilemmas, moral conflicts, and shifting cultural norms are becoming increasingly prevalent, necessitating effective interventions for value re-orientation (Reed et al., 2020). This suggests that there is an urgent need for evidence-based practices that can guide individuals and communities through these value-related changes. To address these issues, it is imperative to conduct a comprehensive examination of the role of test and measurement in counselling for value re-orientation, assessing their efficacy and exploring the ethical considerations that accompany their use. This study will investigate the extent to which psychological tests and measurements can contribute to the counselling process, providing valuable insights into their suitability, limitations, and implications for the field.

However, conducting a detailed analysis of the problem and leveraging statistical trends and empirical data, this research aims to provide evidence-based recommendations to counselling practitioners, educators, and policymakers. Ultimately, it seeks to enhance the effectiveness of counselling interventions for value re-orientation, which is essential in a world where moral and ethical dilemmas are increasingly prevalent.

Research Objectives

1. To determine relationship between psychological testing and value re-orientation of school counsellors in Kano State.
2. To examine the relationship between cultural sensitivity in psychological testing and value re-orientation of school counsellors in Kano State.

Research Hypotheses

H₀₁: There is no significant relationship between psychological testing and value re-orientation of school counsellors in Kano State.

H₀₂: There is no significant relationship between cultural sensitivity in psychological testing and value re-orientation of school counsellors in Kano State.

Counselling for Value Re-orientation

Counselling for value re-orientation is a vital domain within the broader field of counselling and psychotherapy, focusing on assisting individuals in exploring, adapting, and realigning their core values and ethical beliefs. This specialized area of counselling acknowledges that value systems are not static but evolve over time in response to life experiences, cultural influences, and personal growth (Fowers & Richardson, 2017). Nevertheless, value re-orientation typically emerges as a response to significant life events or personal crises, where individuals find themselves questioning their existing values and moral compass. These events may include major life transitions, career changes, interpersonal conflicts, or ethical dilemmas. As a result, individuals often seek the guidance of a counsellor to navigate these complex internal processes (Fowers & Richardson, 2017). The value re-orientation counselling process is multifaceted, involving self-reflection, introspection, and often a reevaluation of one's ethical beliefs. It aims to help individuals make conscious, well-informed decisions about their core values and how these values align with their current life circumstances and aspirations. The goal is not necessarily to change values but to ensure that they remain relevant and authentic (Smith & Bradley, 2018).

Counselling for value re-orientation is rooted in several foundational principles: Central to value re-orientation counselling is a client-centered approach, emphasizing the importance of the client's autonomy and self-determination in defining and redefining their values (Rogers, 1951). This approach recognizes that individuals are experts on their own lives and that counsellors play a supportive, facilitating role in the exploration and understanding of values. Equally, cultural diversity is a significant factor in the value re-orientation process. Clients from different cultural backgrounds may have distinct value systems, and counsellors need to be culturally sensitive in their approach to ensure that value re-orientation respects and honors these differences (Sue et al., 2016). Ethical dilemmas and moral conflicts often arise during value re-orientation, making it imperative for counsellors to navigate these challenges with sensitivity and adherence to ethical guidelines (Corey et al., 2018). The ethical dimensions of value re-orientation counselling are complex, as they involve the client's inner ethical compass, which may be intertwined with cultural, societal, and personal factors. Moreover, value re-orientation counselling takes a holistic perspective, recognizing that changes in values can have ripple effects in various areas of an individual's life, including relationships, career choices, and personal well-being. Therefore, interventions often involve addressing these interconnected aspects (Neimeyer, 2001).

The complexity and subjectivity of value re-orientation present unique challenges to counselling practitioners. Consequently, the role of psychological tests and measurements becomes crucial in providing structure and objectivity to the process (Johnson & Carter, 2019). These assessments offer a means to quantify values and track changes over time, enabling more focused and evidence-based interventions. However, counselling for value re-orientation is a

dynamic and intricate field that acknowledges the evolving nature of human values. It encompasses a client-centered, culturally sensitive, and ethically grounded approach to assist individuals in navigating the complexities of value re-orientation. Psychological tests and measurements, as explored in this thesis, play a significant role in enhancing the effectiveness of counselling in this context, offering valuable insights and structure to the process.

The Role of Tests and Measurement in Counselling

The integration of tests and measurement into the counselling process has become increasingly prominent in the field, offering a structured and empirical approach to understanding and addressing psychological and emotional challenges. Tests and measurements serve as valuable tools that provide counsellors with objective data, enhance diagnostic accuracy, and guide the development and evaluation of therapeutic interventions. Moreover, psychological tests and measurements play a critical role in the initial assessment and diagnosis phase of counseling. They offer counsellors a standardized way to evaluate a client's psychological and emotional functioning. For instance, assessments like the Beck Depression Inventory (BDI) or the State-Trait Anxiety Inventory (STAI) enable counsellors to quantify the severity of a client's symptoms (Groth-Marnat, 2009). This quantitative data aids in diagnosing mental health disorders and determining the appropriate course of treatment.

Tests and measurement provide a structured means of tracking a client's progress throughout the counselling process. Likewise, administering assessments at various points in therapy, counsellors can objectively measure changes in a client's psychological well-being and the effectiveness of the interventions. This allows for evidence-based adjustments to the treatment plan (Fishman, 2018). Thus, psychological assessments help counsellors tailor treatment plans to each client's specific needs. For instance, personality inventories like the Minnesota Multiphasic Personality Inventory (MMPI) provide insights into a client's personality traits and emotional functioning. This information informs the development of therapeutic strategies that are best suited to the individual client (Hunsley & Mash, 2007). The use of tests and measurements enables counsellors to assess the outcomes of counselling interventions more systematically.

Moreso, comparing pre- and post-intervention assessment scores, counsellors can determine whether the desired therapeutic changes have occurred. This empirical data can inform decisions about the continuation of treatment or the need for adjustments (American Psychological Association, 2002). In some instances, assessments serve as tools for counsellor-client collaboration. For example, values inventories can help clients clarify their core values and articulate their goals (Rokeach, 1973). This shared understanding of values can enhance the therapeutic alliance and support clients in achieving value-related changes. The use of tests and measurements also contributes to the advancement of counselling as a profession. Research conducted with standardized assessments provides valuable insights into the efficacy of counselling interventions, the measurement of specific constructs, and the development of evidence-based practices (Piotrowski & Keller, 2019).

However, it is important to note that the role of tests and measurements in counselling is not without challenges. Ethical considerations, cultural sensitivity, and the potential for overreliance on quantitative data must be carefully addressed. It is critical for counsellors to use assessments as complementary tools within a client-centered and holistic counselling framework,

rather than as the sole determinant of therapeutic decisions. The integration of tests and measurements into counselling reflects the evolving nature of the field, where empirical data and psychological science are increasingly interwoven with the art of therapy, enhancing the precision and effectiveness of the counselling process.

Types of Tests and Measurement Commonly Used in Counselling

Counselling professionals employ a wide range of tests and measurement to assess various psychological and emotional aspects of their clients. These assessments play a crucial role in the counselling process, providing objective data that guides diagnostic evaluations, informs treatment planning, and monitors therapeutic progress. The following types of tests and measurements are commonly utilized in counselling practice:

Personality tests aim to measure an individual's enduring patterns of thoughts, emotions, and behaviors. The Minnesota Multiphasic Personality Inventory (MMPI) and the Myers-Briggs Type Indicator (MBTI) are well-known examples. Personality assessments help counsellors gain insights into a client's personality traits and interpersonal style, which can be valuable for treatment planning and understanding how personality influences value systems (Groth-Marnat, 2009). Mood and emotion assessments, such as the Beck Depression Inventory (BDI) and the State-Trait Anxiety Inventory (STAI), are used to gauge a client's emotional state. These assessments help counsellors identify the presence and severity of mood disorders, anxiety, and stress levels, which may be closely related to value re-orientation challenges (Beck et al., 1996). Again, values inventories, like Rokeach's Value Survey, that often explore a client's core values and ethical beliefs (Rokeach, 1973). These assessments help individuals clarify their values, which is essential in the context of value re-orientation. Values inventories facilitate discussions about the alignment of one's values with their goals and aspirations. As cultural competence is vital in counseling, assessments like the Multicultural Counselling Inventory (MCI) or the Cross-Cultural Counselling Inventory-Revised (CCCI-R) are utilized to measure counsellors' awareness, knowledge, and skills related to cultural diversity (Sue et al., 2016). These assessments ensure counsellors can effectively address value-related challenges in diverse client populations.

Cognitive assessments, such as intelligence tests (e.g., Wechsler Adult Intelligence Scale, WAIS), provide insights into a client's cognitive abilities. These assessments are useful in understanding how clients process information, make decisions, and cope with cognitive dissonance related to value re-orientation (Wechsler, 1997). Tools like the Outcome Questionnaire-45 (OQ-45) or the Session Rating Scale (SRS) are designed to measure changes in a client's well-being and therapeutic progress (Lambert et al., 2013). These assessments enable counsellors to track the effectiveness of value re-orientation interventions and adapt treatment plans accordingly.

Behavioural assessments, including the Behaviour Assessment System for Children (BASC) or the Achenbach System of Empirically Based Assessment (ASEBA), focus on assessing behaviours and functioning in children and adolescents (Achenbach & Rescorla, 2001). These assessments help identify behavioural challenges that may be linked to value conflicts in younger populations. Hence, for clients struggling with substance abuse or addiction, assessments like the Addiction Severity Index (ASI) or the Alcohol Use Disorders Identification Test (AUDIT) are employed to assess the extent and impact of substance use (McLellan et al., 1992). Addressing

substance abuse is an integral to value re-orientation. As a result, each type of assessment serves a specific purpose in counselling, offering valuable information for diagnosis, treatment planning, and monitoring therapeutic progress. The selection of assessments should align with the unique needs and circumstances of each client, taking into account their cultural background, age, and presenting concerns. Counsellors must also be attentive to ethical considerations when using these assessments, ensuring informed consent and respecting client privacy and autonomy.

The Connection between Testing and Value Re-Orientation in Counselling

Value re-orientation, a process in counselling where individuals examine and potentially alter their core values, ethical principles, and moral convictions, is a dynamic and intricate journey. This transformation often stems from life events, crises, or a desire for self-improvement and personal growth. While the process is highly subjective and personal, the integration of psychological tests and measurements has emerged as a valuable adjunct to facilitate value re-orientation. Ultimately, psychological assessments offer clients a structured platform for objective self-reflection and exploration of their values. By answering standardized questions and engaging in reflective exercises, clients gain clarity about their existing values, the changes they desire, and the congruence between their values and their life circumstances (Seligman et al., 2005). This objective self-reflection can be particularly beneficial in promoting self-awareness and personal insight. Likewise, tests and measurement provide a quantifiable framework for values assessment. For instance, values inventories like Rokeach's Value Survey assign numerical scores to specific values and beliefs (Rokeach, 1973). This quantification allows clients and counsellors to track changes in values over time, offering empirical data on the value re-orientation process. The inclusion of tests and measurements creates structure within the value re-orientation process. Counsellors can use assessment results to identify areas of conflict, inconsistency, or misalignment in a client's value system. This structured approach facilitates the development of targeted interventions and strategies to help clients work through value-related challenges (Johnson & Carter, 2019).

Cultural Sensitivity: Psychological assessments are adaptable to cultural considerations, which is crucial in value re-orientation counseling. Tests can be chosen or adapted to respect the cultural values and norms of the client, making them culturally sensitive tools for the exploration of value systems (Sue et al., 2016). This helps ensure that the process respects the client's cultural background. In the same vein, ethical decision-making scales and assessments, such as the Defining Issues Test (DIT), provide a structured framework for evaluating an individual's ethical decision-making processes (Rest, 1986). This is particularly relevant in value re-orientation, as clients often grapple with moral dilemmas and ethical conflicts that necessitate reflection and decision-making.

Moreover, psychological assessments enable counsellors to measure the progress of value re-orientation systematically. However, administering assessments at various stages of counseling, counsellors can objectively assess changes in core values and ethical principles (Lambert et al., 2013). This allows for data-driven adjustments to the therapeutic approach. Thus, the use of tests and measurements in value re-orientation contributes to empirical research in counseling. Research conducted with these assessments provides insights into the efficacy of value re-orientation interventions, helping establish evidence-based practices (Fishman, 2018). However, it is essential

to recognize that the use of assessments in value re-orientation counselling is not without challenges. Ethical considerations, cultural competence, and the balance between objectivity and subjectivity must be carefully navigated. Overreliance on assessments at the expense of the client's autonomy and self-discovery should be avoided (Corey, 2017). Psychological tests and measurements should complement, rather than replace, the therapeutic relationship and the client's personal insights.

Methodology

The study employed correlation research design as its framework. It is a research design that is used in measuring relationship between two or more variables in a study. In this study, relationship between the psychological testing and value re-orientation of school counsellors were measured. The study population comprised of three hundred fifty five (355) school counsellors in Kano state with a sample size of one hundred and fifty (150) counsellors using multi stage sampling technique. At first, stratified sampling was used to ensure that the sample adequately represented different demographic characteristics. In the second stage, simple random sampling procedure was used to select the counsellors from each stratum randomly. In the third stage, proportionate sampling procedure was used to ensure that the sample size of each stratum was proportional to the size of the stratum in the population. Finally, systematic sampling was used to select school counsellors from population and total of 86 female counsellors and 64 male counsellors totaling 150 school counsellors. The data were collected using a researcher-developed questionnaire tagged “Counsellors’ Assessment of Counselling in Value Re-Orientation Questionnaire (CACVROQ)” containing closed-ended questions that was rated on a modified four point Likert scale of Strongly Agree (4); Agree (3), Disagree (2) and Strongly Disagree (1) respectively. However, the research instrument was face and content validated by five experts in the Department of Education, Bayero University, Kano and reliability was established after administering the questionnaire to 40 school counsellors that did not fall part of the final sample of the study using Cronbach’s alpha and a coefficient of 0.82 was obtained which was good enough and confirmed that the instrument was reliable for the study. More so, the data collected were analysed using Pearson's Product-Moment Correlation to test the strength and direction of the relationship between the variables of the study at statistical significance set at a 0.05 level of significance.

Results

The results are presented below:

H₀₁: There is no significant relationship between psychological testing and value re-orientation of school counsellors in Kano State.

Table 1: Showing Pearson Correlation Analysis between Psychological Testing and Value Re-Orientation of School Counsellors in Kano State

	Psychological Testing	
	Pearson Correlation	
Value Re-Orientation		.70**.
	Sig. (2-tailed)	.001
	N	150

** . Correlation is significant at the 0.05 level (2-tailed).

The result in table 1 showed the correlational analysis, which examined the relationship between psychological testing and value re-orientation of school counsellors. The Pearson's correlation indicates that there exists a strong positive statistically significant correlation between psychological testing and value re-orientation, $r(150) = 0.70$.

H₀₂: There is no significant relationship between cultural sensitivity in psychological testing and value re-orientation of school counsellors in Kano State.

Table 2: Showing Pearson Correlation Analysis between Cultural Sensitivity in Testing and Value Re-Orientation of School Counsellors in Kano State

		Cultural Sensitivity in Testing
Value Re-Orientation	Pearson Correlation	.65**.
	Sig. (2-tailed)	.001
	N	150

** . Correlation is significant at the 0.05 level (2-tailed).

The result in table 2 showed the correlational analysis, which explored the relationship between cultural sensitivity in psychological testing and value re-orientation. The Pearson's correlation reveals that there exists a strong positive statistically significant correlation between cultural sensitivity in testing and the of value re-orientation of school counsellors in Kano State, $r(150) = 0.65$.

Discussion of Results

The results of hypothesis one indicated that Pearson's correlation coefficient (r) of 0.70, signifying a robust and positive correlation between psychological testing and value re-orientation. The magnitude of this correlation coefficient (r) underscores the strength of the association, indicating that counsellors who score higher on psychological tests are more likely to experience successful value re-orientation in counselling. The findings agreed with the findings of Smith and Bradley (2018) that demonstrated a positive correlation between psychological assessment scores and the success of value re-orientation interventions. Also, findings are in support with those of Harrar et al. (2017) in which their comprehensive meta-analysis found that psychological testing was associated with significant improvements in counsellors' value re-orientation outcomes. In the same vein the findings of the study collaborate the earlier assertions of Fishman's (2018) who elaborated on the role of psychological testing in counselling, and suggest that assessments could serve as roadmaps for helping counsellors realign their values and ethical principles. The current findings align with Brown's insights, emphasizing the positive impact of these assessments. In a similar opinion, the American Psychological Association's (APA, 2002) Guidelines on ethical practice in psychology and counselling underscore the importance of psychological assessments in counselling. The study findings support these guidelines by providing empirical evidence of the strong correlation between psychological testing and value re-orientation. The convergence of this study results with the work of these researchers and authors underscores the robustness of the relationship between psychological testing and value re-orientation. These findings not only contribute to the existing body of knowledge but also affirm the relevance of incorporating psychological assessments as a valuable component of counselling practices. Thus, the cumulative evidence from the study, coupled with the alignment with prior research, reinforces the importance

of adopting evidence-based practices in counselling that leverage the power of psychological testing to facilitate counsellors' successful value re-orientation journeys. These insights serve as a foundation for future research and the continued development of effective counselling approaches in the field.

The results of hypothesis two revealed that Pearson's correlation coefficient (r) is 0.65, and the p -value is less than 0.001. This indicates a strong positive statistically significant correlation between cultural sensitivity in testing and value re-orientation. The findings resonate with the work of Fowers and Richardson (2017) which explored the relationship between cultural competences and counselling outcomes. They found that cultural sensitivity in testing was positively associated with improved value re-orientation in a diverse counsellor population, supporting the current findings. The findings also supported the assertions made by Johnson and Carter (2019) that emphasized the pivotal role of cultural sensitivity in psychological assessment. Their work underscored the importance of matching testing practices with the cultural contexts of clients to facilitate successful value re-orientation, aligning with our results. However, comprehensive review of cultural competence in counselling highlighted the significance of culturally sensitive assessments in promoting effective value re-orientation.

Conclusion

The study looked into the dynamics of cultural sensitivity in psychological testing and its impact on the efficacy of value re-orientation, as well as the relationship between psychological testing and the success of value re-orientation in counseling. The findings of this research have unveiled compelling insights that hold important implications for counselling practices. The study concludes that in the case of cultural sensitivity in psychological testing and this implies that counsellors who undergo culturally sensitive testing are more likely to experience positive outcomes in their value re-orientation journey during counselling process. Similarly, the study also concluded that exploration of the relationship between psychological testing and value re-orientation revealed a parallel set of outcomes and this suggests that counsellors who score higher on psychological tests are more likely to achieve successful value re-orientation outcomes during counselling.

Recommendations

1. There is need for counsellors/psychologists should prioritize the integration of cultural competence in psychological testing. This involves tailoring assessment tools to align with the cultural contexts of our populations.
2. Also, there is need for counsellors to adapt test materials, administration procedures, and interpretations to ensure that assessments are culturally sensitive.
3. Counsellors should be encouraged to employ a variety of assessment tools that have been validated within diverse cultural contexts.
4. Counsellors should invest in ongoing professional development to enhance their cultural competence. Workshops, seminars, and collaboration with colleagues from diverse backgrounds can further hone their skills in culturally sensitive assessment and counselling.

5. There is need for counsellors to recognize uniqueness of individuals with diverse cultural backgrounds and values, and should always prioritize the best interests of their clients when engaging in open dialogue to understand and respect their value systems.

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