

Guidance Through Groups

GCE 202



**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.

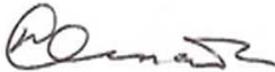
Apart from the responsibility for you to read this course material with others, you are also advised to seek assistance from your course facilitators especially academic advisors during your study even before the interactive session which is by design for revision. Your academic advisors will assist 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
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Introduction to the Course

Guidance through groups is a course designed as an introductory experience for preparing students to work with various groups.

The course forms the foundation for the understanding of group processes and acquisition of basic skills in human relations, effective communication and overall leadership skills necessary for working with various groups.

The course provides later understanding of the need for and importance of group activities and interaction, participation in on-going group experience by group members and provides for self-growth and development.

The course also introduces you to various group formations and patterns. It is essential that human organism, being a social animal, should be looked at, not only in terms of his individual normal physical, psychological and social functions but also in relation to the various groups to which he belongs.

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Study Session 1: General Introduction to Group

Expected duration: 1 week or 2 contact hour

Introduction

Human beings have always functioned in groups. The most basic human group is the family, centered around the pairing of a male and female for the purpose of procreation and the raising of children. This pairing forms the nuclear family, which soon becomes linked to other pairs through a network of relationships between siblings through several generations, thus creating an extended family.

In this study session, you will be the concepts of Groups, differences between traditional and modern view of man and the approaches to Group study

Learning Outcomes for Study Session 1

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

- 1.1 Explain the Concepts of Groups
- 1.2 Differentiate between traditional and modern view of man.
- 1.3 Highlight the Approaches to Group Study

1.1 The Concepts of Groups

We hear about groups of every kind more often in everyday life than about the individual who make up the groups. For example, in the news media, we hear ourselves being referred to in terms of a variety of aggregates such as consumers, the public, the young, school children, mothers, the affluent, the poor and so on. Throughout life, people belong to one or more groups at a time.

In the school setting, for instance, a student may belong to one or more student groups such as discussion group, drama and debating societies, a social club or students' political group, etc. This occurs because human beings do not live in isolation from others. Man, by nature, is a social being and thus never exists alone.

At home, the man is in the company of his family; at work, in the church, at the market, in the classroom, on the playground, in the library, name it, man is in one form of group or the other. Since man does not live in isolation from other people, the various groups with which he functions influence his life and he on the other hand influences his group.



Figure 1.1: Group Activities

Source: <http://www.shutterstock.com/s/community/search.html>

Group life is very pervasive. The individual human being is created by a group and remains 'under the influence of innumerable groups from the time of birth until the time of death. Even from the moment of conception, the biological being about to become an individual is hardly ever alone.

In the womb, the fetus forms a strong, physical bond with the mother; life depends on her body. After birth, one's survival depends on a group, usually the immediate family. The child's development as a human being, as well as his physical survival depends on continued interaction with other people. The groups are strong agents of socialization.

Young children belong to a group of playmates: Later, they form friendship groups of schools and then at work. Finally, they may be a member of a family of their own creation and their children, if they have any. They repeat the cycle of maturation and socialization through group interaction.

Throughout life, people belong to temporary and permanent groups organized to achieve specific or general goals. The kind of people they become depends greatly on the groups to which they belong and on the quality of relationship these groups provide. There is nothing like a total individual for no one lives totally alone all his life.

However, there may be people who live alone because of one reason or the other such as prisoners confined to a special cell where they remain totally alone, delinquent children in remand homes or old people neglected by their children. Isolation is universally considered as an extreme punishment and it can be a brutalizing experience.

When people seek isolation voluntarily, they are usually pursuing some ideological

principle such as monks or hermits, or they are symbolically rejecting society. However, isolation has never been considered a natural way of life.



Figure 1.2: Group

Source: <http://rampages.us/univ112boaz/group-formation-and-photo-narrative-blog-project/>

The importance of groups in every society suggests the extent to which we need one another. In no part of the world do people live absolutely alone by choice. When Lindeman (1924) said that "modern life is a group life", he was confirming the twentieth century view of man as the social interactant, shaped by the conditions of group life.

In Text Question

When Lindeman (1924) said that "modern life is a group _____

- (a) Life
- (b) season
- (c) choice
- (d) Strategy

In Text Answer

The answer is (a) Life

1.2 Traditional Versus Modern View of Man

Traditionally, before the twentieth century, man had been viewed as an individual or an isolated unit of society and only incidentally a member of the groups within the society.

This traditional view of man and society gave rise to classic descriptions for the various forms of society or political organizations. All these formulations were based upon assumptions about the nature of man and the inherent structure of society. It was assumed that there are only two major variables; man and society.

Groups, for example, the family, were fixed and played little part in the theorizing prior to the nineteenth century. The traditional view did not see man's behaviour as being

influenced by groups in the society. However, this view gradually gave way to the view of groups as society.

Modern sociologists and psychologists focusing on man's behavior rather than his inherent nature have found that it is the primary or informal groups that are the fabrics of man's daily life. They are shapers of man's values and attitudes. These informal small groups are now recognized as the mechanisms of socialization. Societies are seen as a maze of interlocking and overlapping groups in which the individual plays various roles.

The study of man and his group has developed at an ever-emerging pace since the earlier part of this century when **John Dewey** recognized that the child could not be truly educated apart from the groups which formed his immediate world. Psychologists such as **Floyd Allport** found that experiments with an individual's behaviour were always influenced by the groups to which the subject (individual) belongs.

In-text Question

In the traditional view of man and society, the groups were not seen as society. True/False

In-text Answer

False: the group were seen as part of the society.

1.3 Approaches to Group Study

The rapid growth of a psychology of groups had developed along two tracks:

- The political-practical approach
- The theoretical-experimental approach

1.3.1 The Political-Practical Approach

This approach focused on means and methods of improving group processes. It operates on the assumption that this would in turn improve society. The approach has led to a concern for the processes by which democratic decisions are made, how democratic leadership can be improved, how individual participation can be enhanced and the need for improving communication within groups.

The practitioners of group process have produced an ever growing array of techniques for understanding and improving groups. They are responsible for the new widely known practices of role playing, feedback, brainstorming, buzz discussions; T-groups, encounter groups and sensitivity training groups. This approach also produced the group discussion movements in schools, colleges, the community and the business world.

These are designed to increase the individual's ability in groups and in turn to make groups more effective contributors to a democratic society. Subsequently, group techniques are now widely applied to the improvement of the individual and his intra-

personal communication. This is achieved by helping the individual to explore his self-image and to sensitize him to his own feelings and that of others.

In this way, the study of group processes has come full circle and is used not only to help the group function more effectively as a contributor to the socio-political system but to also become a source for and means of enhancing the life of the individual.

1.3.2 The Theoretical-Experimental Approach

This approach is more recent and is inextricably tied to the growth of the social sciences. Its roots lie in the movement which has produced the sciences of human behaviour such as psychology, sociology and anthropology. It is a part of the tradition which holds that man's behaviour and social relationships can be subjected to scientific investigation equally as well as can natural and biological phenomena.

Thus, the twentieth century social psychologist brought man into the laboratory and developed the techniques of scientific research and statistical measurement which eventually led to the experimental study of groups.

The contributors to the theoretical-experimental approach to group study are seeking a theory of human behaviour based upon scientific experimentation. For the most part, they are behavioural scientists who are more concerned with theoretical research than with finding practical answers to the improvement of group functioning.

In-text Question

Which of the two approaches was of the view that man's behavior can be subjected to scientific investigation?

In-text Answer

The Theoretical-Experimental Approach

Summary of Study Session 1

In this study session, you have learnt that:

1. People belong to various types of groups which are either socially, educationally, politically or psychologically oriented, all of which influence man's behaviour, attitudes and values
2. Group is seen as an agent of socialization in the society.
3. The rapid growth of a psychology of groups had developed along two tracks:
 - The political-practical approach to group study is interested in finding methods of improving group processes which in turn will improve the society.
 - The theoretical-experimental approach consists of behavioural scientists who are more concerned with theoretical research than with finding practical answers to the improvement of group functioning

Self-Assessment Question for study session 1

Having studied this session, you can now assess how well you have learnt its learning outcomes by answering the following questions. It is advised that you answer the questions thoroughly and discuss your answers with your tutor in the next Study Support Meeting. Also, brief answers to the Self-Assessment Questions are provided at the end of this module as a guide.

SAQ 1.1 (Test of learning outcome 1.1)

Understand the Concepts of Groups

SAQ 1.2 (Test of learning outcome 1.2)

Differentiate between traditional and modern view of man.

SAQ 1.3 (Test of learning outcome 1.3)

Understand the Approaches to Group study

Notes on study session 1

Note on SAQ 1.1

People belong to various types of groups which are either socially, educationally, politically or psychologically oriented, all of which influence man's behaviour, attitudes and values

Note SAQ 1.2

This traditional view of man and society gave rise to classic descriptions for the various forms of society or political organizations. All these formulations were based upon assumptions about the nature of man and the inherent structure of society. It was assumed that there are only two major variables. man and society.

Modern sociologists and psychologists focusing on man's behavior rather than his inherent nature have found that it is the primary or informal groups that are the fabrics of man's daily life. They are shapers of man's values and attitudes. These informal small groups are now recognized as the mechanisms of socialization. Societies are seen as a maze of interlocking and overlapping groups in which the individual plays various roles.

Note SAQ 1.3

The rapid growth of a psychology of groups had developed along two tracks:

- The political-practical approach
- The theoretical-experimental approach

The Political-Practical Approach:

This approach focused on means and methods of improving group processes. It operates on the assumption that this would in turn improve society. The approach has led to a concern for the processes by which democratic decisions are made, how democratic leadership can be improved, how individual participation can be enhanced and the need for improving communication within groups.

The Theoretical-Experimental Approach

This approach is more recent and is inextricably tied to the growth of the social sciences. Its roots lie in the movement which has produced the sciences of human behaviour such as psychology, sociology and anthropology. It is a part of the tradition which holds that man's behaviour and social relationships can be subjected to scientific investigation equally as well as can natural and biological phenomena

Study Session 2: The Nature of Groups

Expected duration: 1 week or 2 contact hour

Introduction

The broad aim of this study session is to introduce the learner to the various meanings, characteristics and classifications of social groups and also analyze the differences between the various types of social groups.

Learning Outcomes for Study Session 2

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

- 2.1 Define and understand the meaning of the concept of the group.
- 2.2 Discuss the various classifications of social group.
- 2.3 Discuss the size of Groups

2.1 Definitions of Group

What do we mean exactly by "group"? The word group has many meanings and many people have defined the term in different ways. While some people apply group to a collection of objects or things, others apply the term to both collection of objects and people which are capable of being classified together.

Herbert Thelen (1754) in his own view, asserts that in an immediate experience, at anyone time, only a relatively small number of people are involved with a person and that the word "group" is used to indicate these people. According to him, depending on the activity and the situation, the group not only contains different people, the relationships among them are also different.

While G. G. Kemp says that, there exists a human group only when there is an interaction among an aggregate of people, K. B. Cartell defines group as an aggregate of organisms in which the existence of all is utilized for the satisfaction of some needs of each.

However, Mathew Miles (1973), defines group as several persons working in a face-to-face setting on a task that requires their cooperation. For example, a study or discussion group, a school's Board of Directors going through its agenda, a teachers' association meeting on a new salary schedule and so on.

The definition of group is inexhaustible. In everyday usage, group commonly means a number of things in one place or a number of people congregated at the same time in the same place.

2.1.1 Sociological Definition of Group

Group, as a sociological concept, means something other than what is commonly understood by the term (that is, a number of people congregated in the same place at the same time). For example, in the context of sociology, fifteen students cramming for an examination in the students' lounge or in a classroom are not necessarily a group.

Also, twenty commuters (passengers) in a 'danfo' bus heading for their different destinations are not necessarily a group.

In essence, this implies that a crowd of people gathered together at the same place is not a group if nothing else is known about these people (except that they are in the same place at the same time). Such a crowd is better referred to as aggregates, not groups.

In sociological terms therefore, a number of people is not a group regardless of its size, goals or origin unless it meets the following conditions. A sociological group must include symbolic interaction; recognition of group membership; a degree of consensus on norms, values and goals and a social structure.

2.1.2 Symbolic Interaction

In a sociological group, there is physical and more importantly, symbolic interaction among the members. Symbolic interaction is communication through speech, gesture, writing or even music. Symbolic interaction need not involve face-to-face communication. In this kind of communication, members are aware of one another.

Mutual awareness causes the members to respond or behave in particular ways and thus influence one another. Interaction is expected to continue to occur indefinitely, although many groups form and then disperse within short periods of time.

2.1.3 Recognition of Group Membership

Each member recognizes that he is part of the group; conversely, the group also recognizes each person as a member. In other words, the individual member derives a feeling of identity from group membership.

2.1.4 Social Structure

Groups have structure, that is, members are aware of the relationship status (positions), roles, norms, duties and obligations as well as the privileges that result from group membership.

As a matter of fact, physical interaction alone is not sufficient to generate a group. For sociologists, symbolic interaction, perceived membership and a social structure are the vital prerequisites for determining that a collection of people is a group. Moreover, members of a group need not to be personal friends.

As long as there is a kind of communication among people that results in mutual

adjustment of behaviour and there is an awareness of common membership and its implications, the people make a group.

In a nutshell, sociological definition of group implies and emphasizes interaction of members of a group in such a way that the behaviour of each member is changed by his or her group membership. This definition has relevance for group guidance and counselling which is the concern of this course.

This course is concerned with how individual's behaviour is modified or changed through group membership and interaction. In group guidance, a group consists of two or more persons who voluntarily have contact, proximity and interaction intended to produce change in each member.

As a result of participation, members interact with and influence each other. Modifications occur in each member because of the participation and experiences shared with other members.

Other criteria set forth to characterize guidance group rather than merely a collection of individuals are:

- Dynamic interaction between and among members. This is the driving force which is instrumental to growth or change.
- A common goal; the group members pursue a common goal
- A relationship between size and function; the guidance group can be small or large in size depending on the purpose of the group concerned.
- Volition and consent; guidance and counselling group members have to join the group out of their own volition (will). At times, consent must be obtained from a student, or from his parents or guardian or the school principal before the student is involved in group guidance or counselling.
- A capacity for self-direction; it is assumed that guidance group members possess capacity for self-direction which is necessary for decision making.

In Text Question

_____ commonly means a number of things in one place or a number of people congregated at the same time in the same place.

- (a) Structure
- (b) Group
- (c) Guidance
- (d) Interaction

In Text Answer

The answer is (B) Group.

2.2 Classification of Groups

There are many groups in a society and sociologists employ several criteria to classify them. Groups are classified according to size, interest, duration, goals and purposes, type of organization and quality of interaction, etc. One common basis of differentiation or classification has been the main function served by the group such as educational, religious, recreational, political and so on.

Another basis for classification is degree of permanence. Groups range from the very temporary to the highly stable, that is, groups can be temporary; for example, discussion or counselling group; or permanent; for example, the family.

Types of Social Groups

The following are the types of social groups

1. Dyads versus Triads
2. Primary versus Secondary Groups:
3. In-Groups versus Out-Groups:
4. Psyche-Groups versus Socio-Groups
5. Closed Groups versus Continuous Groups

2.2.1 Dyads versus Triads

Dyads are groups consisting of two people. It is considered to be the most elementary social unit. The dyad remains a social unit as long as both individuals agree to belong to it. When one withdraws the group ceases to exist. Examples of dyads are husband and wife or two friends.



Figure 2.1 example of dyads group

Source: <http://www.dailymail.co.uk/femail/article-2346423/A-whirlwind-romance-Chelsy-battles-brides-billowing-dress-William-Harry-lead-Royal-party-society-wedding-year.html>

While dyads consist of two members, triads consist of three members. Triads make up a more stable social unit than dyads because if one individual member withdraws, a triad still survives.

One of the contemporary sociologists, Theodore Caplow, maintains that triads are the building blocks that underlie all social organizations. He concludes that in a triad, the two weaker members tend to form a coalition against the one strong member.

In Text Question

_____ are groups consisting of two people. It is considered to be the most elementary social unit

- (a) Structure
- (b) Psyche
- (c) Closed
- (d) Dyads

In Text Answer

The answer is (D) Dyads.

2.2.2 Primary versus Secondary Groups:

Primary groups are those in which the members meet "face-to-face" for questions confronting them. Examples of primary group include the family, the play group, the partnership and the study group. Such groups are called primary because they are first in time allocation and importance. The primary group is characterized by the following listed features below and figure 2.2 shows an example of family group. :

1. Small size
2. Nearness of members
3. Similarity of members' background
4. Limited self-interest
5. Intensity of shared interest
6. Group stability
7. Continuous interaction and long duration
8. Informality



Figure 2.2 Examples of a Primary Group
Source <http://centerforhopeservices.com/>

Secondary groups are those in which the members are not as intimate and contact is more casual. Examples of secondary group include large lecture groups or committees. Secondary groups are characterized by the following:

- Large size
- Short duration of interaction
- Formality
- Impersonality, that is, in a secondary group, there is no reference to any particular person.

Primary relationships may develop into secondary ones and sometimes, a secondary relationship becomes primary. For example, a stranger could become a friend or even a spouse.

2.2.3 In-Groups versus Out-Groups:

In-groups are those groups with which an individual identifies by virtue of awareness or consciousness of a kind. Examples of such groups include club, sex, family, occupation, religion etc. The individual's expression of subjective-attitudes frequently reveals in-group memberships.

These memberships, in turn, are often related to particular social circumstance. In-group membership can provide individuals with their social identity and be supportive to their endeavours. At the societal level, in-groups feelings promote unity and cohesion from feelings of belonging and togetherness.

On the other hand, out-group is defined by the individual in relation to the in-groups, usually by the expression of contrast between "we" and "they" ("us" and "them") or "other".

For example, people who belong to the same group, say one family or people from one ethnic group or a debating society in a school, will see themselves as belonging together (hence "we", 'us') and see, regard and treat other people, who do not belong to their group (for instance people from another family or ethnic group) as other people hence, ("they", "them").

Out-groups attitudes are marked by expressions of difference and sometimes by a degree of antagonism, prejudice, hatred, or apathy (lack of feelings or interest).

The existence of in-groups and out-groups contribute to conflict and divisiveness in societies. Racial and ethnic' clashes and tension(s) in different societies are examples of such conflicts. This is so because each in-group considers itself as the "good people", implying that out-groups consist of "bad people".

2.2.4 Psyche-Groups versus Socio-Groups:

Psyche-groups are characterized by informal structure, few regulations, voluntary membership, homogeneity of members' age (age grade is close) and no visualized goal. Their purposes are to satisfy the members' emotional needs. Examples of psyche-groups are gang, clique etc.

Socio-groups on the other hand are characterized by visualized goals, heterogeneity in age (that is, it can include people of various ages, old and young) and status of members. They are problem-solving and task-oriented. Examples of socio-groups are, school dropout committee (to solve the problem of school dropout), Alcoholic Anonymous (AA) to solve the problem of alcoholism among its members, etc.

2.2.5 Closed Groups versus Continuous Groups:

The closed group consists of only those who were present when the group was started. In that case, no one else may be allowed to join after the group has been formed. Close group is very common among various group formations.

The continuous group on the other hand is one that is open to other people to join at any stage of progression.

It does not matter whether one is present when the group initially started or not because one can join the group at any time he or she wishes to. This, however, often creates problems of communication, acceptance and the attainment of readiness to participate fully by new group members.

Counselling groups may be closed or continuous (open) depending on the nature of the problem being treated.

2.2.6 Reference Group

Reference groups may be defined as the group:

- that serves as a point of comparison;
- to which persons aspire and
- whose attitudes and perspectives are taken on by the individual.

They are the groups that provide individuals with standards with which they evaluate their own statuses against that of others. Reference groups affect people's values, goals, attitudes and behaviour. Reference groups are important in socialization.

2.3 The Size of Groups

Sociologists also consider groups from the standpoint of their size. Groups can be small or large in size.

- Small Group
- Large group

2.3.1 Small Group

Small groups such as the family, a circle of close friends, a clique within a large

organization and a committee formed for specific problem-solving share the following common characteristics:

1. Relations among members are usually on a face-to-face basis.
2. Generally, members share common values.
3. The group is usually durable.
4. Members exhibit feelings of identification with the group and group loyalty.
5. In general, members accept one another.
6. Members perceive the group as a separate entity.
7. Members perceive the group as striving to fulfill definite goals.

In addition to the above characteristics, small groups usually value stable membership. The difficulty of joining them enhances membership. They greatly influence the behaviour of their members. In small groups, democratic leadership is more effective than it is within large groups.

2.3.2 Large Groups

Large groups have characteristics that are opposites of those of small groups. For example, relations among members are not always on a face-to-face basis, members may not share common values, the group is not usually durable, there may be no feeling of identification with the group.

Large groups tend to resemble secondary groups (discussed earlier) in their characteristics. Large groups are generally highly organized.

This elaborate discussion on groups generally is to equip the learner with comprehensive knowledge about what groups are all about.

This will provide a solid foundation for better understanding of subsequent lectures on various group models, formation and processes in a guidance programme.

Summary of Study Session 2

In this study session, you have learnt that:

1. We have been able to define group from different perspectives, the most comprehensive being the sociological definition. From the sociological point of view, a group must include symbolic interaction, recognition of group membership, a degree of consensus on norms, values and goals and a social structure.
2. Types of social groups include dyads versus triads, primary versus secondary, in-groups versus out-groups, psyche versus socio, closed versus continuous and reference groups.
3. Sociologists also consider groups from the standpoint of their size. Groups can be small or large in size.

Self-Assessment Question for study session 2

Having studied this session, you can now assess how well you have learnt its learning outcomes by answering the following questions. It is advised that you answer the questions thoroughly and discuss your answers with your tutor in the next Study Support Meeting. Also, brief answers to the Self-Assessment Questions are provided at the end of this module as a guide.

SAQ 2.1 (Test of learning outcome 2.1)

Define and understand the meaning of the concept of the group.

SAQ 2.2 (Test of learning outcome 2.2)

Discuss the various classifications of social group.

SAQ 2.3 (Test of learning outcome 2.3)

Identify the two(2) size of groups.

Notes on study session 2

Note on SAQ 2.1

Group, as a sociological concept, means something other than what is commonly understood by the term (that is, a number of people congregated in the same place at the same time). For example, in the context of sociology, fifteen students cramming for an examination in the students' lounge or in a classroom are not necessarily a group.

Note on SAQ 2.2

There are many groups in a society and sociologists employ several criteria to classify them. Groups are classified according to size, interest, duration, goals and purposes, type of organization and quality of interaction, etc. One common basis of differentiation or classification has been the main function served by the group such as educational, religious, recreational, political and so on.

Another basis for classification is degree of permanence. Groups range from the very temporary to the highly stable, that is, groups can be temporary; for example, discussion or counselling group; or permanent; for example, the family.

Note on SAQ 2.3

Sociologists also consider Groups can to be small or large in size.

Small groups such as the family, a circle of close friends, a clique within a large organization and a committee formed for specific problem-solving share the following common characteristics:

1. Relations among members are usually on a face-to-face basis.
2. Generally, members share common values.
3. The group is usually durable.
4. Members exhibit feelings of identification with the group and group loyalty.
5. In general, members accept one another.
6. Members perceive the group as a separate entity.
7. Members perceive the group as striving to fulfill definite goals.

Large groups have characteristics that are opposites of those of small groups. For example, relations among members are not always on a face-to-face basis, members may not share common values, the group is not usually durable, there may be no feeling of identification with the group.

Large groups tend to resemble secondary groups (discussed earlier) in their characteristics. Large groups are generally highly organized.

Study Session 3: The Concept of Guidance

Expected duration: 1 week or 2 contact hour

Introduction

An aspect of educational programme which is concerned especially with helping the pupil like you to become adjusted to present situation and to plan for your future in line with your interests, abilities and social needs is called Guidance.

Literally, the word guidance derives its meaning from its root word, guide; which means to direct, pilot, manage or steer. To parents and other lay persons, guidance counsellor is viewed basically as one who directs or steer children into or away from certain endeavours.

In this study session you be introduced to some of the definitions of guidance by different scholars, you will also be introduced to general purpose and basic principles of guidance.

Learning Outcomes for study session 3

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

- 3.1 Define the meaning of the term Guidance.
- 3.2 Describe the General purpose of Guidance
- 3.3 Describe the Principles of Guidance.

3.1 Definition of Guidance

Isaken and Mink, (1963), develop a definition of guidance for use with students. In their opinion, guidance is a programme of services to individual students provided by teachers and administrators, as well as by guidance specialists. According to them, these guidance services are based upon the following:

- the needs of each student and understanding of his immediate environment, peers, teachers, parents etc.; and
- the effects of these influences on the students and the unique features of each school.

The programme according to them is designed to:

1. help each student adjust to his environment;
2. develop the ability to set realistic goals for himself;
3. realize his potential in obtaining these goals;
4. integrate these new experiences with his concept of self; and
5. improve the total educational programme.

Guidance can also be used at three levels - as a concept; an educational construct; and as a programme. Arbuckle and others, (1966), attempt to point out the distinctions between these three usages of guidance.

- Guidance when used as a concept denotes a point of view about helping an individual.
- As an educational construct, guidance refers to the provision of experiences that help pupils to understand themselves, accept themselves and live effectively in their society.
- As a programme, guidance refers to procedures and processes organized to achieve certain educational and personal goals.

Technically, guidance is defined as the process of helping individuals to understand themselves and their world. This last definition of guidance will be referred to throughout this course.

3.1.1 Definition of some terms relating to Guidance

- **Process:** a process is any phenomenon that shows continuous change over time. The use of the word "process" in this definition indicates that guidance involves a series of actions or steps progressing towards a goal.
- **Helping:** means aiding, assisting and availing. Guidance and counselling is a helping occupation. Many helping occupations such as psychology, social work, psychiatry and so forth have, as their major purpose, the prevention, remediation and amelioration of human difficulties.
- **Individual:** the word individual in the definition refers to pupils in the school setting. More specifically, guidance is the assistance given to "normal" students that is, those students who need help with the events and concerns that occur during normal development such as choosing a career or study habit problems.

The phrase, "to understand themselves and their world" means that individuals come to know who they are as individuals, that is, they become aware of their personal identity and perceive clearly the nature of their person. They then experience their world, the aggregate of surroundings and the people with whom they interact more deeply and completely.

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

3.2 Purpose of Guidance

What is the purpose or goal of guidance? Why is it important to incorporate guidance and counselling programme in schools?

The major goal or purpose of guidance is to facilitate the personal development of students. It is assumed that individuals who understand themselves and the world will become more effective, more productive and happier human beings. They will manage their lives better and become more purposeful about what they want to do.

Through guidance services, individuals achieve greater awareness of who they are as well as what they can become. Carl Rogers, (1962), stated that the purpose of most of the helping professions; including guidance and counselling, is to enhance the personal development, the psychological growth towards a socialized maturity of its clients".



Figure 3.1 A teacher counselling a student

Source: <http://www.macleans.ca/economy/business/the-missing-link-universities-are-good-at-imparting-knowledge-but-though-they-have-career-counselling-centres-most-fail-when-it-comes-to-teaching-students-how-to-get-a-job/>

Darrel Smith, (1974), formulates an objective for the helping professions regardless of their theoretical orientation. He states that the helping professions should provide facilitative experiences for their clients on a passionate, productive and compassionate continuum.

These positive experiences would facilitate the development of persons who are "passionate with themselves (accept, enjoy, understand and disclose the self).

They are productive in relating to their external world (efficient, fully functioning, vocationally adjusted, intelligent, creative, socially poised and attractive and truly effective). They are also compassionate towards others (altruistic, loving, caring, sensitive, genuinely helpful and effective facilitators of growth)".

Guidance asserts that schools are responsible for the total personal growth and development of children and not merely for their intellectual development nor only for their character development in a narrow training sense.

It also 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.

From the foregoing, guidance therefore, aims at aiding the recipient (client) to grow in his/her independence and ability to be responsible for him/herself. Guidance service is universal. It is not confined to the school or the family alone. It is found in all phases of life -in the home, in business and industry, in government, in social life and in hospitals.

As a matter of fact, it is present where there are people who need help and wherever there are people who desire to help.

In-text Question

Guidance services is Universal. True/ False

In-text Answer

True; this is because confined to school or family alone.

3.3 Basic Principles of Guidance

What do you understand by the term principle? Principle is a general truth or belief that is used as a base for reasoning or action, or for the development of further ideas. The basic principles of guidance therefore refer to fundamental truths or doctrines accepted by most authorities as characteristics of the guidance function.

These principles establish the parameters or criteria within which guidance operates. They also describe its primary mode of operation and illuminate philosophical assumptions on which it rests. The principles include the following:

3.3.1 Principle I:

Guidance is concerned primarily and systematically with the personal development of the individual.

This principle assumes that it is desirable for individuals to have opportunities to think about the kind of self they are building and have built; and to confront themselves with the meanings they attribute to their experiencing; and the consequences such attributes will have on their own future.

Kehas explains that the thrust of personal development is for the individual to use systematic, personal inquiry to marshal intelligence about the self. Usually, the school's effort centres on intellectual learning. Kehas thus recommends that personal development is the primary concern of teachers.

The guidance programme would then be involved in helping students acquire knowledge of the self and to understand their experiences. Guidance then should be conceptualized as the school's programme for enabling students to create meaning in their lives.

3.3.2 Principle II:

This principle states that the primary mode by which guidance is conducted lies in individual behaviour processes. Since guidance is primarily concerned with personal development, the guidance practitioners should therefore be the personal world of each student.

In order to advance students' understanding of their own internal structures, guidance practitioners utilise process such as personal interviews, counselling relationships, test interpretation sessions etc. These processes and practices employed by guidance personnel are designed to assist individuals to understand better their subjective states and external social conditions.

Through these operations, individuals are assisted to master their experiences, attitudes and meanings in order to exert control over personal development.

3.3.3 Principle III:

The third principle states that guidance is oriented towards cooperation and not compulsion. This implies that the hallmark of guidance is the absence of coercion or pressure. Guidance takes place by the mutual consent of the individuals involved.

In that case, students cannot be compelled to submit to guidance programme. Consent is given either explicitly or implicitly.

If unwilling students are referred to guidance personnel; the resentment and resistance usually present must be resolved. Guidance depends on releasing the internal motivation and/or unwillingness to change, rather than on external coercion or threat. Duress creates mistrust, not improvement.

3.3.4 Principle IV:

This principle states that human beings have the capacity for self-development.

It is assumed that people have the capacity for improvement and self actualization; and that specific behaviours and attitudes influence and are influenced by all areas of the person. Therefore, change in human behaviour occur best through the learner's active involvement.

3.3.5 Principle V:

Guidance is based upon recognizing the dignity and worth of individuals as well as their right to choose. Guidance respects and recognizes the fundamental dignity and importance of the individual, the essential equality of human beings and their need to exercise freedom.

Individuals have the right to be treated as unique, recognizing their individual differences. Therefore, in the guidance programme, individual's worth, dignity and self

respect should be respected. Every individual has self-worth and dignity in their own right.

Furthermore, individuals should have maximum opportunity to select their own purposes in life and to choose the means to accomplish these purposes. The core of freedom is self-determination which involves the power to act positively toward the goals that an individual chooses.

Certainly, the freedom to make choices and to act on them is essential to personal development. By using this freedom, the individual develops a sense of responsibility and self-restraint.

3.3.6 Principle VI:

The last principle states that guidance is a continuous, sequential educational process. This implies that the guidance programme should begin with the elementary school programme, continue throughout education and be available throughout one's life.

The programme should be united by a single theme (topic) and it should be integrated into the total school programme.

All other principles are more likely to hold true if systematic programmes operate to facilitate them from the beginning to the end.

In-text Question

Which principle states that human beings have capacity for development?

- A. Principle 1
- B. Principle 11
- C. Principle 111
- D. Principle IV

In-text Answer

Principle IV (D)

Summary of Study Session 3

In this study session, you have learnt that:

1. Guidance is the process of helping individuals to understand themselves and their world. The major purpose of guidance is to facilitate the personal development of students. This is because it is assumed that individuals who understand themselves and their world will become more effective, more productive and happier human beings.
2. The major goal or purpose of guidance is to facilitate the personal development of students. It is assumed that individuals who understand themselves and the world will become more effective, more productive and happier human beings. They will manage their lives better and become more purposeful about what they want to do.

3. There are six basic principles of Guidance.

Self-Assessment Question for study session 3

Having studied this session, you can now assess how well you have learnt its learning outcomes by answering the following questions. It is advised that you answer the questions thoroughly and discuss your answers with your tutor in the next Study Support Meeting. Also, brief answers to the Self-Assessment Questions are provided at the end of this module as a guide.

SAQ 3.1 (Test of learning outcome 3.1)

Define the meaning of the term Guidance.

SAQ 3.2 (Test of learning outcome 3.2)

Describe the General purpose of Guidance

SAQ 3.3 (Test of learning outcome 3.3)

Describe the Principles of Guidance.

Notes on study session 3

Note on SAQ 3.1

Isaken and Mink, (1963), develop a definition of guidance for use with students. In their opinion, guidance is a programme of services to individual students provided by teachers and administrators, as well as by guidance specialists. According to them, these guidance services are based upon the following:

- the needs of each student and understanding of his immediate environment, peers, teachers, parents etc.; and
- the effects of these influences on the students and the unique features of each school.

Note on SAQ 3.2

The major goal or purpose of guidance is to facilitate the personal development of students. It is assumed that individuals who understand themselves and the world will become more effective, more productive and happier human beings. They will manage their lives better and become more purposeful about what they want to do.

Note on SAQ 3.3

Principle is a general truth or belief that is used as a base for reasoning or action, or for the development of further ideas. The basic principles of guidance therefore refer to fundamental truths or doctrines accepted by most authorities as characteristics of the guidance function. These principles establish the parameters or criteria within which guidance operates.

Study Session 4: The School Guidance Programme

Expected duration: 1 week or 2 contact hour

Introduction

The school guidance services may be defined as professional aid to individuals (usually students), singly or in groups in dealing with commonly recurring personal, educational and vocational needs and problems.

A school guidance programme or service consists of formalized actions which the school takes to make guidance services operational or feasible and available to students.

In this study session, you will be introduced to the components of guidance programme, as well as the services of guidance programme and the differences between Guidance and Counselling

Learning Outcomes for Study Session 4

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

- 4.1 Describe the Components of Guidance Programme
- 4.2 Explain Counselling Services with the Guidance Programme
- 4.3 Difference between Guidance and Counselling

4.1 Components of Guidance Programme

The six components or elements in a comprehensive guidance programme most frequently found in modern secondary schools include the following:

1. Appraisal
2. Information
3. Counseling
4. Orientation
5. Planning, placement and follow up
6. Referral

1. Appraisal

This component is designed to collect, analyze and use a variety of objective and subjective personal, psychological and social data about pupils to achieve better understanding of pupils as well as assist them to understand themselves. In other words, appraisal involves gathering, organizing and interpreting information or data about pupil for the purpose of helping the student to get the facts about himself.

When the pupil understands and knows his own strength and weakness he can make reasonable choice from different alternatives at his disposal. Information about the pupil is usually collected through interviews, psychological test results, cumulative records, written reports from parents and teachers and other means of identifying potentialities and interest.

The appraisal is usually concerned with academics, personal and social development of the pupils' planning and achievement of personal goals.

2. Information

The information services is designed to provide students with 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 plans in an increasingly complex society.

3. Counselling

This component is designed to facilitate self-understanding and self-development through dyadic (that is between the counsellor and counsellee) or small group relationships. The major focus of each relationship tends to be on personal development and decision-making based on self-understanding and knowledge of the environment.

4. Orientation

Orientation service consists of activities through which pupils are given assistance in making plans and adjustment to school and school programmes. The purpose of orientation is to help pupils feel emotionally secure and better adjusted in a new environment, especially during critical transition periods such as being new in a school or 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 know fellow students. It helps both the new and old students to understand better, their role and expectations in school. Thus, the new students get familiar with the school, its history, its tradition, its rules and policies and its vast opportunities. According to Napier, (1972), student orientation programmes have two basic purposes.

- They attempt to assist students in their effort to adapt to the demands of the school.
- They enable members of staff to become familiar with the individual student so that each may be given the type of academic and social experiences that are most helpful.

5. Planning, Placement and Follow-up

These are designed to enhance the development of students by helping them to select and utilize opportunities within the school and in labour market.

Placement service aids the student to be admitted into a school subject stream of his

choice, taking into consideration his ability, aptitude and interest to get into a job.

Follow-up (by teacher or counsellor) is designed to obtain regular progress reports on students' performance and how satisfied they are with their jobs. In the light of the feedback which the counsellor gets from those he advises, the school programmes may be re-assessed. This may lead to adopting new approaches in teaching and counselling.

6. Referral

The teacher or guidance counsellor should refer pupils to other personnel who can render invaluable service to them. He may refer pupils to the dentist, medical officer, the optician, the physiotherapist, the archaeologist, the clinical, child or school psychologist, the labour officer etc., according to each pupil's needs.

Consultation and evaluation are often regarded as elements of a guidance service. While the six components discussed above are provided directly to students; consultation and evaluation are not. The effects of these two are expected to trickle down to students through changes created in the behaviours of teachers, parents and others.

1. Consultation

Consulting component is designed to give technical assistance to teachers, administrators and parents to help them be more effective with students and to improve the school as an organization.

2. Evaluation

This component is very important in a guidance programme. It is designed to determine the effectiveness of the programme.

In-text Question

One of these is not among the six components of guidance programme

- A. Information
- B. Orientation
- C. Teaching
- D. Referral

In-text Answer

Teaching (C)

4.2 Counselling Services with the Guidance Programme

Having discussed at length the guidance programme, let us now examine what counselling means and counselling activities. This is important because the two terms; guidance and counselling, are closely knitted.

Counselling refers to a wide range of activities and procedures (including advice-giving, support in times of trouble or need, encouragement, information giving and test interpretation) designed to help individuals to solve their problems.

Counselling is a learning process in which individuals learn about themselves and their interpersonal relationships and adopt behaviours that advance their personal development. In another perspective, counselling denotes a professional relationship between a trained counsellor and a client (counselee).

This relationship is usually person-to-person, although it sometimes involves more than two people. Through counselling, the client is helped to clarify his life space and to reach self-determined goals through resolution of problems of an emotional or interpersonal nature.

Thomson and Poppe, (1972), see counselling as a person-to-person relationship in which one person (the counsellor) helps another (the counselee) 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 counsellor who attempts to assist the student (client or counselee) in becoming an independent person capable of resolving his conflict situations.

Conflict refers to any block or hindrance that the student is experiencing in his development. Areas of conflict could be with self, with others, lack of information about self and environment and lack of the knowledge and skill requisite to personal achievement. Counselling is therefore a process in which the counsellor assists the counselee to make interpretations of facts relating to a choice, plan or adjustment. This assistance may be in form of educational, vocational, social, personal, emotional, moral or even marital.

The three major counselling services in a school setting are:

- Educational Counselling
- Vocational Counselling
- Personal-Social Counselling.

Educational Counselling: Educational counselling helps to resolve problems of learning, study habits, teaching and education generally. It aims at assisting the student to make the most of his educational opportunities.

Vocational Counselling: This deals with problems of selecting, training for and adjustment to occupation. Vocational counselling aims at helping young people to become aware of their aptitudes, attainments, interest, dispositions and circumstances in the light of occupational opportunities and demands.

The ultimate aim of vocational counselling is to match the intellectual, educational and personality characteristics and to determine success in particular careers and jobs. Schertzer and Stone, (1976), point out that every occupation may demand for its workers' personality traits which are quite different from those demanded by another occupation.

Personal - Social Counselling: This aims at dealing with intrapersonal, social problems and problems of life adjustment with one's environment, parents, fellow students and teachers. Having known what counselling is, let us examine the difference between the two terms; guidance and counselling.

In-text Question

Which of the major helps to counselling services in a school setting helps to resolve learning problems

- A. Vocational Counselling
- B. Orientation Counselling
- C. Personal- social Counseling
- D. Educational Counseling

In-text answer

Educational Counseling

4.3 Difference between Guidance and Counselling

The actual difference between the two terms, guidance and counselling, has been a subject of debate, even among specialists. **Schertzer and Stone**, (1974), claim that attempts to differentiate between guidance and counselling 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. **Taylor**, (1971), also pointed out that there are a number of peculiar difficulties in defining guidance in order to distinguish it from counselling. The chief differences however, lie in the authority of the person doing the guidance.



Figure 4.1 Counselling session

Source: <http://www.worldwidelearn.com/online-education-guide/health-medical/counseling-major.htm>

The difference and similarities between guidance and counselling include the following:

1. Guidance is a broad term usually applied to a total school programme of activities and services aimed at assisting pupils to make and carry out adequate plans and to

achieve satisfactory adjustment in life.

Counselling, on the other hand, is usually viewed as one part of guidance services. It is subsumed by the general term, guidance, in that it is one service within guidance rather than a synonym. That is, counselling is not synonymous with or means the same thing as guidance.

2. Guidance activities are more directives in nature with the teacher or counsellor who is the leader taking a more active and directive role. The activities involve more of cognitive work like information giving, discussion and practical activities involving plans, choices, preparations for out-of-school activities, etc. The responsibility is with the teacher, counsellor or outside resource person used.

In guidance programme, the focus is on the topic. Counselling involves interaction between the client with a problem to be resolved and the counsellor. Counselling focuses on helping the client to cope with developmental tasks such as self-definition, independence and the like.

Attention is given to clarifying the client's assets, skills, strengths and personal resources in terms of role development, counselling is not teaching oriented. The focus is on the client.

3. Guidance is a systematic way of collecting information about individuals and groups by means of objective standardized tests. Such information is partly for use by the school and staff in their attempts to classify and grade individuals.

Thus, classifying, grading, advising, recommending, persuading and suggesting are the overall characteristics of decision-making in the guidance field.

Counselling on the other hand, is a professional activity which makes for good communication between people. It is a relationship between two people where one person (the client) is aware of a problem and of the need to total it over with another (the counsellor).

4. Guidance and counselling are two sides of the same coin. The aim is to give every individual student an opportunity for a useful and happy life. Guidance helps the student to answer the question "who am I?" Counselling helps him to answer the question "what am I suited for?"

Summary of Study Session 4

In this study session, you have learnt that:

1. The school guidance programme consists of several components. These are:
 - appraisal, which involves collecting and analyzing data about pupils;
 - information, designed to provide students with greater knowledge of educational,

- vocational and personal-social opportunities;
 - counselling, designed to facilitate self-understanding and self-development of pupils;
 - orientation, consists of activities through which pupils are given assistance in making plan adjustments to school and school programme;
 - planning, placement and follow up; while placement aids the student to be admitted into a school or subject stream of his choice, follow-up is designed to obtain regular progress reports on students' performance;
4. Differences between guidance and counselling

Self-Assessment Question for Study Session 4

Having studied this session, you can now assess how well you have learnt its learning outcomes by answering the following questions. It is advised that you answer the questions thoroughly and discuss your answers with your tutor in the next Study Support Meeting. Also, brief answers to the Self-Assessment Questions are provided at the end of this module as a guide.

SAQ 4.1 (Test of learning outcome 4.1)

Describe the Components of Guidance Programme

SAQ 4.2 (Test of learning outcome 4.2)

Explain Counselling Services with the Guidance Programme

SAQ 4.3 (Test of learning outcome 4.3)

Difference between Guidance and Counselling

Notes on Study Session 4

Note on SAQ 4.1

The school guidance programme consists of several components. These are:

- **Appraisal**, which involves collecting and analyzing data about pupils;
- **Information**, designed to provide students with greater knowledge of educational, vocational and personal-social opportunities;
- **Counselling**, designed to facilitate self-understanding and self-development of pupils;
- **Orientation**, consists of activities through which pupils are given assistance in making plan adjustments to school and school programme;
- **Planning**, placement and follow up; while placement aids the student to be admitted into a school or subject stream of his choice, follow-up is designed to obtain regular progress reports on students' performance;

- **Referral**

The teacher or guidance counsellor should refer pupils to other personnel who can render invaluable service to them. He may refer pupils to the dentist, medical officer, the optician, the physiotherapist, the archaeologist, the clinical, child or school psychologist, the labour officer etc., according to each pupil's needs.

Note on SAQ 4.2

Definition: Counselling refers to a wide range of activities and procedures (including

advice-giving, support in times of trouble or need, encouragement, information giving and test interpretation) designed to help individuals to solve their problems.

Counselling is a learning process in which individuals learn about themselves and their interpersonal relationships and adopt behaviours that advance their personal development. In another perspective, counselling denotes a professional relationship between a trained counsellor and a client (counselee).

This relationship is usually person-to-person, although it sometimes involves more than two people. Through counselling, the client is helped to clarify his life space and to reach self-determined goals through resolution of problems of an emotional or interpersonal nature.

Note on SAQ 4.3

The difference and similarities between guidance and counselling include the following:

1. Guidance is a broad term usually applied to a total school programme of activities and services aimed at assisting pupils to make and carry out adequate plans and to achieve satisfactory adjustment in life.

Counselling, on the other hand, is usually viewed as one part of guidance services. It is subsumed by the general term, guidance, in that it is one service within guidance rather than a synonym. That is, counselling is not synonymous with or means the same thing as guidance.

2. Guidance activities are more directives in nature with the teacher or counsellor who is the leader taking a more active and directive role. The activities involve more of cognitive work like information giving, discussion and practical activities involving plans, choices, preparations for out-of-school activities, etc. The responsibility is with the teacher, counsellor or outside resource person used.

In guidance programme, the focus is on the topic. Counselling involves interaction between the client with a problem to be resolved and the counsellor. Counselling focuses on helping the client to cope with developmental tasks such as self-definition, independence and the like. Attention is given to clarifying the client's assets, skills, strengths and personal resources in terms of role development, counselling is not teaching oriented. The focus is on the client.

Study Session 5: Group Guidance

Expected duration: 1 week or 2 contact hour

Introduction

In the previous session, you have learned the school guidance programme. In this study session you will be introduced to Group Guidance which is a service made available by guidance personnel to a large or small groups of people to solve their common problem

In this study session, you will also be introduced to purpose of group guidance, situations where group guidance could be most effective, techniques employed by guidance and the differences between group and individual guidance.

Learning Outcomes for study session 5

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

- 5.1 Define Group Guidance
- 5.2 Explain the purpose of group guidance
- 5.3 Identify various situations for which group guidance is appropriate
- 5.4 Explain the techniques of group guidance
- 5.5 Analyse the differences between group and individual guidance

5.1 Definition of Group Guidance

The term, group guidance, is most often used to refer to any part of a guidance programme which is conducted with groups of students rather than between an individual pupil and the counsellor. It is a group enterprise or activity assisting individuals in the group to solve their problem.

However, for the purpose of guidance, group is characterized by the interaction of its members in such a way that each unit (individual) is changed by its group membership.

Therefore, in group guidance:

- there is interaction which produces changes in each individual;
- members share common goal;
- members are present on their own consent and volition; and
- there is a capacity for self-direction.



Figure 5.1 Group guidance

Source <http://work.chron.com/objectives-group-guidance-2682.html>

Lifton, (1954), places the emphasis in group guidance on the imparting of information to students. On the other hand, Caldwell, (1960), states that group guidance activities are directed, to a large degree, to creating an appropriate setting for subsequent counselling and other teacher-relationship with individual students.

5.2 Purposes of group guidance

Let us now discuss the various purposes of group guidance.

1. Group guidance is designed to provide learning opportunities because learning is essential for self-direction with respect to educational, vocational and personal-social aspects of life through:
 - assistance in orientation in new school situations and in the best use of school opportunities;
 - group study of problems of interpersonal relationships and assistance in choice of group experiences in the school life that may modify both individual and group behaviour in socially acceptable ways;
 - group study of problems of growing up, establishing adult adjustment and applying mental hygiene in living;
 - group study and application of sound methods of self appraisal of attitudes, interests, abilities, personality, character trends, traits and personal-social adjustment;
 - group study and application of efficient methods in learning;
 - group study of occupational life and problems of occupational adjustment and process.
 - assistance through groups in learning how to project suitable, long-range educational plans; and
 - assistance in the development of discerning standards of value for making choices of experiences in various areas of living and the developing of a growing philosophy of life.

2. The second purpose of group guidance is to provide opportunity for the therapeutic effects of group procedures. This is achieved through:
 - the perspectives gained from the study of common human problems;
 - the release of emotional tensions, increased insight into personality dynamics and creative redirection of energy through study of these common human problems in a permissive atmosphere.
3. The third purpose of group guidance is to achieve some of the objectives of guidance more economically and some more effectively, than would be possible in a completely individualized approach.
4. The final purpose of group guidance is to implement individual counselling and render it more effective through background study of common aspects of problems and the reduction or elimination of many emotional barriers to the discussion of unique aspects of common human problems.

5.3 Situations for Which Group Guidance is Appropriate

The situations where group guidance could be most effective include the following:

1. Where only a minimum amount of educational and vocational guidance is required, for example, providing guide to a certain area of occupational information, a description of different university courses or a comparison of what different forms of higher education have to offer.
2. Presenting occupational information in a structured, classified manner and developing the idea of job families.
3. Discussion of a single job in detail, emphasizing the psycho-social as well as the economic aspects of the job.
4. Discussion of broad problems of adjustment to work and society.
5. Discussion of occupational visits, work - experience schemes and other guidance techniques exercised outside of the classroom.
6. To utilize the many techniques possible inside the classroom to assist in the development of the self-concept, realistic occupational concepts, occupational self-concepts and extra-occupational concepts.
7. For an introduction to the career course, explaining the aims, the help provided by the school and career service and to explain what is expected from the students.

5.4 Techniques of Group Guidance

Various methods could be used inside and outside the classroom in conducting group guidance activities. Some of these are:

1. group discussion: It may involve small or large groups and the topic of discussion varies according to the students' needs;
2. use of guest speakers: Guest speakers (usually professionals in different fields of occupation) are often invited to talk to students on various occupations, the nature of occupation, academic requirements for the occupations, institutions that offer courses that prepare and train one for the occupation, occupational hazards of the particular occupation and job opportunities of such occupation in the society;

3. presentation of information on occupation and education by the teacher, school counsellor or career master
4. occupational visits (excursion): This involves arranging and visiting factories, firms, universities, companies, etc by students with the counsellor or career master for the sake of gathering information on work environment and first-hand experience on the nature of jobs in the areas visited
5. use of audio-visual aids, such as television, radio, newspapers, bulletin boards etc.
6. use of career convention - this is similar to excursion
7. use of various self-assessment exercises

In Text Question

One of the techniques or method for group guidance is _____

- (a) group discussion
- (b) Information
- (c) Appraisal
- (d) Strategy

In Text Answer

The answer is (a) Group discussion

5.4.1 Group versus Individual Guidance

There are some similarities and differences between group and individual guidance and counselling. The similarities and differences are briefly summarized below.

5.4.2 Similarities

1. The overall objective of group and individual guidance and counselling are frequently quite similar. Both seek to help the student or counsellee to gain some information, achieve self-direction, integration and self-responsibility. In either approaches, students or counsellees are helped towards self -acceptance and understanding of their motivations.
2. In both group and individual guidance, an accepting and permissive climate must be maintained if the participants are to experience less need for maintaining their defenses.

In both, individuals feel free to examine their feelings and experiences because respect has been accorded to them. Both approaches strive to engender to induce confidence in the student's ability to be responsible for the choices that he himself makes.

3. In both approaches, the counsellor's techniques are important, clarification of feelings, reflection of feelings; restatements of content, structuring, acceptance and so on are appropriately used in both situations. In both approaches, the counsellor's skills are used to draw out students or counsellees so that they are aware of their feelings and attitudes and can examine and clarify them.

4. The recipients of group and individual guidance are students experiencing normal developmental problems. Both approaches deal with the common needs, interests, concerns and experiences of the generality of students.

5.4.3 Differences

1. The group situation provides immediate opportunities to try out ways of relating to individuals and is an excellent way of providing the experience of intimacy with others. The physical proximity of the members to each other brings emotional satisfactions.

A student or counselee may get his peers' reactions and suggestions concerning alternative ways of behaving with others. Immediate firsthand opportunity is present to test others' perceptions of oneself in relation to others. In group guidance, the members interact with each other. The more stable and cohesive the group, the more the members tend to assist each other.

The cooperative sharing of relationship that is established facilitates giving as well as receiving. A group relationship helps the members to feel closer to others and to understand and accept them.

The interaction nurtures members and facilitates mutual expression of feelings and interpretation of meanings. Group interactions also influence each member's behaviour.

2. The counsellor's or teacher's task is more complicated in group guidance. Large guidance groups are difficult to lead. The counsellor must recognize the interplay of relationship among the members and strive to keep all the members interested and active.

5.5 Limitations of Group Guidance

The following are some of the major limitations of group guidance

1. Group members may be difficult to manage and lead especially when it involves a large group such as a group in a career talk or occupational visits (excursion). Some of the members may become passive thus, not contributing to the group activities.
2. Some students may be too shy, tense or nervous to bring up certain personal problems in a group situation.
3. 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.
4. The group problems may not be relevant to the problems of individual group members.
5. The counsellor may have a greater task of establishing rapport and convincing the group members of the seriousness of the task.

6. There are students who are so aggressive that they would dominate the whole group discussion and counsellor's attention, thus constituting a threat to other group members.

Summary of Study Session 5

In this study session, you have learnt that:

1. Group guidance refers to any part of guidance programme which is conducted with groups of students and a counsellor. The purpose and objective of group guidance are quite frequently similar to those of individual guidance; the difference being that group provides broad learning opportunities for its members and the objectives of guidance are achieved more economically through group.

2. Group guidance is designed to provide learning opportunities because learning is essential for self-direction with respect to educational, vocational and personal-social aspects of life through:

- assistance in orientation in new school situations and in the best use of school opportunities;
- group study of problems of interpersonal relationships and assistance in choice of group experiences in the school life that may modify both individual and group behaviour in socially acceptable ways.

3. The Various methods that could be used inside and outside the classroom in conducting group guidance activities are:

- group discussion: It may involve small or large groups and the topic of discussion varies according to the students' needs;
- use of guest speakers: Guest speakers (usually professionals in different fields of occupation) are often invited to talk to students on various occupations, the nature of occupation, academic requirements.

Self-Assessment Question for study session 5

Having studied this session, you can now assess how well you have learnt its learning outcomes by answering the following questions. It is advised that you answer the questions thoroughly and discuss your answers with your tutor in the next Study Support Meeting. Also, brief answers to the Self-Assessment Questions are provided at the end of this module as a guide.

SAQ 5.1 (Test of learning outcome 5.1)

Define group Guidance

SAQ 5.2 (Test of learning outcome 5.2)

Explain the purpose of group guidance

SAQ 5.3 (Test of learning outcome 5.3)

Identify various situations for which group guidance is appropriate

SAQ 5.4 (Test of learning outcome 5.4)

Explain the techniques of group guidance

SAQ 5.5 (Test of learning outcome 5.5)

Analyse the differences between group and individual guidance

Notes on study session 5

Note on SAQ 5.1

The term, group guidance, is most often used to refer to any part of a guidance programme which is conducted with groups of students rather than between an individual pupil and the counsellor. We have already given various definitions of group in study session two. you can refer to lecture two to refresh your memory on the nature of groups

Note on SAQ 5.2

1. Group guidance is designed to provide learning opportunities because learning is essential for self-direction with respect to educational, vocational and personal-social aspects of life through:

- assistance in orientation in new school situations and in the best use of school opportunities;
- group study of problems of interpersonal relationships and assistance in choice of group experiences in the school life that may modify both individual and group behaviour in socially acceptable ways.

2. The second purpose of group guidance is to provide opportunity for the therapeutic effects of group procedures. This is achieved through:

- the perspectives gained from the study of common human problems;
- the release of emotional tensions, increased insight into personality dynamics and creative redirection of energy through study of these common human problems in a permissive atmosphere.

Note on SAQ 5.3

The situations where group guidance could be most effective include the following:

- Where only a minimum amount of educational and vocational guidance is required, for example, providing guide to a certain area of occupational information, a description of different university courses or a comparison of what different forms of higher education have to offer.
- Presenting occupational information in a structured, classified manner and developing the idea of job families.
- Discussion of a single job in detail, emphasizing the psycho-social as well as the economic aspects of the job.
- Discussion of broad problems of adjustment to work and society.

Note on SAQ 5.4

Various methods could be used inside and outside the classroom in conducting group guidance activities. Some of these are:

1. group discussion: It may involve small or large groups and the topic of discussion varies according to the students' needs;
2. use of guest speakers: Guest speakers (usually professionals in different fields of occupation) are often invited to talk to students on various occupations, the nature of occupation, academic requirements for the occupations, institutions that offer courses that prepare and train one for the occupation, occupational hazards of the particular occupation and job opportunities of such occupation in the society;
3. presentation of information on occupation and education by the teacher, school counsellor or career master.

Note on SAQ 5.5

The group situation provides immediate opportunities to tryout ways of relating to individuals and is an excellent way of providing the experience of intimacy with others. The physical proximity of the members to each other brings emotional satisfactions.

A student or counselee may get his peers' reactions and suggestions concerning alternative ways of behaving with others. Immediate firsthand opportunity is present to test others' perceptions of oneself in relation to others. In group guidance, the members interact with each other. The more stable and cohesive the group, the more the members tend to assist each other.

The cooperative sharing of relationship that is established facilitates giving as well as receiving. A group relationship helps the members to feel closer to others and to understand and accept them. The interaction nurtures members and facilitates mutual expression of feelings and interpretation of meanings. Group interactions also influence each member's behaviour.

Study Session 6: Types and Models of Groups in Guidance Programme

Expected duration: 1 week or 2 contact hour

Introduction

There are many models of groups in a guidance programme and they are classified from a variety of viewpoints such as, the nature of the problem to be tackled; the nature of social interaction; the range of group interests; the task to be performed.

In this study session, you will examine different models of groups in a guidance programme,

Learning Outcomes for study session 6

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

6.1 Explain the Models of Groups in a Guidance Programme.

6.1 Models of Groups in a Guidance Programme.

Some of the group models include the following:

1. Guidance Groups
2. Counselling groups
3. Encounter Groups
4. Marathon groups
5. Psychodrama Group
6. Sensitivity Training Groups
7. Laboratory Training
8. Task Group
9. Confrontation Group or Attack Group
10. Case-Centered Group
11. Classroom Meetings
12. Feeling Classes Group

1. **Guidance Groups:** Guidance group refers to any part of a guidance programme that is conducted with groups or students rather than with an individual pupil. Guidance groups are organized to prevent problems, that is, they are preventive in nature.

The group members are most directly concerned with acquiring information, becoming oriented to new problems, planning and implementing student activities and collecting data for educational and occupational decisions. The basic purpose of guidance groups is to

provide information and data on educational, vocational, personal-social matters which are not systematically taught in academic courses, thereby facilitating decision-making and behaviour.

The typical setting for guidance group is a classroom with about twenty to twenty-five pupils. The leadership can be provided by a teacher who makes use of a variety of instructional media and who determines the direction of the group and plans content. The duration of the group is pre-determined by the nature of material to be discussed.

2. Counselling Groups: Counselling group involves a situation where one counsellor is involved in a relationship with a number of clients at the same time. Counselling groups involve a dynamic interpersonal process focusing on conscious thought and behaviour and involving minimal personality reorganization.

Members of this group are basically 'normal' individuals with varying concerns. Leadership is provided by a counselor or therapist with extensive training in group procedures. Counselling group can be both remedial and preventive and usually contains six to eight members. The predominant difference between group guidance and group counselling is in the number of clients served. Group counselling usually involves smaller members.

3. Encounter Groups: Encounter groups emphasize personal growth and development of interpersonal communications and relationship through:

- expanding awareness;
- exploration of intrapsychic and interpersonal issues;
- release of dysfunctional inhibitions and
- exploration of feelings.

The method used is mainly a verbal expression of feelings and perception. Other methods may also include relation, sensory awareness exercises, yoga, psychodrama and fantasy games.

4. Marathon Groups: Marathon groups meet for several continuous hours in saturation session which may last from fourteen to forty-eight hours. Members must remain in the group at all times. Routine therapeutic procedures, techniques or games are usually eliminated and more attention focused upon the massing of immediate feelings and tensions which accumulates the longer the group is in session.

Meeting for several continuous hours in saturation sessions provide members opportunities to explore:

- their views of themselves and others;
- their relationship with significant others;
- typical ways of reacting to threat, disagreement and prejudice.

It is assumed that the uninterrupted process lowers the individual's defense mechanism and enables him to interact truthfully, authentically and transparently. By confronting and challenging, yet accepting each other, members strive to develop open, authentic, self-responsible behaviour. Marathon groups usually consist of twelve members.

5. **Psychodrama Group:** The psycho-dramatic group is one which members act out each other's problems in various ways in order to clarify, delineate and understand particular internal or external role conflicts. Group members engage in role playing or psycho-dramatic exercises so that members can act out feared emotions or blocked behaviours. Group members can sometimes benefit by watching another group member act out a feeling of anger or depression. It usually consists of five to fifteen members.

6. **Sensitivity Training Groups:** This is a generic term that originally referred to the small-group training conducted by the National Training Laboratories (NTL). Primary focus is on members' intrapersonal and interpersonal behaviours. Attention is paid to group roles and processes only as these illuminate personal dynamic. Outcomes include clarifications of life values, increased sensitivity to and acceptance of self and others and overall improvement in personal adequacy. Sensitivity training currently is used as a term that subsumes all small-group training approaches.

7. **Laboratory Training:** Refers to an educational method emphasizing experience-based learning activities. facilitate behavioural changes and to improve and enhance interpersonal relationship skill through interacting with others. Leadership training may be involved. T-groups may also focus on intra-group conflicts.

Members are self-directed to learn group skills. Attention is usually focused on self-disclosure and feed back here-and-now interaction patterns and behavioural styles of members. The leader determines the direction of group according to perceived members' needs. Membership ranges between eight and twelve.

The term sensitivity training is sometimes applied to variations of T-groups. Other terms associated with T-groups are truth laboratories, personal growth groups, human potential groups, self awareness groups, encounter group, confrontation groups and marathon groups.

8. **Task Group:** This group is established to solve an assigned problem or to examine a question or problem and make recommendations or take action. Leadership may be brought in from outside or elected from within the group. Length of session and size of group will depend on the task to be completed. Task group is normally given a time limit to complete its assigned task.

9. **Confrontation Group or Attack Group:** This group involves a brief intense encounter involving straightforward statements and attacks by participants with serious

emotional intensity. This group is usually employed in interracial rap sessions or encounters.



Figure 6.1: Confrontational Group

Source <http://all-len-all.com/invoking-radical-spirit-racial-justice-movement-aims-to-reclaimmlk/>

10. Case-Centered Group: This is a group where members take turns in presenting individual concerns or problems for the group's feedback, support and help.

11. Classroom Meetings: Example of this is the discussion groups that take place in schools for humanizing and improving education. There are three types of classroom meetings:

- Open-ended meeting
- Social problem-solving meetings
- Educational diagnostic meetings

12. Feeling Classes Group: This kind of group facilitates the effective development of students. Students learn how to express different kinds of feelings in a way that is not harmful to themselves and others.

Other models of groups include therapy groups, human resource groups, common-problems group, transactional group and so on.

In Text Question

_____group is established to solve an assigned problem or to examine a question or problem and make recommendations or take action

- (a) Sensitivity Group
- (b) Attack group
- (c) Case centred group
- (d) Task group

In Text Answer

The answer is (D) Task Group

Summary of Study Session 6

In this study session, you have learnt the :

1. Types of group models in a guidance programme and other helping professions. These groups include guidance, counselling, encounter, marathon, psychodrama, sensitivity training groups and so on.
2. They vary according to the nature of problem of concern, nature of special interaction, range of group interest and the task to be performed.

Self-Assessment Question for study session 6

Having studied this session, you can now assess how well you have learnt its learning outcomes by answering the following questions. It is advised that you answer the questions thoroughly and discuss your answers with your tutor in the next Study Support Meeting. Also, brief answers to the Self-Assessment Questions are provided at the end of this module as a guide.

SAQ 6.1 (Test of learning outcome 6.1)

Explain the Models of Groups in a Guidance Programme.

Note on SAQ 6.1

Models of Groups in a Guidance Programme.

Some of the group models include the following:

1. **Guidance Groups:** Guidance group refers to any part of a guidance programme that is conducted with groups or students rather than with an individual pupil. Guidance groups are organized to prevent problems, that is, they are preventive in nature.

The group members are most directly concerned with acquiring information, becoming oriented to new problems, planning and implementing student activities and collecting data for educational and occupational decisions. The basic purpose of guidance groups is to provide information and data on educational, vocational, personal-social matters which are not systematically taught in academic courses, thereby facilitating decision-making and behaviour. The typical setting for guidance group is a classroom with about twenty to twenty-five pupils. The leadership can be provided by a teacher who makes use of a variety of instructional media and who determines the direction of the group and plans content. The duration of the group is pre-determined by the nature of material to be discussed.

2. **Counselling Groups:** Counselling group involves a situation where one counsellor is involved in a relationship with a number of clients at the same time. Counselling groups involve a dynamic interpersonal process focusing on conscious thought and behaviour and involving minimal personality reorganization. Members of this group are basically 'normal' individuals with varying concerns. Leadership is provided by a counselor or therapist with extensive training in group procedures. Counselling group can be both remedial and preventive and usually contains six to eight members. The predominant

difference between group guidance and group counselling is in the number of clients served. Group counselling usually involves smaller members.

3. **Encounter Groups:** Encounter groups emphasize personal growth and development of interpersonal communications and relationship through:

- expanding awareness;
- exploration of intrapsychic and interpersonal issues;
- release of dysfunctional inhibitions and
- exploration of feelings.

Study Session 7: Analysis of Group Patterns in Schools and Social Systems

Expected duration: 1 week or 2 contact hour

Introduction

Apart from the models of groups in a guidance programme and other helping professions discussed in study session six, other groups abound both in schools and other social systems that serve various purposes for the individuals who form them. Let us now start with the groups in school system.

Learning Outcomes for study session 7

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

- 7.1 Identify different patterns of important groups in school and social systems
- 7.2 Describe Patterns of Groups in Social System

7.1 Patterns of Groups in School System

There are different kinds of groups in a school system. These groups can either be academically, politically, religiously or socially oriented.

7.1.1 Academically Oriented Groups in School System

1. **Discussion Group:** This occurs where a number of students meet at specified time to discuss academic matters. The purpose of group discussion is always related to education and academics. Group discussion seeks to promote intellectual and emotional growth. Group discussion is popular in schools. It is a very special method which makes use of concepts of dynamic group behaviour and insights derived from group psychotherapy and group counselling, which shares part of their aims and methods.

Group discussion might also contribute to the personality growth of so-called normal individual as it has been found to be useful in the reintegration and rehabilitation of the maladjusted.

2. **Classroom Meetings:** This is designed for humanizing and improving education. This may be divided into open-ended meeting; social-problem solving; educational and diagnostic meetings.

3. **Feeling Classes:** This group is designed to facilitate the effective development of students. Here, students learn to express different kinds of feelings in a way that is not harmful to themselves or others.

4. **Guidance Groups:** also obtains in school systems. Refer to the previous study sessionss
5. **Counselling Groups:** also available in school system.
6. **Literary and Debating Society:** This is another important group in school system which is mostly organized once in a week or every fortnight for a specified time. Students are organized in large or sub-groups whereby they are made to listen to contributions of individual chosen debaters.

This group serves for educational purposes. It has the capacity to train the participants in acquiring verbal skills. Also, individual participants learn the art of addressing a large audience on a given topic in a competitive fashion.

7. **Project Task-Centered Group:** This group involves dividing students into a sizeable group to carry out an assignment through collaborative efforts of the members. Examples of such assignments include writing a comprehensive report, project and term paper on a specific educational topic. This promotes group feelings, sense of belonging and learning experiences derived from members of the group.

8. **Buzz Group:** In this group, members of a class are divided into groups of four to six students. All groups simultaneously discuss the same question or topic, one different aspect of it for about 20 minutes. Afterwards, the group spokesman reports the groups' conclusions to the whole class. This increases students' participation in class and promotes learning.

In Text Question

_____ involves dividing students into a sizeable group to carry out an assignment through collaborative efforts of the members

- (a) Sensitivity Group
- (b) Attack group
- (c) Case centred group
- (d) Project Task-Centered Group

In Text Answer

The answer is (D) Project Task-Centered Group

7.1.2 Socially-Oriented Groups in School System

1. **Dramatic Society:** This is made up of students who are endowed with the art of drama. In most cases, a teacher leads such a group in school. Plays are staged on any title or phenomenon in the society, usually having a universal implication or resourceful relevance to the spectators. Dramatic society is both entertaining and educative in nature.

2. **Jaycee International Club:** This club aims at developing the society to which they

belong. It makes provision for leadership training for youths. They organize social functions which increase sense of belonging and awareness and which provides avenue for socialization.

Other clubs include Toastmasters, Sigma, Palm Wine Drinkers and Pirate (which is considered by non-members as a cult). These clubs are found in higher institutions of learning. They all provide one form of socialization or the other. Club members share common belief and derive sense of group feeling and belongingness from their respective clubs.

Red Cross Society, Boys' Scout, Girls' Guide and Boys'/Girls' Brigades are examples of groups mostly found in primary and secondary schools. They are both socially and helpfully oriented. They are voluntary and formal groups which maintain orderliness in the society.

7.1.3 Religious Oriented Groups in Schools

They aim at promoting one religion or the other among the student populace. Their main aim is to uphold moral sanctions and spiritual growth. Examples of religious groups include:

1. Christian Fellowship of different kinds
2. Scripture Union
3. Young Christian Association of Nigeria.

All these are groups of students who practice Christianity. They examine the word of God in the Bible and teach members the salient lesson from the Holy Book, all in an attempt to influence and regulate their behaviours in the society.

4. Hamadiya Group
5. Muslim Students' Association of Nigeria.
6. Jama'atu Nasir Islamic Association.

The above groups are formed among Muslim students in schools to promote Islamic religion. In such groups, the tenet and Hadith of Islam as outlined in the Quran is observed.

7.1.4 Politically Oriented Groups in the School

Prominent among these is the students' union and other students' movements that seek to protect and maintain the interest and rights of students in schools.

7.2 Patterns of Groups in Social System

Different groups abound in the society that they are too numerous to count. Groups in the society can be socially, philanthropically, politically, religiously, professionally or business oriented. Some examples of group patterns in the society include the following:

1. **Philanthropic Clubs:** Examples of philanthropic clubs are:

- **Rotary Club:** Mainly, this group comprises the elites of the society. It is a philanthropic organization and aims at developing the society and doing charity works. Their activities include awarding scholarship to brilliant students in the society, provision of social amenities and employment opportunities among others, to members of the society.
- **Lions Club:** This is also philanthropically oriented. Like Rotary club, it does charity works. Lions Club is an international association with subgroups divided into districts to carry its good-will message or objectives to the grass root. All the clubs enjoy social interaction and sense of belonging and group feelings.

2. **Political Parties:** In democratic society, people organize political parties to ensure political recruitment during election. Members who belong to the same political party share the same ideologies of improving the society in one way or the other. Examples of political parties in Nigeria include

Nigerian People's Party (NPP), National Party of Nigeria (NPN), Unity Party of Nigeria (UPN), Great Nigeria People's Party (GNPP) and People's Redemption Party (PRP). These were political parties of the second republic which are no more available.

3. **Pressure Groups/Trade Union:** These types of groups have no interest in becoming the government of the day but are solely organized to influence government activities in order to benefit the entire society. They are sometimes selfish in their demands and are therefore sectional.

4. **Occultic Groups:** An example of occult group is Ogboni Confraternity. This group is usually regarded as a secret cult in the society. Members enrich their knowledge, control their destinies and achieve overall self-development as a result of experience in group membership. Members consist of people from diverse occupation, social and economic status in the society.

5. **The-Business Groups:** These include professional as well as occupational associations. Members consist of people from the same professional or business line as the case may be. Coming under one umbrella to pursue a common goal and protect their interests from external intervention and pressures.

Nigerian Medical Association (NMA), National Union of Teachers (NUT), are examples of professional groups. Business groups include cooperative bodies and holdings, progressive unions and so on.

6. **Religious Groups:** Like in the school system, there are various religious groups in the society. Examples include:

- *Christian Associations of Nigeria:* This consists of Christians from various denominations in the country. They are organized from various denominations in

the country. They are organized to propagate and protect Christian faith, doctrines and interests.

- *Islamic Association of Nigeria*: This group is mainly made up of Muslims whose aim is to foster the growth of Islamic religion among members and non-members.

7. Alumni Associations: These types of associations consist of old students of a certain school which can be secondary schools (old boys'/girls' association) or higher institutions. These people (old students), after graduating from their respective institutions, always come together to develop their alma-mater financially, academically or otherwise.

The above groups discussed are just few examples of groups in the society. Like I said earlier in this lecture, the group in the society are too numerous to be exhausted in this lecture. As a matter of fact, there are more groups in the society than individuals who form them. This is because an individual can belong to more than one group at a time.

The important thing to note is that individuals with similar concerns tend to affiliate with each other and become a group. As a group, they state their purposes by differentiating out of the community and culture as a whole, certain objects which best represent their concerns.

For example, the fraternal organizations, social clubs, professional or business groups, action groups and others, pick out certain objectives which imply communion and interaction within the group and the objects, points, views, topics, etc., to be investigated and the means to be employed and the bases for belonging. Also in the same manner, the individual's behaviour through which the group culture is maintained is improved.

It is of interest to note that whatever changes that occur within the community come about through the changes within and between groups. Thus, we can say that the function of a group in the community can be defined in terms of the need arising from individual community interactions and that the favour of its subculture depends upon these concerns.

The culture and societal customs or standards are transmitted through group activities. In effect, groups shape the personality and control a member's behaviour in many ways.

Summary of Study Session 7

In this study session, you have learnt that:

1. There are different kinds of groups in a school system. These groups can either be academically, politically, religiously or socially oriented.
2. Different groups abound in the society that they are too numerous to count. Groups in the society can be socially, philanthropically, politically, religiously, professionally or business oriented. Some examples of group patterns in the society include the following:

Self-Assessment Question for study session 7

Having studied this session, you can now assess how well you have learnt its learning outcomes by answering the following questions. It is advised that you answer the questions thoroughly and discuss your answers with your tutor in the next Study Support Meeting. Also, brief answers to the Self-Assessment Questions are provided at the end of this module as a guide.

SAQ 7.1 (Test of learning outcome 7.1)

Highlight on Patterns of Groups in School System

SAQ 7.2 (Test of learning outcome 7.2)

Explain the following

- Philanthropic Clubs
- Political Parties
- Pressure Groups/Trade Union
- Occultic Groups

Study Session 8: The Group Situation (Part I)

Expected duration: 1 week or 2 contact hour

Introduction

Group Situation is divided into three (3) study session. This study session will introduce you to group situation (Part I). This will involve discussions on the group process, general purposes of groups and advantages and how to apply some group processes in group situations.

Learning Outcomes for study session 8

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

- 8.1 Explain the meaning of group process.
- 8.2 Describe the important processes employed in group situations;
- 8.3 Apply some group processes in group situations

8.1 Group Process

What does group process mean? How can you define the group process? In a group situation like this, certain actions and activities are carried out by the group members. There is also some type of interactions among the members at any point in time in all group situations. These actions, activities and interaction; within the group and its members are referred to as group processes.

Group process therefore, refers to series of actions and interactions used by a group to develop and maintain its effect upon individuals who compose the group. It involves the way the group functions and structures its identity. It is simply how the members act and interact among themselves.

Hopkins, (1954), defines group as "the very way people work together to release psychological climate, group morale, cooperation; through which each discovers and develops his inner capacities, realizes better the nature of his self and learns how to create this emergent quality in all life situations".

He pointed out that in social behaviour; the movement is largely from individual to individual; whereas in group behaviour there is a tangible qualitative interdependence of each upon others which operates in three ways:

- Individual to individual (member to member)
- Individual to whole (member to group)
- Whole to individual (group to member)

The three important group processes are group discussion, role-playing and prescribed games.

Group Discussion

Group discussion has been found to be an invaluable tool for group's decision-making and learning. It is a training method and also a technique for therapy and research. Through group discussion, members express their opinions, ideas and views on a particular topic or problem and draw conclusion from numerous ideas raised as regards how to solve the problem at hand. It entails active participation and contribution of group members.

Members' point of view may, at times, be conflicting or antagonistic to others' opinion, but in most cases, the differences are resolved and the group arrives at a conclusion and makes decisions from numerous views raised.

In Text Question

The three important group processes are _____, _____ and _____

- (a) Group discussion, role-playing and prescribed games.
- (b) Group discussion, brainstorming and prescribed games.
- (c) Case centred group, group discussion and role-playing.
- (d) Project Task-Centered, role-playing and prescribed games.

In Text Answer

The answer is (A) Project Task-Centered Group

8.2 Processes Employed In Group

Processes employed in group has several components which are discussed below:

1. **Purpose:** Purpose is one essential component of discussion process. Discussion is not an end in itself. It is a means to some group goals which individuals cannot achieve alone. Thus, the purposes of discussion process include:

- to solve a problem;
- to aid in learning; and
- to secure commitment to later action

Depending on circumstances before discussion, its purpose may be predetermined or emergent.

2. **Content:** Every discussion starts with a varying quantity and quality of meaningful content. The content can be reliable facts and considered opinions which are related to the discussion purpose. This content is brought to the discussion by the group members. In every instance, the facts and opinions which each individual brings with him are set in the perceptual field (one's point of view) of that individual.

3. **Thought Pattern:** Facts and opinions are not enough; they must be dealt with in a way which will contribute to the purpose. Discussion is a process of reflective thinking, thus, its success depends on the way a topic is developed. The topic should be developed into a systematic pattern as follows:

- location and definition of the problem;
- generation and consideration of possible solutions to the problem; and
- selection of preferred solutions

Obviously, the quality of group thinking is determined by the members' skills in inquiry. Some persons are objective, thorough, logical and have the ability to suspend judgment. On the other hand, others are at opposite pole. Thus, the thought pattern, as it implies both to individuals and the group can be systematic or unsystematic

4. **The Group:** The fourth component of discussion is the group in which the discussion occurs. This may be a small, face-to-face, informal group, or a large, more formal, co-acting group. The pre-discussion characteristics of any group are structure and its external system. Some discussion groups meet only once. In this case, there is little prior structure, or differentiations among the members and their relationships, which, together determine the flow of information, the flow of work and power relationships. When a group has stability (that is, has Continued over time) some hierarchical structure may have developed.

5. **Leadership:** In group discussion, there may be:

- a single leader (moderator, chairman, teacher, counsellor, president, etc) who is named in advance;
- or, leadership is shared among several members who know their responsibilities in advance. This means that leadership may be designated or latent. If the leadership is latent (that is, where leadership is existing but not yet noticeable), the potential lies within the group members who will now exercise initiative in carrying out whatever leadership functions are needed.

6. **Communication:** The last component in group discussion is communication where each group member brings with him varying skills in the use of verbal and non-verbal symbols. Also, each member has a potential for listening. When a group has met over a period of time, it may have developed some dominant pattern of communication which is a result of both the dimensions of the group and the potency of the external system. The network of communication gives intensity and direction to the group interaction.

8.3 Functional Member Roles

In a group situation, there are some functional member-roles that are carried out by group members to realize the group's goal. Such member roles include:



Figure 8.Group process

Source:<http://www.marketplaceleaders.org/tgif/groups/>

1. **Group Task Roles:** These are the participant roles and they are related to the task which the group is deciding to undertake or has undertaken. Their purpose is to facilitate and coordinate group effort in the selection and definition of a common problem and in solution of such problem.
2. **Group Building and Maintenance Roles:** The roles in this category are oriented toward the functioning of the groups as a group. They are designed to alter or maintain the group's way of working, strengthen, regulate and perpetuate the group as a group.
3. **Individual Roles:** Individual roles are directed toward the satisfaction of the group member's individual needs. Their purpose is some individual goal which is not relevant, either to the group task or the function of the group as a group. Such participations are however, highly relevant to the problem of group training, provided that such training is directed toward improving group maturity or group task efficiency.

8.3.1 Role Playing in the Group

A role is a patterned sequence of feelings, words and actions. An ability to understand or appreciate the feelings of others can be gained by imitating their behaviour and examining how one felt when acting the other's role. For example, children often imitate the seemingly successful ways which their models have adopted to the world.

What needs to be added to this natural imitative process is a conscious awareness that it is being done and the time, energy and ability to discuss its implications.

Role playing techniques are sometimes used to enable clients or group members to practice behaviours they want to learn. The client or group member rehearses new behaviour, such as to speak out in a classroom situation, or any group situation, with the counsellor or group leader, who reinforces or encourages the client's (member's) attempts

and suggests ways the individual can improve performances-.

In experiencing the role-playing process, one learns to pay attention to what is done. It is through increased attention to detail that one improves with practices. It is a general principle in the acquisition of skill that improvement takes place only through conscious effort during performance. Role playing has been found successful in the improvement of social relations and behaviour modifications.

Prescribed Games

Prescribed games mean rule-governed interaction. In a prescribed game, the group leader structures interaction for a delimited period by prescribing what the norms and, sometimes, the roles of participants and the task will be during that time. Afterwards, members discuss what they experience during the game, what they saw, became aware of and felt while interaction was governed by the rules the leader set up. Two main strategies for prescribing games are:

- Caricature and
- Set-Breaking.

1. **Caricature Strategy:** This strategy is also referred to as symptom scheduling, negative practice, reactive inhibition and paradoxical intention. The essence of caricature strategy is to ask group members to behave deliberately in accordance with a rule they were already following implicitly and under conditions which allow its experimental impact to be heightened.

To foster this heightening, the leader may ask members to exaggerate the behaviour. For example, a member who seems to allow himself only ingratiating (ungrateful), self-deprecating (disapproving) behaviour may be requested to "Get on your hand and knees and apologize for yourself to every member of the group". Or, he may be asked to "Get a compliment from each member of the group and immediately find some way to refute or disqualify each one".

Alternatively, the leader may request members to translate the behaviour into another modality. For example, two members who are using words to keep one another at a distance may be asked to push each other away physically.

This exaggeration or translation allows the member to experience more fully, the impact of what they are doing, both on themselves and on others and to decide for or, against change on the basis of this experiential understanding.

In addition, the experience of deliberately doing something which they may previously have been doing unconsciously or involuntarily can help members to gain both awareness of and control over the behaviour.

Another example of games in caricature strategy can be in a question form. In this case, members may communicate for the next five minutes only by asking questions. Once a member has been asked a question, he may ask one to someone else in the group, but no one may answer any questions during the game.

One may not question the person who questions him more than twice in succession (so that the interaction will not focus on two people for very long).

2. **Set-Breaking Strategy:** This strategy is also known as highlighting by contrast. In this strategy, the leader may prescribe a game which gives group members a taste of interacting under very different rules. The sudden change in what participants experience may demonstrate the effects of the previous rules quite clearly by contrast. For example, members may be asked to do exactly the opposite of what they have been doing.

If they have been expressing their feelings in the form of questions, as above, the leader may prescribe a game with the rule that no one may ask a question until he has made a statement committing himself to a position. In this type of game, the leader may give the following instructions:

"Pair up and carry on a dialogue in which each of you speaks only one sentence at a time before the other responds" (After members have done so for a short time.) "Now, communicate, using only one phrase before the other responds", "Continue your dialogue using only one word before the other responds" ... "Now, use only gibberish (i.e. meaningless sounds, especially talk that does not make sense) ... "Now, communicate non-verbally".

Members typically experience a heightening of emotional intensity in the interaction and greater contact with the other person as the game proceeds.

Other examples of prescribed games include:

1. **Secrets:** The leader may request members to think of a secret they would not wish to tell at this time. Then, they will be asked to imagine telling it and to then share their fantasies of what it was like to tell their secrets. This process may bring out clearly the nature or the rules (and attendant fears) which are currently making it difficult for members to share certain kinds of thoughts or feelings.

2. **Group Fantasy:** The leader may begin a fantasy about the group and different member's roles in it. He then suggests the rule that people add to the fantasy by saying whatever comes into their mind when another person finishes speaking. This type of rule may help members to talk about constraints or conflicts (as in free association) about what to do which they had not previously acknowledged.

3. **Ranking:** The leader may ask members to stand in a line representing their rank order to some dimension such as "influence in the group", "frankness" etc. How they place themselves may provide a rich source of information about both perceptions of

influence and rules concerning competition.

The type(s) of group process to adopt in any group will depend on the nature and problem that concerns the group.

Summary of Study Session 8

In this study session, you have learnt that:

1. Group process refers to how the members act and interact together. The three important group processes encountered in group situations are group discussion, role playing and prescribed games. The type of group process adopted in any group situation will depend on the nature of group, nature of problem and age of the group members.
2. A role is a patterned sequence of feelings, words and actions. An ability to understand or appreciate the feelings of others can be gained by imitating their behaviour and examining how one felt when acting the other's role. For example, children often imitate the seemingly successful ways which their models have adopted to the world.

Self-Assessment Question for study session 8

Having studied this session, you can now assess how well you have learnt its learning outcomes by answering the following questions. It is advised that you answer the questions thoroughly and discuss your answers with your tutor in the next Study Support Meeting. Also, brief answers to the Self-Assessment Questions are provided at the end of this module as a guide.

SAQ 8.1 (Test of learning outcome 8.1)

Explain the meaning of group process

SAQ 8.2 (Test of learning outcome 8.2)

Describe the important processes employed in group situations

SAQ 8.3 (Test of learning outcome 8.3)

Apply some group processes in group situations

Study Session 9: The Group Situation (Part II)

Expected duration: 1 week or 2 contact hour

Introduction

In this second part of group situation, you will be introduced to the process of Group Interaction, characteristics of groups used as helping techniques and the meaning of brainstorming. In discussing these common characteristics will focus on what goes on in the group, the dynamic interchanges, the group cohesiveness, the contributions of members, personal frankness and so on.

Learning Outcomes for study session 9

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

- 9.1 Explain the process of Group Interaction
- 9.2 List Characteristics of groups used as helping techniques
- 9.3 Explain the meaning of brainstorming.

9.1 Group Interaction

What goes on in different kinds of groups is determined by the purpose of the group (that is, what brought the members in each group situation together). For instance, each member (in the group) has come to his or her group because of one or more of the following reasons:

1. Dissatisfaction at some level or in some degree with one's present life, or with one small part of it which may be severe or slight.
2. Seeking relief from severe mental illness or maladjustment problems.
3. Seeking information about career and educational guidance.
4. Seeking help with some family difficulty.
5. Seeking to ease the transition from one stage of life to another.
6. Wishing to extend the range of certain professional skills.

However, whatever new satisfaction each member is seeking through group membership, they all have one thing in common. Each of them is concerned with relationship between people. It is in this area of interaction with group members that the dissatisfactions are expressed. It is also through this group membership and in interactions that the remedies are being sought.

Thus, human problem, such as mental illness and personal problems may be relieved and resolved through group activities.

9.2 Characteristics of groups used as helping techniques

Interpersonal Relationship

Much of the happiness and success one enjoys depends so much on the quality of the relationship one makes with other people. Through this relationship, one can either meet or fail to meet most of his basic needs (depending on the quality of the relationship).

Every relationship between two people is a two way process to which both contribute and, any professional practice concerned with human beings (such as guidance and counselling, nursing, medicine etc.) require from the workers, a deeper understanding of his own behaviour as well as the behaviour of others in order to be able to establish a good or congenial human relationship.

In this way, working with people differs from dealing with inanimate objects which alone can be objective. Thus, members of different kinds of groups, with their different motivations and different degrees of commitment are seeking to improve the quality of the relationship which they make with other people.

They also seek to learn to recognize the contribution they themselves make to every personal relationship in which they are involved and also to take responsibility for the contribution. To this end, the group members are prepared, in whatever group they have joined, to expose themselves to new situations which contain the possibility of personal change. Thus, the aims of all groups include the promotion of a change in their individual members.

This change is not influenced by external factor, nor is it a change in some determined direction. The members of the group are not converted nor indoctrinated. Also, members are not instructed towards this change. The agent of change is in participation in group itself and in its processes, operating under exceptional and disciplined conditions. Thus, every human encounter and relationships in groups bring about change in potentialities and improvement in growth and development.

Personal Frankness

In a group situation, the frankness of one person is a challenge to the concealments of everyone else. As a matter of fact, those who speak plainly about their own shortcomings expose others more than themselves.

However, it is very hard for many people to openly acknowledge a need. This is due to the fear that if the need is known, it may be ignored (and if this happens) the burden would be doubled. It is also rather hard to acknowledge ignorance and incompetence because human beings fear, contempt and loss of esteem.

There is also fear that others may take advantage of any weakness that is revealed. This fear of insecurity makes people assume positions that are hard to relinquish and it does

change unlikely.

However, in helping relationships, group members should be encouraged to expose themselves to the possibility of change and also to abandon some part of their defenses. They should also be encouraged to relinquish some part of their controls, to reveal more of their weaknesses and to be more honest, both with themselves and with others.

Some of the conventions of social intercourse with which they would normally protect themselves must be abandoned.

Group Cohesiveness

Cohesiveness is generally regarded as characteristics of the group in which the forces acting on the members to remain in the group are greater than the total forces acting on them to leave it. Some groups seem to possess a certain atmosphere of closeness or commonness of purpose that is lacking in other groups.

Cohesive groups are collectives in which interpersonal attraction or the desire for mutual association is high.

Group cohesiveness therefore, emphasizes the dynamic nature of the relationship among the members.

Factors that influence group cohesiveness can be grouped into two:

1. The group members are attractive in that individuals enjoy interacting with them, receiving their support on some issue or issues, or in general wishes to enter into some kind of exchange relationship with one or more of them.
2. The goals or exterior tasks confronting the group are consistent with those of the individual members and can best be handled by group action.

In Text Question

_____ is generally regarded as characteristics of the group in which the forces acting on the members to remain in the group are greater than the total forces acting on them to leave it

- (a) cohesiveness
- (b) Group discussion
- (c) Interpersonal Relationship
- (d) Alertness

In Text Answer

The answer is (A) cohesiveness

9.2.1 Effect of Cohesiveness on Group Performance

Since cohesive groups are composed of persons motivated to be together, we would expect group performance to benefit from cohesiveness through general motivation alone. Cohesive group possesses the advantages of mutual availability of the members.

That is, the willingness to interact has the potential advantage of making group resources available to a degree that the less cohesive group may not enjoy. Cohesiveness also fosters uniformity of responses to achieve group goals and objectives.

However, sometimes, the pleasure derived from interaction in cohesive groups exceeds the task-specific motivation. Thus, greater energy is devoted to interpersonal relations than to overcoming the task obstacles, hence performance suffers. Inter-group competition generally tends to increase cohesiveness within a group while intra-group competition tends to decrease it.

Group Commitment

Interactions of the members of the group itself represent various kinds of commitment to each other. Each member responds to another member in a manner different from that of anyone else. In any group situation each member chooses among the others those with whom he will do and will not do certain things.

His pattern of choices usually will be different from the choices made by other members. The interpersonal interactions that are apparent in any group are the result of a type of decision or commitment of the individual members with relation to each other.

True full commitment of a group to a common action, a common objective or a common attitude is practically impossible in a complete sense because each one of the group member sees the world differently. However, a group may reach a joint commitment at a certain level of abstraction.

The more abstract the proposition under consideration, the greater the possibilities of joint agreement. The more concrete the proposition under consideration, the less the opportunity for full agreement.

Group Decision-Making

Group decision-making is more complex and more involving than the intrapersonal and interpersonal decision making. A group decision is a collection of common individual commitments. It involves both intrapersonal and interpersonal decisions. When several group members agree to perform a common act or accept a common anticipation of action through joint discussion, they are making a group decision.

A unanimous or consensus decision occurs when all members of a group make the same commitment and proceed to perform similar behaviour.

However, majority decisions do not represent or signify total group commitment in any given matter. In many groups, for instance, there are always some people who are not committed to any action that the majority of the group will follow.

But when unanimous or consensus procedure is used, no decision or commitment is made that is not followed by everyone in the group. Both types of group commitment have values and weaknesses, depending on the demands of a given situation.

9.2.2 Problem-Solving in Group

Problem-solving is a system of arranging and organizing decisions so that they will have the greatest usefulness or value. Some of the problem-solving techniques employed by groups are:

1. group discussion,
2. assignment of roles,
3. role playing,
4. prescribed games (Refer to lecture eight)

One other technique that might be employed for group problem-solving is brainstorming.

9.3 Brainstorming

What do you understand by the term brainstorming? Brainstorming is a technique for stimulating the generation of idea and facilitating their expression. Brainstorming (as discovered by Alex Osborn), is a group creativity training method which operates under certain basic rules that gives necessary freedom for the generation of original ideas. It usually involves cooperativethinking by groups and is usually directed to the solution of specific problems. The assumption is that if there is a free flow of ideas within a group of low population density, one is likely to come out with some of the ideas that will serve as solutions to the problem.

9.3.1 Rules of Brainstorming

The rules of brainstorming are too numerous. Only very few examples will be cited here:

1. Criticisms are not allowed, that is, members are not allowed to criticize an individual member's contribution or idea.
2. Freewheeling of ideas is desirable
3. Assemble as many ideas as available within the group because quantity ideas bring quality.
4. Combination of ideas serves as building blocks to new ideas and so on. Brainstorming is best used in group discussion.

Summary of Study Session 9

In this study session, you have learnt that:

1. Human beings are group-oriented. People are meant to complement, assist and enjoy each other.
2. Groups are natural means for these processes to occur. People also seek to meet most of their basic personal social needs through groups, including the need to know and grow mentally, thus, groups provide most natural and expeditious means to learn. Consequently, groups are most influential in how the individuals grow, learn, develop behaviour patterns, coping styles, values, career potentialities and adjustment techniques. All these are possible due to characteristics possessed by groups

Self-Assessment Question for study session 9

Having studied this session, you can now assess how well you have learnt its learning outcomes by answering the following questions. It is advised that you answer the questions thoroughly and discuss your answers with your tutor in the next Study Support Meeting. Also, brief answers to the Self-Assessment Questions are provided at the end of this module as a guide.

SAQ 9.1 (Test of learning outcome 9.1)

Explain the process of Group integration

SAQ 9.2 (Test of learning outcome 9.2)

List Characteristics of groups used as helping techniques

SAQ 9.3 (Test of learning outcome 9.3)

Explain the meaning of brainstorming.

Study Session 10: The Group Situation (Part III)

Expected duration: 1 week or 2 contact hour

Introduction

This is the last study session on group situation, you have learned the process of Group interaction, characteristics of groups used as helping techniques and the meaning of brainstorming.

In this study session you will learn about the general purposes of groups, advantages and limitations of group work.

Learning Outcomes for Study Session 10

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

- 10.1 State and discuss the general purposes of groups
- 10.2 State the advantages in groups
- 10.3 Explain the limitations of group work

10.1 General Purposes of Groups

Many different models of groups exist. As a result, the purposes and stated objectives tend to vary with the group model that is employed. Most group goals, however, would fit broadly within the following taxonomy.

1. **Communication:** Groups are organized to facilitate improved communication between individuals and sub-groups.
2. **Learning Opportunities:** Through sharing of experiences, group members may learn to improve their communication and relationship' skills and learn to deal more effectively with their own feelings. Members also learn from each other's experiences.
3. **Insight:** Groups are formed to increase awareness and self-understanding and to help members solve problems which they have hitherto disregarded or left unfinished.
4. **Expression:** A group may function as a specialized kind of laboratory where feelings which normally might be a taboo in a conventional social context are allowed and ventilated in the group, thus, providing an individual with a meaningful catharsis (free expression of troublesome or painful feelings and release effect).
5. **Orientation:** A group may also be seen as an orienting device facilitating each member's readiness for individual counseling.

10.2 Advantages in Groups

Groups have special properties as opposed to dyads when used as the medium for personal change. Some of the unique powers of group according to Lieberman, (1975), include the following capacities.

1. **Developing cohesiveness:** This is the tendency of the group to generate some attractiveness among the members. The sense of belongingness can motivate the members to stay in the group as a result of the group's support. A group can also provide its members with the feeling of oneness.
2. **Controlling behaviour:** Groups sometimes develop their own rules and standards and provide systems of rewards or punishment for unacceptable behaviour within the group. The power of the groups to exert conformity can influence the behaviour of group members. Group norms can be developed as shared ideas of appropriate behaviour. In social systems, norms influence participants as they try to conform to it.
3. **Defining reality for group members:** The group exerts some influence on how each member should view himself, the group as a whole and others in the group. The collection of members in the group adds to meaning or reality of the group. The group provides insight, understanding and attributes meaning to members' behaviour.
4. **Inducing and reducing powerful feelings:** It has been observed that members in a group may get "carried away" or experience feelings which they later on are convinced about and are uncharacteristic of them. This potential to stimulate emotionality is regarded as an important quality of groups which bears on the personal learning or changes which take place in group situations.
5. **Provision of medium for social comparison:** There is the opportunity for the members to compare their attitudes and feelings towards individuals within and outside the group. Some of the group members may learn for the first time that they can give as well as receive help in a group setting, thus, making them feel worthwhile in terms of fulfilling the needs of others. The group also provides members with a medium to experiment and try out new behaviours in an accepting environment.
6. **Developing hope in group members:** Development of hope is also viewed as a function of the group. Frank, (1961), observed that hope is a factor in change. When group members are afforded the opportunity to listen to the testimony of others who have resolved their problems they may develop the hope that their own problems can be resolved as well.
7. **Facilitating growth:** The group provides members with opportunities for growth and development. Members can learn from one another and can add to their experiences from meaningful interactions with fellow members in the group.
8. **Spectatorism:** An individual in the group, although quiet and inactive may still express a sense of having benefited from the group.

10.3 Limitations of Group Work

1. Conflict among group members: In a group situation, one would expect one kind of conflict or the other. Conflict arises because, despite the group goals, each member has different needs and values.
2. These differences become evident and produce conflict unless the members repress their individual differences and direct their feelings towards achieving the group's goals. Conflict also arises when the group faces decisions which are central to it.
3. Despite the fact that group looks for all ways through which problems facing members could be solved, group effort might inhibit and hamper freedom among group members, thus, reducing quality to a mediocre level.
4. When a problem demands a single hand and privacy, for example, some personal problems like family, marital and sexual issues, such problems are better treated in dyads.
5. Furthermore, in a group, there may be some selfish attitude where some members may not want others to contribute or gain from on-going experience. A member may dominate the group activities thereby lowering the morale of other members.

Finally, decision making in group situation may take a longer period of time than in dyads.

10.3.1 Group Members Behaviour

In group situation, there is some behaviour (among members) that generally helps to facilitate growth or change. Such behaviours include the following:

1. **Self-Disclosure:** Mowrer, (1964), sees self-disclosure as a primary therapeutic mechanism essential for growth. Self-disclosure is regarded as the explicit communication of information to other members, which they are unlikely to acquire unless the person has given it. Self-disclosure is often stressed as a curative mechanism and cathartic event in a group context. Confidence in the group members and the feeling of acceptance by the group members may lead to self-disclosure.
2. **Getting and Giving Feedback:** The member's awareness as to how he is perceived by the other group members is regarded as one of the mechanisms leading to change and development in a group setting. It can be rewarding and also afford a rewarding experience to know where one stands and how one is perceived by others.
3. **Emotional Expression:** One of the important elements in change or growth is emotional expression of significant life events and occurrences. The emotional expression could be positive or negative while letting out of the feeling is regarded as an important change in the individual. The group members need to enjoy the intense feelings of their inner lives and about their relationship with others.
4. **Listening:** Listening is very important in group interactions. Before any group member can give help or give support to the other members, it is crucial that he listens to the content of discussion and the feeling expressed by other members. Thus, every member of the group needs to be active, attentive and contributing where possible, to

the growth and change in the group.

5. ***Developing appropriate group norms:*** Norms in groups may be described as the shared ideas about appropriate behaviour in the group. In a group setting, such as group counselling, the norms may be suggested by the leader or formulated by all the members. The group members have to agree that a particular behaviour is acceptable or unacceptable before it is considered as a norm.

In addition, group members need to be aware of other behaviours that can promote growth and change in the group. Honesty and responsibility are also important to the group, therefore, their behaviours (honesty and responsibility) must be emphasized.

Relationship between Leader and Group Members

In the relationship between the group leader and the members, there are some of the same elements as in the relationship between parent and child or therapist and patient. The leader must be cautious of using this fact in interpretation of group behaviour.

In many group situations, for instance, members would resent comparison with either or fellow member especially when the group involves students.

This may bring a conflict (emotional) between group members, members and the leader. He must, therefore, consider whatever role he may feel required to adopt in the group with this fact in mind

He must also understand that the disruptive and cohesive forces also existing in the group are likely to be exhibited through opposition and alliance to the leader, to his topic, to his person and also to his profession where it differs from that of the rest of the group.

The leader is also expected to provide a model with which members of the group may identify. Such interaction in group situations is concerned mainly with some aspect of human relationships which is contained within the group. It is also important to bear in mind that in spite of the importance of his position as a group leader and the significance of his contributions, the problems that the group has to tackle cannot be solved by him alone.

The leader may suggest solutions, but he cannot impose them on group members. Failures to achieve group goals may have to be tolerated by the leader. . The leader should therefore demonstrate an invariably accepting and non-judgmental attitude.

Communication and Leadership

For the leader to establish structure, it is essential that he fosters communication within the group by providing mechanisms for participation and for the need that members be informed in advance of decisions or action that will affect them. Adaptability to new

situations also requires communication within the group. Thus, several ends of effective leadership (and group interaction) are served by facilitating an exchange of information.

The fact that groups continually face new situations which require innovation means that the effective leader, while he may be the resource-person in his own right, recognizes the potential merit in the good ideas of others.

This is part and parcel of communication. The leader will be willing to listen to new ideas and in many instances, effective leaders are known for their "open door" policy in encouraging members to present to them, relevant facts and views about situations which require attention.

Summary of Study Session 10

In this study session, you have learnt that:

1. Despite the fact that groups vary in their nature and problem of interest most groups share common objectives which include communication, learning opportunities, insight, expression, orientation.

Advantages in groups as opposed to dyads include developing cohesiveness, controlling behaviour, defining reality for group members, inducing and reducing powerful feelings, provision of medium for social comparison, developing hope in group members, facilitating growth and spectatorism member's behaviour?

Self-Assessment Question for 10

Having studied this session, you can now assess how well you have learnt its learning outcomes by answering the following questions. It is advised that you answer the questions thoroughly and discuss your answers with your tutor in the next Study Support Meeting. Also, brief answers to the Self-Assessment Questions are provided at the end of this module as a guide.

SAQ 10.1 (Test of learning outcome 10.1)

Discuss on general purpose group

SAQ 10.2 (Test of learning outcome 10.2)

Highlight the advantage in groups

SAQ 10.3 (Test of learning outcome 10.3)

Mention the Limitations of Group Work

Study Session 11: The Group Formation

Expected duration: 1 week or 2 contact hour

Introduction

In forming any type of group there should be strict selection rules based on the nature and problem of interest of that group. This study session will focus on the the procedures involved in selection of group members in group formation, the differences between homogenous and heterogenous Grouping. You will also be introduced to factors to be considered for forming groups.

Learning Outcomes for Study Session 11

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

- 11.1 State the procedures involved in selection of group members in group formation
- 11.2 State the differences between homogenous and heterogenous Grouping
- 11.3 Describe the main factors to be considered while forming groups.

11.1 Procedures for Selection of Members for Group Guidance

For guidance group, the class could be randomly assigned into groups,if the counsellor wants smaller groups. By using classroom platform, the counsellor or teacher integrates guidance objectives into classroom activities. In Nigerian school situations, the counsellor may not have the opportunity of conducting small cross-sectional guidance groups.

The guidance activities would therefore be more on class basis. Another procedure for selection is by inviting students to participate in group counselling without any previous interaction with members.

On the other hand, the counsellor can invite students to participate in group counselling after the counsellor has become relatively familiar with the prospective participants and their concerns.

Another way of selecting members is by merely informing students that they have been selected to participate in counselling group. In this case, the counsellor selects members without their prior knowledge or consent.

It is assumed that prior to the formation of a guidance or counselling group, the counsellor will interview each prospective member and will also explain the principles of group process to the prospective member. The counsellor may also need to provide

information as to who the other group members are, to each participant.

It is also important that the counsellor should ensure willingness (obtain consent) from each prospective member to participate with other group members.

The counsellor may need to exclude members with familiar or personal relationships from the group. This is to prevent the formation of sub-groups within the group.

Other things to consider in group formation include:

- composition of group that is, whether the group is to be homogenous or heterogeneous
- sex and age of group members
- and whether the group should be open or closed (continuous).

11.2 Homogenous versus Heterogeneous Grouping

Homogenous group exists when the members have similar concerns or problems. On the other hand, the group is heterogeneous when the major problems of the members are essentially dissimilar. There are arguments for and against each kind of grouping.

Advantages of Homogenous Group

1. There is a specific or defined problem area which is common to all members and appears directional to the members. This common problem keeps the focus of the group in one particular direction.
2. The similarity of problems tends to promote the acceptance of members among themselves since the concerns appear to be the same.
3. There is opportunity to learn how to resolve one's problem by borrowing the methodologies used to attack similar problems by other members.
4. There is also the creation of attitude of belonging within members as the problem is not different from that of others. Thus, there is less tension in discussing problems.

Disadvantages

1. Homogenous group reinforces the negative aspects of the problem thereby, making no room for novel or creative solution to the problem. When this occurs, it weakens rather than enhances the work of the group.
2. Homogenous group also increases the likelihood of the establishment of a substitute reality in which members agree to live with their problems rather than continue to seek alternative solutions.

Advantages of Heterogeneous Grouping

1. Heterogeneous group can serve as a social microcosm representing the member's macro-community, a minute social representation of the member's larger community.
2. There is also the tendency to give the member the impression that his problem may be less serious compared to others' in the group.

Disadvantages

1. There is tendency to concentrate on an individual whose problem is too different to the detriment of other members of the group.
2. There is also the tendency to spend a large proportion of the group's time with a few members while others get very little help.
3. It is demanding on the group leader who has to interact effectively and equitably within the array of problems presented.

In Text Question

_____ group exists when the members have similar concerns or problems

- (a) Heterogenous
- (b) homogenous
- (c) correctiveness
- (d) Alertness

In Text Answer

The answer is (B) homogenous

Sex and Group Composition

The topic being discussed will determine whether the group is to be mixed on the basis of sex or not. For example, topics on information giving as regards educational and occupational matters do not require separating the sexes.

Project work and discussion of social issues could be done in mixed groups. Legally, there is no sex discrimination in employment in Nigeria, therefore, vocational guidance activities such as discussions on jobs, job clusters, work tasks, job families, vocational behaviour, vocational adjustment, etc., could be done in mixed groups. However, topics in sex education should be done in separate sex groups, especially with students under the age of sixteen.

Social and emotional maturity of each prospective group member should be taken into consideration when forming a group. Since teenagers vary in emotional maturity, based on factors which include sex, there is the need therefore, to assess the maturity of participants.

Girls, generally, are more mature socially, compared to boys of the same age during the course of development. Segregation by sex is usually encouraged in the early adolescence age as boys in their early adolescence tend to "act out" and sometimes reject members of the opposite sex during counselling sessions.

Girls sometimes exhibit behavior that is inappropriate for counselling groups. Composition which includes both sexes in group counselling may be encouraged in late adolescence as

older adolescents are at a point in their development when they seek the approval and acceptance of members of the opposite sex.

Age and Group Composition

The maturity of the group members will dictate the roles to be played by the leader of a counselling group. Groups are of value to children, adolescents and adults.

The group approach for children below five is not usually recommended by some counsellors. Within the age span of five and thirteen years, Gadza, (1973), advocates at least two different counselling approaches, namely:

1. Children in the age group of five - nine are play and action - oriented in addition to being spontaneous, open and impressionable. The approach to be used for this group should be such that will enhance their emotional, social and creative development.
2. The pre-adolescent child from nine - thirteen years is in latency or quiet period of development. The pre-adolescent prefers to be with members of his or her own sex group. The composition of members ingroupcounselling at this age may need to take sex into consideration.

The "group feeling" is also noticeable at this age as the pre-adolescent's play is dominated by a group peer or is team emphasis. Team sports and group games involving the same sex fits the pre-adolescent's developmental interests. Emphasis on the interview type of group counselling is to be avoided because children in the age range of five tonine and pre-adolescents are not sufficiently comfortable when talking directly about their problems.

Moreover, the counsellor should not expect the same level of participation and interaction in younger individuals as expected in adults.

Younger individuals may not have the adults' developed social graces of listening, whileothers are talking. They also have shorter attention span and they are easily distracted. These have to be considered while planning the duration of sessions.

Open versus Close Grouping

The choice has to be made whether the group will be open or close. Close groups consist only of those members present when the group was initiated. In this case, no new member may join after the group has started.

In open or continuous group, new members can join at any stake of progressing. Open groups sometimes create problem of communication and acceptance. Psychotherapy groups are usually close while guidance groups may be open or close.

Group Size

The group size depends on the following factors:

1. topic to be discussed;
2. the type of information being given;
3. the specific needs of the students or group members; and
4. administrative convenience and economy

Most authorities feel that guidance groups could consist of ten - one hundred and fifty participants or even more depending on the above factors.

For example, in group discussion, it is advisable to have small groups of ten - fifteen for more effect, while in situations where information on educational and occupational matters is being presented a larger group will be advisable.

The guidance counsellor should decide what optimum size will make the effort and activities most meaningful to individuals.

Summary of Study Session 11

In this study session, we have been able to discuss procedures for selection of group members in the process of group formation. These procedures or rules vary according to the nature and purpose of group to be formed. Factors to consider in forming groups include size, sex, age, homogeneity and heterogeneity of the problems to be discussed in the group

Self-Assessment Question for 11

Having studied this session, you can now assess how well you have learnt its learning outcomes by answering the following questions. It is advised that you answer the questions thoroughly and discuss your answers with your tutor in the next Study Support Meeting. Also, brief answers to the Self-Assessment Questions are provided at the end of this module as a guide.

SAQ 11.1 (Test of learning outcome 11.1)

Discuss the Procedures for Selection of Members for Group Guidance

SAQ 11.2 (Test of learning outcome 11.2)

Mention factors affecting group size

Study Session 12: The Group Formation

Expected duration: 1 week or 2 contact hour

Introduction

Group sessions commence after the location of ideal setting for the group to meet and other decisions regarding the formation of the group have been reached. Also, the problem of time and frequency of meeting must have been resolved.

Learning Outcomes for Study Session 12

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

- 12.1 State and provide appropriate physical settings for group sessions;
- 12.2 Explain steps in conducting group sessions
- 12.3 Explain the leader's roles during group sessions.

12.1 Physical Setting

Physical setting depends on the size of the group and nature of activities; it is essential that the setting should be congenial to group processes. The setting should be such that will enable each member to see, hear and talk to one another with ease.

A circular arrangement is usually appropriate. This makes it possible for every member to see each other directly when talking.

This setting is also more effective for social skill training. Sitting together in a circular form does not only reduce spatial ownership, it also increases a psychological sense of togetherness.

A sense of belonging might induce a greater sense of involvement and participation. A feeling of not wanting to break the circle could enhance group dynamics.

In Text Question

_____ depends on the size of the group and nature of activities; it is essential that the setting should be congenial to group processes

- (a) Group meeting
- (b) First meeting
- (c) Physical settings
- (d) Closing session

In Text Answer

The answer is (c) Physical setting

Duration of Sessions

The duration of the session vary and may be determined by the group leader and the members in the group. The sessions may last from half hour (30 minutes) to days as in marathon groups. The group may also decide to meet for a short time (about 30 minutes) twice in a week. The length of the sessions may be arranged to terminate with the breaks in each respective school calendar, that is, at the end of term or semester.

Time and Frequency of Meetings

The nature of the problem to be discussed by the group will determine the time and frequency of meetings in group guidance and counselling. Sometimes in the school setting, the principal may prefer group counselling session to be held during breaks or after the regular school hours.

This may affect the time and frequency of meetings. The group leader or counsellor may need to work out a convenient time with other school administrators.

First Meeting

The first session is crucial to the successful development of the group. This is when members get to know about one another and the leader. During the first meeting, the roles of the leader and the group members will be defined and perhaps group norms explored and suggested.

The group leader, after the general introduction of himself and group members, may highlight the expected group behaviour such as confidentiality, self-disclosure, getting and giving feedback and giving support to members.

The group members may be anxious and hesitant during the first meeting. If a situation like this occurs, the leader has to make them more relaxed. He can achieve this by encouraging the group members to give their names, their nicknames (if any), a brief description of what they do, reasons for participating in the group, etc.

Group members' will also be given opportunity to respond or express any observation about any topic. If there is no response, the leader may point out to the group, the benefit of expressing their feelings. Response from members has to be voluntary.

Inherent Dangers in the First Meeting

Domination by a group member: A group member may be engaged in extended discussion of his concern with the result that others may not get the opportunity to introduce themselves or talk about their concern before the session closes. This may create a feeling of rejection in other group members. The leader has to ensure that every member has opportunity to introduce himself and his concerns during the initial session.

Each member must be provided with equal amount of time to contribute to the group

during the first session. The leader will discourage any member telling too much about himself during the first meeting. This is to prevent any member telling more initially than the group is ready to deal with adequately.

Termination of first session can be done in the following ways.

1. The leader summarizes the first session for the group.
2. The leader can call a member to summarize first meeting.
3. The leader may decide to dismiss the group at some pre-determined time without any summary.

Before the group disperses, time for the next session has to be fixed.

Subsequent Meetings

During subsequent group meetings, the group leader demonstrates his expertise while the group members help each other to grow. The group may go through some negative experiences. For example, sometimes, members may not show interest or become indifferent in the group experience. Sub-groups may also be formed. The group leader needs to take precautionary measures in such cases in order to maintain the group.

Group guidance and counselling in a school setting has been observed to attract the curiosity of others such as peers of the group members who are non-members and sometimes the teachers. The leader has to give enlightening information as to what group guidance entails, that is, the purpose, goals and function of group guidance and counselling.

This is appropriate to reduce antagonism and challenges from other peers and also to bring about better understanding and support from the teachers and administrators.

The group leader may also need to get a written permission and consent from students' (group members') parents before children can participate in group guidance and counselling.

Closing Sessions

This is most important and applicable to group counselling. The closing session is as important as the opening session. The members in the group can examine their growth experiences in the group. There may be a follow-up and the leader has to communicate this to group members.

The follow-up (when applicable) is to prevent any anxiety resulting from the approaching group separation. The members may also be informed about the approaching final session before the actual day, thus avoiding abrupt termination.

Specific Role of a Leader with "Monopolist" Member

During group sessions, there are situations in which the group activities are dominated by a group member (monopolist). In some cases, there may be more than one monopolist. The monopolist may introduce a topic himself or he may use one supplied by someone else as a vehicle for the transmission of his views.

He may attempt to keep the whole of the session or the discussion periods focused upon the topic he has introduced or selected and effectively impede the introduction of other important interesting topics which the leader may feel tempted to deal with, if they seem relevant to the group and provide an opportunity for debate.

Other members may tolerate or even enjoy this for a time, but eventually they will feel that they are being by-passed and excluded from the discussion.

The leader must have a practical technique for dealing with this type of behaviour. He could simply allow such a member to have a second question or interjection as a supplementary to the original question and then, at his third contribution say, "Let's leave this for the time being; we will return to it." (and this promise will be kept); and then the leader will prompt another example from other members of the group.

At a later stage, the leader might find some connecting links between subsequent discussion and the first contribution.

Specific Role of Group Leader with "Paranoid" Member

Another situation that poses its own problem is the presence of a "paranoid" member within the group. Such a member is likely to find fault with every formulation and represent it as an example in one way or the other, of the damaging effect of external forces upon individual behaviour.

He may relate causes of difficulties under discussion to society, to inheritance, to class influence, to economic condition, or in a more general way, to established authority.

His views may lead to division in the group, drawing hostility from some members and support from others. He may even succeed in eliciting from the group as a whole, compassionate attempts to make up for the deprivation he has obviously suffered.

The leader may be tempted to try to satisfy or even "cure" him. Alternatively, the leader may find he doing "battle" with this member, with supporters and opponents among the others and may seek to exclude him or to bring about his withdrawal.

If this member were to withdraw because of action taken by the leader alone, it is likely that another would take his place.

This is because his behaviour must have meaning for the other members who permit it

and those who oppose it and may represent some aspect of their situation that they wish to have expressed. Besides, other members may look upon such a member as valuable to their proceedings.

The paranoid member can challenge the leader's statements and is able to prevent an easy and shallow acceptance of the points which the leader puts across, especially in group discussion by the majority.

Such a person must therefore be listened to because some of his contributions might be valid and the leader must be prepared to be surprised at the validity of some of this member's contribution and the comparative inappropriateness of some of his own.

If some of the paranoid member's contributions seem a little odd, the leader can add something to them and give them a structure that will fit into the general topic. Some of these contributions may be disturbing and other members may openly express frustration. The leader will have to repair the situation by remarks which also add something to it such as - "Yes....", "Yes, and..." but never "Yes, but..."

These remarks demonstrate the possibility of a response to the unanticipated and a readiness to find creativity in something presented in an unfamiliar way. The leader's tolerance is in the long run reassuring to the other members of the group.

Summary of Study Session 12

In this study session, you have learnt that

1. The physical setting for group session, including first, subsequent and closing meetings. Physical setting must be congenial to group process. During the first meeting, members get to know themselves and set group norms and roles of the leader and group members will be defined.
3. Duration, time and frequency of meetings vary, mostly according to the nature of the problem to be discussed.
4. The leader, during each group session, should make sure that every member has equal opportunity to talk and contribute to group activity. In case of the paranoid member, the leader has to be tolerant and give structure to his (paranoid's) contributions.

Self-Assessment Question (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 study 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)

State and provide appropriate physical settings for group sessions;

SAQ 12.2 (Tests Learning Outcomes 12.2)

Explain steps in conducting group sessions

SAQ 12.3 (Tests Learning Outcomes 12.3)

Explain the leader's roles during group sessions

Study Session 13: The Group Leadership

Expected duration: 1 week or 2 contact hour

Introduction

What makes a good leader? What are some positive and negative roles that people play in groups? How do groups solve problems and make decisions in order to accomplish their task? This study session will begin to answer those questions, Leadership is the process through which the performance or activities of others is influenced by a person occupying a leadership role.

Leadership involves an interpersonal relationship between a leader and the group members (subordinates). The most critical element in this relationship is the behaviour of the leader towards his subordinates.

A functional conception of leadership stresses the mutual responsiveness of both leadership and membership. Good leadership must be particularly sensitive to the feelings and problems of the group.

In this study session, you will learn about the leadership functions in group guidance and counselling, leadership functions in group settings and Characteristics of a leader

Learning Outcomes for Study Session 13

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

13.1 State the leadership functions in group guidance and counselling

13.2 State the general leadership functions in group settings

13.3 Describe the leadership skills of a great leader

13.1 Group Leadership with Special Emphasis on Group Guidance

Group guidance is a directive programme therefore the counsellor or the teacher should provide required leadership. In most cases, group guidance is necessary because children lack knowledge, experience, or skill. They thus, look upon the counsellor or the teacher to provide necessary information on educational, vocational, occupational, personal, social problems and so on. The leader has to do this but he has to gradually get members to take more responsibility.

In addition to providing direct cognitive leadership, the leader also ensures that every member participates actively, either in small or large group. He explains the purpose of the group, gets members to respect each other, ensures that only a few students (members) are not monopolizing group discussion or activities, assigns responsibilities and helps to clarify ambiguities, etc.

Large guidance groups are more difficult to lead. In such situations, members tend to be passive and the counsellor tends more towards teaching. The problem is pronounced if it is a guest speaker addressing the group. In order to make members more active in such situations, the following techniques may be employed.

1. The guest speaker should be given some guidelines on the areas to cover.
2. He should be given some suggestions on short activities that individuals could perform to enliven the talk. Such short activities include:

- ✚ Asking students to write down one or two ways to which such item apply after talking on a specific item.

- ✚ Randomly calling on two to five students to read out what they have written down.

Buzz method could also be used to ensure active participation in a large group. In buzz method, the speaker stops occasionally and asks listeners to turn to each other in twos and threes to discuss a raised issue, criticize it, apply it to their situations, or try to extend it to their situations.

After two minutes, he stops the buzz discussions and goes on to the next item. Punctuating his speech with such buzz makes it more practical and activity oriented. It also gives children the opportunity to think about issues raised into some details and to compare other colleague's view and assessment of the issue with their own.



Figure:13.1 Leadership

Source:<http://pixshark.com/democratic-leadership-style.htm>

13.2 General Leadership Function in Group Settings

It is very essential for the group leader to possess the ability to gauge the feeling states and progress of the group members in all group settings. The leader is more likely to be more effective when he has reasonable feedback about the state of each group member.

He needs to understand the needs of each member so that he can know where to be helpful. He also needs to know when to intervene, how to intervene, with the specific things to be done or said at each stage in your session. The following are the basic leadership function;

Leadership Skills

There are certain behaviours or skills that a leader must possess in order to be able to provide effective leadership. Such skills include the following.

Initiating: This is the extent to which a leader defines and structures his roles and those of his group members. If a leader scores high on initiating behaviour, it reflects a leader who is likely to play a very active role in directing, planning and scheduling the group activities.

Instrumental Behaviour: This is very similar to initiating behaviour. It consists of planning, organizing, controlling and coordinating groups closely in their tasks.

Consideration: This is the extent to which the leader's behaviour towards group member is characterized by mutual trust, mutual respect, support for member's ideas, a climate of rapport and two-way communication. If a leader scores low on consideration trait, it reflects an impersonal way of dealing with group members.

Consideration and initiating behaviour refer to kinds of leader's style, that is, leadership style on how the leader influences his subordinates.

Supporting: This consists of displaying concern for the interest, needs and well-being of group members.

Participating Behaviour: This is characterized by sharing information and an emphasis on consultation with group members

Achievement-Oriented Behaviour: This involves setting challenging goals, expecting subordinates to perform at the highest level and continually seeking improvement in performance.

Other leadership skills include moderating, problem-setting, idea, developing, opposing, energizing and motivating, attending, controlling, sentiment - testing, summarizing and so on.

In Text Question

_____ is the extent to which a leader defines and structures his roles and those of his group members

- (a) Participating Behaviour
- (b) management
- (c) leadership
- (d) Initiating

In Text Answer

The answer is (d) Initiating

13.3 Characteristics of a leader that Influences Group Success

There are some physical or personality characteristics of a leader that could influence the group activities in a positive or negative way. Some of the characteristics are as follows:

1. **Age:** The leader has to be of certain age grade to be able to lead his group and command their respect and cooperation. If the leader is younger than most of the group members, they might look down on him.
2. **Maturity:** Apart from age, the leader has to be socially, emotionally and psychologically mature and stable in behaviour (that is emotional stability) so that the various problems emanating from the group situation would not overwhelm him.
3. **Intelligence:** intelligence is a very important characteristic a leader needs to possess. An intelligent leader has an ability to be creative, innovative and able to handle complex problems in the group situations. An intelligent leader is also a very good resource person to his group.
4. **Physical Bearing:** The way the leader presents himself, his comportment and the confidence he exudes influence the degree of respect and admiration he receives from his subordinate.
5. **Education:** The leader has to be educated and versatile in order to be an effective, dynamic leader. He must know his field and topics to be discussed very well and be able to provide information on various issues.
6. **Decisiveness:** This is the ability to make decisions whenever the leader is called upon. It is also marked by determination or firmness.
7. **Verbal Skills:** The leader must be fluent in his language and be able to communicate his idea in appropriate words.
8. **Prestige:** This is the quality that commands general respect or admiration from people.
9. **Attractiveness:** This is the quality of being liked by people.

Other characteristics are height, extroversion, charisma, popularity and so on.

A leader in a group must help the members to create meaning through the labelling of feelings and events that participants undergo during the group experience.

Summary of Study Session 13

In this study session, you have learnt that:

1. Group guidance is a directive programme therefore the counsellor or the teacher should provide required leadership. In most cases, group guidance is necessary because children lack knowledge, experience, or skill. They thus, look upon the counsellor or the teacher to provide necessary information on educational, vocational, occupational, personal, social problems and so on. The leader has to do this but he has to gradually get members to take more responsibility.

2. Leadership is a process of influencing people and their performance by a leader. It involves an interpersonal relationship between a leader and his subordinates. Both leadership skills and characteristics influence the success or realization of the groups' goals.

Self-Assessment Question (SAQs) for Study Session 13

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 study Support Meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this Module.

SAQ 13.1 (Test of learning outcome 13.1)

State the leadership functions in group guidance and counselling

SAQ 13.2 (Test of learning outcome 13.2)

State the general leadership functions in group settings

SAQ 13.3 (Test of learning outcome 13.3)

Describe the leadership skills of a great leader

Study Session 14: The Group Formation

Expected duration: 1 week or 2 contact hour

Introduction

Groups can function with varying degrees of leadership. The style of leadership may have positive or negative effects on groups' functions. Many leaders, like members, are either anarchic or formalistic and this gives rise to special participation problems. The anarchic participant who assumes the role of a leader, for instance, has difficulty in analysing or abstracting.

In responding predominantly to the individual as a whole and failing to abstract from the individual the particular features which are relevant to group problems and goals, the anarchic leader has trouble seeing the group in appropriate perspective.

Learning Outcomes for Study Session 14

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

- 14.1 Identify various leadership styles employed in groups or organizations;
- 14.2 Differentiate between Laissez-fair leadership and charismatic leader.
- 14.3 Discuss the characteristics of each leadership style and differences between them.



Figure: 14.1 leadership styles

Source: <http://www.mylifeatnilico.com/career-tips/discerning-the-different-types-of-leadership-styles>

14.1 Types of Leaders

Leadership styles varies from one form to the other based on the styles employed, the following are types of leaders

1. Authoritarian Leader

This type of leader places authority over liberty. The authoritarian leader accomplishes tasks through fear of penalty and maintains a highly artificial and negative attitude in relation with group members. As a leader, such a person expects group members to perform well or be subject to punishment or replacement.

At times, this approach is effective in the short run, but it does not provide a solid foundation for continued performance. This is because authoritarian leadership does not provide a lasting satisfaction and security for those being led.

2. Democratic Leader

Democratic leader is one who depends not only on his own capabilities but encourages consultation with group members. Group members are invited and involved in planning, decision making and organizing the group activities. There is free communication and expression of feelings, ideas and soon between members and the leader.



Figure14.2: An example of Democratic Leader
Source: <http://still4hill.com/category/campaign-events-2/>

This type of leadership results in a cooperative spirit and the development of skills on the parts of the group members. Satisfaction is gained through a feeling of group accomplishment. Main characteristics of democratic leader include:

- Participatory
- Consultative
- Supervisory - etc.

In Text Question

The type of leadership that places authority over liberty , accomplishes tasks through fear of penalty and maintains a highly artificial and negative attitude in relation with

group members is the _____.

- (a) The authoritarian leader
- (b) Laissez - faire Leader
- (c) Democratic Leader
- (d) Charismatic Leader

In Text Answer

- (a) The authoritarian leader

3. Laissez - faire Leader

This leader depends completely on group members to establish their own' goals and to make their own decisions without any control from his own part. In other words, he assumes the role of just another member of the group. Under these conditions, members of the group are permitted to act individually and therefore may easily head in different directions.

4. Charismatic Leader

Charismatic type of leadership is based on a special personal charm or personal magical qualities which cause the leader to win and keep the interest and love of other people. A charismatic leader is thought to possess a magnetic, fascinating and extraordinary nature (charm) through which he impresses and influences many of his subordinates. He also affects and inspires his members by the strong expression of his emotionality.

The authority such leaders hold does not rest on tradition, reason or law. It rests on their outstanding qualities as leaders and as "unusual" human beings. By perceiving and responding to the feelings of those in large group and heightening and dramatizing the significant emotional aspects of large group feeling, the charismatic leader is able to express group goals and group solidarity vividly, dramatically and emotionally.

He stimulates solidarity by emphasizing the strength and commonness of feelings and problems rather than to develop solutions. However, when solutions are suggested, the charismatic leader makes them stand out vividly, thus he can serve vital group function such as:

- a. **Cohesion:** the charismatic leader stimulates emotional involvement in group members especially in large group and functional organizations where face-to-face relationship among all members is impossible. By so doing, he brings about cohesion (unity) among group members with consequent increased participation.
- b. **Interpretation:** The colourful leader helps members realise the relation between their specific roles and the attainment of organizational goals through his dramatic interpretation of what members are doing.
- c. **Channelization:** He can direct participation towards group goals instead of stimulating a diffuse excitement.

Nonetheless, charismatic authority lacks stable social organization. It has no system of rules, either traditional or rational with which to guide behaviour. It also lacks attempt at

routine. Consequently, it does not encourage the development of a stable political system.

Stability can only be established if the system, based on the charisma of the leader evolves into a traditional or a legal rational system of authority. Examples of charismatic leaders in history included **Hitler, Martin Luther King, Mao Tse-tung, John F. Kennedy etc.**

Bureaucratic Leader

Bureaucracy is a hierarchical system in an organization. The hierarchy depends on job specialization or division of labour or a set of rules and standards designed to promote uniformity on an attitude of impersonal impartiality. In other words, it involves a group of people organized in a pyramid fashion who try to administer large scale organization in a rational and efficient way through a division of labour and chain of authority.

The goal of bureaucracy is rational efficiency and their characteristics include:

1. specialization or division of labour;
2. chain of command or hierarchy of authority;
3. a body of rules; and
4. impersonality – that is, in bureaucracy, personal conditions such as liking or disliking someone or the like is not allowed

Sol Levine, (1949), identified four leadership styles from the constructive point of view, namely:

The Organizational Leader

The organizational leader is concerned with the day-to-day functioning of the administrative and technical processes of organizational activity. This leader has no defined roles and his success is to be judged by pragmatic criteria. He conceives himself as an executor of action; thus, he lacks sensitivity to group members.

His concern is primarily with formal organization in regard to which he has a mysterious compelling "know-how". He is most useful in the processes of analyzing, planning and integrating group activities.

The Intellectual Leader

The intellectual leader or expert type of leader is a key figure in an effective organization where he provides perspective especially in the interpretation of less immediate goals. Unfortunately, he often works and thinks automatically and uncreative without contributing his real intellectual abilities to the group needs.

This type of leader can contribute to the group needs only by combining his overall perspective with the specific feelings of the group members. His interpretative functions are most constructive only when they are derived from and tested by, group experience. Intellectual leaders are mostly involved with action groups.

The Informal Leader

The informal leader is often a non - office holding person who is close to the rank and file and is also an unobtrusive grassroots'-opinion leader. The informal leadership is characterized by the leader's anecdotal way of communicating to people, his simplicity and so on. Example of such leader is Abraham Lincoln.

The special leadership contribution of the informal leader lies in his acute sensitivity to the feelings of the members and his ability to work with people in a warm, flexible way. However, he is an anarchic participant with deep insight and his most crucial limitation stems from his inability to abstract.

In developing an individual style of leadership, the group leader needs not be limited to choices so far discussed. The style a leader chooses depends upon three group of forces.

Forces in the leader - this refers to the leader's value system and confidence in group members; his inclinations and feelings of security in an uncertain situation. Forces in group members for example, group member's expectations. Forces in the situation - for example, type of group, the nature of problems and the pressure of time.

Given these forces, leadership behaviour can be viewed along a continuum from "leader-centred" to "subordinate-centred" leadership. Moving from the leader- centred to the subordinate centred, one can observe the following styles.

1. The leader makes the decision and announces it.
2. The leader sells the decision.
3. The leader permits ideas and invites questions.
4. The leader presents a tentative decision subject to change.
5. The leader presents the problem.
6. The leader defines the limits and requests group members to make a decision.
7. The leader permits the group to make decisions within prescribed limits.

Summary of Study Session 14

In this study session, you have learnt that:

1. Various leadership styles. These styles include authoritarian leader. Democratic leader Laissez-faire style, charismatic leadership and Bureaucracy type.
2. Other leadership styles are organizational where the leader is concerned with day-to-day functioning of the administrative, technical processes of organizational activity, intellectual leader who is mostly involved with action groups and informal leadership

Self-Assessment Question (SAQs) for Study Session 14

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 study Support Meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this Module.

Identify various leadership styles employed in groups or organizations;

14.2 Differentiate between Laissez-fair leadership and charismatic leader.

14.3 Discuss the characteristics of each leadership style and differences between them.

SAQ 14.1 (Tests Learning Outcomes 14.1)

Differentiate between Laissez-fair leadership and charismatic leader.

Differentiate between Laissez-fair leadership and charismatic leader.

Discuss the characteristics of each leadership style and differences between them.

Study Session 15: The Group Formation

Expected duration: 1 week or 2 contact hour

Introduction

In the previous study session, you have learned that human beings do not live in isolation. They form members of various groups beginning from the family to other forms of groups. They also interact with other members of the various groups to which they belong at any particular time.

In this study session you will be introduced to personal growth and development and the basic factors of human relations.

Learning Outcomes for Study Session 15

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

15.1 Differentiate between personal growth and Development

15.2 List the basic factors of human relations

15.1 Personal Growth and Development

Group activities and interactions of members within a group provide diverse learning opportunities for the group members. Each individual learns from other members' experiences, ideas, expressed feelings and mistakes and consequently develop skills in problem solving.

Through group interaction, each individual in a group comes to realize his or her capabilities, deficiencies, weaknesses, etc. In other words, the individual comes to know himself better. As a result, the individual member during group experience tries to fill in or correct the deficits in his behaviour if any, modify some aspects of his behaviour or improve on the skills he already possesses.

Also, in group situation, the group feelings and satisfaction derived from experiencing the sense of belongingness, help in personal growth and development of each member. In addition, conforming to group norm, accepting responsibilities and performing prescribed or assigned roles, sharing of different viewpoints and corrective discussions by the leader within the group combine to influence individual member's growth and development.

The group exerts some influence on how each member should view himself, the group as a whole and others in the group. The collections of members in the group add to meaning

or reality of the group and this provides insight, understanding and attributes meaning to members' behaviour.

Besides, the dignity and worth of individual is ascertained thereby erasing or minimizing the development of inferiority complex in the individual.

It is obvious that an individual cannot really grow and develop in the best way to make proper use of his potentialities and capabilities without the assistance of one type of group or the other that directs him to a better way, restructure him, modify his life style and guide him towards attaining his goal.

15.1.1 Human Relations Skills Development

Group membership and interaction provide a forum for learning and acquisition of different skills necessary for effective and healthy human relations. Human relations are the way people react, respond, interact or communicate with other people. The relationship can be between two individuals or in a group situation.

People relate and react differently (or in varied ways) to fellow human beings. The way an individual relates to another individual always portrays the individual's idiosyncrasy.

The way and manner in which one person relates to another (or to group of people) is very important in all human endeavours since it goes a long way to determine how well one is liked, detested or respected by other people with whom he relates or interacts.

People derive a lot of happiness and satisfaction from healthy relationship with other people. On the other hand, unhealthy relationship which may be due to the lack of or deficiencies in the basic skills in human relations can lead to agonizing experiences, such as feelings of rejection and dejection, withdrawal experiences, unhappiness, low self-concept, aggressiveness, stubbornness, inferiority complex, unpleasantness, isolation from others and soon.

15.2 Basic Factors of Human Relations

Some of the basic factors in human relations include verbal skills, listening and communication skills, warmth, friendliness, charm, tolerance, self-control, especially of emotions, assertiveness, politeness, courteousness, altruism, power of understanding, sensitivity to other people's feelings and perspectives, cheerfulness, pleasantness, etc.

No one individual can possess all these skills. But while some people possess quite a good number of them which enables them to cope and get along with other people, others possess quite a few and as a result getting along with other people poses a big problem for such people.

However, during group interaction and involvement, individuals' deficient in such skills

learn from other group members who exhibit their skill during group activities. Also, the leader who is a model for the group constructively exhibits such skills in his or her behaviour for member's growth and development.

Exhibitions of such skills could be deliberate and directed to influence the shy, timid, unassertive or aggressive members of the group. Group in its process can adopt role playing training in assertiveness, verbal and communication skills for such members who need help in these areas. Hence, experience in groups goes a long way in developing human relations skills in group members.

In Text Question

All of the following are basic factors in human relations except_____

- (a) verbal skills
- (b) communication skills
- (c) self-control
- (d) energetic

In Text Answer

(d) energetic

Leadership Skills Development

Group experiences provide a forum for acquisition and learning of another important skill in human development which is skills in leadership. Group members, by observing and imbibing group leader's good qualities as regards planning, directing, executing, controlling and evaluating group activities, as well as the leader's good qualities in human relations, learn and acquire such skills too.

By exercising self-control, conforming to group's values and norms, accepting responsibilities and carrying out assigned and prescribed roles, group members also develop their skills in leadership.

Summary of Study Session 15

In this study session, you have learnt that:

1. A group is characterized by the interaction of its members in such a way that each unit is changed by the interaction of its group memberships and each would likely undergo a change as a result of change in the group. In this case, there is a dependence of each member upon the entire group and the relationship between two members is a function of the relationship between other members

Self-Assessment Question (SAQs) for Study Session 15

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 study Support

Meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this Module.

SAQ 15.1 (Tests Learning Outcomes 15.1)

Differentiate between personal growth and Development

SAQ 15.2 (Tests Learning Outcomes 15.2)

15.2 List the basic factors of human relations

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