

Fundamentals of Councelling Psychology

GCE 105



University of Ibadan Distance Learning Centre
Open and Distance Learning Course Series Development

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Vice-Chancellor's Message

The Distance Learning Centre is building on a solid tradition of over two decades of service in the provision of External Studies Programme and now Distance Learning Education in Nigeria and beyond. The Distance Learning mode to which we are committed is providing access to many deserving Nigerians in having access to higher education especially those who by the nature of their engagement do not have the luxury of full time education. Recently, it is contributing in no small measure to providing places for teeming Nigerian youths who for one reason or the other could not get admission into the conventional universities.

These course materials have been written by writers specially trained in ODL course delivery. The writers have made great efforts to provide up to date information, knowledge and skills in the different disciplines and ensure that the materials are user-friendly.

In addition to provision of course materials in print and e-format, a lot of Information Technology input has also gone into the deployment of course materials. Most of them can be downloaded from the DLC website and are available in audio format which you can also download into your mobile phones, iPod, MP3 among other devices to allow you listen to the audio study sessions. Some of the study session materials have been scripted and are being broadcast on the university's Diamond Radio FM 101.1, while others have been delivered and captured in audio-visual format in a classroom environment for use by our students. Detailed information on availability and access is available on the website. We will continue in our efforts to provide and review course materials for our courses.

However, for you to take advantage of these formats, you will need to improve on your I.T. skills and develop requisite distance learning Culture. It is well known that, for efficient and effective provision of Distance learning education, availability of appropriate and relevant course materials is a *sine qua non*. So also, is the availability of multiple plat form for the convenience of our students. It is in fulfilment of this, that series of course materials are being written to enable our students study at their own pace and convenience.

It is our hope that you will put these course materials to the best use.



Prof. Abel Idowu Olayinka
Vice-Chancellor

Foreword

As part of its vision of providing education for “Liberty and Development” for Nigerians and the International Community, the University of Ibadan, Distance Learning Centre has recently embarked on a vigorous repositioning agenda which aimed at embracing a holistic and all encompassing approach to the delivery of its Open Distance Learning (ODL) programmes. Thus we are committed to global best practices in distance learning provision. Apart from providing an efficient administrative and academic support for our students, we are committed to providing educational resource materials for the use of our students. We are convinced that, without an up-to-date, learner-friendly and distance learning compliant course materials, there cannot be any basis to lay claim to being a provider of distance learning education. Indeed, availability of appropriate course materials in multiple formats is the hub of any distance learning provision worldwide.

In view of the above, we are vigorously pursuing as a matter of priority, the provision of credible, learner-friendly and interactive course materials for all our courses. We commissioned the authoring of, and review of course materials to teams of experts and their outputs were subjected to rigorous peer review to ensure standard. The approach not only emphasizes cognitive knowledge, but also skills and humane values which are at the core of education, even in an ICT age.

The development of the materials which is on-going also had input from experienced editors and illustrators who have ensured that they are accurate, current and learner-friendly. They are specially written with distance learners in mind. This is very important because, distance learning involves non-residential students who can often feel isolated from the community of learners.

It is important to note that, for a distance learner to excel there is the need to source and read relevant materials apart from this course material. Therefore, adequate supplementary reading materials as well as other information sources are suggested in the course materials.

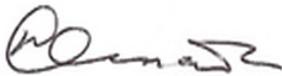
Apart from the responsibility for you to read this course material with others, you are also advised to seek assistance from your course facilitators especially academic advisors during your study even before the interactive session which is by design for revision. Your academic advisors will assist you using convenient technology including Google Hang Out, You Tube, Talk Fusion, etc. but you have to take advantage of these. It is also going to be of immense advantage if you complete assignments as at when due so as to have necessary feedbacks as a guide.

The implication of the above is that, a distance learner has a responsibility to develop requisite distance learning culture which includes diligent and disciplined self-study, seeking available administrative and academic support and acquisition of basic information technology skills. This is why you are encouraged to develop your computer skills by availing yourself the opportunity of training that the Centre’s provide and put these into use.

In conclusion, it is envisaged that the course materials would also be useful for the regular students of tertiary institutions in Nigeria who are faced with a dearth of high quality textbooks. We are therefore, delighted to present these titles to both our distance learning students and the university's regular students. We are confident that the materials will be an invaluable resource to all.

We would like to thank all our authors, reviewers and production staff for the high quality of work.

Best wishes.

A handwritten signature in black ink, appearing to read 'Bayo Okunade', written in a cursive style.

Professor Bayo Okunade
Director

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Study Session 1: Meaning and Concept of Guidance and Counselling

Expected duration: 1 week or 2 contact hour



Introduction

Guidance and Counselling are two elusive words that cannot be pinned down to a definition. It has been defined, sometimes to convey each author's opinions and biases. Guidance and counselling is defined as a process used in assisting an individual having problems in any facet of life so that he can be more effective, satisfied and useful to the society in which he lives.

In this study session you will learn about the basic concepts of guidance and counselling, the differences between the terms- guidance and counselling and the services that the school should make available for its students.

Learning Outcomes for Study Session

At the end of this study session, you should be able to:

- 1.1 Define Guidance and Counselling
- 1.2 List the major similarities between Guidance and Counselling
- 1.3 Highlight some of the services rendered in the school by the school Counsellor

The Concept of Guidance and Counselling

There is much overlap among the various definitions but a substantial agreement is evident. That is, guidance is the process of helping an individual understand himself and his world. Literally, the word guidance derives from its word 'guide' which means direct, watch over, know, pilot, manage, steer, aid, lead and inform.



Figure 2.1: Process of Guidance

Source: <https://sp.yimg.com/xj/th?id=OIP.Mb67fa0aa01c425e92183f5b80507b754H0&pid=15.1&P=0&w=300&h=300>

Many definitions of guidance, some of which make the concept more explicit are given in the discussion that follows:

Busari (2005) defines guidance as the process of helping individuals discuss and develop their educational, vocational, and psychological potentialities and thereby achieve an optimal level of personal happiness and social usefulness.

Akinboye (2000) opined that provision of guidance in schools is necessary to help students gain adequate knowledge and understanding about the skills, attitudes and values that they must cultivate in order to live comfortably in a constantly changing society like ours.

- a. Adjust to his environment
- b. Develop the ability to set realistic goals for himself
- c. Realize his potential in obtaining these goals
- d. Integrate these new experiences with the concept of self
- e. Improve the total educational programme

In Text Question

The word guidance derives from its word 'guide' which means

- a. Direct
- b. Command
- c. Pilot
- d. Explain

In Text Answer

- a. Direct

Arbuckle and others (1966) attempted to clarify the usage of the term by pointing out the distinctions implicit in the word 'guidance.'

According to them, when used as:

(i) **A Concept:** guidance denotes the utilization of a point of view in order to help an individual.

(ii) **An Educational Construct:** it refers to the provision of experiences that help pupil's to understand themselves. Accept themselves and live effectively in their society. Guidance asserts that schools- are responsible for the total personal growth.

(iii) Development of children and not merely only for their intellectual development nor only for their character development in any narrow training sense. Second, it stresses the uniqueness and individuality of each child and adds a new dimension to the idea of education as the promotion of self-fulfillment and self-actualization.

(iv) **A Service :** it refers to procedures and processes organized to achieve a helping relationship.

From the above, guidance can be seen as an umbrella term which refers to all that is done to protect and guide the development of student. It is the help given by one person to another in making choices and adjustment and in solving problems.

Guidance aims at aiding the recipient to grow in his independence and ability to be responsible for himself. It is a service that is universal - not confined to the school or the family. It is found in all phases of life - in the home, in business and industry in government, in social life, in hospitals. Indeed it is present where there are people in need and wherever there are people who desire to help.

1.1.1 The Model of Counselling

Counselling has been used to denote a wide range of procedure including advice giving, support in times of trouble or need, encouragement, information giving and test interpretation.

Thompson and Poppen (1972) define counselling as, a person-to-person relationship in which one person helps another to resolve an area of conflict that has not been hitherto resolved. The helper in the relationship is by virtue of his training and experience, a counselor who attempts to assist the student (client) in becoming an independent person capable of resolving his conflict situations. Counselling has gone beyond conflict resolution

Busari (2005) explains that the concept of counselling is essentially democratic in that the assumptions underlying its theory and practice are, first, that each individual has the right to shape his own destiny and second that the relatively mature and experienced members of the community are responsible for ensuring that each person's choice shall serve both his own interests and those of society.

Differences between Guidance and Counselling

The actual differences between the term “guidance” and the term “counseling” has been a subject of debate, even among specialists. **Shertzer** and **Stone**(1974) claim that attempts to differentiate between guidance and counseling have not met with any notable *degree* of success. They further say that distinctions between them are artificial and that the terms should be used interchangeably.



Figure 2.2: The differences between the “guidance” and “counseling”

Source: http://counselingdegreelink.com/sites/counselingdegreelink.com/files/styles/flexslider_full/public/field/image/counseling%20and%20social%20work_0.jpg?itok=5oy5LYZh

In the opinion of **Taylor** (1971) there are a number of peculiar difficulties in defining guidance in order to distinguish it from counseling. The chief differences lie on the authority of the person doing the guidance.

Table: The differences between Guidance and Counselling

S/N	AREA OF DIFFERENCE	GUIDANCE	COUNSELLING
1.	Meaning	It is a general assistance given to the clients by specialists in order to help them solve their problems	It is a more personalized and individualized assistance which can only be given by a professionally trained person (the counsellor) in order to help individuals to solve their problems.
2.	Process	It is cognitive i.e. it focuses on the provision of information so that the individual can acquire knowledge and wisdom with which the individual can understand himself and his environment.	It is effective and has to do with individual feelings and emotions. It is usually on one-to-one relationship.
3.	Focus of Attention	Information	The person
4.	Goal	Increased knowledge	Self-actualization
5.	Size of group	Unlimited number	One to eight or not more than eleven.
6.	Leader's Orientation	Informational	Therapeutic

7. Structure	Less Personal	More personal
8. Nature	No Privacy	Highly private
9. Setting	Non-professional (can take place anywhere)	Highly professional (cannot just take place anywhere. The environment must be conducive enough).
10. Contents	Not confidential	Strictly confidential
11. Initiation	Usually initiated by the counselor	Mostly initiated by the person in problem (the client)
12. Conclusion	It is the body of psychotherapy. It focuses on general issues affecting the individual. Function most in the field of education	It is the heart of psychotherapy because it is more than just giving information. It goes deeper into the person or individual. Function in diverse fields such as education and industry.

The School Guidance Services

Guidance services may be defined as professional aid to individuals and small groups in dealing with commonly recurring personal, educational and vocational needs and problems.



Figure 2.3: Guidance services

Source: <http://www.fairlawnschools.org/cms/lib03/NJ01911518/Centricity/Domain/667/guidance2.JPG>

They are often classified to the area of life in which the problems occur. Thus we have:

1. Appraisal Services: Appraisal service involves gathering, organizing, and interpreting information or data about the student for the purpose of understanding himself. When the student understands and knows his own strength and weakness he can make reasonable choice from different alternatives at his disposal.

The appraisal is usually concerned with academic, personal and social development of the students, planning and the achievement of personal goals. Information about the student is usually collected through interview and written reports from parents, other teachers and the use of psychological tests.

All the necessary information or data needed for appraising (evaluating) a student are usually, kept or obtained in the Pupil Cumulative Record Card or Student Inventory.

2. **Information Services:** This is designed to provide students with a greater knowledge of educational, vocational and personal – social opportunities so that they may make better informed and realistic choices and decisions about their educational and vocational plan.

3. **Counselling Services:** The three major counselling services that should be provided in the school are:

- (a) Vocational Counselling
- (b) Academic Counselling, and
- (c) Personal/Social Counselling

(a) **Vocational Counselling:** Vocational counselling deals with problems of selection, training for and adjustment to occupations. Vocational counselling is a systematic study of each student with a view to suggesting possible careers or jobs.

It aims at helping young people to come to a clearer realization of their aptitudes, attainments, interests, dispositions and circumstances in the light of occupational demands. The ultimate aim of vocational counselling is to match the intellectual, educational and personality characteristics known to determine success in particular careers and jobs.

(b) **Academic Counselling:** Academic counselling consists of problems of learning, teaching and education generally. Academic Counselling aims at assisting the student to make the most of his educational opportunities.

This means educating him towards becoming a cultivated individual and at the same time preparing him for participation in a life activity which will be socially useful and personally satisfying.

(c) **Personal Social Counselling:** Personal Counselling aims at dealing with interpersonal problems and problems of life adjustment with fellow students, parents and teachers.

In Text Question

The three major counselling services that should be provided in the school are.....

- a) Vocational Counselling and Academic Counselling
- b) Academic Counselling, and Personal/Social Counselling
- c) Personal/Social Counselling and Vocational Counselling
- d) Personal/Social, Vocational and Academic Counselling

In Text Answer

d. Personal/Social, Vocational and Academic Counselling

4.Planning, Placement and Follow-up Services: These are designed to enhance the development of student by helping him to select and utilize opportunities within the schools and in the outside labour market.

Placement services aid the student to be admitted into a school or subject stream of his choice, taking into consideration his ability, aptitude and interest, or to get into a job. The counsellor takes further action on those he counselled by obtaining regular progress reports on their performance and how satisfied they are with their jobs.

5.Orientation Services: Orientation activities are group approaches through which students are given assistance in making plans and adjustment to school. The purpose of orientation is to help students feel emotionally secure and better in a new environment, especially during critical transition period, from one class to another or one school to another.

Orientation service also assists the student to get used to his new social surrounding, know the staff and fellow students. It helps both the new and old students get familiar with the school, its history, its traditions, its rules and policies and its vast opportunities. According to **Napier** (1972) student orientation programmes have two basic purposes:

- a. They attempt to assist student in his effort to adapt to the demands of the school.
- b. They enable members of staff to become familiar with the individual students so that each may be given the type of academic and social experiences most helpful. These should be an ongoing process.

6.Referral Services: The teacher should refer students to other personnel who can render invaluable service to them. He may refer students to the dentist, the medical officer the optician, the physiotherapist, the audiologist and the labour officer according to each student's needs.

In Text Question

.....are designed to enhance the development of student by helping him to select and utilize opportunities within the schools and in the outside labour market.

- a. Planning and Follow-up Services
- b. Planning and Placement
- c. Planning, Placement and Follow-up Services
- d. Placement and Follow-up Services

In Text Answer

- a. Planning, Placement and Follow-up Services

1.3.1 Objectives of Guidance and Counselling in School System

The current interest in the establishment of a two-tier secondary school system of six-year duration in Nigerian which is to be given in two stages, a junior secondary school stage and a senior secondary stage, each stage being of three year duration is a consequences of many expectations which the traditional grammar school type of institution has failed to fulfill.

The grammar school type of secondary education is inadequate to develop individual Nigerian and nation at the rate and tempo required to meet our technological manpower requirement. To make up for the identified deficiencies in the grammar school type of secondary schools, the aims of secondary education within our overall national objectives have been stated as follows:

- ❖ Preparation for useful living within the society, and
- ❖ Preparation for higher education

From the review of literature, three central aims of counselling are apparent:

- ❖ **First**, to create a self-reliant person who understand his strengths and weakness is able to make wise choices and decisions without the help of a counsellor.
- ❖ **Second**, to help individuals to adjust satisfactorily to their society and probable personal futures.
- ❖ **Third**, to ease the work of teachers in schools.

Williamson, for example, suggests three main aims:

- (a) to help the individual to order his experiences
- (b) to help him define his goals, and
- (c) to help him define his values.

From the foregoing, the following maybe drawn up as the objectives of the school guidance programme in the two tiers of secondary educational system:

1. Equip the students with the skills of making appropriate and satisfying choice:

In this context, students have to bear in mind the basic considerations for choosing subjects which eventually should be offered at the senior secondary school examinations such factors include:

- a) Interest (the soil on which knowledge grows);
- b) Ability (without which the interest might be frustrated);
- c) Availability of teachers and learning materials (without which the dream of students in choosing subjects might not come true).

It is expected that these subjects which should be chosen to assist students to choose their future careers wisely should conform to the guideline of science, technical, commercial or art based careers.

2.Enable the students develop positive self-image: These secondary school system today is being defiled with series of antisocial acts, perhaps, because of failure on the part of students to identify the goal of counselling. Acts like examination malpractice, involvement in secret societies or occultism, alcoholism, drug abuse and addiction, prostitution etc. do not make for positive self-image.

Instead, counselling is meant to assist students to identify their worth in society as high achievers and not low achievers in schools.

3. Assist students develop adequate time management skills:

Often times, students fail their examinations or perform poorly because of their inability to make good use of their time at school. This is indeed true of many secondary school students who place their personal enjoyment above other considerations.

Such students spend good time attending parties at weekends, watching non educative films, drinking alcohol etc., to the effect that they hardly have time left to study to justify the money their parents spend in sponsoring their education.

4. Encourage students to develop good interpersonal relationship:

According to **Lar, Okpede and Bulus** (1992, p. 132); Interpersonal relationship refers to a cluster of activities involved when two or more people interact with one another in a specified setting or environment (either at home, school or place of work, community, friendship circle, among others).

Good interpersonal relationship therefore involves- mutual self-disclosure among students, cultivating togetherness, peaceful coexistence, cultivating the spirit of give and take among students, living well and happily in the school or community, at home among staff members and among fellow students. Through good inter-personal relationship, students grow to be worthy in character and learning.

5. Help students cope with examination anxiety: Any student preparing for an examination is in a way bound to be anxious of what it will look like, how to approach it and whether it could be passed at high or low grade. But most of the time, ill-prepared students get more worried, because they know that they have not put in any worthy effort towards it.

Rimfat (2002) states that rather than blame themselves for poor performances, sometimes students resort to all sorts of flimsy excuses, 'such as bad teaching method, teachers' lack of knowledge of the subject matter, difficult questions, poor timing of the examinations, teacher's hatred for some students etc.

6. Assist teachers, other school staff members and parents in understanding the needs and problems of each student:

Generally, teachers are trained to handle teaching learning situations and they only have elementary knowledge of adolescent psychology. Even though the parents bring up their children daily, they may not at all know their (children) innermost problems." It is therefore the duty of Counsellors is to:

Assisting teacher to:

- (a) Understand better the individuality of each student for whom they are responsible;
- (b) Participate in helping students attain the guidance objectives;
- (c) Develop flexible curriculum to provide meaningful education for each student;
- (d) Plan programme of educational and vocational training consistent with their goals;
- (e) Implement student articulation between junior secondary school and senior

secondary school and post-secondary school experience.

Assisting parents to:

- (a) Understand their children's educational progress;
- (b) Develop realistic perceptions of their children development in relation to their potentials
- (c) Participate in helping their children to attain guidance objectives.

Assisting Counsellors to:

- (a) Understand the students for whom they are responsible;
- (b) Understand the educational programmes of the school;
- (c) Participate in helping to attain their guidance objectives

Assisting the Government to:

- (a) Understand the characteristics of schools, students population and conditions under which learning take place;
- (b) Participate in helping students to attain their guidance objectives.

In executing these objectives, the counsellor should be guided by some of the basic principles that support the guidance function. A statement of these basic principles is:

1. Guidance is concerned primarily and systematically with the personal development of the individual.
2. The primary mode by which guidance is conducted lies in individual behavioral process.
3. Guidance; is oriented toward co-operation.
4. Guidance is based upon recognizing the dignity and worth of individuals as well as their right to choose.
5. Guidance is a continuous, sequential, educational process

From the foregoing, you might conclude that the primary objective of guidance in the new educational system is to render a service to individuals. Such a service is not distinct from but identical with education.

In Text Question

The three central aims of counselling are

- a. To create a self-reliant person who understands his strengths and weakness is able to make wise choices and decisions without the help of a counsellor.
- b. To help individuals to adjust satisfactorily to their society and probable personal futures.
- c. To ease the work of teachers in schools.
- d. All of the above

In Text Answer

- d. All of the above

Summary of Study Session 1

In Study Session 2, you have learned that:

1. Guidance and counselling is defined as a process used in assisting an individual having problems in any facet of life so that he can be more effective, satisfied and useful to the society in which he lives.
2. Counselling is used to denote a wide range of procedure including advice giving, support in times of trouble or need, encouragement, information giving and test interpretation.
3. The chief differences lie on the authority of the person doing the guidance.
4. Guidance services may be defined as professional aid to individuals and small groups in dealing with commonly recurring personal, educational and vocational needs and problems.
5. The current interest in the establishment of a two-tier secondary school system of six-year duration in Nigerian which is to be given in two stages, a junior secondary school stage and a senior secondary stage, each stage being of three year duration is a consequences of many expectations which the traditional grammar school type of institution has failed to fulfill.

Self-Assessment Questions (SAQs) for Study Session 1

Now that you have completed this study session, you can assess how well you have achieved its Learning outcomes by answering the following questions. Write your answers in your study Diary and discuss them with your Tutor at the next! Support meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this Module.

SAQ 1.1 (Tests Learning Outcomes 1.1)

What is guidance? State two function of guidance.

SAQ 1.2 (Tests Learning Outcomes 1.2)

In term of group size, differentiate between guidance and counselling.

SAQ 1.3 (Tests Learning Outcomes 1.3)

Highlight some of the services rendered in the school by the school counsellor.

Notes on SAQs for Study Session 2

SAQ 2.1

Guidance services may be defined as professional aid to individuals and small groups in dealing with commonly recurring personal, educational and vocational needs and problems. It is an umbrella term which refers to all that is done to protect and guide the development of student.

- a. It is the help given by one person to another in making choices and adjustment and in solving problems.
- b. It aims at aiding the recipient to grow in his independence and ability to be responsible for himself.

SAQ 2.2
Guidance

Counselling

Size of group	Unlimited number	One to eight or not more than eleven.
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SAQ 2.3

These are:

1. Appraisal Services
2. Information Services
3. Counselling Services
4. Vocational Counselling
5. Academic Counselling
6. Personal Social Counselling
7. Planning, Placement and Follow-up Services
8. Orientation Services
9. Referral Services

Study Session 2: Origin of Guidance and Counselling

Expected duration: 1 week or 2 contact hour



Introduction

Guidance and counselling started with a very humble note in many parts of the world. As a human situation comes at you, which make you resort to seek help in the form of advice or aid from significant people around you when the need arises. In this study session, you will learn about the history of Guidance and Counselling in Nigeria and the benefits of Guidance and Counselling.

Learning Outcomes for Study Session 2

At the end of this study session, you should be able to:

- 2.1 Discuss the history of Guidance and Counselling in Nigeria
- 2.2 Explain the benefits of Guidance and Counselling

2.1 Origin of Guidance and Counselling

The history of school Guidance and Counseling in Nigeria formally started as a result of efforts of a group of Catholic nuns at the St. Theresa's College, Oke-Ado, Ibadan which led to the institutionalization of guidance and counseling in Nigerian school system. The Catholic nuns developed a career workshop for all the school's graduating students during the 1959 academic session, especially in the area of subject selection and job search. A major outcome of the workshop was the distribution of the much needed career information that enabled 54 out of the 60 graduating students to gain full employment upon their graduation from university.

It can also be recalled that the workshop concerning guidance and counseling which was held at the comprehensive high school, Aiyetoro in 1963 where Mr. R.O. Rees delivered a paper titled "The role of the guidance counselor in a comprehensive high school" was also an instrument to the emergence of guidance and counseling in Nigeria. Another great instrument towards the emergence of guidance and counseling

in Nigeria, was the book written by Mr. C.I. Berepiki entitled, An approach to guidance in schools. This book inspired the Federal Government of Nigeria to develop a workshop on guidance and counseling in schools.



Figure 2.1:A Counsellor and the Counsellee

Source:<https://sp.yimg.com/xj/th?id=OIP.M15cce6174105c0acdb59d49710eac622o0&pid=15.1&P=0&w=300&h=300>

In this part of the world, your fore fathers believed in consulting witch doctors (Babalawo in Yoruba), High priests in the Ibo and several other titles for several cultures for spiritual consultation and guidance.

The philosophical assumption of guidance and counselling in our society is perhaps epitomized in a Nigerian adage which says that "*two heads are better than one*" and that '*a searcher is blind and therefore should consult others to help him in the search*'.

This conceptual base of guidance and counselling has been further elucidated by **Makinde**(1973) when he says that guidance and counselling is based on the assumption that every individual in any society has had, is having, and will have a problem that he alone cannot solve.



Figure 2.2:Frank Parsons

Source:<https://sp.yimg.com/xj/th?id=OIP.M8776b9079cbf4311bcc533c1f4d82572o0&pid=15.1&P=0&w=300&h=300>

Formal guidance and counselling may be said to be relatively new. Guidance and counselling, in- its modern scientific approach started in the United States of America in the 1890s championed by **Frank Parson** through the establishment of a vocational Guidance Centre in New York City at the close of the century.

The main purpose then was to assist the youths in choosing a satisfactory vocation in a complex industrialized society like U. S. with many competing choices requiring thorough understanding of self and environment before making satisfactory decisions.

In Text Question

Scientific approach to Guidance and Counselling started in.....

- a. Africa
- b. United State of America
- c. India
- d. Nigeria

In Text Answer

- b. United State of America

Even though **Frank** efforts were directed towards community needs rather than the school curriculum by training and integrating the flood of immigrants arriving on ships from across the Atlantic into the mainstream of the American society, he achieved a breakthrough and left a legacy as the Father of Guidance.

His book, 'choosing a Vocation published in 1909 is spectacular and significant for introducing new ideas and concepts that are still used in guidance and counselling today. The beginning of guidance and counselling in Nigeria took a similar turn. Early schools in Nigeria were established by Christian Missionaries whose major pre-occupation was the propagation of the Christian faith.

The contents of the curriculum offered were limited in scope mainly to enable recipients to read the Bible, write and act as interpreters to the missionaries and later, the British colonizers. The early educated Nigerians (Christians converts) were offered religious guidance and counselling to become morally upright.

The formal education offered by the British colonial government in Nigeria did not expand the curriculum either, to cater for educational and vocational guidance; rather, they seemed contended with the moral guidance offered by various religious groups. However, formal vocational guidance has been traced to the pioneering efforts of one of these religious groups.

In Text Question

- 1. was referred to as Father of Guidance
 - a. Frank Palour
 - b. Frank Parsons
 - c. Frank Taylor
 - d. Frank Mayor

In Text Answer

- b. Frank Parsons

The initiative started with a group of Roman Catholic Sisters at Saint Theresa's College in Ibadan in 1959. These Sisters felt the need for the graduating class to be well informed about opportunities in the world of work around them. They organized "Career Day" and invited representatives of the Ministries and other establishments in Ibadan to give talks to the students on employment opportunities.



Figure 2.3: Career Day

Source: <https://sp.yimg.com/xj/th?id=OIP.Md8a4dcdf7768cb98cfd811806f2ddb07o0&pid=15.1&P=0&w=300&h=300>

It is on record that incidentally, all the girls who availed themselves the opportunities of this memorable "Career Day" who later applied for various jobs that year were employed (Makinde, 1978).

It was the success of St. Theresa's Career Day's experience that spread the Gospel of guidance to other schools in the then Western Region of Nigeria and perhaps beyond. Another impetus has been that since 1960, the year of independence, to the present day, the Nigerian society has been metamorphosing.

It has been developing the characteristic structure of a modern, complex and sophisticated society with such rapid growth of industrialization, the growth and uneven distribution of wealth, explosion of students' population in all her educational systems similar to the situation prevailing in developed world that necessitated the introduction of systematic guidance and counselling in their school system.

In Text Question

Career day was first organized in Nigeria in.....

- a. 1956
- b. 1965
- c. 1959
- d. 1859

In Text Answer

- c. 1959

It has been realized and argued that, with the above complex society, the parents, the extended family members or circle of friends can no longer assist our youths nor can the 'Babalawos' or 'Dibias' handle ever growing psychological problems of our people.

So, there is a dire need for experts and specialized persons and system to achieve the life goals of our youths which are tied to their educational achievements.

Ever since the realization of the great benefits that could be derived from guidance and counselling, individuals as well as government in Nigeria, have made efforts at developing, championing and promoting the cause of guidance and counselling. This awareness is enshrined in the 1981 National Policy on Education which stresses the fact that:

"In view of the apparent ignorance of many young people about career prospects, and in view of personality maladjustment among school children, career officers and counsellors will be appointed in post primary institution.

Since qualified personnel in this category are scarce, government will continue to make provisions for the training of interested teachers in guidance and counselling. Guidance and counselling will also feature in teacher Education programmes."

The above policy statement on guidance and counselling clearly shows the status and prominence presently achieved and enjoyed by this relatively new subject in the school curriculum as an agent of change in the country's educational system. However, many issues remain to be resolved. What is guidance? What is counselling? What are the objectives of guidance in relation to education and a host of others?

In Text Question

The first career day was organized by Roman Catholic Sisters at

- a. Loyola College, Ibadan
- b. Baptist High School, Osogbo
- c. St. Theresa College, Ibadan
- d. University of Ibadan, Ibadan

In Text Answer

c. St. Theresa College, Ibadan

2.2 Benefits of Guidance and Counselling

Guidance and counselling is a very important program. Comprehensive guidance and counseling programs provide profound benefits to students, parents, teachers, administrators, school counselors, school site councils and advisory groups, business and industry, and the community.

The following are some of the benefits of guidance and counselling:

1. Students are given solutions on how to deal with psychological problems which might affect their studies. Through this, the students are able to develop problem solving skills which to an extent help them deal with particular issues surrounding their lives.
2. Students are advised on how to cope with different situations facing them in their school life. For instance, on how to relate with their peers.
3. It helps to shape a student's behaviour and instill discipline in students. Students who are guided and counselled in a right way tend to know what to do and how to do such things.

4. Students get to learn how to live in harmony with others in the school community. In so doing, they also learn to appreciate the people around them and come to harmony with their environment.
5. It bridges the gap between the students and the school administration, since they can channel their problems through guidance and counselling office.
6. Students get comprehensive pieces of advice on careers, courses and jobs which enable them to have an informed choice on what to do after school.
7. It allows students to talk about various things which they feel uncomfortable talking about with their parents which include things like drug abuse.
8. It also allows the students to become better people because they are taught by the counsellors about how to behave in a proper manner.
9. It enables students undergoing difficulty in their lives have a good place to ask for questions and clarity from the guiding and counselling office. One can ask any question without fear because the persons in charge are very willing to help.
10. Guidance counselling helps parents in times of challenges.
11. It helps a learner in the choice of careers to professionalise in.
12. It helps those who are into courtship or marital relationship like a pastor to the church member relationship.

In Text Question

Guidance and counselling can help a student develop problem solving skills which to an extent help them deal with particular issues surrounding their lives. True/False

In Text Answer

True

Summary of Study Session 2

In Study Session 1, you have learned that:

1. Guidance and counselling is the process by which students are given advice on how to deal with emotional conflicts and personal problems both in school and how to incorporate the same in their daily life.
2. Guidance and counselling, in its modern scientific approach started in the united states of America in the 1890s championed by **Frank Parson** through the establishment of a vocational Guidance Centre in New York City at the close of the century.
3. The main purpose then was to assist the youths in choosing a satisfactory vocation in a complex industrialized society like U. S. with many competing choices requiring thorough understanding of self and environment before making satisfactory decisions.
4. Ever since the realization of the great benefits that could be derived from guidance and counselling, individuals as well as government in Nigeria, have made efforts at developing, championing and promoting the cause of guidance and counselling.

Self-Assessment Questions (SAQs) for Study Session 2

Now that you have completed this study session, you can assess how well you have achieved its Learning outcomes by answering the following questions. Write your answers in your study Diary and discuss them with your Tutor at the next! Support meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this Module.

SAQ 1.1 (Tests Learning Outcomes 2.1)

Briefly explain why the formal education offered by the British colonial government in Nigeria did not expand the curriculum?

SAQ 1.2 (Tests Learning Outcomes 2.2)

Highlight five benefits of guidance and counselling.

Notes on SAQs for Study Session 2

SAQ 1.1

The formal education offered by the British colonial government in Nigeria did not expand the curriculum because they seemed contended with the moral guidance offered by various religious groups. The contents of the curriculum offered were limited in scope mainly to enable recipients to read the Bible, write and act as interpreters to the missionaries. The early educated Nigerians (Christians converts) were offered religious guidance and counselling to become morally upright.

SAQ 1.2

The following are some of the benefits of guidance and counselling:

1. Students are given solutions on how to deal with psychological problems which might affect their studies.
2. Students are advised on how to cope with different situations facing them in their school life.
3. It helps to shape a student's behaviour and in-still discipline in students.
4. Students get to learn how to live in harmony with others in the school community.
5. It bridges the gap between the students and the school administration.

Study Session 3: Individual and Group Counselling

Expected duration: 1 week or 2 contact hour



Introduction

The goal of counseling process is to improve adjustment, higher functioning, self-direction, self-supporting and greater happiness. The focus is usually placed upon the process involved, the learning that occurs and the assistance that is given to the person who needs help.

In this study session you will learn about the individual counselling, group counselling and the procedures in which counselors must follow in group counselling.

Learning Outcomes for Study Session 3

At the end of this study session, you should be able to:

- 3.1 Define Individual counselling.
- 3.2 Discuss Group counselling.
- 3.3 Explain the procedures in which counselors must follow in group counselling.

3.1 Individual Counselling

Individual counseling is a way of offering an opportunity to the student to experience a one-to-one relationship which is accepting and tolerant yet relatively free from moralizing, directing, advising or judging. In this way, the hope is that students will have enough understanding of themselves so that they can stand on their own feet without support.

The following basic assumptions must therefore be accepted for success of any counseling process.

1. The client must be willing to participate in the process.
2. The counsellor must possess appropriate training, expertise and personal attitudes to function effectively.

3. The counsellor must assure the privacy of the client if the confidence of the client is to be secured. The environment under which counseling interview takes place must also provide assurance of confidentiality.

The counselling must provide a relationship that allows for meeting both immediate and long-term needs of the counsellee. The counsellor must be available when the student needs him for specific assistance.



Figure 3.1: Individual Counseling

Source:http://archives.dailynews.lk/2010/10/09/z_07-Counselling.jpg

It is also the purpose of this session to familiarize the *reader* with the components of ***Empathy, Rapport, Genuineness, Acceptance, Understanding and Attentiveness*** as they influence counselling interview with individual students and groups.

In Text Question

..... is a way of offering an opportunity to the student to experience a one-to-one relationship which is accepting and tolerant yet relatively free from moralizing, directing, advising or judging.

- a. Individual counseling
- b. Group counselling
- c. Personal counselling
- d. All of the above

In Text Answer

- a. Individual counseling

Initial Interview Procedure

The initial counseling interview is crucial, since it is a primary determinant of whether or not the client will return. Its purpose is to obtain background information about the client. **Tyler** (1969) contends that the counsellor has three objectives in mind for the initial interview:

- (a) Getting a sound counselling relationship started.
- (b) Opening up the psychological realms of feeling and attitude within the person.
- (c) Clarifying the structure of the helping process. That is, structuring the

situation for the client to give him some idea of how counselling can help him and to make plans for further work.

Some basic guidelines for conducting counselling interview with students are discussed as follows:

1. Preparing for the Interview and getting started: For counseling to be effective both counselor and students should be prepared for what is to take place. The counsellor may need to review background information (data) concerning the student. It is best for the counsellor to concentrate in the beginning on communicating acceptance in a sincere way.

2. Developing opening structure: After initial greeting and casual conversation with the student, the counsellor should explain the nature of the relationship, the role each plays, the kind of assistance he can offer, the task ahead, the goals of counseling and the amount of time available. Structure involves the communication of what counselling is and what should be expected from it.

These can be provided in the way the counsellor addresses the student. The counsellor should mention to the student that what they discuss will be held in the strictest confidence. He can also tell the student. "Hello, Bola, let me close the door and we can get started".

3. Helping the client talk: The counsellor may observe that the client is unable to express himself readily because of the nature of some of his problems even though a source trusting relationship has been developed. When this occurs, the counselor may need to give particular assistance to get communication going. The counsellor must therefore rely upon spontaneity and sensitivity in:

- (a) assisting the client express his feelings;
- (b) understanding why the student is experience difficulty; and
- (c) helping the client to recognize feelings of which he is unaware.

4. Remaining alert to client's feeling and providing for needs:

The counsellor must be alert to the emotional reactions and needs of client. This means that the counselor must pay close and constant attention to what the client says, how he says it and as well as to his non-verbal behaviours.

Client's needs may include the need for information, the need for making choices and decisions, clarification, planning, support a combination of the things as well as others. If the needs of the client cannot be met by the counsellor but by other specialists' procedures for referral must be initiated.

5. Building the relationship: As the interview progresses, the counsellor must continue to build upon the relationship that has been established. The honesty, expression of interest, humility, and perceptiveness will allow the client to *realize* that the counsellor is fully committed to assisting him.

A warm smile, a touch on the hand, a nod of head to show understanding, any act of caring that is shown will help the client to have more confidence and be more honest in his communication.

6. Terminating the interview: Termination of the interview session involves:

- (a) Bringing an interview to a close and
- (b) Ending a series of contacts with a client.

The decision to terminate a counselling contact can be made by either the client or in

some cases, the counsellor. There are various devices the counselor can use to conclude an interview session namely: (a) the use of summary, statement summary of the day's session by the client and how he feels.

Summarization helps to clear up any possible misunderstandings that have developed. The use of nonverbal gestures such as looking at the watch or simply standing up and walking to the door may bring interview to an end.

In Text Question

..... is a primary determinant of whether or not the client will return.

- a. Building the relationship
- b. Developing opening structure
- c. The initial counseling interview
- d. None of the above

In Text Answer

c. The initial counseling interview

3.1.1 Classification of Groups

Groups may be classified from a variety of viewpoints:

(1) **Typological Approach:** i.e. Group classification according to their combinations of characteristics e.g. size, density, cohesiveness, interpersonal activity etc.

(2) **Goal oriented Approach:** according to goals e.g. Emotionally-oriented goals, performance goals etc.

(3) **Polarity Approach:** Group can also be classified according to polarity (opposite properties) e.g. big/small, Casual/lasting.

3.1.2 Types of groups

Types of groups that are commonly referred to in guidance and counselling are discussed here. Among others, are:

- ❖ *Task groups*
- ❖ *Guidance groups*
- ❖ *Counselling groups*
- ❖ *Training groups*
- ❖ *Psyche groups*

1. Task Groups

Task groups are known by various names, namely, T-group, Planning committee, task force, etc., the groups may be selected by self and others according to the competence needed for the task to be performed. The size of the group usually ranges between 5-16 members focus attention on the specific task assigned to them rather than on the member's needs.

The chairman or group leader is usually appointed by the body that sets up the T-group or elected by members from within the group. T-group is normally given a time limit to complete task.

2. Guidance Groups

Group Guidance is most often used to refer to any part of a guidance programme that is conducted with groups of students rather, than between an individual pupil and counsellor. Group guidance activities tend to focus more on providing information and experience outside the group setting and its members.

Group guidance includes instruction in the classroom. Its content could include educational, vocational, personal or social information, with a goal of providing students accurate plans and life decision. Group guidance is often organized to prevent the development of problems of self-appraisal, personal adjustment and interpersonal relationships. The membership is usually made up of 12-25.

3. Counselling Groups

Counselling groups provide environment which facilitates self-exploration and allows for alternative behaviours. Members are usually self or selected because of perceived need for exchange in behaviour. Members of counselling groups often have varying problems. Leadership is provided by a counselor with extensive training and experience in group procedure. Group counselling occurs between 6-12 members.

4. Training Groups

Training groups or T-groups are individual with relationships and skills of interacting with others, primarily in group settings, in order to enhance behavioral changes. Members are self-directed to learn group skills.

Attention is usually focused on self-disclosure and feedback; here and now interaction patterns and behaviours style of members. The leader determines the direction of group according to perceived member's needs. Membership ranges between 8 -12.

5. Psyche Groups

The object of psyche group (i.e. boy's gang) is to satisfy the emotional needs of its members. The structure is very informal with few rules and regulations. Membership is voluntary and homogenous and usually members are of the same age without any visualized goal; that is, their purpose is rarely made explicit.

In Text Question

Which of these approaches can you use to classification groups?

- a. Typological Approach
- b. Goal oriented Approach
- c. Polarity Approach
- d. All of the above

In Text Answer

- d. All of the above

3.2 Group Counselling

Group Counselling is a process in which a counsellor is involved in a relationship with a number of counselees. A reasonable number for group counseling is from six to eight at the same time. Group counseling focuses on assisting counselees to cope with their day-to-day adjustment and development problems.

For effective group counseling, individual members of the group have been given individual counseling which makes it possible for them to function within the group and fulfil their contact as group members.



Figure 3.2: Group Counselling

Source: <http://womenandalcohol.rutgers.edu/PsychologistSupportGroup.jpg>

Individuals are often aided in developing self-understanding and career awareness through group interaction. Group counseling focuses on experience and feelings of its members. The counselor, as a group leader, helps members to express themselves and clarify their attitudes and views.

Mahler (1979) states that the following four factors are basic in group counselling.

- (a) Group interactions is the process for achieving goals
- (b) Members deal with developmental tasks
- (c) Feelings are *revealed* and explored
- (d) Desired outcomes are self-understanding

Thus, group counseling provides an atmosphere where a person can share with others and gain greater understanding to aid in preparation for decisions related to career development.

3.2.1 Values of Group Counselling

Many advantages of group counseling techniques have been well-documented in literature by many counselors some of which are given below:

- a. Group counseling provides the counsellee an opportunity to develop positive natural relationships with others.
- b. Group counseling may provide the counsellee an opportunity of a real-life situation in which member can test reality, gain insights into his own feelings and peers, reactions/feedback and suggestions concerning alternative ways of behaving with others.
- c. In Group counseling, the counsellees not only receive help, but also help others. Group counseling also helps the members to feel closer to others, to understand and accept others.
- d. Groups provide for an economic use of the counsellor's time than individual guidance.
- e. Group counselling maximizes a climate of coping with the interdependence

among members.

- f. Groups encourage self-exploration and provide an opportunity to try out new social skills and role.

The application of groups process to *career* counselling according to (**Herrand Cramer, 1979**) appears to complement current development theory in seeing career development as a universal, sequential process that involves both self and environment needs and stages that have been identified and are thought to apply across large population of individuals.

In a nutshell, the aims of individual counseling can also be *realized* in group counselling. In both, the objective is to help each individual to achieve a more positive and realistic image.

In Text Question

The objective of group counselling is to help each individual to achieve a more positive and realistic image. True/False

In Text Answer

True

3.2.2 Duties of Group Members

Individual and group counseling will be more successful when its purpose and the responsibilities of all participants are defined and understood before counselling session begins. Four responsibilities have been identified as basic to counseling groups and group members. These are:

1. Each member must determine a purpose for group participation that is meaningful in terms of his current problems, concerns and circumstances. Assistance may be given to him by the counselor and group members in making this more specific, but the responsibility for determining the objective and attempting to reach it is absolutely his.
2. Each member must involve the group directly in working toward his objectives. His participation in the group will be realized fully when he is able to express himself to others and actively seek their support.
3. Each member must listen attentively to the members and concerns of others in the group and attempt to assist them. He must also be aware of the right of others to have equal time to seek the assistance of counselor and group. He must respect the right of each member to remain silent at any time even though he may question the reason.
4. Each member must follow the consensus of the group with respect to rules and procedures. Confidentiality, privacy and the rights of members must be recognized and respected.

3.3 Procedures in Group Counselling

Counselling, individual or group can be effective only when the objective has been identified and is understood by both counselor and client. Other group members are also involved in Group counseling. The following is a summary of the procedures which the counselor must follow and be able to implement before involving clients in group counselling.

1. Identification of Objectives

Each member's objective must be identified. The counsellor must meet with the prospective members, individual and determine the purpose of each in joining the group. This often requires specific probing as to:

- a. whether the objectives is fully understood by the student,
- b. whether it is attainable and
- c. which condition or activities are deemed necessary if the objective is to be attained.

Based on the above, the counselor can then assign the individual to a group where objective attainment seems possible.

2. Organizational Decisions

The counselor needs to consider the optimal size, physical site, and length and frequency of meeting for each group with which he works. Research evidence indicates that a group of six is optimal for counseling purposes. As group size increases, the leader tends to become more dominant and addresses himself to group rather than individual needs.

Members then become more dependent and talk less and feelings of frustration, threat and inhibition concerning participation increases. Many other settings other than the counsellor's office can prove better for particular group. For example, school dining hall, class-room, lobby or corridor.

These settings may not provide confidentiality for the counselling session, but they may provide increased opportunities for trying out behaviours and receiving immediate reinforcement. Similarly, the counsellor may vary the length and frequency of counselling sessions in order to enhance goal-directed behaviour.

At the initial stages of a group, two or three meetings each week may be beneficial. Length of sessions may be reduced as the group continues. The counselor should have flexible time limit as he deems fit.

3. Formation of the Group

It is important for the counselor to form a group that will maximally benefit each other. For example, he could obtain names of students who are shy or timid. Students would meet individually with the counselor and encourage them to enter the group with similar problems shy and timid.

On the other hand, he could have a group composed of students with different problems. A boy who has difficulty conversing with girls might well benefit more from an effective communicator than from another like himself.

4. Getting started

The counsellor can get the group started by giving a brief explanation of his role and clarifying the role of group members. Usually, each member would have discussed with the counselor his objectives in joining the group. The counselor should share this purpose with other members of the group and also inform them of what he expects of them. The counselor must be able to assist the group in starting to talk just as in the case of individual counselling.

5. Building the relationship

The counsellor must demonstrate transparent, honesty and sincere interests in the affairs of group members. This will assure students that he is fully committed to assisting

them. The counselor must assist other members to participate actively and effectively. Mutual encouragement of group members will help them to attempt new behaviours outside the group as they gain more confidence.

6. Termination of Group Membership

The counsellor should decide whether members should leave the group singly or say until the entire group is terminated. It would seem an imposition if the counselor should ask members to remain after their purposes have been achieved. However, these members have a responsibility to assist their group members and frequently will be among the more active contributions.

Consequently, if they are allowed to leave, some of the most beneficial helping relationships may be eliminated and the effective of group counselling may be reduced. The counsellor's experience and assessment of needs of remaining group members should be the guiding principles as he faces decision of whether to allow group members to leave or remain after their purpose has been achieved.

7. Evaluatin of outcomes:

The effectiveness of counselling, individuals or group, can only be measured by observing how successful the client in attaining the objective outside of counseling that he established at its onset. A simple measurable objective might be identified by a person who *is* shy with stranger.

If, as a result of group counselling he could be confidence to discuss with a stranger more current issues and had an handshake with the stranger before he leaves, counselling would have been effective.

In Text Question

Counselling, individual or group can be effective only when the objective has been identified and is understood by both counselor and client. True/False

In Text Answer

True

3.3.1 Disadvantages of Group Counselling

Many disadvantages of Group Counselling techniques have been listed by many counsellors but the leading ones among these disadvantages are:

1. Some students may be too shy, tense or nervous to bring up certain personal problems in a group.
2. Group guidance is frequently restricted to problems in the area of vocational and educational guidance with less focus on social and emotional difficulties of the students.
3. The group problems may or may not be relevant to the problems of individual group members.
4. The counsellor may have a greater task in establishing rapport and convincing the group members of the seriousness of the task.
5. There are students who are so aggressive that they would take too much of the counsellor's attention, and they would constitute a threat to other pupils.

In Text Question

..... must demonstrate transparent, honesty and sincere interests in the affairs of group members.

- a. The counsellee
- b. The counsellor
- c. The group leader
- d. All of the above

In Text Answer

- b. The counsellor

Summary of Study Session 3

In Study Session 3, you have learned that:

1. Individual counseling is a way of offering an opportunity to the student to experience a one-to-one relationship which is accepting and tolerant yet relatively free from moralizing, directing, advising or judging.
2. The following basic assumptions must therefore be accepted for success of any counseling process:
 - a. The client must be willing to participate in the process.
 - b. The counsellor must possess appropriate training, expertise and personal attitudes to function effectively.
 - c. The counsellor must assure the privacy of the client if the confidence of the client is to be secured. The environment under which counseling interview takes place must also provide assurance of confidentiality.
3. Groups may be classified from a variety of viewpoints:
 - a. Typological Approach
 - b. Goal oriented Approach
 - c. Polarity Approach
4. For effective group counseling, individual members of the group have been given individual counseling which makes it possible for them to function within the group and fulfill their contact as group members.
5. Counselling, individual or group can be effective only when the objective has been identified and is understood by both counselor and client.

Self-Assessment Questions (SAQs) for Study Session 3

Now that you have completed this study session, you can assess how well you have achieved its Learning outcomes by answering the following questions. Write your answers in your study Diary and discuss them with your Tutor at the next! Support meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this Module.

SAQ 3.1 (Tests Learning Outcomes 3.1)

State the basic assumptions that are acceptable for the success of any counseling process.

SAQ 3.2 (Tests Learning Outcomes 3.2)

Highlight four factors that are basic in group counselling.

SAQ 3.3 (Tests Learning Outcomes 3.3)

What are the basic guidelines for conducting counseling interviews with students?

Notes on SAQs for Study Session 3

SAQ 3.1

The following basic assumptions must therefore be accepted for success of any counseling process.

- a. The client must be willing to participate in the process.
- b. The counsellor must possess appropriate training, expertise and personal attitudes to function effectively.
- c. The counsellor must assure the privacy of the client if the confidence of the client is to be secured.
- d. The environment under which counseling interview takes place must also provide assurance of confidentiality.

SAQ 3.2

The four factors that are basic in group counselling are:

- (a) Group interactions is the process for achieving goals
- (b) Members deal with developmental tasks
- (c) Feelings are *revealed* and explored
- (d) Desired outcomes are self-understanding

SAQ 3.3

- a. Identification of Objectives
- b. Organizational Decisions
- c. Formation of the Group
- d. Getting started
- e. Building the relationship
- f. Termination of Group Membership
- g. Evaluation of outcomes

Study Session 4: The Counsellor

Expected duration: 1 week or 2 contact hour



Introduction

There are divergent views and opinions by various authors and professionals, each conceptualizing the Counsellor from his own point of view. It was established that every individual has one or more problems or issues facing him or her and that the process of helping such individual to understand self and his environment and to find solutions to these problems is the major focus of Guidance and Counselling.

This being so, the person who assists one in life planning or helps in finding solutions to these problems, especially as they relate to personal, social, educational and vocational situation through individual or group conferences during which the problems are analysed and constructive proposals for the solutions suggested is called the COUNSELLOR. The Counsellor could be a male or female.

In this study session you will learn about the Counsellor and its categories, the characteristics of a good school Counsellor and the importance of counselling ethics to the school counsellor.

Learning Outcomes for Study Session 4

At the end of this study session, you should be able to:

- 4.1 Define the term Counsellor and its categories.
- 4.2 Highlight the characteristics of a good school Counsellor
- 4.3 Discuss the importance of counselling ethics to the school counsellor

4.1 The School Counsellors and Categories

Counselling is a type of talking therapy that allows a person to talk about their problems and feelings in a confidential and dependable environment. A counsellor is trained to listen with empathy (by putting themselves in your shoes). They can help you deal with any negative thoughts and feelings you have.

There are different kinds of job and situations in which man partakes or find himself. In these situations or jobs he will at one time or the other need a person who will assist him in planning or finding solutions to his problems that is, the Counsellor. The different areas, situations or jobs in which the Counsellor works helps us in identifying the following types of Counsellors:

1. **The School Counsellor:** This is a counsellor who does his counselling job in a school setting. The school ranges from primary to secondary and other higher institutions like the University, Polytechnics and College of Education.
2. **Industrial Counsellor:** A Counsellor who operates within an industrial concern such as factories, manufacturing companies etc.
3. **Career Counsellor:** Could operate either within or outside the school but basically handles career problems.
4. **Marital Counsellor:** He works in a Marriage Guidance Clinic handling marital problems that is problems arising out of marriage. He also helps in pre-marriage cases if brought to the Clinic.
5. **Rehabilitation Counsellor:** When objects or concepts depreciate or become broken down, it is usual for human beings to work towards building them up or maintaining them. This process is called rehabilitation process. The individual can also break down physically, morally, socially or emotionally.

Such cases of these break-down can arise out of natural disasters or wards. Whenever we have such cases, the Rehabilitation Counsellors work towards maintaining or building up such broken down persons. He therefore works in a variety of places such as hospitals, labour unions, special schools, veterans' administration centers.

In Text Question

The person who assists one in life planning or helps in finding solutions to his/her problems, especially as they relate to personal, social, educational and vocational situation through individual or group conferences during which the problems are analysed is called.....

- a. Advocate
- b. Counsellor
- c. Teacher
- d. Principal

In Text Answer

- b. Counsellor

4.1.1 The School Counsellor

School counseling is a professional educational service wherein practitioners strive to meet the needs of students in three basic educational domains: academic development, career development, and personal/social development.

This is accomplished through the implementation of a comprehensive school counseling program that promotes and enhances student achievement through a guidance curriculum, individual planning strategies, responsive services and comprehensive school counseling program support/advocacy.

A condensed statement based on "Statement of Policy for Secondary School Counsellors" and "Guidance for Implementation" approved by the membership and adopted by the Governing Board of ASCA (1964) saw the School Counsellor as a professional educator with specialized training in Counselling and related Guidance Services whose major concern is for the normal developmental needs and problems of all the pupils for whom he is responsible.

Furthermore he is an integral part of the school staff, a member of the pupil personnel services team. Basically, he is a person dedicated to the idea that a pupil will enhance and enrich his personal development and self- fulfillment if given opportunity to experience and accepting, non-evaluative relationship in which he is helped to better understand himself and his environment and the relationship between them.

In the school setting the Counsellor is seen as a person who perceives each pupil as a unique individual who has a right to acceptance, self-development, and self-direction and who has a responsibility for making decisions and living with the consequences of these decisions. In addition, he sees the school as a democratic institution which lay, its necessary emphasis on group instruction and variety of programme, creates some conflicts for individual students, the mediation of which is an important part of his roles.

In Text Question

..... operates within the school system that is formal and informal.

- a. Career Counsellor
- b. The School Counsellor
- c. Marital Counsellor
- d. Rehabilitation Counsellor

In Text Answer

- b. The School Counsellor

4.1.2 The Roles and Functions of the School Counsellor

Having looked critically at the school counsellor, we may then want to know what he does where he operates that is, within the school setting.

Shatzer and **Stone** (1976) observed that when an individual occupies a position he functions and performs certain roles in that position. There can be no position without a role and no role without a position. Role therefore is the individual's behaviour in performing the rights and obligations associated with a position. When Counsellors put into effect the obligations and responsibilities of their positions, they are aid to perform their roles.

Role statements provide a general explanation of what Counsellors do by virtue of their positions in the School Setting (Tolbert 1978). What should be the appropriate roles of the School Counsellor? However, ASCA (1964) saw the School Counsellor playing the following roles and functions:

1. *The School Counsellor as a Helper:*

The School Counsellor as a helper helps each student or pupil to understand himself in relation to the social and psychological world in which he lives. Also making him the student, to accept himself as he is, develop personal decision making competencies and resolve special problems.

The above could be achieved through counseling students, individually and in small groups, regarding their education and vocational plans, their long-range academic programme in the school and their post-secondary education placement.

2. *As a Consultant in Pupils/Students Appraisal*

He is consulted and therefore contributes in developing a group testing programme to appraise individual aptitudes, interests, intelligence, achievement, and if desired personality.

He also supervises the giving of these tests and helps in interpreting information about pupils/students to them, their parents, and teachers and to others who are professionally concerned. By the use of tests, the Counsellor is able to identify people with special problems or special aptitudes.

3. *As a Curriculum Planner*

The School Counsellor contributes his quota to curriculum development through his development of guidance programmes for use in the school. He is also an instrument in relating the curriculum so designed to the needs of the pupils and society at large.

4. *As a Disseminator of Information*

In the guidance programme, the School Counsellor collects and disseminates to pupils/students and their parents' information concerning school offerings, opportunities for further education, careers, and career training opportunities. He also maintains informational resources for post-secondary school educational opportunities.

5. *As a Consultant to Parents*

As part of his major roles and functions, the school Counsellor helps parents by acting as a consultant to them regarding the, development of their children, providing them with information-about their children (with due regard to the children's desire for confidentiality). The Counsellor provides the parents with information about educational, occupational opportunities and requirements and about counselling programmes and related guidance services to them and their children. He also assists them to develop realistic perception of other children's development in relation to their potentials.

6. *As a Consultant to the Teaching and Administrative Staff*

The School Counsellor serves as consultant to the Administrative and Teaching Staff in the area of guidance by sharing appropriate individual pupil/students data with them (again with due regard to pupils/students, desire for confidentiality). He helps teachers to identify the special needs and problems of their students and assisting them

to secure materials and develop procedures for a variety of classroom group guidance experience.

7. As a Placement Officer

Another important function of the School Counsellor is to assist in providing placement services for pupils/ students by planning with teachers and administrators for the grouping and scheduling of pupils, helping them make appropriate choices of school programme and develop long range plans of study. He helps them make the transition from one school level to another, from one school to another, and from school to employment successfully.

8. As a Co-coordinator of other Services

With regard to other services, the School Counsellor coordinates them, especially those services beyond which he can provide by making pupils/students and their parents aware of the availability of such services and making appropriate referrals. He maintains liaison and co-operative working relationship with other pupil/student personnel, specialists and agencies in the community where special services are available.

9. As a Researcher

The School Counsellor conducts or co-operates with others in conducting local research related to pupils/students' needs and how well school services are meeting these needs. He also offers suggestions towards evolving a good school system through the application of the results of his researches.

10. The School Counsellor as a Public Relation Officer

With the public, the School Counsellor carries out a programme of public relations by participating in programme of various community groups, furnishing information regarding the guidance programme to local publishers, radio and television stations. These roles and functions as listed above also represent the ideas of many other authors, professionals and psychologists who are interested in the work of the School Counsellor.

In Text Question

..... is the individual's behaviour in performing the rights and obligations associated with a position.

- a. Right
- b. Role
- c. Personality
- d. None of the above

In Text Answer

b. Role

4.2 Characteristics of a Good School Counsellor

The School Counsellor by virtue of his or her position and the roles and functions he or she has to perform especially in the school setting must possess certain characteristics. Such characteristics would enable him to be more effective and reliable in his duties. These characteristics help the Counsellor to gain confidence, trust and

respect from his clients. Some of these characteristics are as discussed below:

1. Educational Qualification

A good School Counsellor must be trained and qualified. He must be intelligent, with verbal and quantitative abilities sufficient to think, reason, and solve problems with logic and perception. Educationally, he must hold at least a Bachelor's Degree with additional courses in guidance and counselling.

2. Relationship

The Counsellor is by training and professional obligation charged with creating the climate of the Counselling relationship. Effective counseling is related to the type of relationship a Counsellor establishes with his client. There are a number of conditions helpful in achieving successful counseling.

3. Communication

A good Counsellor should be able to use his eyes and ears in understanding his client. He should be able to pick all non-verbal cues because they are important in counseling. The communication which the client makes to the Counsellor is a privilege communication. It is a communication made in reliance on personal confidence. The Counsellor on his own part is ethically bound not to divulge such information.

The success or failure of counseling depends on how sincere the Counsellor is in keeping his client's secret undisclosed. Both the Counsellor and the Counsellee must be able to communicate with one another if counselling is to be effective. The Counsellor for example must not only feel accepting of individual it must convey this attitude to him through his verbal and non-verbal behaviours.

The main skill a Counsellor must develop is that of communicating his understanding of what the client is trying to express, which must be in a warm and sincere way. This is because it is the clarification of his feeling about the topic under consideration that is likely to be of greatest value to him. Words like coward, stupid and idiot, worthless and effeminate should never be used unless the client has used that very word himself.

4. Interest in People

A Counsellor who cares for people respond to others in ways that promote personal interaction. Since he deals with people he must always be interested in having them around. This will help him further in his job because the better he relates to people, the more he understands and come across different personalities which will help him in his job.

5. Tolerance of Ambiguity

Shertzer and **Stone** (1972) are of the opinion that a Counsellor should possess this quality. It is a personal trait, the opposite of authoritarianism and rigidity" it helps the Counsellor to work with an individual without resorting to external sanctions or part solution in order to resolve, explain, or simplify complicated situations.

6. Flexibility

The Counsellor should be flexible enough to understand and deal psychologically with all kinds of human behaviours without mustering authority or social pressures to force the client to conform. He must be willing to experiment, change and improve. These are some of the salient personal qualities of a good Counsellor.

However and in reality, the Counsellor is a person who possesses some of the human, weaknesses common to all of us **Shertzer** and **Stone**(1972).In other words, s/he can be annoyed if you offend her, and at times be moody. At another time he may be

happy and feels on top of the world.

In essence she is not a perfect woman while it may not be easy to combine all the qualities listed above, it is of course, wise for a practicing counsellor to possess a very good percentage of these qualities for effective guidance and counselling. While this is highly necessary, It must be noted too that whatever the human weaknesses that the Counsellor might have, he should not use or capitalize on the Counselling situation to satisfy his own selfish end.

4.3 Professional Ethics of the School Counsellor

Counselling like all professions is regulated by a system of ethics. These are standards of right or wrong. Ethics relate to what the Counsellor morally, philosophically and otherwise expects from himself as a Counselor or limit himself to in his work with clients. Since the Counsellor deals with different people and with different problems, he needs code of conduct which will guide his actions and to which he refers to in time of conflicts.

The ethics are sometimes referred to as the dos and don'ts of the School Counsellor. Some of these dos and don'ts as identified by **Gesinde** (1977) are discussed below:

The Dos

1. Respect: The Counsellor must respect the school rules and regulations. He must ensure that his activities do not clash with the laid down school regulations, interest of the students and other staff in the school. Where the school rules clash with his own professional philosophy, he has to work things out amicably with the principal or the School authority.

He must show respect always by commending and helping rather than rejecting, ignoring, ridiculing and embarrassing his clients. At times his guiding principle shall be to "Create and not to Destroy"

2. Interviews: is a friendly, informal, and a sincere two-way communication process. Although it is a formal process of performance review, an informal environment encourages the counselee to open up and they feel encouraged to discuss their challenges and are willing to receive help.

3. Patience: The Counsellor must always show enough patience for the client. There should be no hurry and no Interruption of the client's speech. The client must never be coerced or forced to do certain things or take certain decisions.

4. Counsellor's Mistake: When the Counsellor makes a mistake in the counseling relationship, his acceptance of it must be positive, he should be open and mature rather than to try to cover up the mistake or lose face or show guilt feelings or put up unnecessary defense. Honesty becomes very important here, if there is a problem which he cannot solve, or when his values are different from that of the client and he cannot sincerely relate with the client, he should transfer the client to another Counsellor.

5 Termination of Counselling Relationship: The counseling relationship should be terminated when the Counsellor sees clearly that the client is using the relationship for dependency or is willing to use it to create a kind of relationship different from

its original purpose.

Similarly, the Counsellor should stop counseling relationship when the client proves too uncooperative or when the Counsellor discovers that the problem is beyond his competence. In this situation, the client can be transferred to another Counsellor or another resource person who is a specialist in the manifested problem.

The Don'ts

1. Confidentiality: The Counsellor's motto should always be "Keep our secrets secret". The Counseling relationship and information resulting there from must be kept private and confidential. He should not divulge any information about any client to teachers, principal, law enforcing agents etc., unless with the express permission of the client.

2. Responsibilities - Decisions - Consequences: The Counsellor is not supposed to assume responsibility for the client nor take decisions for him. The Counsellor should only put all the alternative solutions to a problem at the disposal of the client, the responsibility for making the necessary decisions should be his and he should be able to abide by the consequences of his own decisions.

3. Limitations of Counselling Relationship: The Counsellor should not allow any intimate relationship to develop between him and his client. The counselor should not allow the client to use him as a figure father, brother or lover or as a protector. When the Counsellees conditions indicate that there is clear and imminent danger to the Counsellees or others, the Counsellor is expected to take direct personal action or to inform responsible authorities.

4. Opportunist: A Counsellor should not be an opportunist. He must not capitalize on the counseling situation to satisfy his own selfish end. He must understand his own personal characteristics and their effects on counseling relationships and personal social encounter.

5. Dynamism: The Counsellor must not be lazy. He should be dynamic. At all times he should foster the development and improvement of the counselling profession. He should be well informed in the current theories, practices, developments and trends in his profession.

In Text Question

Counselling like all professions is regulated by a system of ethics. True/False

In Text Answer

True

Summary of Study Session 4

In Study Session 4, you have learned that:

1. The person who assists one in life planning or helps in finding solutions to these problems, especially as they relate to personal, social, educational and vocational situation through individual or group conferences during which the problems are analysed is called the COUNSELLOR.

2. The School Counsellor operates within the school system that is formal and

informal.

3. This system is a place where we have an organized group of pupils pursuing defined studies at defined levels and receiving instruction from one or more teachers, frequently with the addition of other employees and officers, such as a principal, various supervisors of instruction and a staff of maintenance workers; usually housed in a single building or group of buildings.

4. The School Counsellor by virtue of his position and the roles and functions he has to perform especially in the school setting must possess certain characteristics. Such characteristics would enable him to be more effective and reliable in his duties. These characteristics help the Counsellor to gain confidence, trust and respect from his clients.

5. Counselling like all professions is regulated by a system of ethics. These are standards of right or wrong. These ethics are sometimes referred to as the dos and don'ts of the School Counsellor.

Self-Assessment Questions (SAQs) for Study Session 4

Now that you have completed this study session, you can assess how well you have achieved its Learning outcomes by answering the following questions. Write your answers in your study Diary and discuss them with your Tutor at the next! Support meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this Module.

SAQ 4.1 (Tests Learning Outcomes 4.1)

1. Highlight the different types of counsellors.
2. A school counsellor could serve as the following EXCEPT
 - a. Curriculum Planner
 - b. Placement Officer
 - c. Researcher
 - d. Sympathizer

SAQ 4.2 (Tests Learning Outcomes 4.2)

It is the job of the counselor to create conditions in both his working place and outside it. In creating these conditions, what are the things he needs to do?

SAQ 4.3 (Tests Learning Outcomes 4.3)

Counselling, like other professions is regulated by a set of ethics. Identify and discuss any four importances of these ethics to the School Counsellor.

Notes on SAQs for Study Session 4

SAQ 4.1

The different types of Counsellors are:

- a. The School Counsellor
- b. Industrial Counsellor
- c. Career Counsellor
- d. Marital Counsellor
- e. Rehabilitation Counsellor

3. (d). Sympathizer

SAQ 4.2

In creating these conditions he needs:

- a. Acceptance:
- b. Empathy
- c. Genuineness
- d. Sincere Caring

SAQ 4.3

The four importances of these ethics to the School Counsellor are:

1. **Respect:** The Counsellor must respect the school rules and regulations. He must ensure that his activities do not clash with the laid down school regulations, interest of the students and other staff in the school.
2. **Interviews:** The Counsellor must know that interviews are supposed to be held at definite times, places and only by appointment. He should be able to handle silence which occurs during the counseling session.
3. **Patience:** The Counsellor must always show enough patience for the client. There should be no hurry and no Interruption of the client's speech.
4. **Counsellor's Mistake:** When the Counsellor makes a mistake in the counseling relationship, his acceptance of it must be positive, he should be open and mature rather than to try to cover up the mistake or lose face or show guilt feelings or put up unnecessary defense.

Study Session 5: The Need for Guidance and Counselling in Nigeria Educational System

Expected duration: 1 week or 2 contact hour



Source: <http://www.school-counselor.org/images/new-school-counselor.jpg>

Introduction

Since independence Nigeria Educational System has gone through series of review. The reasons for these various review might be related to factors such as educational, economic, technological, social and ideological changes. In fact, Guidance and Counselling can be used as a vehicle for Social Justice, Economic Recovery and Self-reliance in order to make Nigeria transit from developing to a developed nation.

In this study session you will learn about the need for Guidance and Counselling Services in Nigerian Educational System and the Universal Basic Education.

Learning Outcomes for Study Session 5

At the end of this study session, you should be able to:

- 5.1 List the need for Guidance and Counselling Services in Nigerian Educational System
- 5.2 Discuss on the Universal Basic Education.
- 5.2 Identify some of the factors responsible for need for Guidance and Counselling

5.1 The need for Guidance and Counselling Services in Nigerian Educational System

The need for guidance and counseling in our educational system is increasingly pressing as educational, economic, technological, social and ideological advancements are being made. Each student will need to be helped to strengthen his own abilities, to make wise and realistic choices, and to face problems encountered in society. It is observed that each of these factors impinges on the individual in ways that make achieving self-fulfillment more difficult.

The school dropouts will particularly need guidance. In the opinion of **Durojaiye** (1972) the problems of integration of the different ethnic groups in Nigeria may well be a problem which guidance and counseling may help to solve, by helping to develop appropriate curricula, organization and policies in our educational systems which will emphasis integration and tolerance among future citizens.



Figure 5.1: The need for guidance and counseling

Source: <http://fedeccon.org/wp-content/uploads/2015/02/career-guidance.jpg>

5.1.1 Educational Changes

The inadequacy of the curriculum of our educational system to our needs and aspirations after independence in 1960 made it necessary for government to search for a new philosophy and policy of education. In the search for a national philosophy of education the Nigeria Educational research Council (NERC) organized a national conference on curriculum development in September, 1969.

The National Curriculum Conference of 1969 was the first attempt and beginning of a national programme to revitalize and renew education after independence. The 1969 conference was not a conference of experts and professionals alone, but of the people, it comprised the:

- a. Representatives of trade unions
- b. Farmers unions
- c. Women's organizations (medicals, legal, engineering etc.)
- d. University teachers
- e. Administrators as well as ministry officials, and
- f. Representative from Ministry of Education of all the then 12 states of Nigeria

The conference reviewed old and identified new national goals for Nigerian education at all levels and provided guidelines on the future direction of the system bearing in mind the needs of youths and adults in the task of nation building and national reconstruction for social and economic-being of the individual and the society.

The curriculum Conference was obviously an effort to put quality into education and ensure that education responds to the national needs and aspirations. It aimed at making more meaningful and relevant to our system and our culture by offering many usable options relevant to the background of its products.

The curriculum conference was followed by a government sponsored National Seminal in 1973 under the chairmanship of chief S.O. **Adebo** to deliberate on all aspects of a National Policy on Education using the report of the 1969 Curriculum conference as of the working documents. All States, the Universities, and interested local organizations participated in this seminar.

The National Policy on education, first published in 1977 (revised in 1981) was based on the recommendations of the seminar. According to the policy, the new educational system would be 6-3-3-4. That is, six years of primary school, three years of junior secondary, three years of senior secondary and the university run for four years. Professional courses run for five or more years.

The two-tier of secondary education aims at two main objectives:

- (a) Preparing and selecting pupils for the next stage of educational system, and
- (b) Preparing those who will not proceed to the next-stage of education for employment and useful living within the society.

Already the Universal Free Primary Education (UPE) launched in 1976 brought into the school normal, maladjusted, handicapped, gifted and talented children with diverse background. Consequently, psychological screening has to become an important aspect of our primary school. Normal children at academic risk should identify early enough and preventive measures and strategies planned.

Guidance becomes more necessary in post-primary institution where substantial number of school leavers will have access to secondary education. Many important problems will arise in the transition from junior to senior secondary, technical, teacher's colleges or vocational schools. (New Basic Education)

In Text Question

The National Curriculum Conference of 1969 was the first attempt and beginning of a national programme to revitalize and renew education after independence. **True/False**

In Text Answer

True

Junior Secondary School (JSS) -Ages: 13-15 Years

At the junior secondary school level of schooling, the student is completing learning of fundamental academic and pre-vocational skills and is getting ready for the departmentalized and subject concentrated studies of the senior secondary (SS). During this period, he and his parents, teachers and counselors need to reach at least tentative conclusion about what his senior secondary school education will be like.

Will it be wholly academic, aimed at preparation for the university? Will it be mostly

vocational or technical, at preparing for a job immediate after graduating from senior secondary? Will it be a combination of vocational/technical and academic studies, aimed at keeping choices open for later decision? **Vaughan** (1970) has argued that the main reasons for provision of guidance in the junior secondary school are:

- (a) The range of courses that will be available to pupils;
- (b) The wide spectrum of individual differences among applicants for them: and
- (c) The size of the school themselves.

In **Fafunwa's** (1967) view, guidance and counseling particularly at the junior level of the secondary school will play an important role in the education and social growth of the individual. **Awokoya** (1980) felt that without academic and *career* guidance and counseling in the junior secondary schools, the whole purpose cannot be achieved. The pupils must be guided about the combination of subjects which will lead to the career for which he is motivated.

Aptitude testing will also have to be incorporated. He aptly concluded, "no matter how good and well-structured the new educational policy may be, as it relates to junior secondary, if guidance and counseling services are not given priority and made an integral part of the system, it cannot succeed". It can, therefore, be seen from the above that the junior secondary school years are critical period's in life-time guidance.

In Text Question

The junior secondary school years are critical period's in life-time guidance.

True/False

In Text Answer

True

5.1.2 Social Changes

Social Changes are factors which have to do with many rapid social changes which have distrusted influences of the homes on their children. Children of today are reaching out much *earlier* than our generation did, and they are being changed more by their experiences. The excitement, anxiety and confusion of today's world are reflected in the personalities of young adolescents.

These rapid changes often place considerable stress on individuals and groups who is coping and adaptation mechanisms often break down when they find it too difficult to accommodate these changes. The counselors, therefore, should understand the pressures and needs of today's youth .The family has always been known as a potent influence in the development of the individual child but there exist recent changes in the family pattern.

And in the relationship of the family to community, lives are of greater significance in school. The traditional sources of help such as the member of the extended family to which the troubled adolescent could turn to are gradually warning. Whereby they are available, they are inadequate in helping adolescent solve his educational, vocational and personal-social problems. There are many parents in Nigeria today who can't care for their children.

They have no time to discuss with their children at home. Many parents especially in the urban cities are only interested in making money to the total neglect of their social responsibilities to their children. The incidence of divorce/broken homes among married

couples is increasing. This often leaves many children without the parental care. The situation is further compounded by the fact that Nigeria is today beset by other problems as the:

- a. Lack of any guiding values,
- b. Lack of patriotism,
- c. Acrimonious interpersonal conflicts,
- d. Brazen armed robbery and corruption,
- e. Little or no value for life, drug trafficking,
- f. Colossal inefficiency and indiscipline

Consequently, many children now look forward to the school to provide the much needed love, care and guidance. **Ipaye** (1980) has observed that the stability and influence of the home, the church and mosque are also weakening more and their responsibilities particularly in the social and emotional realms have been entrusted to the school.

He further argued that the Nigeria society is drifting to a situation whereby the school is being called upon to provide broad range of mental health, and therapeutic services to the children, their parents, families and their teachers too. Thus, guidance and counseling-a socially based relationship becomes the buffer, the citadel of hope for correcting, reinstating and for re-directing the society to the path of sanity.

Many other social-problems of our time which students often bring to counselors include: problems of achievements, social interaction, life goals, fear of witchcraft, medicine men, marriage, boyfriend, girlfriend, adjusting to different teachers for different subjects, many new subjects to study, problems of relationship with classmates, seniors, teachers, parents, vocational problems and uncertainty about the future.

The counselor should recognize that the family in which the child grows is not immune from these problems. All these problems are also dependent of the society, time and place a given individual lives, and that the school is an integral part of the society and the educational system a microcosm of the social system. There is, therefore, the need to resolve and reconcile these socio-cultural conflicts of our modern age in the interest of the education of our adolescent.

In Text Question

In the relationship of the family to community, lives are of greater significance in school than home. True/False

In Text Answer

True

5.1.3 Ideological Changes

The ideological factors as stated in the National Policy on Education are potent in influencing educational as well as aspects of guidance in Nigeria schools today. The National Policy on Educational fundamentally stimulated building of:

- (1) A free and democratic society;
- (2) A just and egalitarian society;
- (3) A united, strong and self-reliant nation;
- (4) A great and dynamic economy; and

- (5) A land of bright and full opportunities for all citizens.

Hitherto, secondary and higher education were made available to only children of parents who could afford to pay tuition fees and other school charges. Today, tuition is free at Primary, Secondary and Federal University (at undergraduate level), the consequence of which many young people are irrespective of class have access to secondary and higher education.

The rate of transition from primary as stated in the Third National Development Plan (1975-1980) and articulated in the policy was 70 percent which would include admission to craft schools and vocational centre as well as into Junior Secondary School. The target to be aimed at by all states would be 100 percent enrolment.

According to the policy, the JSS will be free as soon as possible, and will teach the basic subjects which will enable pupils to acquire further knowledge and develop skills. The Senior Secondary has comprehensive core-curriculum designed to broaden student knowledge and outlook. The core-curriculum is the group of subject which every pupil must take in addition to his or her specialization.

The widening of the curriculum is to give the student in an education system an opportunity to learn to use his head as well as his hands so as to appreciate the dignity of labour. This is a complete departure from the traditional system, and is aimed at providing the student with a large numbers of options, both academic and technical.

In a nutshell, Nigeria's philosophy of education can be said to be based on the integration of the individual into a sound and effective citizen and equal educational opportunities for all citizens of the nation at the primary, secondary and tertiary levels, both inside and outside the formal school system. The central theme of the philosophy is the individual into complete functioning man.

This also shows that government has faith that man could control his own evolution given the freedom to proceed as far as his abilities can carry him. It is in this context that guidance and counseling should be given by the counsellors based on the child's abilities as may be revealed by objectives testing and continuous assessment records. The child should also be informing of the educational and vocational opportunities available by consulting with parents, teachers and employment agencies.

In Text Question

..... is a complete departure from the traditional system into the modernized system.

- a. Counselling
- b. Widening of the curriculum
- c. Improving educational policies
- d. All of the above

In Text Answer

- b. Widening of the curriculum

5.1.4 Economic and Technological Changes

With these educational policies and practices there have been a number of important economic and social changes in our society that did not just exist before 1970s. They are unparalleled in our history as a nation and they are important to our education approaches as well as career guidance. The sudden emergence of an oil economy, the new-wealth that nature has bestowed on Nigeria - in the seventies had influenced Nigeria's economic, social and political life.

These have given young people today a far wider field of career opportunities in the world of science, medicine, pharmacy, food science, agriculture, petrochemicals, computerization and automated processes in the public and private sector employment, at Local, States and Federal Government levels; in the world of building, with its new designs and material; in the world of communication travel and mass media.

These are just a few of the career areas in which new jobs and opportunities have been developed which were unknown to today's parents when they left school three decades ago. What they knew to be the work of an engineer, a lawyer, an accountant, a teacher, or a pastor may be quite inaccurate now, and even more so in the near future. The forces of this new technology were beginning to create a new occupational structure.

If the secondary school leaver of the 1980s is to have better chance of employment, he must be made aware of the existence of avenues open to him now and in the future. Secondary occupation - commerce, industry, housing, petroleum and petrochemical and technical services have expanded rapidly since the oil boom era of the 70s. The one time mighty 'primary' occupation-farming, fishing, mining-became less important a part of Nigeria's economic life.

Our fore-fathers who were farmers and farm labourers joined the force at pre-independence and pre-boom era became an "endangered species". However, recently, efforts are being made by the federal Government to reawaken citizen's interest in farming, especially the youth.

Pursuant to this reawakening, government established the directorate of Food, Roads and Rural Infrastructure in order to bring majority of Nigerians to live in the rural areas into the main stream of national developments as well as encouraging more people to go back to land and farm.

The recognition that Nigeria's manpower is still in short supply in some major sectors of our commerce, industry, agriculture, engineering, technical, to mention a few, means a more determined attempt has to be made especially by the school counselors to help individual students find jobs which will make full use of their skills and talents.

At the same time a positive attempt has to be made to survey and inform students about various job opportunities rather than hoping that they will find out for themselves. This defiantly broadens the occupational horizons and aspirations of the products of the new educational system, thus, preparing them for a world of work.

Students who leave at the junior secondary stage will need information on an apprenticeship or some other scheme for out-of-school vocational training and prospects for employment. In the same vein, those who complete senior secondary will need information on the kind of job or training that are available in the country and higher institutions with the available courses.

In Text Question

Nigeria's manpower is still in short supply in some major sectors of our commerce, industry, agriculture, engineering, technical, etc. True/False

In Text Answer

True

5.2 Universal Basic Education

Recently the emphasis is on a new programme for children in primary to JS.3 called Universal Basic Education (UBE). The Universal Basic Education (UBE) Programme is a nine (9) year basic educational programme, which was launched and executed by the government and people of the Federal Republic of Nigeria to eradicate illiteracy, ignorance and poverty as well as stimulate and accelerate national development, political consciousness and national integration.

Former President **Olusegun Obasanjo** flagged off UBE on 30th September 1999 in Sokoto, Sokoto State. The UBE Programme is Nigeria's strategy for the achievement of Education for All (EFA) and the education-related Millennium Development Goals (MDGs). It is also one of the strategies for realizing the nation's economic agenda as enunciated by the National Economic Empowerment and Development Strategy (NEEDS).

The implementation process of the programme has been on since 1999, but progress was hampered by lack of an enabling law to execute certain aspects of the programme. What a big relief it was when the President signed the UBE Bill into law on 26th May 2004 following its passage by the National Assembly. The UBE Act 2004 makes provision for basic education comprising of ECCE, Primary and Junior Secondary Education.

The financing of basic education is the responsibility of States and Local Governments. However, the Federal Government has decided to intervene in the provision of basic education with 2% of its Consolidated Revenue Fund. For states to fully benefit from this Fund, criteria were established which states are to comply.

The Act also provides for the establishment of the Universal Basic Education Commission (UBEC) to coordinate the implementation of the programme at the states and local government through the State Universal Basic Education Board (SUBEB) of each state and the Local Government Education Authorities (LGEAs). The Universal Basic Education Commission (UBEC) was formally established on 7th October 2004.

Vision Statement

At the end of nine years of continuous education, every child should acquire appropriate and relevant skills and values and be employable-in order to contribute his or her quota to National Development.

Mission Statement

To serve as a prime energizer of National Movement for the actualization of the nation's Universal Basic Education (UBE) vision, working in concert with all stakeholders, thus mobilizing the Nation's creative energies to ensure that Education for All becomes the Responsibility of all.

In Text Question

In what year was UBE flagged off

- a. 30th September 1899
- b. 30th September 1999
- c. 30th December 1899
- d. 30th September 1999

In Text Answer

- b. 30th September 1999

5.2.1 Scope of UBE

Programmes and initiatives for early childhood care and education, six year Primary Education, and three (3) years of Junior Secondary Education.

Objectives of UBE

The objectives of the UBE programme are as follows:

- ❖ Ensure unfettered access to nine (9) years of formal basic education.
- ❖ The provision of free, Universal Basic Education for every Nigerian child of school going age.
- ❖ Reducing drastically the incidence of drop-out from the formal school system, through improved relevance, quality and efficiency.
- ❖ Ensuring the acquisition of appropriate levels of literacy, manipulative, communicative and life skills as well-as the ethical, moral and civic values needed for laying a solid foundation for life-long learning.

From the mission, vision and objectives of Universal Basic Education, it is clear that, it is a cardinal objective of the UBE that every school should have a counsellor.

Senior Secondary School (SSS) - Ages: 15-18 Years

At the 'senior secondary school level, the student will be faced with final decision about continuing his formal education after secondary school or going to work if the decision has not been taken. If he has made the decision to, continue schooling, he should decide by the end of the second year of third year in senior secondary which post-secondary institution he intends to go and for what purpose.

For example: University, Polytechnic, College of Education, School of Agriculture, School of Forestry, Nursing School, etc. Moreover, when the new educational system becomes fully operational in all the states of the Federation, a large number of children may fail in their academic work and would need help with their study habits or with their examination techniques.

The graduates of the new system will need more guidance on where to which course to pursue, what careers they can engage in and the opportunities that they have for training and employment. A number of eminent scholars have also enunciated very succinctly the need for guidance in or educational system.

Abiri (1973) opined that if our society is not to be plagued by a brood of disgruntled, frustrated and unrealistic individuals, secondary school students should be exposed to available opportunities and social expectations in the country through career guidance and counselling.

According to **Olayinka** (1978) counselling in school and colleges will enable the

country to identify her talented youths and nurture them to the optimal level of social, educational and economic development.

In his view, guiding young people to pursue the right type of education in which there is not over-production of certain manpower needs and underproduction of the other aspects of the manpower needs is a sure process of building a prosperous and advanced country. From the point of view of the author, the nation will gain more when the talents and potentials of its youth are discovered early enough and channeled to appropriate career.

The explosion of demand for education in Nigerian today makes it absolutely necessary to organize on a more formal basis both the secondary schools, in the universities and in other higher institutions, departments or centres for academic counselling. There is need to pay attention to each individual within the school 'to ensure that hidden and talents are identified and developed to the optimum.

The causes of failures in adjustment to the personal help can be offered when needed. Greater consideration must be given to each individual in the new educational system in fostering growth and personal development and in offering wide choices and broader educational opportunities than before.

In Text Question

The objectives of the UBE programme are as follows:

- a. Ensure unfettered access to nine (9) years of formal basic education.
- b. The provision of free, Universal Basic Education for every Nigerian child of school going age.
- c. Reducing drastically the incidence of drop-out from the formal school system, through improved relevance, quality and efficiency
- d. All of the above

In Text Answer

- d. All of the above

Summary of Study Session 5

In Study Session 5, you have learned that:

1. The need for guidance and counseling in our educational system is increasingly pressing as educational, economic, technological, social and ideological advancements are being made.
2. The National Curriculum Conference of 1969 was the first attempt and beginning of a national programme to revitalize and renew education after independence.
3. The Universal Basic Education (UBE) Programme is a nine (9) year basic educational programme, which was launched and executed by the government and people of the Federal Republic of Nigeria to eradicate illiteracy, ignorance and poverty as well as stimulate and accelerate national development, political consciousness and national integration.
4. Former President **Olusegun Obasanjo** flagged off UBE on 30th September 1999 in Sokoto, Sokoto State.
5. The objectives of the UBE programme are as follows:

- ❖ Ensure unfettered access to nine (9) years of formal basic education.
- ❖ The provision of free, Universal Basic Education for every Nigerian child of school going age.
- ❖ Reducing drastically the incidence of drop-out from the formal school system, through improved relevance, quality and efficiency.
- ❖ Ensuring the acquisition of appropriate levels of literacy.

Self-Assessment Questions (SAQs) for Study Session 5

Now that you have completed this study session, you can assess how well you have achieved its Learning outcomes by answering the following questions. Write your answers in your study Diary and discuss them with your Tutor at the next Support meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this Module.

SAQ 5.1 (Tests Learning Outcomes 5.1)

List the various factors that make the need for guidance and counselling imperative in Nigerian Educational System.

SAQ 5.2 (Tests Learning Outcomes 5.2)

1. Define Universal Basic Education
2. States any three objectives of UBE.

Notes on SAQs for Study Session 5

SAQ 5.1

- a. Educational,
- b. Economic,
- c. Technological,
- d. Social and
- e. Ideological advancements

SAQ 5.2

1. The Universal Basic Education (UBE) Programme is a nine (9) year basic educational programme, which was launched and executed by the government and people of the Federal Republic of Nigeria to eradicate illiteracy, ignorance and poverty as well as stimulate and accelerate national development, political consciousness and national integration.
2. The objectives of the UBE programme are as follows:
 - ❖ The provision of free, Universal Basic Education for every Nigerian child of school going age.
 - ❖ Reducing drastically the incidence of drop-out from the formal school system, through improved relevance, quality and efficiency.
 - ❖ Ensuring the acquisition of appropriate levels of literacy.

Study Session 6: The Uses of Information Services

Expected duration: 1 week or 2 contact hour



Source:

http://cherlyndeluna.files.wordpress.com/2011/04/computer_network.jpg

Introduction

Counsellors are required to give information service out such need not involve persuasion or advice. School counsellors normally collect, organize, and assist in the utilization of information. Information can be gained directly through sensing environmental objects or events that can be acquired verbally by hearing what others say and by reading.

In this study session you will learn about the information services, the uses of information and the problems inherent in sources of information.

Learning Outcomes for Study Session 6

At the end of this study session, you should be able to:

- 6.1 Define information services.
- 6.2 State the uses of information
- 6.3 Discuss the problems inherent in sources of information.

6.1 Meaning of Information

Shertzer and **Stone** are of the opinion that information services is desired to provide students with greater knowledge of educational, vocational and persuading opportunities' so that they may make better informed choices 'and decisions in an increasingly complex society.

Webster dictionary (1966) defined information as knowledge given or acquired in any manner or anybody of facts that are gathered in a way as by study, rewarding, observations, hearsay etc. It is difficult for a student to make an adequate adjustment without knowledge of the complex occupational educational and social environment in which he lives.

In Text Question

The knowledge given or acquired in any manner or anybody of facts that are gathered in a way as by study, rewarding, observations, hearsay etc. is called.....

- a. Wisdom
- b. Information
- c. Revelation
- d. All of the above

In Text Answer

- b. Information

6.1.1 Types of Information

1. Educational Information

According to **Norris** and her colleagues (1960), "educational information is valid and usable data about all types of present-and probably future educational or training opportunities and requirements, including curricular and co-curricular offerings, for entrance, and conditions and problems of' student life. Specifically, such data mentioned in this' definition would acquaint students, counsellors, teachers and parents with the following:

- i. School hours and regulations,
- ii. Available curricular offerings and subjects
- iii. School clubs and social activities
- iv. Values of Education,
- v. High School Units, credits, majors, minors
- vi. Existing post-high educational programmes
- vii. The subjects required to go to college or post-secondary school educational institutions
- viii. Requirements for entering post-high school educational institutions.
- ix. Cost of going to college or to any type of post high school training
- x. The educational or training required for different occupations
- xi. The characteristics of different colleges and other educational programmes
- xii. Study habits and skills
- xiii. (xiii.) Scholarships, students, ways of financing post high school education.
- xiv. Correspondence schools
- xv. Accreditation of educational programmes

- xvi. On-the-job-training opportunities and programme
- xvii. Student social life and cultural opportunities in post-high school educational programmes.

2. Occupational Information

Occupational information is valid and usable data about positions, jobs, and occupations, including duties, requirements for entrance, conditions of work, rewards offered, advancement pattern existing and predicted supply of and demand for workers, and sources for further information" (**Horris** and her colleagues 1960).

Thus, occupational information would include data relevant to the following items:

- i. The labour force, size, composition, geographical factors, sex, racial, age distribution major industrial groups,
- ii. The occupational structure and major occupational groups
- iii. Work trends including labour supply population changes, public demand for goods technological changes
- iv. Labour legislation.
- v. Source of information for studying occupations
- vi. Classification of occupations and occupational information
- vii. Essential and critical occupations
- viii. Duties involved in certain occupations, nature of work
- ix. Qualifications necessary for employment in various occupations.
- x. Preparation needed for various occupations
- xi. Methods of entering occupation and methods of advancement
- xii. Earnings and other rewards of various occupations
- xiii.)Conditions of work in various occupations
- xiv. Criteria for evaluating occupational information materials
- xv. Typical places of employment
- xvi. Meaning of work

3. Personal-Social Information

Personal social information deals with self-understanding and the understanding of others. **Norris** and her colleagues cite the following definition:

"Social information is valid and usable data about the opportunities and influences of the human and physical environment which bear on personal and interpersonal relations. It is that information about human beings which will help a student to understand himself better and improve his relation with others.

Included, but not constituting the whole, are such broad areas of information as "understanding self and "getting along with others" as well as such specific areas as boy-girl relations, etiquette, leisure time activities, personal appearance, social skills, home and family relationships, financial planning healthful living".

This definition indicates that the personal social information service deals with such conditions and factors as the followings:

- (i) Achieving self-insight and understanding
- (ii) Achieving mature understanding with the same and the opposite sex.
- (iii) Understanding masculine and feminine roles
- iv) Developing healthy personality

- (v) Understanding one's behaviour and one's characteristics
- (vi) Understanding how one differs from others and in what ways one is like others.
- (vii) Understanding others' behaviours and their needs
- (viii) Adjusting, accepting, and understanding home conditions, family members and parental expectations
- (ix) Knowledge of dating practices, sex information, marriage responsibilities
- (x) Physical and mental health
- (xi) Personal appearance, manners, and etiquette
- (xii) Social skills, commercial planning, and leisure time activities.

In Text Question

The following are types of information EXCEPT

- a. Educational
- b. Career
- c. Personal-social
- d. Occupational

In Text Answer

- b. Career

6.1.2 Objectives of Information Service in the Secondary Schools

The following are the objectives of information service in the secondary schools:

- (i) To evaluate one's self-perception of abilities and interests against actual occupational requirements
- (ii) To identify and demonstrate job acquisition skills
- (iii) To develop self-awareness and self-confidence in the individual's anticipated choice of occupational clusters,
- (iv) To demonstrate beginning basic skill competency in skills basic to the chosen occupational cluster,
- (v) To develop an appreciation for the need of all occupations and the importance they have in an on-going society,
- (vi) To develop procedures to obtain needed abilities and experiences required in the chosen occupational cluster,
- (vii) To develop in the individual the recognition of her relationship between personal values and the influence of significant others upon his occupational choice,
- (viii) To learn to lessen the discrepancy between where the learner perceives he is and where he wants to be.
- (ix) To learn to apply the decision-making process to the personal identification of the tentative occupational choice.
- (x) To become involved in the selection of an anticipated job or role based on the individual attitudes, values, education, and occupational awareness.
- (xi) To present understanding of broad fields of work

- (xii) To develop means for aiding students to study intensively a few selected occupations or educational training facilities,
- (xiii) To become fully acquainted with occupational and educational opportunities in the community
- (xiv) To develop tentative educational and occupational plans based upon thorough self-study.
- (xv) To present specific techniques to aid in meeting needs confronting school learners, such as obtaining employment, continuing an educational programme, or establishing the home.

In Text Question

Which of the following is correct about the objectives of information service in the secondary schools?

- a. To evaluate one's self perception of abilities and interests against actual occupational requirements
- b. To identify and demonstrate job acquisition skills.
- c. To develop self-awareness and self-confidence in the individual's anticipated choice of occupational clusters
- d. To demonstrate beginning basic skill competency in skills basic to the chosen occupational cluster.
- e. All of the above

In Text Answer

- e. All of the above

6.2 Uses of Information

With the types of information services and objectives discussed above, the following uses of information have been identified:

- (i) **Assurance use:** Informational data may be used to assure that the students have confidence in the appropriateness of decision
- (ii) **Evaluative use:** Informational data may be used to check the accuracy of student's knowledge and understanding of a decision
- (iii) **Explorative use:** Information may be used to help students explore and study all alternative of possible choices or decisions,
- (iv) **Information use:** Data are used to add to students' knowledge of occupations, choices, changing conditions, and the like,
- (v) **Readjustive use:** For students who have markedly inappropriate goals, information data may be used to help them re-orientate to different levels of goals or objectives.
- (vi) **Synthesis use:** Information data may be related to other personal data such as tests. This encourages the synthesis of a pattern of behaviour,
- (vii) **Verification use:** Informational materials may be used by students to verify and clarify choices, opportunities and decisions.

6.2.1 How to Obtain Information

Ipaye has advised in his book "Guidance and Counselling Practices" that to obtain information individuals have to:

1. Ask people who know or who should know.
2. Write for prospectus, handbooks and other relevant literature that could give individual information on areas of their interest, or write to enquire about things.
3. Visit different sources and places to see things for themselves, collect literature, and if possible take photographs and sketches, copy charts and graphs. Place to visit include secondary institutions, industries, commercial houses and firms, ministries and corporations. Discuss with people - friends, employers, employees.
4. Observe people and or listen to discussion, on radio, T. V. Read advertisements, posters.
5. Stock available booklets, pamphlets etc. which provide information on various aspects of guidance programme.
6. Cut-out information from newspapers, weeklies and other magazines and file these in your information file(s).
7. Attend shows of educational and vocational relevance, seminars and symposiums.

Above all, keep an information notebook. This is especially useful for entering, to cover information pick up before forgetting it. Search through the internet for recent information.

In Text Question

Which of the following uses of information data is correct?

- a. Informational data may be used to assure that the students have confidence in the appropriateness of decision.
- b. Informational data may be used to check the accuracy of student's knowledge and understanding of a decision.
- c. Information may be used to help students explore and study all alternative of possible choices or decisions.
- d. All of the above

In Text Answer

- d. All of the above

6.3 Problems Inherent in Sourcing of Information

Information is not to be collected and used wholesome. For it is one thing to collect various information that are otherwise adequate, valid or not. Information collected from sources like government ministries, local government council offices, local industries and companies, sister colleges' local clubs and organization may have some limitations which are:

- (i) That information from any of those sources is inevitably biased directly towards the main objectives of that source.
- (ii) That literature from one source rarely pays attention to what obtains in another source. For example, Literature (handbooks, brochures etc.) from an industry may contain information about employment opportunities but the

information as to the relevant education courses a prospective candidate should take (or have taken) is often inadequate.

- (iii) That in Nigerian situation, most jobs as advertised require some years of experience. Often this requirement is not indicated in handbooks.
- (iv) That generally, occupational information as contained in the literature available from the sources mentioned above often tends to emphasize the economic while omitting the human dimension of careers. In other words, they tell us about pay, hours of work promotion prospects and other economic fringe benefits-(or deficits as case may be) without a mention of social interaction available.
Those pertain to the kind of social atmosphere available for work, the kind of personal relationship that exists, opportunities for initiative and self-expression, opportunities for cooperation, for involvement, for personal decision taking, for associating with co-workers during and after official hours of work.
- (v) That educational information as contained in college/university handbook, JAMB brochures etc., tend to be strong on the content, type, quality and duration of courses available and number of credits required for admission, but abysmally weak on information as to the careers they lead to (**Ipaye** 1983).

The school counsellor should bear in mind all the issues raised above in the provision of educational, vocational and personal-social information to students. It should be noted too that information may be used through audio-visual aids like tape recorder, overhead projector, Radio and T. V, films film strips and slides, Flannel graph and magnetic Board and through incorporating information in the teaching of subjects.

One useful way of helping students to relate their course offerings to possible career opportunities is to expose them to subject combination they can offer that can lead them into careers they aspire to undertake in the future.

In Text Question

Information collected from sources like government ministries, local government council offices, local industries and companies, sister colleges' local clubs and organization may have some limitations. True/False

In Text Answer

True

Summary of Study Session 6

In Study Session 6, you have learned that:

1. Information is defined as the knowledge given or acquired in any manner or anybody of facts that are gathered in a way as by study, rewarding, observations, hearsay etc.
2. The following are types of information: Educational, Personal-social and Occupational information.
3. To obtain information individuals have to: Ask people who know or who should know. Write for prospectus, handbooks and other relevant literature that could give individual information on areas of their interest, or write to enquire about things.

4. Information collected from sources like government ministries, local government council offices, local industries and companies, sister colleges' local clubs and organization may have some limitations.

Self-Assessment Questions (SAQs) for Study Session 6

Now that you have completed this study session, you can assess how well you have achieved its Learning outcomes by answering the following questions. Write your answers in your study Diary and discuss them with your Tutor at the next! Support meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this Module.

SAQ 6.1 (Tests Learning Outcomes 6.1)

1. Educational information services includes these EXCEPT
 - (a) Study habits and skills
 - (b) values of education
 - (c) qualification necessary for employment
 - (d) available curricula offerings and subjects
2. Understanding of self and others deals with information
 - (a) social
 - (b) self-awareness
 - (c) personal-self
 - (d) personal-social
3. Information use as alternative for possible choices or decisions is known as
 - (a) Verification
 - (b) re-adjustive
 - (c) explorative
 - (d) synthesis
4. The following are types of information EXCEPT
 - (a) Educational
 - (b) career
 - (c) personal-social
 - (d) occupational

(b)

SAQ 6.2 (Tests Learning Outcomes 6.2)

Highlight any four ways you can obtain usable information to implement school guidance programme?

SAQ 6.3 (Tests Learning Outcomes 6.3)

Enumerate some problems you envisage you may meet in collecting relevant information for guidance programme.

Notes on SAQs for Study Session 6

SAQ 6.1

1. (c) qualification necessary for employment
2. (d) personal-social
3. (c) explorative
4. (b) career

SAQ 6.2

Ways to obtain usable information:

- a. Ask people who know or who should know.
- b. Write for prospectus, handbooks and other relevant literature.
- c. Visit different sources and places to see things for themselves, collect

literature.

- d. Discuss with people - friends, employers, employees

SAQ 6.3

Some of the problems envisage in collecting relevant information for guidance programme are as follows:

- a. That information from any of those sources is inevitably biased directly towards the main objectives of that source.
- b. That literature from one source rarely pays attention to what obtains in another source.
- c. That in Nigerian situation, most jobs as advertised require some years of experience. Often this requirement is not indicated in handbooks.
- d. That generally, occupational information as contained in the literature available from the sources mentioned above often tends to emphasize the economic while omitting the human dimension of careers.

Study Session 7: Method and Techniques of Career Information Services

Expected duration: 1 week or 2 contact hour



Source: <http://www.explainers.com/images/figure-out.jpg>

Introduction

A number of techniques have been used over the years by counsellors to facilitate students' career development. These techniques describe both the role of occupational information in careers work and the ways in which they can be used. In this study session you will learn about occupational information and some of the results expected from use of career information.

Learning Outcomes for Study Session 7

At the end of this study session, you should be able to:

7.1 Discuss Occupational Information

7.2 Enumerate some of the results expected from use of career information

7.1 Occupational Information

Occupational Information is defined as "facts about jobs for use as vocational guidance" or "a description of man's work and its related conditions" and "information about the world of work.



Figure 7.1: Occupational Information

Source: <http://webxtechnology.com/images/icon-webx/training-and-job-placement.png>

Some of these methods and techniques are described below:

I. Work Visits: One of the oldest forms of *career* education is sending students out of school to visit work places. Work visits aim at widening of knowledge and aspirations about occupations. Work visits should be directed to the achievement of the requirement of occupations. To obtain the best results from any visit it will be necessary to prepare the students before they set out on the visit. It is advisable to have knowledge of what is to be seen during the visit.

A job study questionnaire could be designed to draw the attention of the group to certain points that they may wish to consider when they undertake their visit rather than for them to do so on return. The occupational establishment or educational institution to be visited should be sent an advance copy of the questionnaire after the date of visit must have been confirmed by the institution or occupational establishment.

During the visit the following points could be considered:

- (i) Name and address of the occupational establishment or institution;
- (ii) Geographical location: state, local, government, town;
- (iii) Aims and objectives of the institution;
- (iv) Careers or courses offered;
- (v) Nature of work:
 - ❖ Does it involve traveling, and how often?
 - ❖ Working hours;
 - ❖ What does one do in the job?
 - ❖ Type of materials one works with
- (vi) Work Environment
 - ❖ Kind of surrounding e.g. temperature, noise level,
 - ❖ Working with others on equal level or above other
- (vii) Employment Prospects
 - ❖ Are the workers in demand
 - ❖ Is demand increasing or waning?
- (viii) Qualifications for Entry
 - ❖ Education or training preferred or required
 - ❖ Length and cost of training
 - ❖ Essential experience
 - ❖ Personality required for the job e.g. age, sex, height and weight;
 - ❖ physical requirement e.g. good vision, hearing
- (ix) Prospects
 - ❖ Advancement opportunity, promotion and rate of pay,
 - ❖ steadily rising income, continuity of income
- (x) Recreational Facilities
- (xi) Medical services
- (xii) Trade Union
- (xiii) Contacts and Further Information
 - ❖ Name of individuals and addresses or organization that can give more information.

Visit should be followed-up as soon as possible while the experience is still fresh in the minds of the students. The simple way to conduct follow-up is to hold a brief discussion and

attempt to draw conclusions.

In Text Question

Occupation information is defined as

- a. Working with others on equal level
- b. Personality required for the job
- c. Facts about jobs for use
- d. Steadily rising income

In Text Answer

c. Facts about jobs for use

2. Work Experience: Work experience is a technique in which the students actually do a job under as nearly as realistic conditions as possible but without payment for their labour, and not necessarily in an occupation which they ultimately hope to enter. It should be stressed that work experience is not an attempt to find jobs for students but rather it is an attempt to widen the horizon of students and ease the ultimate transition from school to work.

Work experience can consist of anything from one full day at a place of work to as much as a week or even longer. It usually involves student turning up at the work place at workers' starting time and remaining there for the entire working day. It hoped that work experience would have impact on the vocational thinking of the students.



Figure 7.2: Work Experience

Source: <https://brunelpcclaw.files.wordpress.com/2012/08/workexperience.png>

According to **Gaff** (1973) work experience aims at the following:

- (a) The experience gained by rubbing shoulders with the working world can give a clearer insight into careers and occupations.
- (b) It can help to develop confidence personality and increase awareness of one's responsibility as a young citizen in the community.
- (c) It develops a sense of regularity, punctuality, responsibility and knowledge of the world of work.
- (d) It enables the pupils to have an insight into the stresses and tensions that may be experienced in the transition from school to life.

The selection of students to undertake work experience may vary from school to school

and does so the timing of such schemes in the student's education. In some situations it is advisable to:

- ❖ First, Send students out when they are in primary six;
- ❖ Second, at the end of junior secondary as education of most students may terminate at this level;
- ❖ Third during the penultimate year of senior secondary which coincides with **Ginzberg's** and Super's exploration stages of career development process

It is important that experiences should be arranged for the students that will facilitate their progress through primary, junior and senior secondary schools. In other words, work experience should form an integral part of school pupil's general education.

3. Careers Conventions: According to **Ipaye** (1983) careers convention is known by various names. Some people call it, "Careers Day" or "Careers Conference" while others call it, "Careers forum" or "Careers Symposium", "Career Week" etc.



Figure 7.3:Careers Conventions

Source:http://www.pridesource.com/btl-db/images/1910/S1M_conference_1910.jpg

Irrespective of nomenclature, careers convention is an instrument of careers information. According to **Hayes** and **Hopson** (1981), careers convention can be organized for a number of reasons:

- (a) To stimulate careers thinking and to widen occupational horizons;
- (b) To focus attention on particular jobs in order to help an individual crystallize his preferences;
- (c) To create a situation in which parents can, on the one hand, meet employers and discuss the opportunities they offer and, on the other, meet the careers teacher and the careers officer with whom they can exchange views and ideas.

In the opinion of the author careers convention, properly organized, can be a potent factor in motivating students to aspire to higher achievement and it can help subject teachers to see the relevance of their subjects for specific careers.

Careers convention can take the following forms:

- (a) One whole day, a half-day or several evenings;
- (b) A complete Saturday;

- (c) A series of small events on related profession such as, engineering, construction, health services, finance etc.
- (d) Exhibition with manned stands;
- (e) A series of formal lectures in the school hall with 'exhibitions and displays in the background;
- (f) Evening activities limited to parents, the students being in attendance during the day.

Planning and preparation for the convention need proper organization and follow up in the class if students are to get the maximum benefit from it.

The careers counsellor is advised to take the following steps:

1. Consult with the Principal on every step taken in the preparation for the convention and make sure he secures his consent before he start to implement programme.
2. Decide on the type of convention and amount of room and seating available.
3. Prepare students for what is going to happen. For example students can be given advance copy of the list of occupations represented and encourage them to select not more than three which they are interested in.
 - a. Setting students to write an essay or complete interest inventory or check list questionnaires on the kind of information they want about careers can be used in clarifying their minds about the sort of questions they can usefully ask the speakers.
 - b. The Bakare Vocational Interest Inventories (VII) can be used to supplement the questionnaire. They can be scored to indicate some area of interest to enable career convention to take place within the context of the profile.
4. Compile information from the questionnaire and inventories to calculate the popular areas of interest.
5. Consult other members of staff, getting volunteers for particular tasks;
6. Approach prospective speakers at least three months before the event, write at least twice and select dates; Resources for speakers can be drawn from:
 - ❖ State Chambers of Commerce
 - ❖ Professional Associations e.g. Counselling Association of Nigeria; Nigeria Union of Teachers; Manufacturers Association of Nigeria; COREN, etc.
 - ❖ National Directorate of Employment
 - ❖ National Manpower Board
 - ❖ Federal Institute of Industrial Research Office (FIIRO)
7. Decide whether the convention is to be open to students form other schools
8. Inform Parents Teachers Association (PTA) of what is to happen and the extent of their involvement,
9. Write letter to speakers confirming dates
10. Advertise convention day through posters and local newspapers
11. Contact radio, television and newspapers editors about coverage
 - (1) Provide refreshments for speakers after sessions
12. Video record of the activities to be kept in school

After the convention, an evaluation session will facilitate the consolidation of the learning

which has taken place and will assist in the planning of subsequent conventions. Evaluation can be done through discussion with students or by giving out post-convention questionnaire.

However, careers convention must not be regarded as a substitute for a careers course or for occupational or Work visit. In addition to periodic career convention, a career club could be organized by the students which might bring interesting speakers to the schools who represent a wide variety of occupation.

In Text Question

One of the oldest forms of career education is

- a. Study questionnaire
- b. Work experience
- c. Careers Conference
- d. Work visits

In Text Answer

- c. Careers Conference

4. Audio-Visual Aids: The use of films, television, tape recorders and other aids are probably of more value in careers guidance than in almost any other subject because they bring the world of work right into the classroom. The use of audiovisual aids will achieve a great deal if the careers teacher and the students participate actively and no one will be merely a passive observer."

Career films are very useful in stimulating thought, discussions, imagination and widening horizon. They provide an opportunity for portraying a realistic picture of the worker at his job they also enable students, to have a greater idea of job setting, tools and equipment the worker uses and the products to which the worker's effort contribute.



Figure 7.4: Audio-Visual Aids

Source: <http://img.getit.in/XS33KGLM1easycapture14.jpg>

In order to achieve maximum benefit from film show and the film should be previewed by the careers counsellors, checking for technical and functional details and points of special relevance, summarized and presented to the class before they see the film. Students should be equipped with writing materials in order to make notes or points of career of interest. The film should be discussed as soon as possible after it has been shown.

The career master is advised to contact for further information on items and conditions for obtaining careers films from:

- a. Ministry of Information (at state and federal levels)
- b. Ministry of Labour (at state and federal levels)
- c. Ministry of Education (Guidance and Counseling Units)
- d. Universities Department of Guidance and Counselling, Nigeria
 - i. Careers Council and Counselling Association of Nigeria
 - ii. (CASSON)
- e. British Council nearest the location of the school
- f. United States Information Service nearest the location of the school
- g. Other Industrial training institutions
- h. Industrial Training Fund offices

The school needs a film projector to screen films, hired or borrowed:

(a) Television: Counsellors can encourage students watch programme designed to help educational and careers choice. Counsellors can videotape the programmes for a repeat in the classroom during lessons.

It is important that the Counsellor previews the recorded programme before showing it to the class. A television broadcast can be followed up by a visit to work-place or educational institution where students can see a firsthand example of the techniques and processes shown in the broadcast.

(b) Radio: A wide range of tapes can be assembled from selective radio programmes on careers. Both the state and federal radio stations sometimes provide suitable material for careers education in particular by featuring items about available local industries and other occupational establishments owned by the public or private sectors.

Careers masters and students can be invited to participate in discussion programmes on employment aspirations and opportunities or debate on advantage and disadvantages of selected occupations.

(c) Photographs: Students can be asked to collect sets of photographs relating to local industries. These can be obtained from the Ministries of Information and Labour or the Daily Newspaper and periodicals. Any national newspapers now carry regular advertisement on career and job openings.

They provide useful and up-to-date information about educational and occupational opportunities available in the country. A Survey of the jobs advertised in the back issues of the newspapers and periodicals, over the past five years can provide useful information about the changing nature of the world of work vis-a-vis the occupational scene in the country.

In Text Question

The use of films and tape recorders in career guidance is known as

- a. career
- b. visual-audio
- c. audio-aids
- d. audio-visual aids

In Text Answer

- d. audio-visual aids

7.2 Results Expected from Use of Career Information

Drier (1980) has noted that career decisions are only as realistic and appropriate as the information available and how it is used. It is assumed that those youths who use broadly based, current, and reliable information will:

1. Understand the range of career opportunities available at present and likely to be available in the future.
2. Realize career options that might be acceptable and personally satisfying.
3. Allow the user to build lifelong skills in seeking and using *career* information for future decision and career changes;
4. Understand the educational and training possibilities that are available for immediate and future use;
5. Realize those factors that influence shifts in occupational opportunities and adjust learning skills;
6. Become more informed, adjustable, occupationally mobile and appreciative of the sociological and economic factors that influence the labour market in planning their future careers.
7. More fully appreciate the need for the basic academic skills to meet realistic current and future job requirements.
8. More fully appreciate and use opportunities for vocational education in their development plans.

In Text Question

Career decisions are only as realistic and appropriate as the information available and how it is used. True/False

In Text Answer

True

Summary of Study Session 7

In Study Session 7, you have learned that:

1. Occupational Information is defined as "facts about jobs for use as vocational guidance" or "a description of man's work and its related conditions" and "information about the world of work.
2. Some of these methods and techniques are described below: work visits, work experience, careers conventions and audio-visual aids.
3. Career decisions are only as realistic and appropriate as the information available and how it is used.

Self-Assessment Questions (SAQs) for Study Session 7

Now that you have completed this study session, you can assess how well you have achieved its Learning outcomes by answering the following questions. Write your answers in your study Diary and discuss them with your Tutor at the next! Support meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this Module.

SAQ 7.1 (Tests Learning Outcomes 7.1)

Discuss any three the method and techniques of Career Information Services in our Secondary Schools

SAQ 7.2 (Tests Learning Outcomes 7.2)

Highlight six results expected from use of career information?

Notes on SAQs for Study Session 7

SAQ 7.1

1. Work Visits: One of the oldest forms of *career* education is sending students out of school to visit work places. Work visits aim at widening of knowledge and aspirations about occupations. Work visits should be directed to the achievement of the requirement of occupations. To obtain the best results from any visit it will be necessary to prepare the students before they set out on the visit. It is advisable to have knowledge of what is to be seen during the visit.

2. Audio-Visual Aids: The use of films, television, tape recorders and other aids are probably of more value in careers guidance than in almost any other subject because they bring the world of work right into the classroom. The use of audiovisual aids will achieve a great deal if the careers teacher and the students participate actively and no one will be merely a passive observer."

3. Work Experience: Work experience is a technique in which the students actually do a job under as nearly as realistic conditions as possible but without payment for their labour, and not necessarily in an occupation which they ultimately hope to enter. It should be stressed that work experience is not an attempt to find jobs for students but rather it is an attempt to widen the horizon of students and ease the ultimate transition from school to work.

SAQ 7.2

The six results expected from use of career information are:

1. Understand the range of career opportunities available at present and likely to be available in the future.
2. Realize career options that might be acceptable and personally satisfying.
3. Understand the educational and training possibilities that are available for immediate and future use.
4. Realize those factors that influence shifts in occupational opportunities and adjust learning skills.
5. Appreciate the need for the basic academic skills to meet realistic current and future job requirements.
6. Appreciate and use opportunities for vocational education in their development plans.

Study Session 8: Organization and Administration of Guidance Programme in Schools

Expected duration: 1 week or 2 contact hour



Source: <http://mcs.rcdsb.on.ca/en/resourcesGeneral/meeting.gif>

Introduction

Assisting students in reaching the full potential requires the cooperative efforts of school administrators, teachers, community representatives, government officials, parents and the students/pupils themselves, as well as trained school counsellors who are able to facilitate students/pupils development and achievement, of particular importance to students/pupils success is access a strong elementary guidance and counselling programme that begins early in the students/pupils school career.

Early planning (e.g. senior secondary school course selection and elementary enrichment programmes) can ensure that students/pupils pursue the most challenging curriculum that results in enhanced post secondary educational options.

Learning Outcomes for Study Session 8

At the end of this study session, you should be able to:

- 8.1 To discuss the objectives of school guidance programme and services
- 8.2 Explain the various requirements for school guidance services
- 8.3 Enumerate some of the factors related to underachievement or drop-out from formal education

8.1 Objectives of School Guidance Programmes and Services

In democratic society, the school's basic purpose is the education and development of all students toward individual fulfillment. To carry out this important responsibility, it is desirable to prepare clear-cut statements of objectives preferable in behavioural terms. The objectives of a school guidance programme therefore, could be stated around the anticipated duties to be performed by the school counselor, viz:

1. Providing personal, social and career counseling to promote students' emotional, health and adjustment in school and intelligent career decisions and plans;
2. Collecting occupational, and educational information and making them available to students regularly and in a well-structured, classified manner as well as developing the idea of job families;
3. Keeping and maintaining personal cumulative data records one for each student in the school, including student Continuous Assessment records;
4. Referral of students with more than the normal counseling needs to the appropriate agencies e.g. psychiatrist, clinical psychologist, audiologist and special education expert;
5. Providing group counselling in the classroom settings over subjects like self-discipline responsibility, value clarification, sex education, relaxation techniques, appropriate use of leisure, qualities of leadership etc.;
6. Identifying and nurturing of the talented and gifted students.
7. Rehabilitating the disabled;
8. Contributing to the development of a flexible curriculum to provide a meaningful education for each student.
9. Assisting students in planning programmes of educational and vocational training consistent with their goals;
10. Preparation of transcripts for students either those graduating or those transferring from the school;
11. Identification of students with problems who cannot cope academically with the pace of class. He should also be involved in the planning, execution and coordination of remedial programme for students such identified;
12. Consulting with principals, and teachers over students' academic and classroom behaviour problems, and helping students resolve academic difficulties in different subjects on the school curriculum;
13. Consulting with parents or guardians with the principal's support over students' personal and emotional problems that are family based;
14. Administration of standardized and locally adapted psychological tests for diagnosis of emotional problems, and facilitating vocational guidance.
15. Conducting annual orientation programmes for new students as well as periodic orientation for the senior students;
16. Promoting *career* education through organized visits to industries, institutions of higher learning and through guest speakers on careers days and careers club meetings;

17. Building up a *career* educational and occupational information library in the school;
 18. Conducting local research and communication of development of academic and professional interest to guidance and counseling section of the Federal or State Ministries of Education.
 19. Writing of annual report to be forwarded to the guidance and counselling section of the Federal State Ministries of Education through the school principal.
- From the foregoing, it can be deduced that the demands on the school counselor will be even greater this decade than at any other time in the past. It is therefore clear that establishing a school guidance programme to achieve the stated objectives is a time consuming and difficult tasks, but it is essential to the attainment of Programme quality.

In Text Question

School guidance programme and services objectives include

- a. Rehabilitating the disable
- b. Conducting local research
- c. Preparation of transcripts for students
- d. All of the above

In Text Answer

- d. All of the above

8.2 Requirements for School Guidance Services

The following are requirements for school guidance services:

1. Accommodation: Realizing of the need for organized and systematic careers guidance in our school, with teacher suitably qualified and equipped to give it, has brought with it an acknowledgement of the need for space in which to carry out the work. It is however, unfortunate that many secondary schools in Nigeria provide little, if any, essential facilities including accommodation for the effective provision of guidance service programme.

Guidance and counseling will not have proper status in the school or be seen by students to be important if careers masters or counselors have to keep their materials in their ordinary staff room, workshops or laboratories and if there is no way in which parents can easily consult members of the career guidance team for information and advice.

Provision of careers room is to ensure the orderly storage and easy retrieval of relevant and up-to-date material on higher and further education for the teachers and provision for interviewing students in reasonable comfort and privacy. If the room allocated is too open to passersby, or if people can easily hear what is being discussed, students are likely to avoid such a place.

Ideally the counsellors' room should be in the main administrative block of the school, preferably near the central waiting area where parents and other visitors naturally congregate, and with easy links to the administrative block, the principal, vice principal and senior members of staff. The office should be at least 6 meter square with proper furniture, viz:

- a. Table with at least one lockable drawer for string papers;
 - b. A filing cabinet for basic careers reference materials;
 - c. A cabinet or cupboard in which students' records can be kept and locked;
 - d. Bookshelves and drawers;
 - e. Notice board to feature the basic calendar of careers activities arranged for the school year;
 - f. Cupboard for storing film strips with accompanying pamphlets, kits;
 - g. Suspension filing system for the classified literature in the form of single sheets and small leaflets and pamphlets which are not suitable for storing on shelves;
 - h. An index card system for keeping records of past students at Universities, Polytechnics, Colleges of Education or in employment to whom students may contact for advice about the content of the course or job, requirements for entry, college life etc.
 - i. A set of labeling kits e.g. Dyno or interest and materials for sticking notices, posters etc.;
 - j. Suggestion box for students to drop notes of careers in which they would like to have information;
 - k. Secretarial assistance to be provided by trained clerical officer, a typist and a messenger who will work with the counsellor thereby relieving him of routine clerical work.
 - l. A set of computer and printer.
- 2. Time:** A lot of time is required by the counsellor for the following duties:
- a. Organization of records and information about students;
 - b. Meeting and making enquiries from students, teachers or parents needing instant factual information about their career plans and aspirations;
 - c. Interviewing students individually or in groups;
 - d. Administrative arrangements, working out a programme with class teachers and organizing excursions, visits, films, careers day, careers club and other activities;
 - e. Liaison with employment agencies e.g. Federal and State Ministries of Labour, firms, companies, Industries and other occupational establishments;
 - f. Conducting local research, on occupational; opportunities and making such Information available to students;
 - g. Setting up of an effective careers library in order to have more time for counselling role.

In Text Question

The ideal Counselors' office should be in block of school.

- a. Classroom
- b. General Office
- c. Administrative
- d. Admission

In Text Answer

Administrative

3. Careers Library: The counsellor should build up a collection of documents which he knows will provide him with the answers to his students. It is then important

to ensure that a suitable room is provided where counselling literature and other materials e.g. university and college prospectuses can be stored and displayed for easy reference by students, teachers and parents.

There should be an outer browsing area immediately adjacent to the counselor's office. It should be furnished with comfortable chairs, coffee table at which students can make notes for their requirements of courses and careers. There should be walls equipped with display notice boards for posters and notices. They can also be used to indicate activities which have relevant to careers work.

4. Finance: Apart from the initial equipment and furniture the counsellor will need money for books, pamphlets, transport fares when students go on careers excursions, record systems, students cumulative record cards, folders, stationery for use, film strips, slides and hired films, salary, allowance and honorarium for invited guest speakers at careers day or *career* convention.

The school should therefore have an annual allocation of funds sufficient to install and maintain their equipment, literature and teaching aids. The school counselor should have discretion over how this allocation is spent having obtained approval from the principal.

In Text Question

A lot of time is required by the counsellor for the following

- a. Administrative arrangements
- b. Liaison with employment agencies
- c. Conducting local research
- d. All of the above

In Text Answer

- d. All of the above

8.3 Career Information Factors

Career development authorities have long stressed the importance of providing students with realistic, exploratory opportunities that lead to an increasingly comprehensive understanding of self and the world or work (**Holland**, 1973; **Hoppock**, 1976; **Ginzberg**, 1951; **Super**, 1968). Most of the career education models should, therefore, emphasize exploration as a central theme in their references to the secondary school.

For the counsellor to tackle his job systematically and scientifically, and if he is to guide students effectively about the choice of Career, he must himself have a comprehensive knowledge and be well-informed about Career. This is especially important in a country like Nigeria where the average secondary school child knows of very few jobs outside medicine, engineering, law, accountancy, administration and teaching, to mention a few.



Figure 8.1: Career Information

Source: <https://sp.yimg.com/xj/th?id=OIP.M30c48516d4012f45f05c77cb3881f45bo0&pid=15.1&P=0&w=300&h=300>

Career information should address the current and future conditions of work, education, training and job opportunities, and requirements. Most youths, however, continue to enter the labour market with minimal and often erroneous information about work preparation, entry; retention and satisfaction. As of today, the career information available is not usually assembled or ready for use in our schools.

The information that one obtains on subjects being taught in relation to possible available careers tends to have little relevance to specific local job situation; and is often out of date or incomplete.

In Text Question

For a counselor to tackle his job systematically and scientifically he must.....

- a. Study abroad
- b. Be given allowances and honorarium
- c. Have a comprehensive knowledge
- d. All of the above

In Text Answer

- b. Have a comprehensive knowledge

8.3.1 Information on factors in youth unemployment

Drier (1980) argued that the lack of the following information related factors could very well be associated with youth under-achievement, dropout from formal education and assorted categories of underemployment and unemployment in transition from school to work:

1. Appropriate and accurate information about employee and employer coping and adjustment.
2. Realistic information about the varied work environments of each occupational category;
3. Current information about the attitudes, values and general sociological, factors that exist in employment areas and how they differ from one's existing community characteristics.
4. Realistic comparison data on income potential versus cost of living in different geographical areas;

5. Information about the levels of training needed for both entry and advancement in specific occupations;
6. Data on the personal aptitudes, abilities, advantages and disadvantages associated with fields of occupations, interests;
7. A range of information about the requirements of unions and other trade requirements for entry into occupations with organized labour.
8. An appreciation of the variety of skill training, options available private, public and armed forces establishments;
9. An awareness of the possibilities of financial support from the federal, state and local governments.

Therefore the goals for information use vis-a-vis major goals of *career* information should be:

- a) To provide logical groupings of occupational opportunities;
- b) To provide logical groupings of educational and training opportunities;
- c) To provide basic characteristics of specific jobs;
- d) To specify basic occupational and educational exploratory skills;
- e) To help determine relationships between personal values and interests in jobs and educational choice;
- f) To encourage the use of current information in career decision making;
- g) To acquire knowledge in courses and careers, and
- h) To develop students concepts of the variety of roles in society that people play through their work. Students should be fully involved and motivated to take part in every phase of the career education programme planning and implementation.

In Text Question

The goals for information use vis-a-vis major goals of *career* information include the following

- a) To provide logical groupings of occupational opportunities
- b) To provide logical groupings of educational and training opportunities
- c) To provide basic characteristics of specific jobs
- d) All of the above

In Text Answer

- d) All of the above

Summary of Study Session 8

In Study Session 8, you have learned that:

1. In democratic society, the school's basic purpose is the education and development of all students toward individual fulfillment.
2. To carry out this important responsibility, it is desirable to prepare clear-cut statements of objectives preferable in behavioural terms.
3. The following are requirements for school guidance services: accommodation, time, careers library, and finance.
4. Career development authorities have long stressed the importance of providing students with realistic, exploratory opportunities that lead to an increasingly comprehensive understanding of self and the world or work

(Holland, 1973; Hoppock, 1976; Ginzbberg, 1951; Super, 1968).

Self-Assessment Questions (SAQs) for Study Session 8

Now that you have completed this study session, you can assess how well you have achieved its Learning outcomes by answering the following questions. Write your answers in your study Diary and discuss them with your Tutor at the next! Support meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this Module.

SAQ 8.1 (Tests Learning Outcomes 8.1)

Highlight five objectives of school guidance programme and services?

SAQ 8.2 (Tests Learning Outcomes 8.2)

Discuss two requirements for school guidance services?

SAQ 8.3 (Tests Learning Outcomes 8.3)

According to Drier (1980) what are the factors related to underachievement or dropout from formal education?

Notes on SAQs for Study Session 8

SAQ 8.1

The objectives of a school guidance programme are:

- a. Collecting occupational and educational information and making them available to students regularly and in a well-structured, classified manner as well as developing the idea of job families.
- b. Referral of students with more than the normal counseling needs to the appropriate agencies.
- c. Identifying and nurturing of the talented and gifted students.
- d. Rehabilitating the disabled.
- e. Assisting students in planning programmes of educational and vocational training consistent with their goals.

SAQ 8.2

1. Accommodation: Realizing of the need for organized and systematic careers guidance in our school, with teacher suitably qualified and equipped to give it has brought with it an acknowledgement of the need for space in which to carry out the work.

2. Careers Library: The counsellor should build up a collection of documents which he knows will provide him with the answers to his students. It is then important to ensure that a suitable room is provided where counselling literature and other materials.

SAQ 8.3

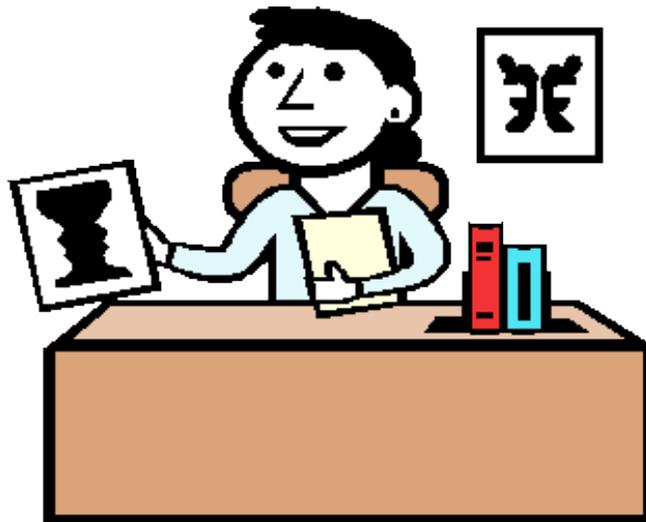
The factors related to underachievement or dropouts from formal education are:

1. Appropriate and accurate information about employee and employer coping and adjustment.

2. Realistic information about the varied work environments of each occupational category;
3. Current information about the attitudes, values and general sociological, factors that exist in employment areas and how they differ from one's existing community characteristics.
4. Realistic comparison data on income potential versus cost of living in different geographical areas;
5. Information about the levels of training needed for both entry and advancement in specific occupations;

Study Session 9: The Functions of School Personnel in Guidance within the School System

Expected duration: 1 week or 2 contact hour



Source: <https://www.madison.k12.al.us/Schools/hges/facultystaff/counseling/mlwhite/PublishingImages/image007.gif>

Introduction

The school guidance and counselling programme is a function of every member of the school personnel usually offered by a team. Meanwhile the responsibility for leadership is one of the primary functions of the school counselor. The team typically includes the school principal, vice principal, classroom teachers, parents and other helping professionals such as psychologist, social workers and health personnel.

This study session will focus on the roles of principals and vice principals in the school guidance programme, the functions of the school inspectors in the school guidance programme, the roles expected of a classroom teacher in the school guidance programme and the functions of school psychologists in the school guidance programme.

Learning Outcomes for Study Session 9

When you have study this session, you should be able to:

- 9.1 Discuss the various roles of principals and vice principals in the school guidance programme.
- 9.2 List the functions of the school inspectors in the school guidance programme.
- 9.3 Enumerate some of the roles expected of a classroom teacher in the school guidance programme.
- 9.4 Discuss the functions of school psychologists in the school guidance programme

9.1 Roles of Principals and Vice Principals in the School Guidance Programme

The principal is seen as authority figure, a source of wisdom and the making of ultimate decisions in the school. Thus, he is potentially the most singularly important person in the development of guidance programme in school. Most staff members of the school, vice-principal, classroom teachers, house master/house mistress and the counsellor think of the principal in terms of what the principal permits them to do. As **Gibson** (1973) noted, administrative support was ranked as the highest priority category in the establishment and development of school guidance programme. It was also noted that programme development and change are likely to succeed if stimulated from the top rather than from the bottom-up. It is clear the above that principal's support and participation are crucial to the school guidance programme.



Figure 9.1: The School Principal

Source: http://hamiltonelementary123.files.wordpress.com/2011/02/principal_clipart.jpg

Essentially the principal's (or the vice-principal) roles in the school guidance programme are as follows:

- (a) He gives clear, open financial support by making provision for staffing, facilities and equipment for counselling in the school annual budget.
- (b) He can communicate guidance programme characteristics, achievement and needs to Ministries of Education, State Schools Board and parents.
- (c) He encourages and motivates his staff to help and co-operate with the counsellor.
- (d) He can refer students, staff and parents to counsellor for help.
- (e) He can allocate time officially for counselling and reduce the teaching load of the counsellor (where the counsellor is not full-time counsellor).
- (f) He provides suitable accommodation for the counsellor in the school setting.

Many of the day-to-day concerns to the running of the school including allocation of subject, time-tabling, sharing responsibility of staff, checking of records of work and discipline are the usual responsibilities of the vice principal in addition to performing those functions of the principal in guidance as outlined above. The vice principal academic is the chairman of guidance committee. He co-opts some interested teachers into the committee.

In Text Question

The authority figure in a school setting is

- a. Board Chairman
- b. Principal
- c. School Counsellor
- d. P.T.A Chairman

In Text Answer

- b. Principal

9.2 The School Inspector

It is obvious that supervision for better school performance implies that the school inspector has to carry some major responsibilities as one of the implementing agents of the school guidance programmes.



Figure 9.2: The School Inspector

Source: http://images1.wikia.nocookie.net/_cb20100118002642/americanadad/images/f/f9/Principal_Lewis.jpg

His roles in the school guidance programme should include the following:

- (a) Assisting in the decision as to desirable guidance programme activities.
- (b) Assisting in coordinating the programmes at the Ministry of Education.
- (c) Helping teachers under his supervision to become aware of the variety of guidance programmes being proposed or practiced.
- (d) Assisting in the choice of the alternative programmes that seems most suitable for the education system including basic education.
- (e) Developing a plan and design that would determine the type of programme to be supported financially.
- (f) Providing assistance to teachers and principals as they begin to implement the programme.
- (g) Assisting in evaluating the programme.

Because of teacher turnover, school inspector should provide a continuous programme of in-service education in the skill necessary to implement the guidance programme by the new teachers brought into the school system. The inspectors have the task of planning strategy that will help various groups in the school system to

have the opportunity to examine the idea of guidance and counselling and adopt it. This is done by first disseminating the idea among the groups that will consider it - the school personnel. Furthermore, when the individual groups within the school system become convinced of its worth, then they should be given the opportunity to practice it. The practice itself becomes a part of the dissemination process because they give practical illustration of the idea.

In Text Question

..... is at the centre of affairs in school setting

- a. Class Teacher
- b. School Counsellor
- c. Vice Principal
- d. Principal

In Text Answer

- b. Vice Principal

9.3 The Classroom Teacher

The teacher is the key and the most important professional in the school settings. His support and participation are therefore crucial to any programme that involves students.



Figure 9.3:A Classroom Teacher

Source:http://bcvle.bodmincollege.cornwall.sch.uk/moodle/file.php/1/cartoon_door_staffroom.jpg

Thus, his role in guidance is as follows:

- (a) To identify students with counselling need and refer them to the counsellor for counselling.
- (b) To orientate and encourage the students to seek counsellor's assistance as the need may arise,
- (d) To receive the counselled students back into the classroom environment, support and reinforce the counselling outcomes, To discover the human potential which is significant in fulfilling not only a mission of the school guidance

programme, but also in meeting educational responsibility of the individual society

- (e) To incorporate and integrate career education into subject matter being taught.
- (f) To develop positive attitudes and respect for all honest work done in class;
- (g) To promote the development of positive student attitudes towards education and its relationship to career preparation and decision making;
- (h) To provide the favourable or conducive environment to learning as well as encouraging and supporting the creation of a motivating environment;
- (i) To plan and direct group interactions that promote positive human relations experiences for each individual.

In Text Question

..... is the key and the most important professional in the school settings.

- a. Class Teacher
- b. School Counsellor
- c. Vice Principal
- d. Principal

In Text Answer

- a. Class Teacher

9.4 The School Health Personnel

The medical practitioners and the school nurse are to provide basic preventive health services for all school children. They can identify children and staff who need special medical treatments or referrals for correction or alleviation of defects. The school counsellor, principal and other teachers also refer students with health problems to them.

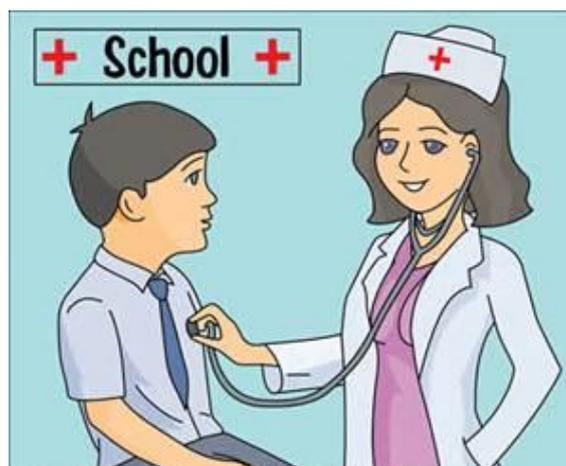


Figure 9.4:A Medical Practitioner

Source:<https://sp.yimg.com/xj/th?id=OIP.Md5a16ee1c024d17799b846dbe1b886ffH0&pid=15.1&P=0&w=300&h=300>

9.4.1 The School Psychologist

The school psychologist identifies and works with individual children to assess learning needs, motivation and emotional problems and consult with principals, teachers and parents regarding individual students.

Greggersen(1977) noted ten common roles for school psychologist as documented in the literature which include the following:

- a. Psychometrics (study and practice of mental testing)
- b. Clinical/counsellor/therapist
- c. Diagnostic-prescriptive consultant
- d. Mental health consultant
- e. Researcher
- f. Organizational development specialist/social system analyst
- g. Administrator-supervisor
- h. In-service trainer

With the growing emphasis in special education in the National Policy on Education (2004:36-37); that integration into regular classroom is the most realistic form of special education since children with special needs are eventually expected to live in the society, the counsellor's role in the school takes on an exciting, yet challenging in this regard.

The counsellor should be prepared to respond to a wide range of behavioural problems. Counsellors and psychologist as members of the teams will have to consult with parents of these children with special needs.

In Text Question

..... can identify children and staff who need special medical treatments or referrals for correction or alleviation of defects.

- a. Class Teacher
- b. The Medical Practitioners
- c. Vice Principal
- d. Principal

In Text Answer

- b. The medical practitioners

9.4.2 The Social Worker

The school social worker provides helping services for those children who are unable to make proper use of their educational opportunities and who find it difficult to function effectively in the school environment.

He is also a member of the student personnel team who works with community agencies and non-school professional helpers, such as physicians, lawyers, policy makers, clergymen, etc. counsellors and other helping professions may depend on the social workers to provide broader and deeper understanding of the child especially in regard to the home environment and the nature of the student's behaviour problems.

9.4.3 The Career Master

The principal should take note of the following qualities in selecting careers masters or

mistresses to perform the counselling role where trained counsellors are not available. The chosen *career* master or mistress must possess the following personal traits:

- a. Wide interest in students and inquiring mind.
- b. Unprejudiced attitude towards work of all kinds.
- c. A non-authoritarian and undogmatic manner and respect for other's life-style.
- d. A tidy, orderly mind and the capacity to sift, collate, distribute a mass of materials in the form of books pamphlets, posters etc.
- e. A basic optimism and faith in the capacity of students to cope with adult life even when they have not been very successful in school.
- f. Good teaching skills and flexibility regarding the need to revise or modify strategies in "mid-stream".
- g. Capacity to lead small groups and allow students to explore their own ideas and ideals without falling into the temptation to praise those that may seem more worthy or in line with middle class behavior.
- h. The ability to listen, particularly in the interview situation whether with students or parents.
- i. Willingness to experiment with new instructional methods and, resources.
- j. A flair for public relations, that is, ability to relate and communicate well with people.

In Text Question

School team personal include these EXCEPT

- a. Career Master
- b. Security Officer
- c. Social Worker
- d. School Inspector

In Text Answer

- c. Social Worker

Summary of Study Session 9

In Study Session 9, you have learned that:

1. The principal is seen as authority figure, a source of wisdom and the making of ultimate decisions in the school.
2. He is potentially the most singularly important person in the development of guidance programme in school.
3. It is obvious that supervision for better school performance implies that the school inspector has to carry some major responsibilities as one of the implementing agents of the school guidance programmes.
4. The teacher is the key and the most important professional in the school settings.
5. The medical practitioners and the school nurse are to provide basic preventive health services for all school children.

Self-Assessment Questions (SAQs) for Study Session 9

Now that you have completed this study session, you can assess how well you have achieved its Learning outcomes by answering the following questions. Write your answers in your study Diary and discuss them with your Tutor at the next! Support meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this Module.

SAQ 9.1 (Tests Learning Outcomes 9.1)

Discuss five roles of Principals and Vice Principals in the school guidance programme.

SAQ 9.2 (Tests Learning Outcomes 9.2)

List six the function of the School Inspectors in the school guidance programme.

SAQ 9.3 (Tests Learning Outcomes 9.3)

Highlight four roles expected of a classroom teacher in the school guidance programme.

SAQ 9.4 (Tests Learning Outcomes 9.4)

What are the functions of school psychologists in the school guidance programme?

Notes on SAQs for Study Session 9

SAQ 9.1

The principal's (or the vice-principal) roles in the school guidance programme are as follows:

- (a) He gives clear, open financial support by making provision for staffing, facilities and equipment for counselling in the school annual budget.
- (b) He encourages and motivates his staff to help and co-operate with the counsellor.
- (c) He can refer students, staff and parents to counsellor for help.
- (d) He can allocate time officially for counselling and reduce the teaching load of the counsellor.
- (e) He provides suitable accommodation for the counsellor in the school setting.

SAQ 9.2

His roles in the school guidance programme should include the following:

- (a) Assisting in the decision as to desirable guidance programme activities.
- (b) Assisting in coordinating the programmes at the Ministry of Education.
- (e) Developing a plan and design that would determine the type of programme to be supported financially.
- (f) Providing assistance to teachers and principals as they begin to implement the programme.
- (g) Assisting in evaluating the programme.

SAQ 9.3

The roles of the class teacher in guidance are as follows:

- a. To identify students with counselling need and refer them to the counsellor for counselling.

- b. To orientate and encourage the students to seek counsellor's assistance.
- c. To incorporate and integrate career education into subject matter being taught.
- d. To develop positive attitudes and respect for all honest work done in class.

SAQ 9.4

The roles of a school psychologist are as follow:

- a. Psychometrics (study and practice of mental testing)
- b. Clinical/counsellor/therapist
- c. Diagnostic-prescriptive consultant
- d. Mental health consultant
- e. Researcher
- f. Organizational development specialist/social system analyst
- g. Administrator-supervisor
- h. In-service trainer

Study Session 10: Appraisal Techniques in Guidance and Counselling

Expected duration: 1 week or 2 contact hour



Source: <http://corehr.files.wordpress.com/2012/07/training-and-developing-employees.jpg>

Introduction

This study session will focus on the major appraisal techniques in Guidance.

Learning Outcomes for Study Session 10

When you have study this session, you should be able to:

9.1 Discuss major appraisal techniques in Guidance and Counselling

10.1 Major Appraisal Techniques in Guidance and Counselling

Each profession has its own instrument to be used by an individual in carrying out his job. The counsellor is not an exception. There are various techniques he can use in carrying out his counseling job. . Some of the techniques utilized by counselors are as follows:

- a. Interview techniques
- b. Observational techniques
- c. Projective techniques
- d. Socio-rnetric techniques
- e. Collection of historical background data techniques
- f. Application of counseling theories techniques
- g. Use of psychological tests techniques

These techniques are referred to by the author as either tool for counselling. In this session attempt is made, to briefly discuss each of the above, listing their merits and demerits.

Special attention is focused on the use of psychological test technique because of its utmost importance in the school guidance programme.

- 1. The Interview Technique:** This is a consultation or face to face meeting often involved in guidance activities. It is an important method used in a conference between a counsellor and one student, in which an attempt is made to draw information from student, to point the conversation to the problem without direct questioning, and to get the student to direct his thoughts and actions to a solution.

Merits	Demerits
(a) There is free response	(a) The client may fail to reveal negative aspect of himself
(b) The client can say everything about himself	(b) The client may fake

- 2. Observational Technique:** As observational technique is chiefly characterized by watching what the individual actually does and making an objective record of that which is observed. The observer may utilize various special techniques and tools, such as specially prepared charts, checklists and the one-way vision screen for the recording of behaviours.

Merits	Demerits
(a) It provides natural state of the problem	(a) <i>There may be personal bias</i>
(b) There is no wide room for faking information	(b) It may not be useful in clinical setting.

In Text Question

The use of picture to elicit information from client is known as technique

- Interview
- Projective
- Observational
- Socio-metric

In Text Answer

- Projective

- 3. Projective Technique:** This is a technique employed by the Counsellor in the study of certain problems of personality, by which some creative product or response, such as the drawing or interpretation of a picture, is elicited from the individual and analyzed to reveal, as far as possible, his values, motives, complexes and characteristic modes of adjustment.

The underlying belief of this technique is that individual's responses are influenced by his needs, desires, motives, concerns and aspirations. The tester would be able to rate the testee on the basis of his or her reaction to the objects or thing presented to him.

Merits	Demerits
(a) It reveals deep-seated behaviour problems not recognised nor understood by the counsellor himself	(a) It may confuse the clients at times
(b) It may be used to detect maladjusted persons	(b) It could be affected by so many other external factors

4. Socio-Metric Technique: This technique is a device for revealing the preferences-, likes, dislikes and so on, obtainable among the members of a group. It is characterized by the procedure of obtaining from the individuals in a social unit, a statement as to which group members would be preferred as cooperating participants in various activities or relationships for example as in house mates, work mates, seat mates and team mates.

Merits	Demerits
(a) It can be used to measure pupils sense of co-operation, attitude to group work, leadership traits, introversion and so on	(a) It can be biased as other factors could influence mates reaction or response
(b) It is frequently used in assessing social acceptance	(b) It is not widely used in other areas of human traits like intelligence, emotional state and so on

5. Collection of Historical Background Data: This is an important technique of individual counselling in which a person's problems are traced through the origin and development in his behaviour. It involves the collection of developmental information about the client from the parents, guardian or health centres like age, gender, date of birth etc

Merits	Demerits
(a) It provides a developmental profile for the ease of finding solution to the client's problems,	(a) Some parents don't keep record, therefore making collection of such records very difficult
(b) .It can be collected from various sources	

In Text Question

..... technique is a device for revealing the preferences.

- Interview
- Projective

- c. Observational
- d. Socio-metric

In Text Answer

- d. Socio-metric

6. Application of Counselling Theories: Counselling theories are mainly various psychological points of views used by counselling psychologist to help the client learn some more effective self-benefiting behaviour patterns. Counselling theories are more than a collection of principles, methods or techniques.

They are a summary of knowledge, principles or methods derived from experience or research. The attempt to organize and integrate knowledge and to answer the question "why?" Theories organize, interpret, and state in the form of laws or principles the facts and knowledge in an area or a field. Patterson (1980) identified the counselling theories as follows:

(a) Rational Emotive Theories of Counselling:

- i. Ellis - Rational Emotive theory
- ii. Williamson and the Minnesota theory

(b) Learning theories of Counselling:

- (i) Dollard and Miller Reinforcement theory
- (ii) Wolpe Reciprocal Inhibition theory
- (iii) Rotter's Social Learning theory
- (iv) Kanfer's and Philips theory
- (v) Meichenbaum Cognitive-Behaviour theory

Psychoanalytic Theories of Counselling:

- (c)
- i. Freud Psychoanalytic theory
 - ii. Bardin's theory
 - iii. Alexander's theory

Perceptual-Phenomenological Theories of Counselling:

- (d)
- i. Kelly's Psychology of Personal Constructs theory
 - ii. Berne's Transactional Analysis theory
 - iii. Gestalt theory
 - iv. Rogers' Client-centred theory

(e) Existential Theory of Counselling:

- 1. Frank's logotherapy

(f) Eclectic Theory of Counselling:

- 1. The Thorne's Eclectic theory

Merits	Demerits
(a) Theories not only predict new facts and integrate what is known in a meaningful framework	(a) Theories cannot be evaluated as to their correctness or validity until they are tested (b) Some theories may not

(b) They are very useful in counselling practicum	apply in some counselling situations
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7. Use of Psychological Tests: This is a technique which involves the use of a set of standard questions, problems puzzles, symbols and exercises for determining a person's ability, aptitudes, knowledge, qualifications, quality of interest and level of social adjustment.

Merits	Demerits
(a) It can be applied to group (b) It is objective and quantifiable	(a) At times a test may be ambiguous (b) It sets down pattern of response. It does not always give room for further explanation from the

In Text Question

Perceptual-phenomenological theories of counselling include these EXCEPT

- a. Rogers' theory
- b. Berne's theory
- c. Kanfer's and Philips theory
- d. Kelly's theory

In Text Answer

Kanfer's and Philips theory

1. Perceptual-phenomenological theories of counselling include these EXCEPT
(a) Rogers' theory (b) Berne's theory (c) Kanfer's and Philips theory (d) Kelly's theory

Summary of Study Session 10

In Study Session 10, you have learned that:

1. Each profession has its own instrument to be used by an individual in carrying out his job. The counsellor is not an exception.
2. There are various techniques he can use in carrying out his counseling job. . Some of the techniques utilized by counselors are as follows:
 - a. Interview techniques
 - b. Observational techniques
 - c. Projective techniques
 - d. Socio-metric techniques
 - e. Collection of historical background data techniques
 - f. Application of counseling theories techniques
 - g. Use of psychological tests techniques

Self-Assessment Questions (SAQs) for Study Session 10

Now that you have completed this study session, you can assess how well you have achieved its Learning outcomes by answering the following questions. Write your answers in your study Diary and discuss them with your Tutor at the next! Support meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this Module.

SAQ 10.1 (Tests Learning Outcomes 10.1)

1. **Frankl's** logo therapy is theory of counselling
 - a. Rational Emotive
 - b. Eclectic
 - c. Psychoanalytic
 - d. Existential

2. **Williamson** and the **Minnesota** theory istheory of counselling
 - a. Existential
 - b. Eclectic
 - c. Rational Emotive
 - d. Learning

3. List five major appraisal techniques in guidance and counselling.
4. Write short notes on the following:-
 - (i) Interview techniques
 - (ii) Observational techniques

Notes on SAQs for Study Session 10

SAQ 10.1

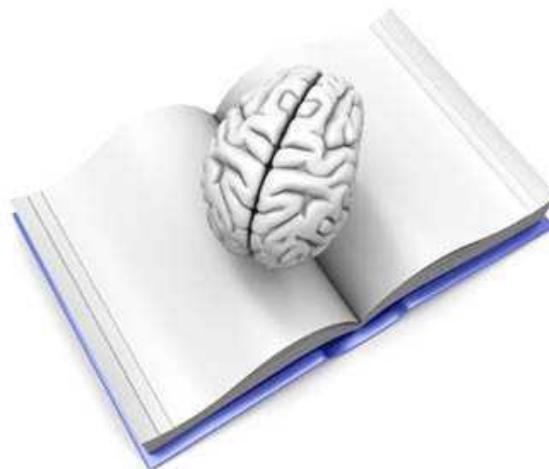
1. Existential
2. Rational Emotive
3. The five techniques utilized by counselors are as follows:
 - a. Interview techniques
 - b. Observational techniques
 - c. Projective techniques
 - d. Socio-metric techniques
 - e. Use of psychological tests techniques

4. **(A) The Interview Technique:** This is a consultation or face to face meeting often involved in guidance activities. It is an important method used in a conference between a counsellor and one student, in which an attempt is made to draw information from student, to point the conversation to the problem without direct questioning, and to get the student to direct his thoughts and actions to a solution.

(B) Observational Technique: As observational technique is chiefly characterized by watching what the individual actually does and making an objective record of that which is observed. The observer may utilize various special techniques and tools, such as specially prepared charts, checklists and the one-way vision screen for the recording of behaviours.

Study Session 11: Psychological Tests in Guidance and Counselling

Expected duration: 1 week or 2 contact hour



Source: http://www.psychologycareerzone.com/images/dreamstime_xs_19491379.jpg

Introduction

In this study session you will learn about psychological test, the classification of psychological tests, the functions and uses of psychological tests and also test selection, administration and interpretation.

Learning Outcomes for Study Session 11

When you have studied this session, you should be able to:

- 11.1 Define psychological test
- 11.2 Discuss the Classification of Psychological Tests
- 11.3 Highlight the Functions and Uses of Psychological Tests
- 11.4 Explain Test Selection, Administration and Interpretation

11.1 Concept and Nature of Psychological Test

A **psychological test** can be defined as a set of standard stimuli (questions, puzzles, exercises etc.) presented to the individual (a learner, client, or other persons) in order to assess the person's behaviour. Some psychological tests like projective or personality tests cannot be necessarily described as standardized tests. **Denga** (1981) however said that an ideal psychological test should be that which has been standardized.



Figure 11.1: A Psychological Test

Source: <http://www2.gcs.k12.in.us/pms/Clip%20art/counsel1.gif>

A Standardized Test

This is a test that has been constructed according to strict psycho-metric principles and which also contains standard items, standard conditions for administration, and standard conditions for scoring, interpretation and is "norm-referenced" which means it must have been administered to a norm group or groups so that an individual's score is compared to the scores of the norm group or groups.

According to **Denga**(1981), there are different norms like the Joint Admission and Matriculation Board (JAMB), entrance examination into first degrees, as well as local norms like the state entrance examination into state post-primary institutions.

In Text Question

A test constructed according to strict psycho-metric principles is known as Test

- a. Ordinary
- b. Standardized
- c. Performance
- d. Intelligence

In Text Answer

- b. Standardized

11.1.1 Difference between Ordinary Test and Standardized or Psychological Test:

One of the notable differences between an ordinary test and standardized or psychological test is that ordinary test is not a standardized test. It does not contain standard set of stimuli and has not been prepared according to strict psychometric principles. Therefore it cannot be used for counselling because it will not be valid and reliable.

Example, of this test includes the teacher made tests, the type use in the normal classroom teaching and learning situations. Some personality tests also fall into this category.

Nature of Psychological Test: psychological tests that contain standard set of items could be of different nature viz:

- (1) **Oral test:** This is when the test is given orally and verbally to the client with the assurance that this will not affect the characteristics of the test for example most validated interviews fall into this group of test.
- (2) **Performance test:** Here certain stimuli are presented to the individual to react to while the tester observes using a norm or other standard criteria for judgment. For example, test used in selecting the best dancer, the best athlete and even the best grass cutter.
- (3) **Written:** Here the standard stimuli are written and the testee's reaction or response is put down in written too. Most psychological tests are in this category. Examples include the various scales, inventories and questionnaires used by psychologists and counsellors.

In Text Question

Psychological tests include.....

- a. Mental Ability
- b. Attitude
- c. Achievement
- d. Written

In Text Answer

- c. Achievement

11.2 Classification of Psychological Tests

Psychological tests are classified on the basis of what they are out to test; hence there are six basic types of tests which can be used by the School Counsellor in a Guidance and Counselling Programme. These tests are:

- (i) Mental Ability/Intelligence Test
- (ii) Achievement Test
- (iii) Aptitude Test
- (iv) Interest Test
- (v) Personality Test
- (vi) Attitude test

(1.) **The Mental Ability/Intelligence Test:** Mental ability or intelligence consists of a number of skills which are called cognitive skills. They are mental skills like perception, conception, memory, language reasoning and creativity. These are basic cognitive skills. Mental ability test is therefore a test for tapping these skills. Examples include:

(a) **Foreign example:**

- i. Cartel's Intelligence test for babies
- ii. Griffin's Intelligence test for babies
- iii. WPPSI - Wechsler Pre-school and Primary Scale of Intelligence for children 3-5 years
- iv. WISC - Wechsler Intelligence Scale for Children
- v. WAIS - Wechsler Adult Intelligence Scale
- ..:

Stanford - Binet test of Intelligence (Binet is *the first psychologist to devise an intelligence scale in 1905 to separate children who cannot benefit from classroom instruction. This test was later modified by an American Psychologist known as Stanford hence the name Stanford -Binet test of Intelligence.*)

vii. Progressive Matrices

(b) Local Examples: In an attempt to solve the problem of scarcity of psychological tests and heavy dependence on foreign ones which may not adequately tap what they are purported to tap in our clients. Nigerian psychologists have come up with a number of locally constructed psychological tests.

Those that measure mental ability include:

- (i) The visual memory test by C. M. G. Bakare
- (ii) Perception of Details Test by C. M. G. Bakare
- (iii) The African picture arrangement kits by C. M. G. Bakare
- (iv) Ibadan Creativity Assessment Scale (ICAS) by J. O. Akinboye
 - (v) Personal Creativity Motivational Inventory (PCMI) by J. O. Akinboye
 - (vi) Intelligence for Nigerian Children. A Child Delinquency Tendency Inventory by B. S. Adana.
 - (vii) Self-scoring Intelligence Test by Akin Odebunmi
 - (ix) Adapted ways of using the Wechsler test of Intelligence for Adults

(2) Achievement Test: Achievement test measures student performance after a specified course of instruction. That is, it measures student's mastery of a particular content area such as Geography, Mathematics, Science, and Economics. It measures what has been achieved after the course. This type of test is mostly constructed by teachers in various teaching subject but a standardized achievement test can be made using the national or local norms. Examples include:

(a) Foreign Examples:

- (i) IOWA -Test of Basic Skills in U. S. A.
- (ii) GRE - Graduate Record Examination in U. S. A.
- (iii) Miller's Analogy Test of Achievement in U. S. A.

(b) Local Examples:

- (i) Achievement Tests in Mathematics, Science, English, Social Studies and Yoruba by AdedibuOjerinde,
- (ii) Test of Basic Mathematics Understanding - B. M. Osibodu
- (iii) Scale of Motivation for School Achievement (SMSA) by E. O. Obe

(3) Aptitude Test: An aptitude Test measure the potential for success in an area, it refers to the individuals native ability in a special area of knowledge. The individual could be successful after being trained in that area having had the aptitude. Aptitude indicates what an individual is endowed with. Aptitude test is a test that taps potentials.

There are many types of aptitude tests.

(a) Foreign Example:

- (i) GATE-General Aptitude Test Battery in U.S. A.

(b) Local Examples:

- (i) Differential Aptitude Test by A. I. IkeotunonyeAhmadu Bello University, Zaria
- (ii) Aptitude for mathematics Scale by B. S. Adana,
- (iii) Nigerian Aptitude Tests by TEDRO WAEC

(Most States of the Federation use aptitude tests designed by TEDRO (Test Development and Research Office) WAEC in channeling their students into programmes. The TEDRO has developed well over 21 aptitude tests; some of which are being used to select candidates into Nursing, Public Service, Science option, Clerical training and so on.

It has been said that if Counsellor uses an aptitude test in combination with other tests, the whole picture of student can emerge for educational or occupational counselling.)

(4.) Interest Test: An interest is the tendency to engage in an activity for its own sake. Individual is not expecting a reward for engaging in such activity, the reward is the activity itself. This is an activity an individual will like to engage in because one likes doing it. Interests are related to academic success, job satisfaction and eventual adjustment and pleasure in life.

Interest could be in different areas like Musical, Mechanical, Outdoor, Persuasive, Clerical field activities and so on. Interest test therefore measures interest in these different areas. There are many examples of interest test and they are mostly referred to as inventories.

(a) Foreign Examples:

- (i) Strong Vocational Interest Blank - USA
- (ii) Kuder Preference Scale - USA
- (iii) Thurnstone Interest Inventory - USA

(5) Personality Test: Personality refers to the more enduring characteristics of an individual. It is the typical behaviour that has to do with individuals' traits, needs, aversions, emotions, attitudes, anxieties, temperaments and so on.

If for example after taking alcohol one exhibits a type of behaviour, this behaviour is not a typical behaviour; it has not come within the individual so it cannot give a permanent explanation of the individual's behaviour. It is temporary. Personality test' is a test that measures individuals personal traits, needs, aversion and so on. There are also many types of these tests:

(a) Foreign Examples:

- (i) Rorschbach Projective Test
- (ii) Thematic Apperception Test (TAT)
- (iii) Eysenck Personality Inventory
- (iv) Taylor Manifest Anxiety Scale (for General; Anxiety).
- (v) Saranson 's Test Anxiety Scale

(b) Local Examples

- (i) APDI – Adolescent Personal Data Inventory by Prof. J.O. Akinboye
- (ii) SPI – Student Problem Inventory by C.G.M. Bakare
- (iii) SBS – Stress Behaviour Scale by Prof. J.O. Akinboye

- (iv) YPI – Youth Problem Inventory by A.A. Okon
- (v) Self-concept Test by A.A. Olowu
- (vi) Personality Questionnaire Inventory by Akin Odebunmi
- (vii) SASS – Student Academic Stress Scale by Dr. A.O. Busari

(6) Attitude Test: An attitude is defined as the tendency to respond either negatively or positively to objects, people, ideas, events or situation in one's environment. It has three main components, which are, cognitive component which focuses on what the individual knows about the attitudinal object, the affective component that stresses whether the individual likes the attitudinal object or not (usually this is the layman's meaning of attitude) and finally the behavioural component which is the tendency to respond towards the attitudinal object. An attitude test measures all these components mentioned above. There are many types of attitude tests.

(a) Foreign Examples:

- (i) Shaw and Wright attitude scales to different school subjects
- (ii) Shaw and Wright attitude scales to teachers.

(b) Local Examples:

- i. Sentence Completion Test on Attitude towards Old Age (SCTATOA) by E T. Bickersteth
- ii. Attitude towards (i) Self; (ii) Teachers by Ifedayo R. Boyinbode,
- iii. The School Attitude Questionnaire by E Olomolaiye,
- iv. Menopause Symptoms Questionnaire by A.O. Busari,

(b) Local Examples:

- VII - Vocational Interest Inventory by C.M.G. Bakare
- SHI - Student Habit Inventory by C. M. G. Bakare
- MOPS - Motivation for Occupational Preference Scale by C.M.G. Bakare
- SIS - Subject Interest Survey by E. O. Obe
- NIP - Nsukka Interest Profile by J. K. Essuman
- OPQ - Occupational Perception Questionnaire by B.Ipaye

In Text Question

VII, SHI, MOPS and SIS are examples of test

- a. Aptitude
- b. Interest
- c. Intelligent
- d. Achievement

In Text Answer

- b. Interest

11.3 Functions and Uses of Psychological Tests

Each of the psychological tests has its own specific uses and functions. In some cases a psychological tests may be used for more than one purpose. The summary of the

uses and functions are given below:

(1) Mental Ability/Intelligence Test:

- a. Can be used for the instructional evaluation of learning outcomes. For learning diagnosis i.e. detecting problems areas so that learning can be redirected to a less problem area.
- b. Helps in allocating differential assignments within the class
- c. Guiding and Counselling students or clients on vocational, educational and personal issues
- d. Helps in dividing students into groups
- e. Provides information for outside agencies
- f. Selecting students for promotion into the next level of academic pursuit.

(2) Achievement Test:

Mostly useful in the evaluation of all the areas under instructional purposes. Grading, scoring, and evaluation of teaching and curriculum.

- a. Useful for selection into any academic course or training
- b. For grouping of students
- c. For diagnosing learning problems

(3) Aptitude test:

- a. Mostly used for Educational and Vocational guidance
- b. Selection into various career
- c. Placement into job and classification into various types of groups for the purpose of specialization
- d. Used for research purposes.

(4) Interest Test:

- a. Mostly used for vocational guidance
- b. Diagnosing learning problems
- c. Useful in the area of placement for job
- d. Selecting group leaders, values and likes
- e. Evaluation of teachers
- f. Can also be used for educational guidance

(5) Personality Test:

- a. Mostly use in the area of personal psychological counselling
- b. Also useful in vocational counselling
- c. In classification and placement for job
- d. For research purposes

(6) Attitude Test:

- a. Mostly used in personal counselling
- b. Also used in vocational counselling because an individual attitude towards a job might determine an individual going into it or not.
- c. Evaluating the class teacher
- d. Selecting of subjects for final internal and external examination
- e. For vocational and educational guidance

In Text Question

Psychological tests may be used for more than one purpose. True/False

In Text Answer

True

11.3.1 Limitations of Psychological Tests

- a. Set down pattern of response and do not give enough room for clients' explanation of reasons for behaving in a particular way. Therefore psychological tests only approximate the true situation of things
- b. It does not measure precisely human behaviour which is too complex.
- c. Psychological tests may not always get the true situation of things.
- d. It may encourage faking on the part of the client.
- e. Sometimes test may be biased by the tester; hence test data may not be regarded as objective.
- f. The bias may be as a result of personal factors.
- g. A single test might not give the Counsellor what he wants hence a combination of more than one may be necessary in some Counselling situation.
- h. Sometimes a test may be culturally biased, i.e. some tests can only be used within the limit of certain culture. Not all tests are culture fair test.

11.4 Test Selection, Administration and Interpretation

1. Test Selection: For a test to be useful, it must be carefully selected by the Counsellor, apart from this, the Counsellor must ensure that such test is valid, reliable, available, cost less in terms of money, time and effort and possess all other psychometric properties of a standard test.

The Counsellor must read thoroughly and be aware of the details of the test in the test manual. Failure to do this may leave the Counsellor in the dark as to the function of the test, the detailed instruction for administration, key to the interpretation, norms for different reference group and evidence of reliability and validity.

The Counsellor should also consider variables such as educational level of the client, the language of the test, age of the client and some other cultural variables and the types of problems at hand before making his choice.

2. Test Administration: psychological tests should be administered as contained in the test manual. Usually tests can be administered either individually or in groups depending on the nature of test and the confidentiality involved.

The test environment must be quiet, well lighted, highly ventilated and comfortable. All forms of distractions should be avoided. Testees should be guided on how to complete the questionnaire. Psychological tests are rarely timed, for example interest, attitude and personality scales are not timed. Testees should be allowed to complete the, test at their pace. Scoring of the test should be done strictly as contained in the test manual.

3. Test Interpretation: This is the next stage after scoring and data analysis. It is a process of giving meanings to the analyzed data. This requires a special skill and should only be done by those who are skilled in it. To this end, various principles and techniques guide test interpretation. **Denga(1981)** outline these principles and techniques as follows:

- a. The client should be told the purpose of the test before interpreting the test

- data.
- b. Specify the norms being used and interpret with and not to the client or student.
 - c. Emphasize strong point more than the weak points, but ensure that the counsellor discusses the weak points as well.
 - d. The Counsellor must take caution with special terms (e.g. mental retardation, imbeciles) and describe in ranges and not specific scores.
 - e. The third person should be used when discussing the result e.g. person with scores in this range will probably do better in this area.
 - f. The scores of the test must be communicated in an honest way.
 - g. The Counsellor should be alert to the feelings of the client who may become uncomfortable with the awareness of his/her abilities of the result of the test.
 - h. All diagnosis should be taken as tentative, especially with young people, this is because this group of people are still growing.
 - i. There may still be change in the measured trait in future.
 - j. Test data and results must be absolutely confidential.
 - k. The Counsellor should be ethical with test data.
 - l. The Counsellor is expected to give accurate information and to avoid false claims or misconceptions when making any statement to the public about tests and testing.
 - m. The Counsellor should recognize the limits of his competence as different tests demand different levels of competence for administration, scoring and interpretation.
 - n. He should therefore perform only those functions for which he is trained.

In Text Question

Tests can be administered either individually or in groups depending on the nature of test and the confidentiality involved. True/False

In Text Answer

True

Summary of Study Session 11

In Study Session 11, you have learned that:

1. A psychological test can be defined as a set of standard stimuli (questions, puzzles, exercises etc.) presented to the individual (a learner, client, or other persons) in order to assess the person's behaviour.
2. A Standardized Test is a test that has been constructed according to strict psychometric principles and which also contains standard items, standard conditions for administration, and standard conditions for scoring, interpretation and is "norm-referenced" which means it must have been administered to a norm group or groups so that an individual's score is compared to the scores of the norm group or groups.
3. One of the notable differences between an ordinary test and standardized or psychological test is that ordinary test is not a standardized test.

4. Psychological tests are classified on the basis of what they are out to test; hence there are six basic types of tests which can be used by the School Counsellor in a Guidance and Counselling Programme. These tests are: Mental Ability/Intelligence Test, Achievement Test, Aptitude Test, Interest Test, Personality Test, and Attitude test.
5. Test Selection: For a test to be useful, it must be carefully selected by the Counsellor, apart from this, the Counsellor must ensure that such test is valid, reliable, available, cost less in terms of money, time and effort and possess all other psychometric properties of a standard test.
6. Test Administration: psychological tests should be administered as contained in the test manual. Usually tests can be administered either individually or in groups depending on the nature of test and the confidentiality involved.
7. Interpretation: This is the next stage after scoring and data analysis. It is a process of giving meanings to the analyzed data.

Self-Assessment Questions (SAQs) for Study Session 11

Now that you have completed this study session, you can assess how well you have achieved its Learning outcomes by answering the following questions. Write your answers in your study Diary and discuss them with your Tutor at the next! Support meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this Module.

SAQ 11.1 (Tests Learning Outcomes 11.1)

1. Define psychological test?
2. How is psychological test different from the ordinary test?

SAQ 11.2 (Tests Learning Outcomes 11.2)

You have been asked to select students for administration into year one of your school. What types of tests would you use in this situation and how would you apply them?

SAQ 11.3 (Tests Learning Outcomes 11.3)

List six of the limitations of psychological tests?

SAQ 11.4 (Tests Learning Outcomes 11.4)

Explain the following terms:

1. Test Selection
2. Test Administration
3. Interpretation

Notes on SAQs for Study Session 11

SAQ 11.1

1. A psychological test can be defined as a set of standard stimuli (questions, puzzles, exercises etc.) presented to the individual (a learner, client, or other persons) in order to assess the person's behaviour.
2. The notable difference between an ordinary test and standardized or psychological test is that ordinary test is not a standardized test.

SAQ 11.2

Aptitude Test measure the potential for success in an area, it refers to the individuals native ability in a special area of knowledge. The students are tested based on their performance in the test. Therefore, the successful students are selected.

SAQ 11.3

The limitations of psychological tests are as follow:

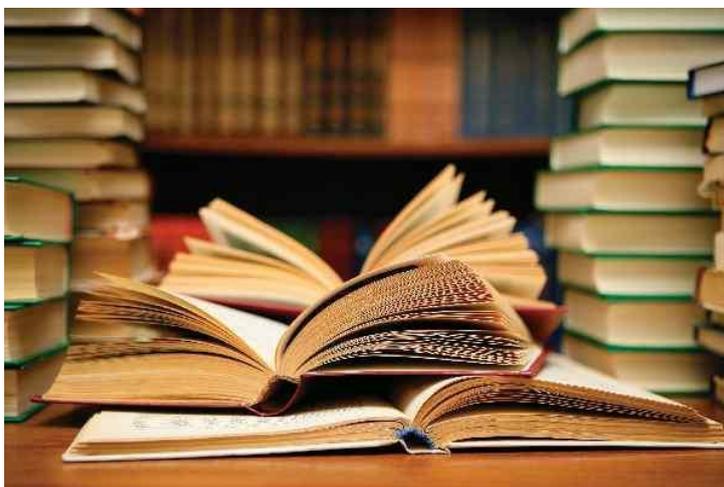
- a. Set down pattern of response and do not give enough room for clients' explanation of reasons for behaving in a particular way.
- b. It does not measure precisely human behaviour which is too complex.
- c. Psychological tests may not always get the true situation of things.
- d. It may encourage faking on the part of the client.
- e. Sometimes test may be biased by the tester; hence test data may not be regarded as objective.
- f. The bias may be as a result of personal factors.

SAQ 11.4

4. Test Selection:For a test to be useful, it must be carefully selected by the Counsellor. The Counsellor must ensure that such test is valid, reliable, available, cost less in terms of money, time and effort and possess all other psychometric properties of a standard test.
5. Test Administration:psychological tests should be administered as contained in the test manual. These tests can be administered either individually or in groups depending on the nature of test and the confidentiality involved.
6. Interpretation:This is the next stage after scoring and data analysis. It is a process of giving meanings to the analyzed data.

Study Session 12: Problems Facing Guidance and Counselling in Nigeria

Expected duration: 1 week or 2 contact hour



Source: http://www.kashmirmonitor.in/Upload_Images/Upload_Images_Articles/27da99a5-3e54-4444-a79d-748956ada8b8.JPG

Introduction

This study session will focus on the major problems facing Guidance and Counselling in our schools today, proffering solutions to the aforementioned problems and the essential need for guidance and counselling in Nigeria today.

Learning Outcomes for Study Session 12

When you have studied this session, you should be able to:

- 12.1 Describe the major problems facing Guidance and Counselling in our schools today.
- 12.2 Highlight some solutions to the aforementioned problems.
- 12.3 Discuss the essential need for guidance and counselling in Nigeria today.

12.1 Problems Facing Guidance and Counselling in Nigeria

Many of the problems facing Guidance and Counselling services in our schools today are as well problems facing the school Counsellor because of the central position which he occupies in a school guidance programme. Some of these problems are identified and discussed as follows:

1. Shortage and Uneven Distribution of Personnel
2. Resistance from the Principal or the Staff
3. Office Accommodation
4. Time-table Problem
5. Lack of Fund and
6. Unstable Government Policy

(1) Shortage and Uneven Distribution of Personnel

Lack of enough and uneven distribution of personnel is one of the major problems facing Guidance and Counselling Services and the Counsellor in this country. Not all post primary Institutions in Nigeria can boast of having a full-time Counsellor to cope with the large number of youngsters who require help in the various areas of their development.

If the statistics were to be taken, we could probably rightly assume that Secondary Schools having a practicing guidance Counsellor in this country at moment cannot be more than three percent. Some schools that do have one or two Counsellors overload them to the extent that they lose their effectiveness. Other schools made them to teach or combine teaching with their job hence making them ineffective in the school guidance programme.

The situation in our schools reveal that it has been so difficult to meet the recommended ratio of Counsellors to students, which is 1 to 200 as recommended by the American Personnel Guidance Association (APGA). What we now have is probably one or two Counsellors in few cases, to a school of about one thousand students. This obviously would be too much for the Counsellor to cope with.

It was projected in 1982-1983 that Nigeria would need about 18,000 Counsellors for the Junior Secondary School enrolment of about 1.6 million with a moderate Counsellor Student ratio of 1:1000 **Oladele** (1986). This projection has important implications for the training of Counsellors and proper organization of guidance and counseling services in our schools.

There are however no doubt that the figure we have at present is a far cry from the envisaged figure of 18,000, even when the new 6-3-3-4 system of education has taken off in most states of the Federation and if we go at this rate. Nigeria may not be able to reach the target by the year 2020 and beyond.

(2) Resistance from the Principal or the Staff

One of the greatest problems the Counsellor may face in the school setting is that of resistance from the principal or other staff. **Olaosebikan** (1980) hinted that about 85% of the students counsellors in training reported that the principals and teachers constituted the most formidable obstacle to the Counsellor and the introduction of Guidance and Counselling services into the school.

It was terrible, disheartening and demoralizing when one observed the expression on the faces of many principals then, when students' counsellors were posted to their schools for practicum, to them, teaching of English, Mathematics or Social Studies was more important than the other problems and- total development of the students.

The attitude was prevalent among Secondary School Principals in the late 70s and early 80s. Today, the intensity has gone down but it still occurs in a subtle manner among Secondary School Principals. This attitude has been attributed to the skeptical perception of the principal and the staff as to the efficacy of guidance and counselling services and mere jealousy of the School Counsellor.

Up till today most teachers feel they perform a function similar to that of the school counsellor. In some cases they believe they could even do it better hence, they feel that their powers are being eroded by the school counsellor. In this situation, they may refuse to cooperate with such counsellor.

Some staff members, especially female members may be curious to know and even take note of students who visit the Counsellor's office and occasionally question them about

their visits. This is against confidentiality, an important ethical issue for the Counsellor. The relationship between male counsellor and female client/student may be viewed with suspicion by teachers hence the Counsellor is usually given many ridiculous names (*controller of ladies; wicked and poisonous counsellor; Powerful Counsellor-chairman of beautiful ladies, etc.*) thus exposing him to serious embarrassment by staff. This attitude may constitute a hindrance to the effectiveness of the school counsellor in the school guidance programme.

In Text Question

According to American Personnel Guidance Association the ratio of Counsellors to students is

- a. 1-400
- b. 1-500
- c. 1-200
- d. 1-100

In Text Answer

- c. 1-200

(3)Office Accommodation

Most schools where counsellor exists do not have a standard and suitable office that would stand the test of this profession. This is a big problem for the counsellor who finds himself in this situation.

The counsellor as discussed earlier needs a separate, well equipped personal office because of the nature of his job. He uses certain valuable materials which must be housed and protected. Without an office therefore, performing his duties as expected of him becomes very inconvenient.

(4) Time-table Problem

Most of the secondary schools in Nigeria do not have time, even a period, for guidance and counselling on their time-table. This is to say that the school time-table is so crowded and rigid that students hardly find time during the school period to discuss their problems with the school counsellor.

Many schools programmes are so tight during the week that the students are in a confusing position of trying to decide whether to see the school counsellor or miss any of the controversial subject class and receive a severe reprimand from the Mathematics teacher or forgo visiting the counsellor. The Counsellor's problem here is that he may become bored or feel so redundant or appear not to be useful to other members of staff.

(5) Lack of Fund

One of the problems that the counsellor might likely face in the school is that of no budgetary allocation or a poor one to his office as a result of lack of fund. Also, some of the materials to be used by the school counsellor as mentioned earlier on in this book might be too expensive for the school to afford. As a result of this, the counsellor might operate without the necessary materials. This would be too painful and unethical.

(6) Unstable Government Policy

Unstable government policies affect to a large extent a number of things in our school.

The school guidance programme is not an exception. Some policies are on paper only and never practiced or given the necessary follow-up if properly implemented. This sometimes poses a number of problems for the counsellor and the school guidance programme.

In Text Question

The problems facing guidance and counselling in Nigeria include all of these EXCEPT

- a. Shortage and even distribution of personnel
- b. Resistance from the principal or the staff
- c. Office accommodation
- d. Time-table problem

In Text Answer

- b. Resistance from the principal or the staff

12.2 Suggested Solutions to these Problems

Many solutions could be suggested to alleviate the problems highlighted above. Some of the possible suggestions are summarized below:

(1) *Lack of enough an uneven distribution of personnel*

- a. *There* should be mass production of counsellors this will help a lot in this regard. A way of doing this is for the Federal Government to give directives to all Universities and Colleges of Education to increase their intake for would-be counsellors. This will help in no small way in the new Universal Basic Education.
- b. The present number of counsellors available should be well spread. No two counsellors should be in a school, whatever the size of the school at least for now. This will ensure equitable distribution of the few numbers available.

(2) *Resistance on the part of the Principal and other staff*

- a. The Counsellor should be methodical, understanding and diplomatic in his dealings with the principal and other members of staff.
- b. He should involve the School Authorities in his plan
- c. Educate staff as to what are his roles and functions in the school system.
- d. Show some results which would assure the school authorities of his competence.
- e. Should seek to convince others of his efficacy rather than expect others to readily embrace his concepts and practice without questions.
- f. He should not emphasize the point that he is an expert in human behaviour and behaviour influence. His roles must be seen as one of the possible specialists like others in the school.
- g. Should put aside everything that might make his roles look privileged or so important to other members of staff.

- (3) ***Inaccessibility of Psychological Tests***
- a. It is suggested that most of the locally constructed tests that are not yet published should be published without any further delay.
 - b. Federal Government should endeavour to provide some of these tests free of charge to schools, so as to be easily available for use in the Universal Basic Education now in operation.
 - c. Efforts should be made by the Counselling Association of Nigeria (CASSON) to look into the psychometric properties of some of the tests before publication.
- (4) ***Office Accommodation***
- a. Any Counsellor operating in the school should be given a befitting office.
 - b. The Counsellor should not be given the staff common room as an office. He will not be able to function well in this situation. At the same time the counselor should be able to improvise pending the time things will be okay.
- (5) ***Time-Table***
- a. School authorities as a matter of urgency should give time to guidance and counselling on the school time-table.
 - b. Break hours should not be used for counselling as this may rob the students of the period for relaxation.
 - c. The idea of asking clients to wait after school hours for counselling should be discouraged. This is liable to various interpretations and temptations.
 - d. Free period or library period could as well be used in some cases.
- (6) ***Lack of Fund***
- a. Adequate budgetary allocation must be made by the Principal in the school budget for Guidance and Counselling Unit.
 - b. Government should try and provide fund to counselling as a matter of priority.
- (7) ***Unstable Government Policy***
- a. Successful Government should not abandon tasks already embarked upon by their predecessors especially when it has to do with the total development of an individual.
 - b. Efforts should also be made to follow up policies after they have been stated on papers.
 - c. The right people who know more about the things being discussed should be put in charge for necessary implementation and success.

In Text Question

The counsellor should not be given the staff common room as an office. True/False

In Text Answer

True

12.3 The Need for Guidance and Counselling in Nigeria Today

Some observers have criticized the introduction of guidance and counselling into our schools and also the training of school counsellors. They buttressed their argument with some of the likely problems facing guidance and counselling highlighted earlier. The

protagonists however maintained that there are enough reasons for the need for guidance and counselling and hence the training of counsellors for our schools.

The increasing number of students entering our schools today is an important factor to face reckoned with; students of various uniqueness are brought together for training in the same classroom. These students have differences in background, interest, mood and tastes and these deeply affect learning. In an attempt to provide the same education for all students in the face of marked differences that exist among them, there is bound to be problems of various dimensions.

The schools therefore needs guidance and counselling services hence, *the training of school counsellors becomes inevitable. The counsellor's will help in providing a learning situation within the school for the individual group to develop and acquire problem-solving skills.*

It was further added that, certain conditions in Nigeria today call for guidance and counselling, for example the rapid rate of industrialization, urbanization accompanied by various societal vices which may affect students' outlook to life and their general behaviours are some of the critical points mentioned. *Increase areas of specialization of avenues of employment and opportunities which create choice problems as the choice point is another case in point.*

Another point to be considered is the fact that the large numbers, of students' population in our schools today are adolescents whose needs are wide and varied. *We therefore need guidance and counselling to assist the adolescents to clarify their goals and values, strengths, interests, and aspirations, appreciate their philosophies and cognition and get adjusted to the norms of the society.*

The federal Government National Policy on Education (1981) gave legal support to establishment of guidance and counselling. And the presently operated Universal Basic system of education call seriously for the need for guidance and counselling in this country as it has important roles to play in the system.

In Text Question

A counsellor's will help in providing a learning situation within the school for the individual group to develop and acquire problem-solving skills. True/False

In Text Answer

True

Summary of Study Session 12

In Study Session 12, you have learned that:

1. Many of *the* problems facing Guidance and Counselling services in our schools today are as well problems facing the school Counsellor because of the central position which he occupies in a school guidance programme. Some of these problems are identified and discussed as follows: *Shortage and Uneven Distribution of Personnel, Resistance from the Principal or the Staff, Office Accommodation, Time-table Problem, Lack of Fund and Unstable Government Policy.*

2. The schools therefore needs guidance and counselling services hence the training of school counsellors becomes inevitable. The counsellor's will help in providing a learning situation within the school for the individual group to develop and acquire problem-solving skills.

Self-Assessment Questions (SAQs) for Study Session 12

Now that you have completed this study session, you can assess how well you have achieved its Learning outcomes by answering the following questions. Write your answers in your study Diary and discuss them with your Tutor at the next! Support meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this Module.

SAQ 12.1 (Tests Learning Outcomes 12.1)

List and discuss four problems facing guidance and counselling in Nigeria.

SAQ 12.2 (Tests Learning Outcomes 12.2)

Highlight some of the possible suggestions for the problems facing guidance and counselling in Nigeria.

SAQ 12.3 (Tests Learning Outcomes 12.3)

What are the need for guidance and counselling and hence the training of counsellors for our schools.

Notes on SAQs for Study Session 12

SAQ 12.1

- a. **Office Accommodation:** Most schools where counsellor exists do not have a standard and suitable office that would stand the test of this profession. This is a big problem for the counsellor who finds himself in this situation.
- b. **Time-table Problem:** Most of the secondary schools in Nigeria do not have time, even a period, for guidance and counselling on their time-table. This is to say that the school time-table is so crowded and rigid that students hardly find time during the school period to discuss their problems with the school counsellor.
- c. **Lack of Fund:** One of the problems that the counsellor might likely face in the school is that of no budgetary allocation or a poor one to his office as a result of lack of fund. As a result of this, the counsellor might operate without the necessary materials. This would be too painful and unethical.
- d. **Unstable Government Policy:** Unstable government policies affect to a large extent a number of things in our school. The school guidance programme is not an exception. Some policies are on paper only and never practiced or given the necessary follow-up if properly implemented.

SAQ 12.2

Some of the possible suggestions are summarized below:

- a. Lack of enough an uneven distribution of personnel
- b. Resistance on the part of the Principal and other staff
- c. Inaccessibility of Psychological Tests
- d. Office Accommodation
- e. Time-Table

SAQ 12.3

- a. The schools therefore needs guidance and counselling services hence the training of school counsellors becomes inevitable. The counsellor's will help in providing a learning situation within the school for the individual group to develop and acquire problem-solving skills.
- b. Increase areas of specialization of avenues of employment and opportunities which create choice problems at the choice point is another case in point.
- c. We therefore need guidance and counselling to assist the adolescents to clarify their goals and values, strengths, interests, and aspirations, appreciate their philosophies and cognition and get adjusted to the norms of the society.
- d. The federal Government National Policy on Education (1981) gave legal support to establishment of guidance and counselling and the presently operated Universal Basic system of education call seriously for the need for guidance and counselling in this country as it has important roles to play in the system.